

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Delta Sierra Middle School
Address	2255 Wagner Heights Road Stockton, CA. 95209
County-District-School (CDS) Code	39685856107114
Principal	Mr. Brad Watson
District Name	Lodi Unified School District
SPSA Revision Date	April 26, 2022
Schoolsite Council (SSC) Approval Date	April 26, 2022
Local Board Approval Date	June 14, 2022

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

The Delta Sierra community believes all students can persevere and be successful through explicit modeling of respectful behaviors and expectations, work cooperatively and support one another.

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
Comprehensive Support and Improvement

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

The School Plan for Student Achievement (SPSA) outlines all site goals and actions to raise the academic performance of all students. California Education Codes sections 41507, 41572, and 64002 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Delta Sierra Middle School will use the School Plan for Student Achievement - SPSA to align programs and services in the six goals areas: 1) English Language Arts, 2) Mathematics, 3) English Learners, 4) Parent Involvement, and 5) Professional Development and Student Training, and 6) Comprehensive Support and Improvement - CSI. Each goal contains a statement with measurable academic growth targets for student achievement as well as planned strategies/activities that outlines support services and funding sources for Title 1. The School Site Council will coordinate the school program to better align services funded by LCAP, SAS, and other funds.

School Profile

Delta Sierra is offering an exciting STEM Academy that is designed to challenge the highest performing students on campus. This specialized field of study offers students who are advanced in Science and/or Mathematics, who are recommended by their 6th grade teacher (for incoming seventh graders) or are recommended by their 7th grade science or mathematics teacher (for next year's eight graders): who complete an application (that includes parent/guardian permission), an interview process, and lastly, who are approved by the school principal, may take any or all combinations of projects in STEM Elective classes in order to maximize their ability to explore the concepts within Science, Technology, Engineering, Mathematics - STEM. All other eligible students who participate in the STEM Career Tech Labs/classrooms benefit from the field of study and project-based learning model that they share in with academy students. In addition, students not in a STEM class are enrolled in AVID (Advancement Via Individual Determination) Music Program (either beginning or advanced Band, Strings, Choir) or a class such as Study Skills, Daily Living (SDC moderate/severe) or English Learner Support. These elective programs supplement the common core academic subjects like: Mathematics, Social Studies, Science, and English Language Arts as well as the academic requirement of Physical Education. For any student who may be struggling academically, socially, behaviorally, and emotionally, Delta Sierra offers an array of support services from academic and behavioral interventions, clinical counseling/mental health, and after school Tutoring as part of the Comprehensive Support Improvement - CSI efforts.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Delta Sierra uses three primary stakeholder groups that serve as partners in providing input into the School Plan for Student Achievement - SPSA. These are students who are voted in by their peers and represented by Student Government/Leadership; parents who are voted in by their peer group to serve on School Site Council (SSC); teachers representatives who are on the SSC as well as other school personnel who is represented by one member on the SSC. Annually during "Back to School & Title 1 Parent Information Night" families are informed of Delta Sierra's academic performance indicators, parent involvement policy and student, parent, school compact and given opportunities for parent input and decision-making by voting in up to three parent reps to serve on the School Site Council, in addition to recruiting parents to participate on the English Learner Advisory Committee. Parent input is gathered during Course Selection Seminar Nights, Open House, Parent University Sessions, and Lunch on the Lawn activities. In addition, Parent Focus Groups of parents/guardians meet to discuss special topics that include school-wide culture and climate, student disciplinary issues, AVID, STEM, and Bridge Program activities. During the First Quarter of the 2022-2023 school year ongoing efforts will be made to conduct in-person meetings on campus and provide selective opportunities that include virtual online formats to increase the involvement of parents and guardians in the educational process for their student(s).

Resource Inequities

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

The Needs Assessment/Data Analysis shows resource inequities for numerically significant subgroups, such as Socio-Disadvantaged, Special Education, English Learners, and ethnic groups. The review of I-Ready Assessment Data showed that additional support is needed for students enrolled in English Language Arts, Mathematics, Science, and Social Studies courses, and READ 180 intervention for General Education and Special Education students. To address resource inequities, general education students and those students who have an IEP or Section 504 Plan will have access to an After School Program for support, namely After School Intervention for tutoring in the four content areas (English Language Arts, Mathematics, Social Studies, and Science) taught by general education and special education teachers. All students who meet the early sign-up criteria will have access to the After School Bridge Program for homework assistance and enrichment. Students who are English Learners receive services in addition to their core ELA class by being enrolled concurrently in the ELL Reading Support elective. Lastly, the Needs Assessment Data shows that additional professional development for teachers and staff is needed in the areas of Social Emotional Learning - SEL; English Learners, Multi-tiered System Support (MTSS)/Universal Design for Learning (UDL) and additional in anti-bias and cultural understanding training in order to work effectively with African-American, Hispanic/Latino, and Asian students from various subgroups.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1

- By June 2022, increase a total of 5% percent the school-wide “Smarter Balanced Assessment - SBA: Percent Standard Met and Above” to a target goal of (28 percent) in 2021-2022 compared to the 27% percent in 2018-2019, 31% percent in 2017-2018; 22 percent in 2016-2017; and 18 percent met in 2015-2016. Due to COVID-19, the State cancelled the Smarter Balanced Assessment for the 2019-2020 school year.

Student Target Area: 36% of students (209 students) in the Nearly Met Level will move to the Standard Met Level. (This represents 209 students school-wide divided by 5 teachers equaling 42 students per teacher will move. Teachers will focus on an average of 8 students per class period that are in the Nearly Met Level)

STRATEGY: Provide support to all student to increase reading and writing proficiency and performance levels on standardized tests.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
iReady Diagnostic Assessment	New baseline will be established in the 2022-2023 school year as part of Multi-Tiered System of Support (MTSS)	I-Ready data has been compiled for Quarters 1 and 3 and serves as two of the three diagnostics that will form the 2021-2022, baseline I-Ready data.
Smarter Balanced Assessments	5% percent increase in standard met/exceeded for 7th and 8th graders.	The expected outcomes were not realized due to a change by the Lodi Unified School District for submitting the School Plan for Student Achievement - SPSA for Title 1 Schools for the 2022-2023, School Year to the Board of Education for approval by June 2022. This change has resulted in the omission of data from the April 2022 administration of the Smarter Balanced Assessment - SBA (and the CAA for students with exceptional needs) which gets recorder in August 2022, and thus, is not available for consideration in the academic analysis of the school.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELA 1 Assign .2FTE for 1 teacher to pick up additional sections of English classes to assist students in their	Fully implemented	Providing Intervention Prep period teacher 120% 1100 Teacher Title I 20,210	Providing Intervention Prep period teacher 120% 1100 Teacher Title I 20,210
		Providing Intervention 3000 Benefits Title I 12476	Providing Intervention 3000 Benefits Title I 12476

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
acquisition of knowledge and standards.			
<p>ELA 2</p> <p>Identify instructional material needs by department</p> <p>Upgrade the school library by purchasing new books, journals, and materials that supplemental core textbooks for content areas on campus</p>	Fully implemented	<p>New books for library 4200 Books Title I 5000</p> <p>Licenses 5875 Technology Licenses Title I 3500</p> <p>Prof and operating/consultants for staff 5800 Prof and Operating/Consultants Title I 1940</p>	<p>New books for library 4200 Books Title I 5000</p> <p>Licenses 5875 Technology Licenses Title I 3500</p> <p>Prof and operating/consultants for staff 5800 Prof and Operating/Consultants Title I 0</p>
<p>ELA 3</p> <p>Coordinate with Delta College Humanities Department</p> <p>Arrange college students to serve as AVID Tutors to 7th and 8th grade AVID students as a supplement.</p>	Not implemented due to college students' online class schedule due to COVID	<p>AVID Tutor time cards 2200 Class Support Temp Title I 500</p> <p>Additional AVID Tutor timecards 2200 Class Support Temp Title I 533</p> <p>Support 2420 Clerical Temp Title I 650</p> <p>Support 2920 Other Class Temp Title I 1303</p>	<p>AVID Tutor time cards 2200 Class Support Temp Title I 0</p> <p>Additional AVID Tutor time cards 2200 Class Support Temp Title I 0</p> <p>Support 2420 Clerical Temp Title I 0</p> <p>Support 2920 Other Class Temp Title I 0</p>
<p>ELA 4</p> <p>Equip classrooms with materials, supplies & technology to implement the common core strategy: Project-based learning to supplement instructional projects that teachers provide students within common core classes, academic/intervention programs by incorporating and/or expanding these projects in AVID and STEM Academy classes to provide real-world application of knowledge and skills.</p> <p>Purchase instructional materials for students - 3</p>	Fully implemented	<p>Materials and supplies, classroom supplies and student supplies for STEM and AVID 4300 Materials Title I 30844</p> <p>Technology equipment for classroom/labs: robotics, forensics, mobile video production, design lab studio, engineering, and coding 4475 Technology (\$500-\$9,999) Title I 5000</p> <p>Technology equipment for classroom/labs: robotics, forensics, mobile video production, design lab studio, engineering, and coding. 4400 Equipment (\$500-\$9,999) Title I 8745</p>	<p>Materials and supplies, classroom supplies and student supplies 4300 Materials Title I 27,500</p> <p>Technology equipment for classrooms/labs: robotics, forensics, mobile video production, design lab studio, engineering, and coding 4475 Technology (\$500-\$9,999) Title I 5,000</p> <p>Technology equipment for classrooms/labs: robotics, forensics, mobile video production, design lab studio, engineering, and coding 4400 Equipment (\$500-\$9,999) Title I 8745</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ring binders, school planner, 5 tab dividers/folders, pencils, highlighters, pencil pouch and earbuds.			
<p>ELA 5</p> <p>Provide additional time for teachers and staff to assist students in After School Tutoring/Intervention Programs; provide additional time for teachers and staff to assist students and parents in the selection of classes during Course Selection Seminar Nights using Chromebook Technology to access the Aries Portal for submitting course requests. Provide additional time for teachers and staff to work on evidence-based educational projects in - instruction, data analysis, use of technology, peer coaching, use of on-line resources for returning to In-Person as a result of COVID-19; research-based approaches to student learning. As part of Title 1 Vertical Alignment, provide time for teachers to collaborate with feeder schools to address Board's goals for 7th grade and 9th grade transition.</p>	Partially Implemented due to restrictions and COVID protocols limiting on-campus activities.	<p>Time cards 1120 Teacher Temp Title I 1605</p> <p>Time cards 2120 Para Temp Title I 500</p> <p>Time cards 2200 Class Support Temp Title I 1976</p> <p>materials 5715 Print Shop Title I 1000</p> <p>Time Cards 1150 Teacher Sub Title I 6500</p>	<p>Time cards 1120 Teacher Temp Title I 1,605</p> <p>Time cards 2120 Para Temp Title I 500</p> <p>Time cards 2200 Class Support Temp Title I 1,976</p> <p>materials 5715 Print Shop Title I 1,000</p> <p>Time Cards 1150 Teacher Sub Title I 6500</p>

Analysis

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

The overall articulated goal was not fully implemented due to a change by the Lodi Unified School District for submitting the School Plan for Student Achievement - SPSA for Title 1 Schools for the 2022-2023, School Year to the Board of Education for approval by June 2022. This change has resulted in the omission of data from the April 2022 administration of the Smarter Balanced Assessment - SBA (and the CAA for students with exceptional needs) which

gets reported in August 2022, and thus, is not available for consideration in the academic analysis of the school. Delta Sierra Middle School is a participant in the Multi-Tiered System of Support - MTSS Cohort 1, and data is available from the administration of the local diagnostic test (i-Ready Diagnostic Screener) which serves as a benchmark for Quarters 1,3, and 4. To date, i-Ready data has been compiled for Quarters 1 and 3, and serves as two of the three diagnostics that will form the 2021-2022, baseline I-Ready data.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Data from I-Ready showed that 48 percent of students tested are making progress toward the annual typical growth. 15 percent of students tested are making progress toward the annual stretch growth. Data from the most recent Smarter Balanced Assessment - SBA (2021) showed that students in the Met/Exceed category declined from 27.50 percent in 2019 compared to 23.90 percent in 2021. This represents a drop of -3.60 percent.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At our site, we have determined that the material differences threshold will be \$20,000.00, to cover the costs of a 120 FTE for ELA intervention teacher. There was no material difference. All proposed expenditures for materials/supplies were used to reach the articulated goal, however, expenditure amounts were adjusted to meet unanticipated cost increases due to delays in shipping as a result of COVID-19..

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 target numbers in the goal will be adjusted on the 2022-2023 goals. In addition, we will use data from i-Ready Diagnostic as a result of being in the District's Multi-Tiered System of Support (MTSS) for Quarters 1,3, and 4 as part of the In-Person Instructional Program for the 2022-2023, School Year.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

- By June 2022, increase a total of 8% percent on the school-wide on Smarter Balanced Assessment - SBA: Percent Standard Met and Above to a target goal of 16% percent in 2021-2022 compared to 12% percent in 2018-2019, 12% percent in 2017-2018 and 17 percent in 2016-2017. Smarter Balanced Assessment data from 2010-2020 was not available due to CDE cancelling the SBA.
- Student Target Area: 36% of students (208 students) in the Nearly Met Standard Level will move to the Standard Met Level. (This represents 209 students school-wide divided by 5 teachers equaling 42 students per teacher will move. Teachers will focus on an average of 8 students per class period that are in the Nearly Met Level)
- Maintain students enrolled in STEM – Science, Technology, Engineering, Mathematics: Include 6 STEM Career Technology Labs in the areas of: Coding/App Development, Atmospheric Sciences, Outdoor Classroom & Urban Garden Project for the School Lunch Program, Atmospheric Sciences High Altitude Balloon Launches and ExoLab Experiments; MESA, Forensics, Robotics, Mobile Video Production, and teaching Engineering Principles using a Deign Lab Studio in order to incorporate math skills in real-world learning environments.

STRATEGY: Provide support to all student to increase math proficiency and performance levels on standardized tests.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
iReady Diagnostic Assessments	New baseline will be established in the 2022-2023 school year as part of Multi-Tiered System of Support (MTSS)	I-Ready data has been compiled for Quarters 1 and 3 and serves as two of the three diagnostics that will form the 2021-2022, baseline I-Ready data.
Smarter Balanced Assessments	17% percent of students meeting/exceeding standard	The expected outcomes were not realized due to a change by the Lodi Unified School District for submitting the School Plan for Student Achievement - SPSA for Title 1 Schools for the 2022-2023, School Year to the Board of Education for approval by June 2022. This change has resulted in the omission of data from the April 2022 administration of the Smarter Balanced Assessment - SBA (and the CAA for students with exceptional needs) which gets recorder in August 2022, and thus, is not available for consideration in the academic analysis of the school.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
M 1 Provide a 120 FTE out of CSI	Fully implemented	Intervention Support 1103 Prep Period Teacher 120% Title I 13100	Intervention Support 1103 Prep Period Teacher 120% Title I 12,713
<p>M 2</p> <p>Provide classroom materials for students</p> <p>Equip classrooms/library with supplemental materials/supplies & equipment to implement Common Core instructional strategy: Project-based learning to connect the instructional projects that teachers provide to students within core classes, and link these projects to STEM Academy classes in order to increase real-world application of knowledge and skills Classroom kits in: robotics, forensics, engineering, Urban Garden, coding, design lab studio/makers space, and mobile video production to reinforce mathematics concepts and mathematical practices.</p>	Fully implemented	technology such as tablets, computers, and cameras 4475 Technology (\$500-\$9,999) Title I 4250	technology 4475 Technology (\$500-\$9,999) Title I 4250
<p>M3</p> <p>Improve student learning by providing additional time for teachers to collaborate together in department, work with an instructional coach in math and Title 1; and/or work on evidence-based instructional projects as a supplemental support service to students. Additional time for</p>	Partially implemented	Materials and Supplies 4300 Materials Title I 1808	Materials and Supplies 4300 Materials Title I 2,000
		Release Time for Teachers 1150 Teacher Sub Title I 1886	Release Time for Teachers 1150 Teacher Sub Title I 1,886
		Trainings for teachers 5220 Conference Title I 2000	Training for teachers 5220 Conference Title I 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>teachers and staff to work with students in the After School Tutoring/Intervention Program. Provide supplemental materials to students during Distance Learning, In-Person instruction, and in After School Tutoring/Intervention and Bridge Programs. As part of Title 1 Vertical Alignment, provide time for teachers to collaborate with feeder schools to address Board's goals for 7th grade and 9th grade transition.</p>			
<p>M4 Provide Release Time for Professional Development and Testing in order to implement Common Core & Smarter Balanced Assessments</p>	<p>Not implemented due to using a different funding source</p>	<p>Substitute teachers 1150 Teacher Sub Title I 1,000</p>	<p>Substitute teachers 1150 Teacher Sub Title I 1,000</p>
<p>M 5 Purchase instructional materials for students for students - 3 Ring Binder, School Planner, 5 tab Dividers, pencils, highlighters, pencil pouch and earbuds. Add additional materials, supplies, and technology kits for students to use during Distance Learning due to COVID-19.</p>	<p>Fully implemented</p>	<p>Materials and Supplies 4300 Materials Title I 7417 Student Planners 4300 Materials Title I 3000</p>	<p>Materials and Supplies 4300 Materials Title I 7,348 Student Planners 4300 Materials Title I 4,056</p>
<p>M 6 Help students and parents access Aries Portal to</p>	<p>Not implemented due to COVID protocols limiting parent involvement on campus</p>	<p>Time cards 1120 Teacher Temp Title I 6100</p>	<p>Time cards 1120 Teacher Temp Title I 1,605</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
submit Course Requests. Provide addition time for teachers and staff to assist students and parents at Course Selection Seminar for selection classes using Chromebooks to enter courses.		Time cards 2200 Class Support Temp Title I 1726	Time cards 2200 Class Support Temp Title I 1,976

Analysis

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

The overall articulated goal was not fully implemented due to a change by the Lodi Unified School District for submitting the School Plan for Student Achievement - SPSA for Title 1 Schools for the 2022-2023, School Year to the Board of Education for approval by June 2022. This change has resulted in the omission of data from the April 2022 administration of the Smarter Balanced Assessment - SBA (and the CAA for students with exceptional needs) which gets reported in August 2022, and thus, is not available for consideration in the academic analysis of the school. Delta Sierra Middle School is a participant in the Multi-Tiered System of Support - MTSS Cohort 1, and data is available from the administration of the local diagnostic test (i-Ready Diagnostic Screener) which serves as a benchmark for Quarters 1,3, and 4. To date, i-Ready data has been compiled for Quarters 1 and 3, and serves as two of the third diagnostics that will form the 2021-2022, baseline i-Ready data.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Data from i-Ready showed that 29% of students tested are making progress toward the annual typical growth, 4% of students tested are making progress toward the annual stretch growth.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At our site, we have determined that the material differences threshold will be \$15,000.00, to cover the costs of a 120 FTE for math intervention. There were no material differences. All proposed expenditures were used to reach the articulated goal, however, expenditure amount were adjusted to meet unanticipated cost increases due to delays in shipping as a result of COVID-19.

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 target numbers in the goal will be adjusted on the 2022-2023 goals. In addition, we will use data from I-Ready Diagnostic as a result of being in the District's Multi-Tiered System of Support (MTSS) for Quarters 1,3, and 4 as part of the In-Person Instructional Program for the 2022-2023, School Year.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

The focus of this goal is to increase student achievement for English Learners:

By June 2022, increase by 10% (12 students) of English Learner students to score on the Smarter Balanced Assessment at the Standard Met and Above level.

- Continue 100 percent of RFEP monitoring.

STRATEGY: Assist each English Learner to become proficient in their acquisition of the English language and all subject areas.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
iReady Diagnostic Assessment in English Language Arts and Mathematics	Increase of 3% percent scoring at the standards met/exceeded levels in ELA to 6% percent. Increase of 3% percent scoring at the standards met/exceeded levels in Math to 14% percent.	I-Ready data has been compiled for Quarters 1 and 3 and serves as two of the three diagnostics that will form the 2021-2022, baseline i-Ready data.
Smarter Balanced Assessments	Increase of 4 percent in ELA from 6 percent to 10 percent in the Standards Met/Exceed Level. Increase of 3 percent in Math from 2 percent to 5 percent in the Standards Met/Exceed level	The expected outcomes were not realized due to a change by the Lodi Unified School District for submitting the School Plan for Student Achievement - SPSA for Title 1 Schools for the 2022-2023, School Year to the Board of Education for approval by June 2022. This change has resulted in the omission of data from the April 2022 administration of the Smarter Balanced Assessment - SBA (and the CAA for students with exceptional needs) which gets recorder in August 2022, and thus, is not available for consideration in the academic analysis of the school.
ELAP Comparison Census Report	Reclassified 5 English Learners in 2020-2021 compared to baseline.	As of April 14, 2022, 2 students were Reclassified during Quarters 1- 3. Final results will become known on June 3, 2022.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELD 1 Improve student learning by increasing teacher/support. Provide time	Fully implemented	Timecards 1120 Teacher Temp Title I 2000	Timecards 1120 Teacher Temp Title I 1,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
cards to teachers and staff to work English Learners in the Tutoring Program Before/After School.		Timecards 2200 Class Support Temp Title I 250	Timecards 2200 Class Support Temp Title I 250
<p>ELD 2</p> <p>Provide time cards for Title 1 teacher/coach and teacher leaders to develop and provide curriculum models for new and veteran teachers in the areas on instruction, student learning, monitoring, classroom management, and assessment of student performance of English Learners. Funds for release time for teachers to implement 3 Learning Cycles using the Ensemble Learning Program for English Learners; collaborate together within departments and with colleagues. As part of Title 1 Vertical Alignment, provide time for teachers to collaborate with feeder schools to address Board's goals for 7th grade and 9th grade transition.</p>	Partially implemented due to not having enough substitute teachers in the pool to provide coverage	Timecards 1120 Teacher Temp Title I 1000	Timecards 1120 Teacher Temp Title I 2,000
<p>ELD 3</p> <p>Purchase instructional materials for students for students - 3 Ring Binder, School Planner, 5 tab Dividers, pencils, highlighters, pencil pouch and earbuds.</p>	Fully implemented	<p>Student Planners 4300 Materials Title I 6146</p> <p>(Binders, Pencil Pouch, Pencils, Highlighters, 5-Tab Dividers, Erasers, etc.) 4300 Materials Title I 1500</p>	<p>Student Planner 4300 Materials Title I 3,000</p> <p>(Binders, Pencil Pouch, Highlighters, 5-Tab Dividers, Erasers, etc.) 4300 Materials Title I 2,493</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ELD 4</p> <p>Provide classroom materials for students. Equip classrooms with books and materials/supplies in order to implement the Common Core instructional strategy: Project-Based Learning which is designed to connect the instructional projects that teachers provide to students within core classes, and link these projects to the STEM Academy Classes in order to increase real-world application of knowledge and skills.</p>	<p>Implemented</p>	<p>Classroom supplies for students 4328 Warehouse Supplies Title I 3423</p> <p>Classroom supplies for students 4300 Materials Title I 2924</p>	<p>Technology 4400 Equipment (\$500-\$9,999) Title I 6,348</p> <p>(Classroom Robotics, Forensics, Mobile Video Production, Design Lab Studio Kits) 4475 Technology (\$500-\$9,999) Title I 6,348</p>
<p>ELD 6</p> <p>Help Students/Parents Access Technology in order to Select Courses. Provide additional time for teachers and staff to assist students and parents in the selection of classes using Chromebook Technology within the Aeries Program</p>	<p>Not implemented due to COVID protocols limiting parent involvement on campus</p>	<p>Timecards 1120 Teacher Temp Title I 1000</p>	<p>Timecards 1120 Teacher Temp Title I 2,000</p> <p>Timecards 2120 Para Temp Title I 1,000</p>

Analysis

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

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mathematics, 29 percent of students tested are making progress toward the annual typical growth. 4 percent of students tested are making progress toward the annual stretch growth.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Data from i-Ready showed that 48 percent of students tested are making progress toward the annual typical growth. 15 percent of students tested are making progress toward the annual stretch growth. Data from the most recent Smarter Balanced Assessment - SBA (2021) showed that students in the Met/Exceed category declined from 27.50 percent in 2019 compared to 23.90 percent in 2021. This represents a drop of -3.60 percent.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At our site, we have determined that the material differences threshold will be \$5,000.00 for student planners. There was a material difference of \$3,146.. All proposed expenditures were used to reach the articulated goal, however, expenditure amount were adjusted to meet unanticipated cost increases due to delays in shipping as a result of COVID-19.

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 target numbers in the goal will be adjusted on the 2022-2023 goals. In addition, we will use data from i-Ready Diagnostic as a result of being in the District's Multi-Tiered System of Support (MTSS) for Quarters 1,3, and 4 as part of the In-Person Instructional Program for the 2022-2023, School Year.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 4

- Assist teachers, counselors, administration, and other school staff members, in developing, maintaining, and reinforcing positive relationships with parents in order to increase student achievement.
- Use Title 1 Parent Involvement and other appropriate categorical/general funds to help increase parent involvement by 10% at IEP, SST, 504, Parent Conferences, Course Selection Seminars, ELAC, SSC, Back-to-School Night, Open House, Music/Choir & Fine Arts Program, Lunch-on-the-Lawn, Title 1 Parent/Guardian Information Night, and Chaperone on Student Field Trips, Farmer’s Market Nutritional Program, and End-of-Year Promotion.
- Increase parents who take the Parent Survey by 100 students by working with Assessment, Research, Evaluation – ARE Department to allow for Parent Survey to open at the beginning of 4th Quarter in conjunction with Course Selection Seminars so that parents can take the survey increasing input while on campus.

STRATEGY: Implement strategies to increase Parent and Community Involvement.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Survey Sign-In Logs	Increase completion of LUSD LCAP Survey related to Family/School Connectivity by 25 parents. Due to COVID-19 Protocols, it is unclear if parent events will be allowed on campus in 2021-2022.	One parent event was held during the 8th Grade Drive-Thru Promotion. Since parents remained in vehicles, it is difficult to determine the exact number in attendance.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PI 1 Make copies available for public. School Site Council will make materials available for SSC and ELAC meetings in Spanish, Hmong, and other languages appropriate for Delta Sierra parents	Fully implemented	Materials 4300 Materials Title I: Parent Involvement 1385	Materials 4300 Materials Title I: Parent Involvement 0
PI 2 Provide technology for staff and parents to communicate together. Set up computer	Not implemented due to ordering and installation delays with Technology Department	Technology 4375 Technology (under \$500) Title I: Parent Involvement 615	Technology 4375 Technology (under \$500) Title I: Parent Involvement 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
terminal(s) and/or Television Monitor(s) in school lobby for parents to use to access information related to school activities.			
PI 3 Increase parent involvement on campus during the school day and in the after school Bridge Program in support of their students' activities; and parent attendance at the Parent University Evening Sessions. Provide light refreshments for parents at: Back to School Night, Lunch on the Lawn, Parent University sessions, Honor Roll, Open House, Music/Choir Fine Arts Programs, Art Showcase, Community Reading Nights, Course Selection Seminar Registration Nights, ELAC and SSC meetings.	Not implemented due to COVID protocols limiting parent involvement on campus	<p>Materials for meetings 4300 Materials Title I: Parent Involvement 1385</p> <p>Light Refreshments 4325 Food For Meetings Title I: Parent Involvement 1193</p>	<p>Materials for meetings 4300 Materials Title I: Parent Involvement 0</p> <p>Light Refreshments 4325 Food For Meetings Title I: Parent Involvement 0</p>

Analysis

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

The overall articulated goal was not fully implemented due to a change by the Lodi Unified School District for submitting the School Plan for Student Achievement - SPSA for Title 1 Schools for the 2022-2023, School Year to the Board of Education for approval by June 2022. This change has resulted in the omission of data from in-person parent involvement activities such as Back to School Night in August 2021.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The last two scheduled parent activities planned for the 2021-2022 school year are Open House (which was held on Tuesday, April 12, 2022) which was attended by an estimate number of 109 adults accompanied by 150 children. Data will be collect for 8th Grade Promotion on June 3, 2022.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At our site, we have determined that the material differences threshold will be \$4,000.00. There were no material differences related to the under utilization of funds due to COVID-19 protocols and restrictions that eliminated on-site parent involvement programs.

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 school will explore involving organizations that implement programs and services for parents, such as Parenting Partners, etc.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 5

Delta Sierra Middle School has been a school that utilized resources from the Quality Education Investment Act – QEIA that provided funding for class size reduction and professional development.

- Though Delta Sierra is no longer a QEIA school, the school will continue to use the professional development model of 40 hours of professional development for teachers and 5 hours for para-educators. The model that will be utilized is the site Professional Learning Community – PLC, which will incorporate Pre-Service Days, Faculty/Staff, Department Meetings, Interdisciplinary Teams, and teacher led Common Planning Time. During the 2019-2020 school year, Delta Sierra was designated a Comprehensive Support Improvement - CSI school with the goal of full implementation during the 2020-2021 school year.
- In addition, Delta Sierra completed its 6th year of additional training in Positive Behavior Intervention Support – PBIS as well as provided training in the implementation of the 1:1 Chromebook Technology, and department training in Google Docs, instructional technology on the use of Promethean Active Panels to help English Learners, students who have a Section 504 or Individual Education Plan, and students enrolled in READ 180, MATH 180 (SDC), Physical Education as well as training for the science department in NGSS and Science Technology Engineering Mathematics – STEM. Delta Sierra completed a second year of Classroom Management Training by a consultant from Novak Consulting and is beginning its first year of training in Multi-Tiered System of Support - MTSS Cohort 1 training. Focus Area: Work with consultants in the area of Classroom Management and School Culture & Climate to increase support to administrators, counselors, teachers, staff in support of student achievement.

* Students will receive one hour training for 18 weeks through teacher led Advisory Program (6 one hour sessions quarters 1-3) as well as a training during assemblies/and or classroom presentations in such areas as School-wide Expectations and Rewards, Social Emotional Learning and Anti-Bullying Social Media Program.

STRATEGY: Provide professional development using a Training of Trainers model.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Google Classroom - Agendas from Faculty/Staff Meetings, Interdisciplinary Teams Meeting, Department Meetings, Common Planning Time, Student Surveys	40 hours of Professional Development per teacher 4 hours of Professional Development per classified employee 6 hours of training for students during Quarters 1-3 Increase student participating in LCAP School Culture Survey by 20 students	Professional development hours completed for teachers however classified employees received on average 6 hours using Keenan Training.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PD1 Administration, Selected teachers and staff to attend training through-	Partially implemented. Teachers received planned hours of training. Students training during Advisory Lessons during	Substitutes 1150 Teacher Sub Title I 500	Substitutes 1150 Teacher Sub Title I 2,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>out the State in either their respective subject areas, and/or in Classroom Management, PBIS, STEM, AVID, Instructional Strategies & Technology, School Culture & Climate and provide professional development to colleagues using the Professional Learning Community Model. Provide training to teachers and staff in Social Emotional Learning curricula (Caring School Communities)</p> <p>Students to attend on-site training and training as part of Study Trips in Northern California in the area of: Teen Development, Conflict Management, School Culture and Climate, AVID, STEM, Anti-bullying Programs, Mentoring, Cross-Age Tutoring, Support Groups, College/University Entrance Requirements, and Career Technical Education</p>	<p>the school day during Quarters 1-3, but not training via Study Trips due to lack of drivers in the Transportation Department.</p>	<p>Provide funds to pay for conferences, workshops, seminars and trainings 5220 Conference Title I 6210</p> <p>Arrange to have consultants to work with teachers in Classroom Management. Arrange to have consultants work with administration, counselors, teachers/staff, and students in School Culture & Climate efforts 5800 Prof and Operating/Consultants Title I 8,000</p>	<p>Provide funds to pay for conferences, workshops, seminars, and training 5220 Conference Title I 0</p> <p>Arrange to have consultants to work with teachers in Classroom Management. Arrange to have consultants work with administration, counselors, teachers/staff, and students in School Culture & Climate efforts 5800 Prof and Operating/Consultants Title I 0</p>

Analysis

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

Due to COVID-19 restrictions, In-person conferences, workshops, and seminars were not available for Quarters 1-3 of the 2020-2021 school year. Professional Development was conducted as part of our Professional Learning Community. Subjects covered - SPSA Goals and Program Evaluation, Positive Behavior Intervention Support - PBIS, Caring Schools Community Social Emotional Learning - SEL curriculum, School Safety, Student Discipline, and MTSS Framework as part of Cohort 1.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The format for training teachers and staff in the Professional Learning Community - PLC Model that consists of 9 hours for Faculty/Staff Meetings, 9 hours for Interdisciplinary Team Meetings, 9 hours for Department Meetings, 9 hours for Common Planning Time, and 14 hours of District provided Professional Development training as part of Teacher Pre-Service. During Quarters 1-3, the training was provided using ZOOM Videoconferencing. Participants were able to select the video off function during the PLC trainings which made it difficult to monitor participation. During Quarter 4, training was provided on-campus using the hybrid model.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

A material difference occurred in the amount of \$6,210 dollars for conferences and \$8,000 for consultants. The actual expenditure for conferences and consultants was \$0 dollars due to COVID-19, that caused the postponement and/or cancellation of conferences and limited the ability to have in-person consultants on campus. However, teacher to teacher support and training strategy was used to help newer teachers to the school and/or curriculum to learn from experienced teachers on implementation strategies. Initially, \$500 dollars was proposed but \$2,000 dollars was spent.

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.

Activities related to professional development will continue to reach measurable goals.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 6

Improve scores for all students and subgroups on Smarter Balanced Assessments -

ENGLISH LANGUAGE ARTS:

By June 2022, increase a total of 5% percent the school-wide “Smarter Balanced Assessment - SBA: Percent Standard Met and Above” to a target goal of (33 percent) in 2021-2022 which is the same level as in 2018-2019 compared to the 27% percent in 2018-2019, 31% percent in 2017-2018; 22 percent in 2016-2017; and 18 percent met in 2015-2016. Due to COVID-19, the State cancelled the Smarter Balanced Assessment for the 2019-2020 school year.

* Student Target Area: 36% of students (250 students) in the Nearly Met Level will move to the Standard Met Level. (This represents 250 students school-wide divided by 6 teachers equaling 42 students per teacher will move. Teachers will focus on an average of 8 students per class period that are in the Nearly Met Level)

STRATEGY: Provide support to all student to increase reading and writing proficiency and performance levels on standardized tests.

MATHEMATICS:

By June 2022, increase a total of 8% percent on the school-wide on Smarter Balanced Assessment - SBA: Percent Standard Met and Above to a target goal of 17% percent in 2021-2022 which is the same level as in 2019-2020 (however, due to COVID-19 the SBA was eliminated), compared to 12% percent in 2018-2019, 12% percent in 2017-2018 and 17 percent in 2016-2017.

- Student Target Area: 50% of students (70 students) in the Nearly Met Standard Level will move to the Standard Met Level. (This represents 70 students school-wide divided by 5 teachers equaling 14 students per teacher will move. Teachers will focus on 3 students per class period that are in the Nearly Met Level)
- Maintain students enrolled in STEM – Science, Technology, Engineering, Mathematics: Include 6 STEM Career Technology Labs in the areas of: Coding/App Development, Atmospheric Sciences, Outdoor Classroom & Urban Garden Project for the School Lunch Program, Atmospheric Sciences High Altitude Balloon Launches and ExoLab Experiments; MESA, Forensics, Robotics, Mobile Video Production, and teaching Engineering Principles using a Deign Lab Studio in order to incorporate math skills in real-world learning environments.

STRATEGY: Provide support to all student to increase math proficiency and performance levels on standardized tests.

ENGLISH LANGUAGE LEARNERS:

By June 2022, increase by 10 percent (12 students) of English Learner students to score on the Smarter Balanced Assessment at the Standard Met and Above level.

- Continue 100 percent of RFEP monitoring.

STRATEGY: Assist each English Learner to become proficient in their acquisition of the English language and all subject areas.

SCIENCE:

By June 2022, on Smarter Balanced Assessment: establish a target baseline in the Percent Standard Met and Above to a target goal of (20 percent) in 2021-2022.

SUSPENSION AND DISCIPLINE:

Reduce the disproportionate number of home suspensions of African-American students by 5% compared to the overall number of school suspensions

ATTENDANCE:

Increase daily attendance by 4% from an average of 91% to 95%

STRATEGY: Provide support to all students to increase their reading, vocabulary development, writing, math, and science proficiency in the Standards Met/Exceed Performance Levels on standardized tests.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
iReady Diagnostic Assessments	5% percent increase in standard met/exceed for 7th grade and 8th grade.	I-Ready data has been compiled for Quarters 1 and 3 and serves as two of the three diagnostics that will form the 2021-2022, baseline I-Ready data.
Smarter Balanced Assessments	5% percent increase in standard met/exceed for 7th grade and 8th grade	The expected outcomes were not realized due to a change by the Lodi Unified School District for submitting the School Plan for Student Achievement - SPSA for Title 1 Schools for the 2022-2023, School Year to the Board of Education for approval by June 2022. This change has resulted in the omission of data from the April 2022 administration of the Smarter Balanced Assessment - SBA (and the CAA for students with exceptional needs) which gets recorder in August 2022, and thus, is not available for consideration in the academic analysis of the school.
Student Discipline Report	Reduce over-representation of suspensions of African-American students to 7 percent	Discipline Distribution Report showed that a disproportionate number of suspension for African-American students.
School Attendance Report	Increase Monthly Average by 4 percent to 95 percent	Monthly attendance reports shows a decline in student ADA of 89% in 2019-2020 to 86% in 2020-2021, school year. This decline was related to absences due to COVID-19 and Distance Learning in 19-20 and In-Person/Hybrid Learning in 20-21.

Strategies/Activities for Goal 6

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide time cards, release time, pay for consultants to provide services to teachers, staff, and students in the School-wide Comprehensive School Support and Improvement efforts. These include but are not limited to:	Partially implemented	Teacher time cards: 10 teachers x 44 dollars x 10 hours for 2 months (adjunct hourly rate) 1100 Teacher Comprehensive Support and Improvement 20,000.00	Time cards were made available to support teachers in the Intervention Program, After School Tutoring Program, and teacher compensation for work on curriculum, instruction, assessment, CSI, PBIS, and

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Development of Instructional Hub for Distance Learning and In-Person Instruction; Intervention Programs, Ensemble Learning Program, Improve Your Tomorrow, Inc., Supplemental Tutoring & Intersession, Classroom Kits for STEM, AVID, PBIS Banners for School P.R.I.D.E. Improvement; purchase of Technology and Multi-Tiered System of Support (MTSS) Cohort 1			technology 1150 Teacher Sub Title I 20,000
		Counselor time cards at adjunct hourly overtime rate for Crisis Counseling in See Something/Say Something Reporting; Social Emotional Learning during After School Programs 1900 Other Cert Salaries Comprehensive Support and Improvement 2,000.00	Time cards for counselors to support students were not used. 1920 Other Cert Temp Title I 0
		Purchase of Technology for Labs and Project-Based Learning activities 4400 Equipment (\$500-\$9,999) Comprehensive Support and Improvement 28,000.00	Technology Purchases 4400 Equipment (\$500-\$9,999) Title I 3,000

Analysis

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

The overall articulated goal was not fully implemented due to a change by the Lodi Unified School District for submitting the School Plan for Student Achievement - SPSA for Title 1 Schools for the 2022-2023, School Year to the Board of Education for approval by June 2022. This change has resulted in the omission of data from the April 2022 administration of the Smarter Balanced Assessment - SBA (and the CAA for students with exceptional needs) which gets reported in August 2022, and thus, is not available for consideration in the academic analysis of the school. Delta Sierra Middle School is a participant in the Multi-Tiered System of Support - MTSS Cohort 1, and data is available from the administration of the local diagnostic test (i-Ready Diagnostic Screener) which serves as a benchmark for Quarters 1,3, and 4. To date, I-Ready data has been compiled for Quarters 1 and 3 and serves as two of the three diagnostics that will form the 2021-2022, baseline I-Ready data.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Data from i-Ready showed that 48 percent of students tested are making progress toward the annual typical growth. 15 percent of students tested are making progress toward the annual stretch growth. Data from the most recent Smarter Balanced Assessment - SBA (2021) showed that students in the Met/Exceed category declined from 27.50 percent in 2019 compared to 23.90 percent in 2021. This represents a drop of -3.60 percent.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At our site, we have determined that the material differences threshold will be \$20,000.00, for a 120 FTE intervention teacher. There were no material differences in this area but there was a difference of \$2,000.00, that was allocated but not spent for counselors to attend conferences due to the cancellation of events. A portion (\$25,000) of the proposed expenditures for technology were not used due to funds being made available from the District.

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 target numbers in the goal will be adjusted on the 2022-2023 goals. In addition, we will use data from i-Ready Diagnostic as a result of being in the District's Multi-Tiered System of Support (MTSS) for Quarters 1,3, and 4 as part of the In-Person Instructional Program for the 2022-2023, School Year.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

- By June 2023, increase a total of 5% percent the school-wide “Smarter Balanced Assessment - SBA: Percent Standard Met and Above” to a target goal of (28 percent) in 2022-2023 compared to 23% in 2020-2021, 27% percent in 2018-2019, 31% percent in 2017-2018; 22 percent in 2016-2017; and 18 percent met in 2015-2016. Due to COVID-19, the State cancelled the Smarter Balanced Assessment for the 2019-2020 school year.

Student Target Area: 36% of students (209 students) in the Nearly Met Level will move to the Standard Met Level. (In essence 209 students school-wide divided by 6 teachers equaling 35 students per teacher will move. Teachers will focus on an average of 7 students per class period that are in the Nearly Met Level)

STRATEGY: Provide support to all student to increase reading and writing proficiency and performance levels on standardized tests.

LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics and technology to prep are students to be college and career ready.

Basis for this Goal

- An analysis of the Reading Inventory Scores of students and sections developed in the Master Schedule
- An analysis of I-Ready scores for First and Second test administration in English Language Arts
- An analysis of Smarter Balanced Assessment in June 2021

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
I-Ready Diagnostic Assessment	The base line data is being gathered for the 2021-2022 school year in May 2022 when all 3 iReady Diagnostic Assessments will be compiled.	New baseline will be established in the 2022-2023 school year as part of Multi-Tiered System of Support (MTSS)
Smarter Balanced Assessments	28% percent standard met/exceeded	5% percent increase in standard met/exceeded for 7th and 8th graders.

Planned Strategies/Activities

Strategy/Activity 1

ELA 1

Identify instructional material needs by department

Upgrade the school library by purchasing new books, journals, and materials that supplemental core textbooks for content areas on campus

Students to be Served by this Strategy/Activity

All students

Timeline

July 2022 - June 2023

Person(s) Responsible

Principal
Principal's Secretary
Library Media Assistant

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title I
Budget Reference	4200 Books
Description	New books for library
Amount	3500
Source	Title I
Budget Reference	5875 Technology Licenses
Description	Licenses
Amount	1940
Source	Title I
Budget Reference	5800 Prof and Operating/Consultants
Description	Prof and operating/consultants for staff

Strategy/Activity 2

ELA 2

Coordinate with Delta College Humanities Department

Arrange college students to serve as AVID Tutors to 7th and 8th grade AVID students as a supplement.

Students to be Served by this Strategy/Activity

Students in AVID program

Timeline

Fall Semester in 2022 & Spring Semester in 2023

Person(s) Responsible

AVID Teacher/Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	533
Source	Title I
Budget Reference	2120 Para Temp
Description	Additional AVID Tutor timecards
Amount	650
Source	Title I
Budget Reference	2420 Clerical Temp
Description	Support
Amount	1303
Source	Title I
Budget Reference	2920 Other Class Temp
Description	Support

Strategy/Activity 3

ELA 3

Equip classrooms with materials, supplies & technology to implement the common core strategy: Project-based learning to supplement instructional projects that teachers provide students within common core classes, academic/intervention programs by incorporating and/or expanding these projects in AVID and STEM Academy classes to provide real-world application of knowledge and skills.

Purchase instructional materials for students - 3 ring binders, school planner, 5 tab dividers/folders, pencils, highlighters, pencil pouch and earbuds.

Students to be Served by this Strategy/Activity

All students

Timeline

July 2022 - June 2023

Person(s) Responsible

Principal
Principal's Secretary

Proposed Expenditures for this Strategy/Activity

Amount	32011
Source	Title I
Budget Reference	4300 Materials
Description	Materials and supplies, classroom supplies and student supplies for STEM and AVID
Amount	5000
Source	Title I
Budget Reference	4375 Technology (under \$500)
Description	Technology equipment for classroom/labs: robotics, forensics, mobile video production, design lab studio, engineering, and coding
Amount	11245
Source	Title I
Budget Reference	4400 Equipment (\$500-\$9,999)
Description	Technology equipment for classroom/labs: robotics, forensics, mobile video production, design lab studio, engineering, and coding.

Strategy/Activity 4

ELA 4

Provide additional time for teachers and staff to assist students in After-School tutoring/intervention programs; provide additional time for teachers and staff to assist students and parents in the selection of classes during course selection seminar nights using chromebook technology to access the Aries Portal for submitting course requests. Provide additional time for teachers and staff to work on evidence-based educational projects in person- instruction, data analysis, use of technology, peer coaching, use of on-line resources; research-based approaches to student learning. As part of Title 1 vertical alignment, provide time for teachers to collaborate with feeder schools to address Board's goals for 7th grade and 9th grade transition.

Students to be Served by this Strategy/Activity

All students school-wide

Timeline

July 2022 to June 2023

Person(s) Responsible

Counselors
Principal
Teachers
Staff
Vice Principals

Proposed Expenditures for this Strategy/Activity

Amount	1000
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Source	Title I
Budget Reference	5715 Print Shop
Description	materials
Amount	6500
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Time Cards

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

- By June 2023, increase a total of 8% percent on the school-wide on Smarter Balanced Assessment - SBA: Percent Standard Met and Above to a target goal of 16% percent in 2022-2023 compared to 9% in 2020-2021; 12% percent in 2018-2019, 12% percent in 2017-2018 and 17 percent in 2016-2017. Smarter Balanced Assessment data from 2019-2020 was not available due to CDE cancelling the SBA.
- Student Target Area: 36% of students (209 students) in the Nearly Met Standard Level will move to the Standard Met Level. (In essence 209 students school-wide divided by 5 teachers equaling 42 students per teacher will move. Teachers will focus on an average of 8 students per class period that are in the Nearly Met Level)
- Maintain students enrolled in STEM – Science, Technology, Engineering, Mathematics: Include 6 STEM Career Technology Labs in the areas of: Coding/App Development, Atmospheric Sciences, Outdoor Classroom & Urban Garden Project for the School Lunch Program, Atmospheric Sciences High Altitude Balloon Launches and ExoLab Experiments; MESA, Forensics, Robotics, Mobile Video Production, and teaching Engineering Principles using a Deign Lab Studio in order to incorporate math skills in real-world learning environments.

STRATEGY: Provide support to all student to increase math proficiency and performance levels on standardized tests.

LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics and technology to prep are students to be college and career ready.

Basis for this Goal

- An analysis of I-Ready scores for First and Second test administration in mathematics
- An analysis of Smarter Balanced Assessment scores started with preliminary reports in June 2021
- Student Course Request Forms for STEM Academy Classes

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
iReady Diagnostic Assessments	The base line data is being gathered for the 2021-2022 school year in May 2022 when all 3 iReady Diagnostic Assessments will be compiled.	New baseline will be established in the 2022-2023 school year as part of Multi-Tiered System of Support (MTSS)
Smarter Balanced Assessments	9% percent of meeting/exceeding standard	17% percent of students meeting/exceeding standard

Planned Strategies/Activities

Strategy/Activity 1

M 1

Provide classroom materials for students

Equip classrooms/library with supplemental materials/supplies & equipment to implement Common Core instructional strategy: Project-based learning to connect the instructional projects that teachers provide to students within core classes, and link these projects to STEM Academy classes in order to increase real-world application of knowledge and skills. Classroom kits in: robotics, forensics, engineering, Urban Garden, coding, design lab studio/makers space, and mobile video production to reinforce mathematics concepts and mathematical practices.

Students to be Served by this Strategy/Activity

school-wide

Timeline

July 2022 - June 2023

Person(s) Responsible

Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title I
Budget Reference	4475 Technology (\$500-\$9,999)
Description	technology such as tablets, computers, and cameras

Strategy/Activity 2

M2

Improve student learning by providing additional time for teachers to collaborate together in department, work with an instructional coaches from the SJCOE Differentiated Assistance in math and Title 1 intervention teachers; and/or work on evidence-based instructional projects as a supplemental support service to students. Additional time for teachers and staff to work with students in the After School Tutoring/Intervention Program; STEM (Science Technology Engineering Math) implementation. Provide supplemental materials to students during In-Person instruction, and in After School Tutoring/Intervention and Bridge Programs. As part of Title 1 Vertical Alignment, provide time for teachers to collaborate with feeder schools to address Board's goals for 7th grade and 9th grade transition.

Students to be Served by this Strategy/Activity

School-wide support

Timeline

Quarterly

Person(s) Responsible

Principal's Secretary
Library Media Assistant

Proposed Expenditures for this Strategy/Activity

Amount	411
Source	Title I
Budget Reference	4300 Materials
Description	Materials and Supplies
Amount	2000
Source	Title I
Budget Reference	5220 Conference
Description	Trainings for teachers

Strategy/Activity 3

M3
Provide Release Time for Professional Development to learn about and implement Common Core & Smarter Balanced Assessments.

Students to be Served by this Strategy/Activity

School-wide

Timeline

Third and Fourth Quarters 2023

Person(s) Responsible

Vice Principal
Department Chairperson

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	Title I
Budget Reference	1100 Teacher
Description	Release time and time cards for staff
Amount	6663

Source	Title I
Budget Reference	3000 Benefits
Description	Teacher and Staff Timecards

Strategy/Activity 4

M 4

Purchase AVID instructional materials for students for students - 3 Ring Binder, School Planner, 5 tab Dividers, pencils, highlighters, pencil pouch and earbuds. Add additional materials, supplies, and technology kits for students.

Students to be Served by this Strategy/Activity

School-wide

Timeline

July 2022 - June 2023

Person(s) Responsible

Principal Secretary

Proposed Expenditures for this Strategy/Activity

Amount	16428
Source	Title I
Budget Reference	4300 Materials
Description	Materials and Supplies
Amount	3000
Source	Title I
Budget Reference	4300 Materials
Description	Student Planners

Strategy/Activity 5

M 5

Help students and parents access Aries Portal to submit Course Requests. Provide addition time for teachers and staff to assist students and parents at Course Selection Seminar for selection classes using Chromebooks to enter courses.

Students to be Served by this Strategy/Activity

School-wide

Timeline

February 2023- May 2023

Person(s) Responsible

Counselors
Principal
Certificated and Classified staff

Proposed Expenditures for this Strategy/Activity

Amount	6500
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Time cards
Amount	2000
Source	Title I
Budget Reference	2920 Other Class Temp
Description	Time cards

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learners

Goal Statement

The focus of this goal is to increase student achievement for English Learners:

By June 2023, increase by 10 percent (12 students) of English Learner students to score on the Smarter Balanced Assessment at the Standard Met and Above level.

- Continue 100 percent of RFEP monitoring.

STRATEGY: Assist each English Learner to become proficient in their acquisition of the English language and all subject areas.

LCAP Goal

LUSD will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all, including Low Income, English Learners, Reclassified, Foster Youth and Special Education students, as well as provide enrichment opportunities and Career Technical Education to prepare our students to be college and career ready.

Basis for this Goal

- I-Ready Diagnostic Assessment
- Smarter Balanced Assessment
- ELPAC Comparison Census Report

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
I-Ready Diagnostic Assessment in English Language Arts and Mathematics	The base line data is being gathered for the 2021-2022 school year in May 2022 when all 3 iReady Diagnostic Assessments will be compiled.	Increase of 3% percent scoring at the standards met/exceeded levels in ELA to 6% percent. Increase of 3% percent scoring at the standards met/exceeded levels in Math to 14% percent.
Smarter Balanced Assessments	5 percent in ELA scored at the Standards Met Level and 2 percent in Math scored at the Standards Met Level	Increase of 4 percent in ELA from 6 percent to 10 percent in the Standards Met/Exceed Level. Increase of 3 percent in Math from 2 percent to 5 percent in the Standards Met/Exceed level
ELAP Reclassification Census Report	9 students were reclassified in 2020-2021. Baseline for 2021-2022 will be established in may 2022	Increase reclassifying of English Learners to 10 students more in 2022-2023 compared to baseline.

Planned Strategies/Activities

Strategy/Activity 1

ELD 1

Improve student learning by increasing teacher support. Provide time cards to teachers and staff to work English Learners in the Tutoring Program Before/After School.

Students to be Served by this Strategy/Activity

English Learners in general education, special education, and Section 504

Timeline

Quarterly

Person(s) Responsible

Library Media Assistant,
Vice Principal

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Timecards
Amount	250
Source	Title I
Budget Reference	2920 Other Class Temp
Description	Timecards

Strategy/Activity 2

ELD 2

Provide time cards for Title 1 teacher/coach and teacher leaders to develop and provide curriculum models for new and veteran teachers in the areas on instruction, student learning, monitoring, classroom management, and assessment of student performance of English Learners. Funds for release time for teachers to implement 3 Learning Cycles using the Ensemble Learning Program for English Learners; collaborate together within departments and with colleagues. As part of Title 1 Vertical Alignment, provide time for teachers to collaborate with feeder schools to address Board's goals for 7th grade and 9th grade transition.

Students to be Served by this Strategy/Activity

ELL subgroup

Timeline

July 2022 - June 2023

Person(s) Responsible

Principal
ELA Teacher/Title 1 Coach

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

ELD 3

Purchase instructional materials for students for students - 3 Ring Binder, School Planner, 5 tab Dividers, pencils, highlighters, pencil pouch and earbuds.

Students to be Served by this Strategy/Activity

School-wide

Timeline

July 2022 - June 2023

Person(s) Responsible

School Site Council

Proposed Expenditures for this Strategy/Activity

Amount	6146
Source	Title I
Budget Reference	4300 Materials
Description	Student Planners
Amount	1500
Source	Title I
Budget Reference	4300 Materials
Description	(Binders, Pencil Pouch, Pencils, Highlighters, 5-Tab Dividers, Erasers, etc.)

Strategy/Activity 4

ELD 4

Provide classroom materials for students. Equip classrooms with books and materials/supplies in order to implement the Common Core instructional strategy: Project-Based Learning which is designed to connect the instructional projects that teachers provide to students within core classes, and link these projects to the STEM Academy Classes in order to increase real-world application of knowledge and skills.

Students to be Served by this Strategy/Activity

ELL subgroup

Timeline

July 2022 - June 2023

Person(s) Responsible

School Site Council

Proposed Expenditures for this Strategy/Activity

Amount	3423
Source	Title I
Budget Reference	4328 Warehouse Supplies
Description	Classroom supplies for students

Strategy/Activity 5

ELD 5

Help Students/Parents Access Technology in order to Select Courses. Provide additional time for teachers and staff to assist students and parents in the selection of classes using Chromebook Technology within the Aeries Program

Students to be Served by this Strategy/Activity

ELL subgroup

Timeline

February – June 2023

Person(s) Responsible

Counselor,
Principal,
Vice Principal,
Teachers,
Clerical Staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent Involvement

Goal Statement

- Assist teachers, counselors, administration, and other school staff members, in developing, maintaining, and reinforcing positive relationships with parents in order to increase student achievement.
- Use Title 1 Parent Involvement and other appropriate categorical/general funds to help increase parent involvement by 10% at IEP, SST, 504, Parent Conferences, Course Selection Seminars, ELAC, SSC, Back-to-School Night, Open House, Music/Choir & Fine Arts Program, Lunch-on-the-Lawn, Title 1 Parent/Guardian Information Night, and Chaperone on Student Field Trips, Farmer’s Market Nutritional Program, and End-of-Year Promotion.
- Increase parents who take the Parent Survey by 100 students by working with Assessment, Research, Evaluation – ARE Department to allow for Parent Survey to open at the beginning of 4th Quarter in conjunction with Course Selection Seminars so that parents can take the survey increasing input while on campus.

STRATEGY: Implement strategies to increase Parent and Community Involvement.

LCAP Goal

LUSD schools will be positive and supportive learning environments that provide maximum opportunities for each student to succeed.

Basis for this Goal

- LUSD Parent Survey for 2019-2020, School Year
- “Back-to-School Night” & Title 1 Parent Meeting Survey (August 19, 2021)
- Agenda Minutes from School Site Council and English Learner Advisory Committee Meetings

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent Survey Sign-In Logs	Baseline for 2021-2022 being established in May 2022. 5 Parent Sign-In Logs (Back to School Night, Open House, Course Selection Seminars, Lunch on the Lawn and Parent University)	Increase completion of LUSD LCAP Survey related to Family/School Connectivity by 50 parents to reach the goal of 125 parent responders..

Planned Strategies/Activities

Strategy/Activity 1

PI 1

Make copies available for public. School Site Council will make materials available for SSC and ELAC meetings in Spanish, Hmong, and other languages appropriate for Delta Sierra parents

Students to be Served by this Strategy/Activity

School-wide

Timeline

July 2022 - June 2023

Person(s) Responsible

School Site Council Chairperson,
Principal

Proposed Expenditures for this Strategy/Activity

Amount	1444
Source	Title I: Parent Involvement
Budget Reference	4300 Materials
Description	Materials

Strategy/Activity 2

PI 2 Provide technology for staff and parents to communicate together. Set up computer terminal(s) and/or Television Monitor(s) in school lobby for parents to use to access information related to school activities.

Students to be Served by this Strategy/Activity

All students

Timeline

July 2022 - June 2023

Person(s) Responsible

Site Administration
District Technology Department

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

PI 3 Increase parent involvement on campus during the school day and in the after school Bridge Program in support of their students' activities; and parent attendance at the Parent University Evening Sessions. Provide light refreshments for parents at: Back to School Night, Lunch on the Lawn, Parent University sessions, Honor Roll, Open House, Music/Choir Fine Arts Programs, Art Showcase, Community Reading Nights, Course Selection Seminar Registration Nights, ELAC and SSC meetings.

Students to be Served by this Strategy/Activity

All students

Timeline

July 2022 - June 2023

Person(s) Responsible

Principal
Principal's Secretary

Proposed Expenditures for this Strategy/Activity

Amount	1385
Source	Title I: Parent Involvement
Budget Reference	4300 Materials
Description	Materials for meetings
Amount	1193
Source	Title I: Parent Involvement
Budget Reference	4325 Food For Meetings
Description	Light Refreshments

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Professional Development

Goal Statement

Delta Sierra Middle School has been a school that utilized resources from the Quality Education Investment Act – QEIA that provided funding for class size reduction and professional development.

- Though Delta Sierra is no longer a QEIA school, the school will continue to use the professional development model to provide 40 hours of professional development for teachers and 5 hours for para-educators. The model that will be utilized is the site Professional Learning Community – PLC, which will incorporate Pre-Service Days, Faculty/Staff Meetings, Department Meetings, Interdisciplinary Teams, and teacher led Common Planning Time. During the 2019-2020 school year, Delta Sierra was designated a Comprehensive Support Improvement - CSI school with the goal of full implementation during the 2020-2021 school year.
- In addition, Delta Sierra completed its 6th year of additional training in Positive Behavior Intervention Support – PBIS as well as provided training in the implementation of the 1:1 Chromebook Technology, and department training in Google Docs, instructional technology on the use of Promethean Active Panels to help English Learners, students who have a Section 504 or Individual Education Plan, and students enrolled in READ 180, MATH 180 (SDC), Physical Education as well as training for the science department in NGSS and Science Technology Engineering Mathematics – STEM. Delta Sierra completed a second year of Classroom Management Training by a consultant from Novak Consulting and is in its second year of training in Multi-Tiered System of Support - MTSS Cohort 1. Focus Area: Work with consultants in the area of MTSS, Classroom Management and School Culture & Climate to increase support to administrators, counselors, teachers, staff to promote school improvement and student achievement.

Students will receive one hour training for 18 weeks through teacher led Advisory Program (6 one hour sessions quarters 1-3 as part of PBIS Tier I) as well as a training during assemblies/and or classroom presentations in such areas as School-wide Expectations and Rewards, Social Emotional Learning and Anti-Bullying Social Media Program.

STRATEGY: Provide professional development using a Training of Trainers model.

LCAP Goal

LUSD will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all, including Low Income, English Learners, Reclassified, Foster Youth and Special Education students, as well as provide enrichment opportunities and Career Technical Education to prepare our students to be college and career ready.

Basis for this Goal

LUSD Professional Learning Community - PLC Site Visit Report
Student Discipline Reports
Teacher Referral Tracker Data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Google Classroom - Agendas from Faculty/Staff Meetings, Interdisciplinary Teams Meeting,	40 hours of Professional Development per teacher 4 hours of Professional Development per classified employee	40 hours of Professional Development per teacher 4 hours of Professional Development per classified employee

Metric/Indicator	Baseline	Expected Outcome
Department Meetings, Common Planning Time, Student Surveys	6 hour of training for students during Quarters 1-3	6 hours of training for students during Quarters 1-3 Increase student participating in LCAP School Culture Survey by 20 students

Planned Strategies/Activities

Strategy/Activity 1

PD1

Administration, department chairs, selected teachers, other certificated staff, and selected classified staff to attend training through-out the State in either their respective subject areas such as: Classroom Management, PBIS, STEM, AVID, Core Content Areas, Physical Education, Special Education; Instructional Strategies & Technology, academic improvement methods, School Culture & Climate and provide professional development to colleagues using the Professional Learning Community Model. Provide training to teachers and staff in Social Emotional Learning curricula (Caring School Communities).

Students to attend on-site training and training as part of Study Trips in Northern California in the area of: Teen Development, Conflict Management, School Culture and Climate, AVID, STEM, Anti-bullying Programs, Mentoring, Cross-Age Tutoring, Support Groups, College/University Entrance Requirements, and Career Technical Education.

Students to be Served by this Strategy/Activity

Will impact all students

Timeline

July 2022 - June 2023

Person(s) Responsible

Principal

Vice Principals

Department Chairs and Selected Teachers

Proposed Expenditures for this Strategy/Activity

Amount	7,000.00
Source	Comprehensive Support and Improvement
Budget Reference	5220 Conference
Description	Administration, selected certificated and classified staff to attend professional development activities in areas of school improvement in ELA, mathematics, Science, Social Studies and specialized programs for English Learners, career pathways like STEM, AVID, Fitness Profile, Literacy Development, Special Education, and for student subgroups related to disproportionality in areas of academics, behavior, language acquisition, and in use of technology.

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Comprehensive Support and Improvement - CSI

Goal Statement

Improve scores for all students and subgroups on Smarter Balanced Assessments -

ENGLISH LANGUAGE ARTS:

By June 2023, increase a total of 5% percent the school-wide “Smarter Balanced Assessment - SBA: Percent Standard Met and Above” to a target goal of (28 percent) in 2022-2023 compared to 23% in 2020-2021, 27% percent in 2018-2019, 31% percent in 2017-2018; 22 percent in 2016-2017; and 18 percent met in 2015-2016. Due to COVID-19, the State cancelled the Smarter Balanced Assessment for the 2019-2020 school year.

Student Target Area: 36% of students (209 students) in the Nearly Met Level will move to the Standard Met Level. (In essence 209 students school-wide divided by 6 teachers equaling 35 students per teacher will move. Teachers will focus on an average of 7 students per class period that are in the Nearly Met Level)

STRATEGY: Provide support to all student to increase reading and writing proficiency and performance levels on standardized tests.

MATHEMATICS:

By June 2023, increase a total of 8% percent on the school-wide on Smarter Balanced Assessment - SBA: Percent Standard Met and Above to a target goal of 16% percent in 2022-2023 compared to 9% in 2020-2021; 12% percent in 2018-2019, 12% percent in 2017-2018 and 17 percent in 2016-2017. Smarter Balanced Assessment data from 2019-2020 was not available due to CDE cancelling the SBA.

Student Target Area: 36% of students (209 students) in the Nearly Met Standard Level will move to the Standard Met Level. (In essence 209 students school-wide divided by 5 teachers equaling 42 students per teacher will move. Teachers will focus on an average of 8 students per class period that are in the Nearly Met Level) nches and ExoLab Experiments; MESA, Forensics, Robotics, Mobile Video Production, and teaching Engineering Principles using a Deign Lab Studio in order to incorporate math skills in real-world learning environments.

Maintain students enrolled in STEM – Science, Technology, Engineering, Mathematics: Include 6 STEM Career Technology Labs in the areas of: Coding/App Development, Atmospheric Sciences, Outdoor Classroom & Urban Garden Project for the School Lunch Program, Atmospheric Sciences High Altitude Balloon Launch.

STRATEGY: Provide support to all student to increase math proficiency and performance levels on standardized tests.

ENGLISH LANGUAGE LEARNERS:

By June 2023, increase by 10 percent (12 students) of English Learner students to score on the Smarter Balanced Assessment at the Standard Met and Above level.

- Continue 100 percent of RFEP monitoring.

STRATEGY: Assist each English Learner to become proficient in their acquisition of the English language and all subject areas.

SCIENCE:

By June 2023, on Smarter Balanced Assessment increase the Percent Standard Met and Above to a target goal of (20 percent) in 2022-2023.

SUSPENSION AND DISCIPLINE:

Reduce the disproportionate number of home suspensions of African-American students by 5% compared to the overall number of school suspensions

ATTENDANCE:

Increase daily attendance by 4% from an average of 91% to 95%

STRATEGY: Provide support to all students to increase their reading, vocabulary development, writing, math, and science proficiency in the Standards Met/Exceed Performance Levels on standardized tests.

LCAP Goal

Prepare student with the integrity and skills required to adapt and succeed as responsible citizens in an ever-changing world

Basis for this Goal

An analysis of the Reading Inventory, Math Inventory Scores, Science NGSS, Suspension/Attendance data of students

- An analysis of Benchmark Assessments for Quarters 1-3
- An analysis of Smarter Balanced Assessment in June 2021

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
I-Ready Diagnostic Assessments	<p>English Language Arts; Mathematics; and students who are English Language Learners:</p> <p>The base line data is being gathered for the 2021-2022 school year in May 2022 when all 3 iReady Diagnostic Assessments will be compiled.</p>	5% percent increase in standard met/exceed for 7th grade and 8th grade.
Smarter Balanced Assessments	<p>English Language Arts: 23% of students scored at the standard met/exceeded for School-wide</p> <p>Mathematics: 8% of students scored at the meeting/exceeding standard for School-wide</p> <p>English Language Learners: 6 percent of ELL students in ELA scored at the Standards Met Level and 2 percent of ELL in Math scored at the Standards Met Level</p> <p>Science: Percent Standard Met and Above to a target goal of (20 percent)</p>	5% percent increase in standard met/exceed for 7th grade and 8th grade
Student Discipline Report	17 percent over-represented of suspension of African-American students in 2019-2020. Data was not provided by the LUSD Assessment, Research, Evaluation (ARE)	Reduce over-representation of suspensions of African-American students to 7 percent

Metric/Indicator	Baseline	Expected Outcome
	Department due to COVID-19 and Distance Learning for Quarters 1-3 of the 2020-2021 school year	
School Attendance Report	Monthly Average: 91 percent	Increase Monthly Average by 4 percent to 95 percent

Planned Strategies/Activities

Strategy/Activity 1

CSI 1

Provide time cards, release time, pay for consultants to provide services to teachers, staff, and students in the School-wide Comprehensive School Support and Improvement efforts. These include but are not limited to: Development of Instructional Hub for In-Person Instruction; Intervention Programs, Ensemble Learning Program, Mentoring Programs., Supplemental Tutoring & Intersession, how to use Classroom Kits for STEM, AVID, and PBIS School P.R.I.D.E. Improvement; purchase of Technology and Multi-Tiered System of Support (MTSS) Cohort 1

Students to be Served by this Strategy/Activity

All students are the focus of support

Timeline

July 2022 thru June 2023

Person(s) Responsible

Principal
School Site Council
Teachers
Staff

Proposed Expenditures for this Strategy/Activity

Amount	8,000.00
Source	Comprehensive Support and Improvement
Budget Reference	1100 Teacher
Description	Teacher time cards: 10 teachers x 44 dollars x 10 hours for 2 months (adjunct hourly rate)
Amount	10,000.00
Source	Comprehensive Support and Improvement
Budget Reference	1900 Other Cert Salaries
Description	Counselor time cards at adjunct hourly overtime rate for Crisis Counseling in See Something/Say Something Reporting; Social Emotional Learning during After School Programs
Amount	25,000.00

Source	Comprehensive Support and Improvement
Budget Reference	1103 Prep Period Teacher 120%
Description	Provide two teachers with time to work with students in ELA and math as part of a push in/pull out intervention and support model

Form C: Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	182,025.00


Allocations by Funding Source


Funding Source	Amount	Balance
Title I	128,003	0.00
Title I: Parent Involvement	4,022	0.00
Comprehensive Support and Improvement	50,000	0.00


Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement	50,000.00
Title I	128,003.00
Title I: Parent Involvement	4,022.00

Preliminary Plan

 04/26/2022 03:00 pm
Principal *Date*

 04/26/2022 03:00 pm
SSC Chairperson *Date*

 05/13/2022 02:30 pm
Program Manager *Date*

Final Plan

Principal *Date*

SSC Chairperson *Date*

Program Manager *Date*

Expenditures by Budget Reference and Funding Source

FORM F: FISCAL WORKSHEET

Budget Reference	Funding Source	Amount
1100 Teacher	Comprehensive Support and Improvement	8,000.00
1103 Prep Period Teacher 120%	Comprehensive Support and Improvement	25,000.00
1900 Other Cert Salaries	Comprehensive Support and Improvement	10,000.00
5220 Conference	Comprehensive Support and Improvement	7,000.00
1100 Teacher	Title I	4,000.00
1120 Teacher Temp	Title I	8,500.00
1150 Teacher Sub	Title I	6,500.00
2120 Para Temp	Title I	533.00
2420 Clerical Temp	Title I	650.00
2920 Other Class Temp	Title I	3,553.00
3000 Benefits	Title I	6,663.00
4200 Books	Title I	5,000.00
4300 Materials	Title I	59,496.00
4328 Warehouse Supplies	Title I	3,423.00
4375 Technology (under \$500)	Title I	5,000.00
4400 Equipment (\$500-\$9,999)	Title I	11,245.00
4475 Technology (\$500-\$9,999)	Title I	5,000.00
5220 Conference	Title I	2,000.00
5715 Print Shop	Title I	1,000.00
5800 Prof and Operating/Consultants	Title I	1,940.00
5875 Technology Licenses	Title I	3,500.00
4300 Materials	Title I: Parent Involvement	2,829.00
4325 Food For Meetings	Title I: Parent Involvement	1,193.00

FORM D: School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students
- 12 Total

Name of Members	Role
Brad Watson, Principal	Principal
Maria Mack, (Other School Staff)	Other School Staff
Maria Valdovinos, Teacher	Classroom Teacher
John Collier, Teacher	Classroom Teacher
Tyler Stark, Teacher	Classroom Teacher
Todd Parizo, Teacher	Classroom Teacher
Lukia Scott, Parent	Parent or Community Member
Rommy Estrada, Parent	Parent or Community Member
Michelle Hicks, Parent	Parent or Community Member
Karissa Thao, Student	Secondary Student
Iqra Naseer, Student	Secondary Student
Uyen Le, Student	Secondary Student

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


FORM E: Recommendations and Assurances

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

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

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

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




Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 26, 2022.

Attested:

Preliminary Plan		Final Plan	
	04/26/2022 03:00 pm	<i>Principal</i>	<i>Date</i>
<i>Principal</i>	<i>Date</i>	<i>Principal</i>	<i>Date</i>
	04/26/2022 03:00 pm	<i>SSC Chairperson</i>	<i>Date</i>
<i>SSC Chairperson</i>	<i>Date</i>	<i>SSC Chairperson</i>	<i>Date</i>
	05/13/2022 02:30 pm	<i>Program Manager</i>	<i>Date</i>
<i>Program Manager</i>	<i>Date</i>	<i>Program Manager</i>	<i>Date</i>