

Modesto City Schools

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT La Loma Junior High School

50711676052740
CDS Code

TITLE 1 Schoolwide

Schoolsite Council (SSC) Approval Date

April 26, 2023

Local Board Approval Date

June 20, 2023

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:

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Section 1 School Mission Statement and Description

School Mission Statement:

La Loma Jr. High School: Learning For All

It supports the vision statement of the school which says: The policies , programs, and practices of our school is characterized by a collaborative culture in which educators take collective responsibility for helping all students learn.

School Description:

In 1956, La Loma Junior High School opened with space for 650 students. This year, there are just 662 7th and 8th-grade students who populate the school from both sides of Yosemite Blvd. The inclusion of students from all parts of the socio-economic spectrum provides for a unique and diverse student demographic. Currently, 79% of our student population participates in the free or reduced lunch program.

La Loma JHS today boasts a wide array of educational and support services for students from diverse ethnic, racial, and socio-economic backgrounds. 25.6% of our students identify themselves as White/Caucasian, 57% as Hispanic or Latino, 2.5% African-American, and 1.6% Asian. Seven percent claim “other” or a dual ethnicity. We are home to four Special Education programs (Resource Specialist, SDC Learning Handicapped, Deaf and Hard of Hearing, and Severely Emotionally Disturbed), and have itinerant services for students with other disabilities. We have 80+ of our students are enrolled in band or orchestra; we also have a 50+ voice chorus that performs throughout the city and in Disneyland each year.

The main buildings, erected in 1956, have been augmented with portable classrooms, a gymnasium, and one computer lab. A new cafeteria was completed in March 2003, to serve our student population through a two lunch-period system. All classrooms now have air-conditioning and upgraded electrical wiring. During the summer of 2002, a science lab was completely renovated. During the fall of 2011, the second lab was refurbished. In 2013, the labs were augmented to accommodate the requirements of State testing.

Modernization of La Loma began in February 2004 and was completed in September 2005. Classrooms received a facelift, which included new marker boards, tack boards, paint, and exterior door replacement. Full abatement, re-roofing, interior, and exterior painting, fire alarm upgrades, security alarm, and restroom upgrades have also been completed. Staff and student restrooms have new tiles and are ADA-compliant. The custodial staff at La Loma takes great pride in keeping the campus in spotless condition, and they have consistently won Modesto City Schools District awards for their diligence. They were honored at a Board of Education meeting in October 2009 for receiving an outstanding inspection rating. During the Summer of 2019 the exterior paint was completed, air conditioning was added to the gymnasium, and security cameras were installed on campus. During the Summer and Fall of 2021, the front of the school was redesigned to incorporate a safer pickup and drop-off area for parent use with the addition of a new visitor parking lot. At this time there was also a redesign and addition of a new bus loading and unloading zone on the Conejo Ave. side of campus and a new staff parking lot was constructed on the Rosina Ave. side of campus. During the Summer of 2022, construction started on a redesign of some building spaces (updated Science Rooms with Labs, new CTE Space, and updated Choir and Band Facilities) to better serve the needs of our students. Additionally, the construction of a new multi-use field with a track for use by our students, staff, and community. All construction should be completed during the 23-24 school year.

The Center for Human Services, a local non-profit organization, provides counseling through its Student Assistant Specialist program. The specialist is on our campus five days a week to provide conflict mediation, Alcohol, and Other Drug Education, referrals for counseling, and risky behaviors interventions as well as many other related services. We now have a second Student Assistant Specialist who is stationed in our Intervention Center and works with students who are placed there in supporting academic work, character development work, and our Restorative Practice program. This year we have also added a Family Support Specialist to work with connections and support families needing support and assistance. Our academic counselor is on our campus daily and closely monitors students' progress toward meeting graduation requirements. The WEB (Where Everybody Belongs) program was implemented beginning in 2006-07. Like Link Crew in high school, the program trains over 80 eighth-grade students in leadership skills and strategies to welcome, assist and provide ongoing support for incoming 7th graders in order to facilitate and ease the difficult transition from elementary to junior high school.

La Loma is designated a Title I School. Funding was used to assist students needing additional support in order to be successful in their academic studies. Title I School-wide status was suspended for the 2012-2103 school year through 2015, as La Loma was designated to be a "School of Choice" through NCLB. Students requiring additional assistance still received remedial classes in language arts and mathematics, and English Learners not yet reclassified were still enrolled in an Academic Language Development course to strengthen their skills for school in general. Resource students are enrolled in a Resource Tutorial class that teaches organizational skills, and study habits, and provides academic support. Students who show the ability, but might lack the support or resources to enter college, are recruited into the AVID program (Advancement Via Individual Determination) where they learn note-taking, organization, responsibility, and collaboration, and receive tutoring in their academic classes.

More than half of the full-time teachers have been teaching at La Loma for at least ten years. La Loma teachers coach after-school athletic teams and advise academic programs. Academic competitions such as Science Olympiad, Math Super Bowl, Future City, Robotics, Spelling Bee, the Science Fair, and Pentathlon, as well as the WEB (Where Everyone Belongs) program and CJSF (California Junior Scholarship Federation), enhance the academic lives of La Loma students. They also model the nine Character Traits promoted by the District Character Education program. To recognize students' academic performance, there are various recognition efforts underway on an ongoing basis, including Students of the Month and an active Renaissance program, which recognizes students whose grades reflect a GPA of 3.0 or higher each grading period. Recognition has been expanded to include students who improve their GPAs by 0.5, perfect attendance, and all "O's" (Outstanding citizenship), and teachers' choice to reward those students who are working hard in their classes but did not meet the standard requirements for inclusion in the Renaissance Program. La Loma teachers also volunteer to provide academic assistance Monday through Thursday both before and after school as needed or requested.

Migrant Education /Title I Part C supplemental instructional and support services are provided to the Modesto City Schools migrant students through a Memorandum of Understanding with the Merced County Office of Education/Migrant Education Region 3. These services are directly provided by Migrant Education Region 3 staff to preschool and elementary students. Migrant Education supplemental instructional services are provided through a combination of site and home base models. Migrant students are identified and recruited by two Support Services Liaisons. The current migrant student eligibility list is maintained on a monthly basis and is cross-referenced with the district student database to keep student lists current. The Supportive Services Liaisons additionally provide referrals for supplemental health and social services to migrant families identified in the Modesto City Schools attendance area. The migrant parents assist the district and region in evaluating migrant educational services through their participation in the Migrant Parent Advisory Committee which meets six times per year. Migrant Education services are determined each year in collaboration with the Modesto City Schools District to maintain or modify them based on a review of prior year services and funding allocations.

Section 2 CSI & ATSI: Purpose and Description

Purpose and Description

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

☒ Schoolwide Program

☒ Additional Targeted Support and Improvement

English Learner Students and Students with Disabilities have been identified for ATSI status.

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

The SPSA goals are aligned to MCS LCAP. The SPSA meets ESSA requirements, has metrics set to the CA Dashboard and is written and evaluated by a properly constituted SSC.

Upon review of the needs assessment, the greatest need at La Loma Junior High School is improving the overall performance for our students with disabilities and our English learner students. Both of these groups are identified and supported throughout the goals of our SPSA. Additionally, La Loma has expanded the AVID program to target students needing additional support in all classes and piloted an inclusion model to support our students with disabilities. We are piloting the district's inclusion plan to ensure that students with disabilities are included in general education classes with their peers.

Resource Inequities

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

Given our EL population, our site could benefit from an EL counselor and more EL support staff. As for our students with special needs, they could benefit from additional para-professional support to meet their diverse needs. Tutoring services specifically for EL and SPED students would also be beneficial to these groups and their academic achievement.

Section 3 Educational Partners Involvement

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

Involvement Process for the 2022-23 SPSA Annual Review and Update

La Loma Junior High School's SSC, ELAC, Site Leadership, and teachers participated in the evaluation process of La Loma Junior High School's 2022-2023 SPSA which includes the analysis of quantitative and qualitative data to determine effectiveness within each goal, activities to continue to discontinue, and to revise.

This occurred during the SSC, ELAC, Site Leadership, and staff meetings throughout the year. The SSC met routinely to discuss and update SPSA goals and strategies. Site leadership and all faculty provided input through various meetings and platforms.

Involvement Process for the 2023-24 SPSA and Update

Using input from all educational partners: SSC, ELAC, School Leadership Team, and site teachers reviewed the evaluation of the 2022-2023 SPSA and then discussed how to move forward for the 2023-24 SPSA. This process included providing all educational partners with the prior SPSA. This process occurred during SSC, ELAC, Site Leadership and Faculty Meetings. Site teams met in the Spring of 2023 to review, finalize and provide input to the 2023-24 SPSA.

Section 4 ELA Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: English Language Arts

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The implementation of precise literary strategies combined with effective collaboration time among educators led to improved outcomes in English Language Arts. Collaboration continues to be focused work in progress to create additional opportunities for staff to share and recognize best instructional practices. Teachers assessed their collaboration teams using a PLC rubric to determine areas of needs and strengths. Teachers time spent collaborating and collectively determining the focus on essential standards was effective. Professional development was provided to teachers providing support with a clear instructional focus including academic models of GRR or Gradual Release of Responsibility. Special focus was directed at bridging the gap in lost learning from our students exiting the pandemic. As a whole, our school will focus on all students reading, writing, listening, and speaking in all classes. We will be tracking and paying special attention to our students with disabilities and English learners so we can make sure they are progressing on the same path as their peers.

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

No major differences to be noted.

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

The planned actions will continue for the 2023-2024 school year.

IDENTIFIED NEED (Data Analysis)

ELA

Based on Grades we identified that 70-89% of English Learners students are in need of support / intervention in the area of: Writing

To address this the school can:

increase access and opportunity for EL students to engage in their learning while receiving adequate and specific tutoring. provide additional tutoring services for EL students. Implementation of DISE curriculum. Bi-lingual AVID tutors used to help provide additional support and tutoring for EL students.

ELA PD

Based on Observations we identified the following area of need in professional development Access to specific ELA PD

To address this the school can:

Provide professional development to support the implementation of instructional strategies based upon rigor and relevance drawing from essential standards to support the Gradual Release of Responsibility instruction. Provide increased opportunities for our EL students to read, write, speak and listen in every class.

Additionally we analyzed specific data to indicate the following need(s):

Attendance rates for EL and special education students revealed a need for increased access and opportunity for students.

Discuss the areas of strength and need based on data analysis:

Data analysis of CAASPP results from 2022-23 will be analyzed when available to compare in previous areas of growth including analyzing within informational texts, writing full narrative texts, composing full explanatory texts, writing full arguments using the complete writing process, using precise academic vocabulary and citing evidence to support arguments, ideas or analyses. These areas were identified in target groups as areas of strength among all students

Subject: English Language Arts

LEA/LCAP: LCAP Goal 1

Goal #1 Improve Distance from Standard 15 points or maintain status if above standard

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual -49.8	Goal -34.8
English Learners (EL)	Actual -93.1	Goal -78.1
Students with Disabilities (SWD)	Actual -152.3	Goal -137.3
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Increase percent of students mastering literacy skills across all content areas.					
Increase percent of students able to discuss and collaborate using complete sentences and academic language across all content areas.					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	<p>1. Professional Development with staff regarding best teaching practices focused on literacy in the classrooms dealing with reading, speaking, writing, and listening across all disciplines.</p> <p>2. Professional Development for infusion of AVID Strategies in core class instruction. AVID Training (Summer Institute, AVID National) provided to teachers within AVID elective and for core area teachers to include AVID based instructional strategies. This includes conference registration and participation and substitute teachers required for training.</p> <p>3. Collaboration time for teachers to create and identify common rubrics for writing assignments in order to clarify writing expectations for students.</p>	<p>Grades, by period</p> <p>SRI scores, Benchmark scores as given</p> <p>Walkthrough data</p> <p>PLC Data Analysis - Assessment Results</p> <p>ELA Remediation</p> <p>Optional Course</p> <p>ELA Diagnostic Assessments</p> <p>Staff Professional Development Logs / Transcripts / Reports</p> <p>PowerPoint training to staff from AVID conferences / networks</p>	Conferece, travel, and Regestration	Title 1 Professional Development	2300
			Substitute Teachers	Title 1 Professional Development	1299

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>4. Tutoring/intervention opportunities offered for Tier II and Tier III students struggling academically, taught by credentialed teachers. AVID tutors and</p>	<p>Grades, by period SRI scores, Benchmark scores as given Walkthrough data PLC Data Analysis - Assessment Results</p>	Instructional Supplies: Supplemental Resources	Title 1 Supplies and Services	1119
	<p>additional math tutoring offered outside of the AVID elective to assist students academically. Strategies also include mentoring opportunities to reach at risk students. Additional resources include supplies needed for extended opportunities beyond classroom instruction. 5. Offering additional ELA remediation courses in the second semester to remediate students off track and/or behind in ELA standards. 6. Offering additional tutoring focused on ELA standards for all students.</p>	<p>ELA Remediation Optional Course ELA Diagnostic Assessments Staff Professional Development Logs / Transcripts / Reports PowerPoint training to staff from AVID conferences / networks</p>	tutoring	Title 1 Certificated	1250

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>7. Increasing access to technology to increase effectiveness of rigor and engagement with GIFT (Good Instruction First Time).</p> <p>8. Increasing access to technology through appropriate updated digital resources for all teachers to enhance the delivery of language development.</p>	<p>Grades, by period</p> <p>SRI scores,</p> <p>Benchmark scores as given</p> <p>Walkthrough data</p> <p>PLC Data Analysis -</p> <p>Assessment Results</p> <p>ELA Remediation</p> <p>Optional Course</p> <p>ELA Diagnostic Assessments</p> <p>Staff Professional Development Logs /</p> <p>Transcripts / Reports</p> <p>PowerPoint training to</p> <p>staff from AVID conferences /</p> <p>networks</p>	Technology	Title 1 Supplies and Services	3000
			Technology Training/ clerical	Title 1 Professional Development	250
	<p>9. Additional translation services provided for parents needing support with technology, access to resources and parent training focused on curriculum, standards, and support.</p> <p>10. Parent presentations focused on supporting student engagement - presentations done by certificated staff to support parent needs and student engagement.</p>	<p>Attendance reports to parent nights</p>	Teacher presentation	Title 1 Parent Involvement	250
			Additional classified translation	Title 1 Professional Development	351

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
English Learners (EL)	<p>1. Support instructional material acquisition to provide adequate and challenging reading and writing opportunities. Increasing EL students access to best instructional practices utilizing technology within lessons.</p> <p>2. Development of EL strategies and supports that core teachers can use to modify strategies and be aware of accommodations. Implement additional scaffolds and supports utilizing technology to provide individual supports supplementing EL Master Plan.</p> <p>3. Provide AVID tutors to support EL students with ELA needs.</p>	<p>Benchmark scores Grades ELPAC scores SRI results Parent Involvement and communication Increased numbers of ALD students setting higher educational goals Staff Professional Development Logs / Transcripts / Reports</p>	Substitutes	Title 1 Professional Development	300
			Instructional Technologies and Supplies	Title 1 Supplies and Services	1000
		Parent Involvement and communication	translatin services	Title 1 Parent Involvement	250

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>4. Provide additional translation services to increase communication and support and training for parents.</p> <p>5. Provide communication with parents of English Learners through periodical communication newsletters that include resources available to them such as Schoology, PowerSchool, and our website.</p> <p>Communication includes information designed to involve and educate parents on the reclassification process.</p>				
Students with Disabilities (SWD)			Substitute Teachers	Title 1 Professional Development	300

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>1. Monitoring and implementation of all academic IEP goals to include ELA components affecting student growth targeting academic literacy.</p> <p>2. Placement of a SPED teacher on all core collaboration groups to assist with implementation of parallel curriculum and offer assistance regarding differentiated instruction and scaffolding.</p> <p>3. Support designated EL curriculum through professional development and best instructional practices within resource and special education classes.</p> <p>4. Provide time and opportunity for special education teachers to conduct peer observations.</p>	<p>Grades Benchmarks SRI Staff Professional Development Logs / Transcripts / Reports</p>			
	<p>5. Provide translation services for parent communication regarding special education students.</p>	<p>Parent involvement and communication</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	6. Increasing access to technology through appropriate updated digital resources for special education teachers to enhance the delivery of language development.	Grades Benchmarks SRI Staff Professional Development Logs / Transcripts / Reports	Technology and Instructional Supplies	Title 1 Supplies and Services	250
Other Student Groups					

Section 4 Math Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Math

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The implementation of precise literary strategies combined with effective collaboration time among educators led to improved outcomes in Mathematics. Collaboration continues to be a focus work in progress to create additional opportunities for staff to share and recognize best instructional practices. Teachers time spent collaborating and collectively determined the focus on essential standards was effective. Previous professional development provided clarity to teachers within all core areas to further enhance time focused on student progress and the delivery of effective instruction. Special focus will be for all students to read, write, speak and listen in all classes. We will be tracking and paying special attention to our students with disabilities and English learners so we can make sure they are progressing on the same path as their peers.

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

Actions were implemented as planned.

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

Actions will continue for the 2023-24 school year.

IDENTIFIED NEED (Data Analysis)

MATH

Based on Grades we identified that 90-100% of English Learners students are in need of support / intervention in the area of: Communicating Reasoning

To address this the school can:

provide additional AVID sections and tutoring opportunities to focus on building communicative reasoning through reading, listening, writing and speaking opportunities to assist certificated staff with designing assessments and analyzing data through the PLC process. Additional tutoring opportunities will be implemented to address all students supports needed in math. With us entering the second year of using the new SAAVAS curriculum we would expect to see gains for all students in math.

MATH PD

Based on Observations we identified the following area of need in professional development Support with Analysis of Assessment Data

To address this the school can:
expand upon SAVVAS opportunities to connect specific CIPD opportunities to certified teachers

Additionally we analyzed specific data to indicate the following need(s):

grades and benchmark scores for EL and special education students revealed a need for increased access and opportunity for students.

Discuss the areas of strength and need based on data analysis:

Data analysis of CAASPP results and benchmark results from 2022-23 will be analyzed when available to compare previous areas of growth including:: analyze proportional relationships and using them to solve real-world and mathematical problems, using properties of operations to generate equivalent expressions, using random sampling to draw inferences about a population, understand connections between proportional relationships, lines, and linear questions, define, evaluate, and compare functions; and solve real-world and mathematical problems involving volume of cylinders, cones, and spheres. Student grades and observations combined with benchmark scores revealed a need to develop EL students' communication skills within mathematics, specifically expanding their ability to collaborate and provide reasoning for solutions. Special focus will be on getting all students to read, write, listen, and speak in all math classes, every day.

Subject: Math

LEA/LCAP: LCAP Goal 1

Goal #2 Improve Distance from Standard 17 points or maintain status if above standard

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual -106.3	Goal -91.3
English Learners (EL)	Actual -153.5	Goal -138.5
Students with Disabilities (SWD)	Actual -185.8	Goal -170.8
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Increase the percent of students meeting or exceeding Math content standards.					
Increase the percent of students demonstrating the Standards for Mathematical Practice across all content areas					

Schoolwide (SW)		Grades Benchmark reports Walkthrough data Behavioral data PLC Data Analysis - Assessment Results Math Remediation Optional Course			
			Tutoring	Title 1 Certificated	1500

	<p>1. AVID classes for students who are below grade level standards or SBAC standards.</p> <p>2. Math support classes for those needing assistance to work at grade level.</p> <p>3. Tutoring/intervention opportunities offered for Tier II and Tier III students struggling academically, taught by credentialed teachers. AVID tutors and additional math tutoring offered outside of the AVID elective to assist students academically. Strategies also include mentoring opportunities to reach at risk students.</p> <p>4. Offering math remediation courses to remediate students off track and/or behind in math standards.</p> <p>5. Tutoring services focusing on SAVVAS concepts and Back to Basics skills provided after school to students needing additional math support.</p> <p>6. Implementation of CAASPP practice assessments through SAVVAS curriculum for all students.</p>		
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	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>7. Professional development for infusion of AVID Strategies in core class instruction. AVID Training provided to teachers within AVID elective and for core area teachers to include AVID based instructional strategies to provide math support.</p> <p>8. Collaboration time for teachers to create and identify common rubrics for grading math problems to provide students clarity in addressing the standard.</p>	<p>Staff Professional Development Logs / Transcripts / Reports PowerPoint training to staff from AVID conferences / networks</p>	Conference	Title 1 Professional Development	500
			Substitutes	Title 1 Parent Involvement	200

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	9. Increase student use of technology to embed daily Math curriculum through available resources. 10. Increasing access to technology through appropriate updated digital resources for all teachers to enhance the delivery of language development.				
		Parent participation/communication	Child Care parent presentation and communication	Title 1 Parent Involvement	300
			teacher presentation	Title 1 Parent Involvement	300
English Learners (EL)		Grades Benchmark Data Math intervention data Number of students setting higher education goals in ALD classes Staff Professional Development Logs / Transcripts / Reports			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>1. Use of Staff Development to implement instructional strategies to differentiate and scaffold instruction unique to EL learners in order increase math academic vocabulary.</p> <p>2. Development of EL supports that identify strategies to support EL students. Strategies and materials provide accommodations and modifications for EL students. Implement additional scaffolds and supports utilizing technology to provide individual supports supplementing EL Master Plan.</p>				
		<p>Parent participation/commu ni catio</p>	additional translation	Title 1 Parent Involvement	300

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>3. Provide additional translation services to increase communication and support and training for parents.</p> <p>4. Increased communication with parents of English Learners through periodical communication newsletters that include resources available to them such as Schoology, Power School, and our website.</p>				
	5. Opportunity for expanded remediation through Study Skills course in second semester.	<p>Grades Benchmark Data</p> <p>Math intervention data</p> <p>Number of students setting higher education goals in ALD classes</p>	Technology and Instructional supplies	Title 1 Supplies and Services	1000
Students with					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Disabilities (SWD)	<p>1. Monitoring of IEPs to insure that math standards are addressed.</p> <p>2.Placement of a SPED teacher on all core collaboration groups to assist with implementation of parallel curriculum and offer assistance regarding differentiated instruction and scaffolding. Teacher will utilize collaboration meetings to develop math curriculum while adapting assessments to support student needs.</p> <p>3. Meeting time focused on developing Schoolwide Instructional Norms to develop and enhance academic language across all content areas.</p> <p>4. Increasing access to technology through appropriate updated digital resources for special education teachers to enhance the delivery of language development.</p>	<p>Grades</p> <p>Benchmarks</p> <p>Walkthrough data</p> <p>Math intervention data</p> <p>Results of IEP goals</p> <p>Staff Professional Development Logs / Transcripts / Reports</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	5. Supplemental Instructional materials provided to SPED teachers to promote math standards. Time will be provided through sub days to create opportunities for SPED teachers to observe math curriculum and best instructional practices.	Grades Benchmarks Walkthrough data Math intervention data Results of IEP goals Staff Professional Development Logs / Transcripts / Reports	Technology and Instructional services	Title 1 Supplies and Services	500
Other Student Groups					

Section 4 Attendance Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: Attendance

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

In 2022-23 perfect attendance and students with improved attendance were recognized regularly through incentives for students. Students who were absent were contacted by the school promptly and efficiently. Students who demonstrated a high number of absences were deemed chronically absent and subject to SART and SARB site procedures. Additionally, the attendance liaison made home visits to promote improved attendance. Parents were offered training in PowerSchool to maintain communication with the school. Special education teachers included attendance goals in daily classroom activities and within IEPs to promote attendance. These strategies resulted in an overall decrease in the Schoolwide attendance rate while also seeing a significant decline in the Special Education Chronic Absenteeism rate. We will be hiring a motivational speaker for the first day of school to encourage our students to attend school, the importance of attendance, having a growth mindset, and doing their best in school at all times.

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

No differences.

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

No changes to the goal due to positive trends.

IDENTIFIED NEED (Data Analysis)

ATTENDANCE

Based on Dashboard Attendance we identified that 0-49% of All students are in need of support / intervention in the area of: Engagement

To address this the school can:

provide attendance incentives for students and families. provide training and support for parents and student needing technology assistance navigating courses, links, times and schedules, provide follow up resources to families identifying technology or skill obstacles while students are on quarantine and unable to attend school.

ATTENDANCE PD

Based on Analysis of attendance data we identified the following area of need in professional development Engagement Strategies

To address this the school can:

provide certified staf with engangement strategies that help studnets want to be in class on time. To provided PD on how to use PBIS to incentivize students to be in class on time.

Additionally we analyzed specific data to indicate the following need(s):

all students demonstrate inconsistent attendance and engagement data during COVID and was made worse with mandatory quarantines for students and staff, highlighting access and opportunity as areas of need for support.

Discuss the areas of strength and need based on data analysis:

Schoolwide data shows an overall decline in chronic absenteeism from 2018-19 to 2019-20, 2020-21, and 2022-23. The decline in chronic absenteeism can be attributed to a large decline in chronic absenteeism for all subgroups.

Data for 2019-20 cannot be compared due to restrictions and limitations within distance learning. Data from 20-21 is difficult to compare due to students missing school due to quarantines and ongoing COVID issues. The use of COVID-related Short-Term Independent studies was implemented to help mitigate the effect COVID had on student attendance rates in the 21-22 school year. For the 22-23 school year there was a 12.83% decrease in chronically absent students and an overall 3.57% increase in our overall attendance rate.

Subject: Attendance

LEA/LCAP: LCAP Goal 1

Goal #3 Increase attendance rate by 0.5% or to 98% for 23-24 school year.

	Increase student attendance rate by 0.5% or to 98%.		Decrease chronic absenteeism rate by 1%	
	2022-23 Final Data	2023-24 Data Goal Increase	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 90.36%	Goal 98%	Actual 31.29%	Goal 30.29%
English Learners (EL)	Actual 93.02%	Goal 98%	Actual 23.62%	Goal 22.62%
Students with Disabilities (SWD)	Actual 87.69%	Goal 98%	Actual 41.28%	Goal 40.28%
Other Student Groups	Actual %	Goal %	Actual %	Goal %

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies utilized to decrease the percent of students with absenteeism and promote attendance.					

Schoolwide (SW)		Weekly attendance report to track chronic absences Dashboard attendance and engagement data Parent contact logs Monthly tracking data Student reports - monitoring system Student Incentives Logged Digital Rewards Recognition			
			Incentives	Title 1 Supplies and Services	1000

	<p>1. Student recognition for perfect and improved attendance. Recognition includes awards, events.</p> <p>2. Services available to students and parents including: Academic Counselor, Student Assistance Specialist [SAS] and Family Support Specialist, and Attendance Liaison on site to counsel students determined high risk for chronic absenteeism regarding attendance and classroom performance. Home visits made when necessary to target improved attendance.</p> <p>3. Academic opportunities for students expand engagement and remediate poor attendance.</p> <p>4. Use of SART and SARB process as a means to provide support and accountability to students and parents.</p> <p>5. Academic interventions for students - holding 1:1 meetings targeting attendance and academic performance while providing goals, incentives and recognition for growth.</p> <p>6. Implement digital announcements and weekly Friday updates</p>		
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	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	available online, through the school website and transcribed for all parents to increase access to school updates including the importance and focus on student attendance.				
	7. ParentSquare and periodic newsletter to families emphasizing the importance of regular attendance for student academic success	engagement data Parent contact logs	Translation Services/Printing	Title 1 Parent Involvement	50
	8. motivational speaker for the first day of school to encourage our students to attend school, the importance of attendance, having a growth mindset and doing their best in school at all times. This is part of La Loma's Day of Welcome	Student engagement Attendance rates Chronic Absent rate student reports	Contract Services Agreement - consultant non-PD	Title 1 Supplies and Services	5000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
English Learners (EL)	<p>1. Provide additional translation services to parents regarding the importance of daily attendance. Translation services are offered within SART, SARB, attendance calls, and IEPs to increase the levels of parent communication.</p> <p>2. Providing communication to parents through newsletters, marquee updates, parent trainings and EL parent meetings to gather input and provide feedback regarding student attendance.</p>	<p>Monthly perfect attendance and improved attendance award winners</p> <p>Monitoring of perfect attendance students</p> <p>Parent newsletter copies</p> <p>Parent sign-in sheets</p> <p>Dashboard attendance and engagement data</p> <p>Parent contact logs</p> <p>Monthly tracking data</p> <p>Student reports - monitoring system</p> <p>Student Incentives</p> <p>Logged Rewards</p> <p>Recognition</p>	Student Incentives	Title 1 Supplies and Services	1000
	<p>3. Student recognition and incentives for EL students showing attendance improvement and perfect attendance weekly, monthly and quarterly.</p>				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
		Monthly perfect attendance and improved attendance award winners Monitoring of perfect attendance students Parent newsletter copies Parent sign-in sheets Dashboard attendance and engagement data Parent contact logs Monthly tracking data Student reports - monitoring system Student Incentives Logged Rewards Recognition _____			
	_____	_____	_____		
	_____	_____	_____		
	_____	_____	_____		
	_____	_____	_____		
Students with Disabilities (SWD)			Student Incentives	Title 1 Supplies and Services	1000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>1. Implementing goals targeting improved attendance in IEPs. Goals recognize efforts by students and parents to improve attendance.</p> <p>2. Recognition and incentives provided to Students with Disabilities for demonstrating perfect attendance weekly, monthly and quarterly. Additionally, SPED students showing significant growth and improvement with attendance will be recognized via incentive programs, school recognition,</p> <p>3. Site services available to increase awareness through IEPs including parent meetings, parent calls, translation services within IEPs. Academic interventions held within SPED program to address attendance and academic performance.</p>	<p>EP goals</p> <p>Monthly perfect attendance award winners</p> <p>SPED recognition awards</p> <p>Dashboard attendance and engagement data</p> <p>Parent contact logs</p> <p>Monthly tracking data</p> <p>Student reports - monitoring system</p> <p>Student Incentives Logged</p> <p>Digital Recognition</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups					

Section 4 PBIS Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: PBIS

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The overall site implementation of PBIS focused on providing incentives for students through the PBIS Rewards System (creating incentives and opportunities for student recognition) may have led to decreased overall suspension rates. Additionally, the focus on building positive relationships with students and a continued focus on empathy and behavior may have led to decreased suspension rates. The site implementation and efforts to restore behavior with the additional staffing handling student behaviors also played a role in the decrease of suspensions overall. Continuing to develop and promote empathy and understanding for behaviors through professional development may benefit all student growth while enhancing the PBIS program.

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

No differences to note.

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

No changes to the goal.

IDENTIFIED NEED (Data Analysis)

PBIS

Based on Referrals/Incidents we identified that 0-49% of All students are in need of support / intervention in the area of: Behavior

To address this the school can:

analyze data, identifying areas of student behavior leading to highest frequency of student behavior referrals develop and communicate clear plans emphasizing PBIS while reducing the number of student behavior referrals.

PBIS PD

Based on PBIS Data we identified the following area of need in professional development Access to specific PBIS PD

To address this the school can:

offer PD for staff on how to incorporate PBIS into their classes, incentivize students to be on time and expand the digital PBIS program to increase and enhance strategies designed to support student behaviors
provide specific strategies focused on equity to support development of school culture.

Additionally we analyzed specific data to indicate the following need(s):

For the 22-23 school year student behavior data indicated a rise in the number of student behavior referrals indicating and a rise in overall suspension rate indicating a need for supporting classroom management and a schoolwide approach to student behavior.

Discuss the areas of strength and need based on data analysis:

Data from the 2022-23 school year shows an increase in the overall suspension rate. Increasing from 6.95% in the 21-22 school year to 11.76% for the 22-23 school year. Hispanic and White students have seen the biggest increase in suspension rates for the 22-23 school year while Black/African American and Intentionally left blank populations saw substantial decreases in their suspension rates. The increase in suspension rate is due to many factors including the full return to in-person learning for many students who had not been on a school campus for 2-3 years. This led to a disconnect for students on what behaviors are and are not acceptable in a school setting. Educating students on what the expectations are for all students while on campus will be a major focus for next year.

Subject: PBIS

LEA/LCAP: LCAP Goal 1

Goal #4 Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3% for 23-24 school year.

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	
	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 11.73%	Goal 11.43%
English Learners (EL)	Actual 12.06%	Goal 11.76%
Students with Disabilities (SWD)	Actual 14.66%	Goal 14.36%
Other Student Groups	Actual %	Goal %

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies to reduce the number of discipline incidents and promote PBIS.					

Schoolwide (SW)	<p>1. Schoolwide Behavioral Norms posted in all classrooms recognizing: Be Safe, Respectful, Responsible. Weekly updates communicated to staff focusing on specific norms</p> <p>2. Behavioral data reviewed by Instructional Leadership Team, PBIS committee, departments and during faculty meetings to identify trends, gather input for behavior norms and provide Professional Development in areas of need.</p> <p>3. Student Assistance Specialists to meet and counsel students as needed regarding proper behavioral expectations located both in front office and intervention center.</p> <p>4. Reintegration meetings held with students receiving out of school suspension prior to returning to school. Meetings involve students and parents to review behavior expectations both in the classroom and on campus</p>	<p>Behavioral reports with incidences and suspension.</p> <p>Positive notifications mailed</p> <p>Parent attendance logs for parent training in PBIS</p> <p>Positive Recognition Rewards</p> <p>Attendance logs of staff training</p> <p>Intervention Log / Feedback</p> <p>Student Forms (Feedback)</p> <p>Student Panel Comments / Notes</p> <p>Staff Professional Development Logs / Transcripts / Reports</p>			
			Technology and Instructional supplies	Title 1 Supplies and Services	750
			substitutes	Title 1 Professional Development	350
			PBIS Rewards	Title 1 Supplies and Services	1000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	5. Utilization of digital announcements made available to parents via the school website in addition to transcribed school announcements and updates.	Parent engagement records.			
			Parent Involvement/co mmunication	Title 1 Professional Development	50
			Additional Classified Translation	Title 1 Parent Involvement	100
	6. Schoolwide recognition of Positive Behavior via rallies, assemblies and "Fun Friday" including student rewards and incentives. Parent notifications of positive behavior for students who show such on campus. 7. Implementation and support of digital PBIS rewards program creating new opportunities for student recognition. 8. Academic and cultural enrichment focusing on social emotional well being. 9. Provide effective and updated digital resources to support schoolwide PBIS.				
Incentives			Title 1 Supplies and Services	1691	

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>10. Career fair/Entraprenour Awarness Day to promote student awareness of college and career opportunities post k12.</p> <p>11. Conferences and cultural awareness targeting professional development with Tier II, Tier III and/or similar student demographics and behaviors</p>				
English Learners (EL)		<p>Behavioral incidence and suspension reports</p> <p>Attendance logs of trainees</p> <p>Parent contact logs</p> <p>At Risk Monitoring System (Site)</p> <p>Intervention Log / Feedback</p> <p>Student Forms (Feedback)</p> <p>Student Panel Comments / Notes</p> <p>Staff Professional Development Logs / Transcripts / Reports</p>	Technology and Instructional supplies	Title 1 Supplies and Services	1000
			Instructional/ Technology	Title 1 Supplies and Services	500

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>1. Grade level counselors and two Student Assistant Specialists [SAS] support and teach students strategies for dealing with confrontations. Family Support Specialist on site to provide parent training and education relating to attendance, behavior and supporting students' academic performance.</p> <p>2. Provide effective and updated digital resources to support PBIS.</p>				
	<p>3. Translation services available for parents including parent meetings, informational sessions, PowerSchool training, parent newsletters and school updates.</p> <p>4. English Learner Parent Partnership [ELPP]meetings to inform parents of a variety of topics that include the PBIS plan.</p>	<p>Communication logs and sign in sheets</p>	TCII Translator		

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)		Behavioral incidences/suspension reports Attendance logs of trainees Parent contact logs At Risk Monitoring System (Site) Intervention Log / Feedback Student Forms (Feedback) Student Panel Comments / Notes Staff Professional Development Logs / Transcripts / Reports	Technology and Instructional supplies	Title 1 Supplies and Services	750
			Student Incentives	Title 1 Supplies and Services	500

	<p>1.SPED department will develop a program to consistently provide incentives to their students to support the PBIS plan in a manner that will address the specific needs within their population.</p> <p>2. Inclusion of behavior plan strategies within IEP including behavior goals to students.</p> <p>3. Professional Development training for classified staff (Paraprofessionals) focused on student behaviors and deescalating student behaviors.</p> <p>4. Incentives and recognition within SPED classrooms focused on improved student behaviors. Classroom teachers including student recognition within lessons.</p> <p>5. SPED teachers providing additional classroom instruction focused on behavioral norms, routines and effective procedures to promote positive behavior.</p> <p>6. Provide effective and updated digital resources to support PBIS</p>		

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups					

Section 4 Academic Equity, Opportunity, and Awareness

Goals, Strategies, Expenditures, & Annual Review

Goal 5

Subject: Academic Equity, Opportunity, and Awareness

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

La Loma Junior High School will increase the site's equity and access opportunities for all students in all areas. This will be achieved through analyzing our master schedule to ensure students have equitable access to the courses they need to be successful in high school, college, and/or their career of choice. This will be achieved through Guest speakers highlighting the strength and opportunities within the STEM, History Day, Career Day, and Science Fair activities. Staff Professional development in the area of equity. Vertical articulation with feeder schools and possible field trips to schools to get our students exposed to what is needed to be successful after Junior High.

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

None

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

No changes will be made to the current goals.

IDENTIFIED NEED (Data Analysis)

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS

Based on STEM/STEAM Data we identified that 60-69% of All students are in need of support / intervention in the area of: real world applications

To address this the school can:

increase support, awareness and opportunity within STEM programs and pathways

increase support, awareness and opportunity within the Social Science History Day, Career Day, and Science Fair activities

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS PD

Based on PLC input we identified the following area of need in professional development Access to specific PD

To address this the school can:

provide training and professional development in the areas of equity, access and opportunity

provide training and support in the area of assessment analysis and academic interventions

Additionally we analyzed specific data to indicate the following need(s):

EL students and Students with disabilities demonstrated a high rate of failure within Math, Science and Social Science courses. These students demonstrate a lack of engagement in addition to needing additional support developing key academic skills.

Discuss the areas of strength and need based on data analysis:

EL students and students with disabilities performed better in ELA, demonstrating improved results comparing academic grades. Students continue to demonstrate growth with academics but due to distance learning may see additional skill needs across all subject areas. Students demonstrate needing access to increased opportunities and interest within STEM and Social Science projects.

Subject: Academic equity, Opportunity, and awareness

LEA/LCAP: LCAP Goal 1

Goal #5 Increase pathway opportunities for all students and increase support, awareness and opportunity within the STEM program, History Day, Career Day and Science Fair activities.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	<p>1. Guest speakers highlighting the strength and opportunities within the STEM, History and Career Day activities, Entrepreneur Experience Day participation.</p> <p>2. Specific tutoring offered to all students focusing on math and science.</p> <p>3. Guest speakers within career day, Science Fair, and STEM projects to promote opportunity and involvement.</p> <p>4. Support continued development of STEM facilities available for student access.</p> <p>5. Support continued development of digital media within Social Science and History Day to increase student opportunity.</p>	<p>ESS Communication Forms</p> <p>ESS Student Rosters and courses</p> <p>Road to Graduation communications and presentations</p> <p>Career Day Attendees</p> <p>STEM Project Competitions</p> <p>History Day Attendees</p> <p>History Day project lists</p>	Printing Services	Title 1 Supplies and Services	500
			Student Incentives	Title 1 Supplies and Services	1000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>6. Professional development focused on equity, growth and opportunity. EPOCH Equity Training for staff.</p> <p>7. PLC training and input surrounding equity, assessments and grading practices to promote student growth.</p> <p>8. Attend trainings and/or conferences focused on increasing student equity, opportunity and growth within a diverse culture</p>	<p>PD logs and attendance</p> <p>Conference Agenda / Attendees & Registration</p> <p>Meeting Agenda / PPT</p> <p>from conference training to staff</p>	Conference Registration / Travel	Title 1 Professional Development	300
			substitutes	Title 1 Professional Development	300
	<p>9. Communication with parents through Back to School Night, Parent Information, PTA presentations and other parent opportunities to discuss graduation requirements, credit recovery, and program opportunities for all students.</p>	<p>Back to School Night Presentation</p>	Teacher Presentation	Title 1 Parent Involvement	100

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
English Learners (EL)	1. Remediation courses offered for EL students in all subjects. 2. Academic tutoring offered during lunch and after school for students to engage in continued learning. 3. Guest speakers focused on STEM and Social Science focused on EL students and diverse student learners.	Parent presentations Tutoring Logs PLC Agendas / Faculty Meeting Agenda Guest Speakers - Attendees Translated Communications	Additional Classified	Title 1 Classified	1000
			Additional Certificated Tutoring	Title 1 Certificated	1100
			Printing Services / Translation	Title 1 Parent Involvement	51
			Technology / Supplies / Services	Title 1 Supplies and Services	500
			Student Incentives	Title 1 Supplies and Services	500
	4. Providing professional development focused on a healthy school culture, developing equity and opportunity focused on diverse student learners.	PD logins focused on equity	Additional hourly certificated PD	Title 1 Professional Development	
		Meeting agendas and notes (parent, SSC, ELAC, other)	Translation Services	Title 1 Parent Involvement	100

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	5. Parent trainings and opportunities from local community centers to provide additional information on Science and Social Science programs. 6. Discussion opportunities through school forums for EL parents to identify obstacles and provide support. 7. Translation services for parent communication in the areas of Science and Social Sciences.				
Students with Disabilities (SWD)		IEP goals and progress Parent Meeting agendas ESS Student Rosters Parent Newsletter Student Attendees List within events	Student Incentives	Title 1 Supplies and Services	1000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	1. Utilize the IEP process to identify and provide feedback on student goals and achievements. 2. Identify and support students needing additional credit recovery across all subject areas. 3. Identifying new opportunities for special education students to be involved in STEM, Science and Social Science opportunities.				
		IEP goals and progress Parent Meeting agendas ESS Student Rosters Parent Newsletter Student Attendees List within events	Printing / Communication	Title 1 Parent Involvement	50

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	4. Communicate routinely with parents regarding student progress. 5. Communicate with all stakeholders regarding special education student progress. 6. Provide opportunities for parent discussions and training focused on graduation requirements. 7. Communication with parents regarding STEM and Social Science event opportunities.				
Other Student Groups					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

Section 4 Parent Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 7

Subject: Parent Involvement

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

La Loma Junior High School will increase the site's equity and access opportunities for parental involvement. This will be achieved through accessed Parent and Community Outreach Department, Parent Ambassador Program and ParentSquare to assist with EL parents and PTA. Informal feedback from parents regarding input, identification of needs, Increased communication with EL Parents via personal phone calls, Consistent digital, in-person or hybrid meetings with EL and PTA parents, Provided devices to parents through FSS/SAS Center for Human Services and support. Staff Professional development in the area of equity.

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

None

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

No changes to the goals.

IDENTIFIED NEED (Data Analysis)

PARENT INVOLVEMENT

Based on Input from Parent Engagement & Outreach, parents' needs include: supporting student with attendance

To address this the school can:
monitor and support student attendance and engagement through regular communication with families when students are absent, student attendance incentives, parent education around attendance
provide outreach opportunities for parents to engage with the school in a postive way and grow the home-school relationship throughout the year

STAFF PD TO SUPPORT PARENT INVOLVEMENT

Based on Input from parents we identified the following area of need in professional development Access to specific parent involvement PD

To address this the school can:

participate in specific CIPD support trainings and opportunities to best suit parent needs
communicate CIPD offerings providing targeted support for all staff

Additionally we analyzed specific data to indicate the following need(s):

During the 22-23 school year there was an increase in attendance levels due to the end of quarantines for students due to COVID restrictions. Although the overall attendance rate increased there is still a need to continue monitoring current student attendance levels and engagement levels to ensure we meet our identified attendance goals. There needs to be ongoing parent education on the importance of regular student attendance as we move beyond the pandemic.

Discuss the areas of strength and need based on data analysis:

Students at La Loma have a 90.36% attendance rate for the 22-23 school year. Students demonstrated abilities to overcome technology challenges and communicate with teachers by demonstrating skills of self-advocacy and representation. Students have expanded their ability to advocate for their needs and communicate with teachers regarding missed assignments and ways to improve their overall academic performance. Parents have also demonstrated an increased comfort level with a return to in-person meetings including IEPs, 504s, counseling, Back to School Night, other academic meetings, and meetings on campus in general. As parents get more comfortable with returning to in-person meetings there will be an increased effort to have parents on campus and engaging with the school community.

Subject: Parent Engagement

LEA/LCAP: LCAP Goal 3

Goal #7 Make contact with 100% of parents each semester through email, phone, digital meeting, home visit, or other means of communication.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)		Back to School Night presentation Open House presentation Road to Graduation parent event Community Events and activities offerings Quarterly digital parent events Social media postings and engagements Log of parent contacts Conference Agenda / Attendees PPT and log of staff attendees in training as a result of conference	Parent Professional Development	Title 1 Certificated	150
			Printing services	Title 1 Supplies and Services	500
			Conferences / Registrations	Title 1 Professional Development	300
			Substitute Teachers	Title 1 Professional Development	500

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>1. Communicate with via ParentSquare and personal communications focused on school updates, graduation requirements, and school goals.</p> <p>2. Provide opportunities for parent communication and input throughout the academic year.</p> <p>3. Create digital meetings offering unique opportunities for parent access to school curriculum and programs.</p> <p>4. Develop social media methods to provide alternative means for accessing site updates.</p> <p>5. Engage parents through community outreach events and opportunities to extend training, events and activities focused on student support and school programs.</p> <p>6. Provide incentives for parent engagement and support at site events</p> <p>7. Attend training and/or conferences focused on increasing parent involvement within the school community.</p>				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
English Learners (EL)		ELAC meetings EL Parent meeting agendas Parent Newsletters Parent logins and attendance Conference Agenda / Attendees Log of parent contacts	Substitute Teachers	Title 1 Professional Development	500
			Conferences & Registration	Title 1 Professional Development	500
			Printing Services	Title 1 Parent Involvement	150
			Teacher Presentation	Title 1 Parent Involvement	150
			EL Parent Engagement	Title 1 Parent Involvement	193

	<p>1. Interact with EL parents through routine meetings, events, and community offerings.</p> <p>2. Provide translation services for presentations.</p> <p>3. Provide translation services for newsletters and communications.</p> <p>4. Provide EL parent opportunities for input on PD, activities, and events focused on EL parent and student needs.</p> <p>5. Provide incentives for parent engagement and support at site events.</p> <p>6. Attend training and/or conferences focused on increasing parent involvement within the school community.</p> <p>7. Provide additional translation services to increase communication and support and training for parents.</p> <p>8. Increased communication with parents of English Learners through periodical communication newsletters that include resources available to them such as Schoology, Power School, and our website.</p>		
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	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	1. Provide PD opportunities for special education staff (certificated and classified) focused on parent and community outreach. 2. Communicate on a regular basis including site and class progress. 3. Communicate with parent to develop and monitor IEP goals. 4. Provide incentives for parent connections with school programs. 5. Provide training event focused on opportunities for student and parent involvement. 6. Attend trainings and/or conferences focused on increasing parent involvement within the school community.	IEP goals Parent rights and responsibilities Parent meeting agendas and minutes Parent logins and attendance Conference Agenda / Attendees	Translation services	Title 1 Parent Involvement	150

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups					

Section 5 Staffing

Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
<p>Provide additional translation services to increase communication and support and training for parents</p> <p>Provide communication with parents of English Learners through periodical communication newsletters that include resources available to them such as Schoology, PowerSchool, and our website. Communication includes information designed to involve and educate parents on the reclassification process.</p> <p>Increased communication with parents of English Learners through periodical communication newsletters that include resources available to them such as Schoology, Power School, and our website.</p> <p>Provide additional translation services to parents regarding the importance of daily attendance. Translation services are offered within SART, SARB, attendance calls, and IEPs to increase the levels of parent communication.</p> <p>Providing communication to parents through newsletters, marquee updates, parent trainings and EL parent</p>	TCII Translator	Title 1 Positions	22245	<p>ELA Goal 1</p> <p>Math Goal 2</p> <p>Attendance Goal 3</p> <p>Parent Involvement Goal 5</p>

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
meetings to gather input and provide feedback regarding student attendance.				
AVID classes to support students in core academic classes while providing additional tutoring and support for those who are below grade-level standards or SBAC standards. AVID classes provide ELA and math support for those needing assistance to work at grade level. Additional AVID sections have been provided by MCS.	AVID 7-8 Certificated Staff .60 FTE	Title 1 Positions	90238	ELA Goal 1 Math Goal 2
AVID classes to support students in core academic classes while providing additional tutoring and support for those who are below grade-level standards or SBAC standards. AVID classes provide ELA and math support for those needing assistance to work at grade level.	Classroom Teacher 7-8 Math Support 0.2 FTE	Title 1 Positions	28173	Math Goal 2

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring

Section 6 Budget Summary

Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title 1 Positions	140656	0.00
Title 1 Professional Development	8100	0.00
Title 1 Parent Involvement	2694	0.00
Title 1 Certificated	4000	0.00
Title 1 Classified	1000	0.00
Title 1 Supplies and Services	25060	0.00

Section 7 Funding Allocations

Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	\$181,510
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$
Total Funds Provided to the School Through the Consolidated Application	\$181,510
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Current allocation budgeted for strategies to meet the goals in the SPSA	\$181,510.00
Grand total budgeted including carryover from Section 11	\$181,510

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program.

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

Total of State and local programs that the school is including in the schoolwide program: \$

Section 8 School Site Council Membership

2023 - 2024
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Jr High and High School
SCHOOL: La Loma Junior High School

Committee Composition Requirements: In secondary schools, half of the members are the principal (1), classroom teachers (4), and other school staff (1); half are parents or other community members (3) and students (3).

<u>Parents/Community Members</u>	<u>Staff</u>
1. Name: Brian Cassagio Term: 2021-2023 XParent Community Member	1. Name: Shaun Hurtado Principal
2. Name: Justin Cruz Term: 2022-2024 XParent Community Member	2. Name: Kathrine Winkler Term: 2022-2024 Teacher
3. Name: Brittany Thayer Term: 2021-2023 XParent Community Member	3. Name: Rebecca Sensney-Wagner Term: 2021-2023 Teacher
4. Name: Emily Rontal Term: 2022-2023 Student	4. Name: Chris Dempsey Term: 2022-2024 Teacher
5. Name: Noel Delair Term: 2022-2023 Student	5. Name: Dawn Pictock Term: 2022-2024 Teacher
6. Name: Alexandria Cassagio Term: 2022-2023 Student	6. Name: Paula McDaniels Term: 2021-2023 Other School Staff

Section 9 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 the following:

The SSC is correctly constituted and was formed in accordance with the governing board policy 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 before adopting this plan.

Name	Advisory Group
Isabel Martinez	English Language Advisory Council (ELAC)
Dawn Pitcock	Site Leadership Team (SLT)

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 the 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 academic performance.

This SPSA was adopted by the SSC at a public meeting on: 04/26/2023 09:00 am

Attested:

Dawn Pitcock	SSC Chairperson
Brittany Thayer	SSC Vice Chairperson
Paula McDaniels	SSC Secretary