

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	Morada Middle School
Address	5001 Eastview Stockton CA, 95212
County-District-School (CDS) Code	3968586042196
Principal	Janet Godina Perez
District Name	Lodi Unified School District
SPSA Revision Date	May 10, 2022
Schoolsite Council (SSC) Approval Date	May 10, 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.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- School Vision and Mission 3
- Purpose and Description..... 3
- School Profile 3
- Stakeholder Involvement 3
- Annual Review and Update 4
 - Goal 1..... 4
 - Goal 2..... 8
 - Goal 3..... 12
 - Goal 4..... 14
 - Goal 5..... 18
 - Goal 6..... 21
 - Goal 7..... 23
- Goals, Strategies, & Proposed Expenditures..... 25
 - Goal 1..... 25
 - Goal 2..... 30
 - Goal 3..... 35
 - Goal 4..... 39
 - Goal 5..... 44
 - Goal 6..... 48
- Form C: Budget Summary and Consolidation 50
 - Budget Summary 50
 - Allocations by Funding Source..... 50
 - Expenditures by Funding Source 51
 - Expenditures by Budget Reference and Funding Source 52
- FORM D: School Site Council Membership..... 53
- FORM E: Recommendations and Assurances 54

School Vision and Mission

The mission of Morada Middle School is to address the physical, social, intellectual, and emotional needs of students at this crucial age through a variety of instructional techniques strategies, and interventions. Students are all provided with a daily planner to monitor daily assignments for work completion and parent communication. Parents have the ability to access students' current grades and assignments with the online AERIES system, as well as communicate with teachers via their email or by phone. Teachers at Morada also use Google Classroom to help students stay organized in their assignments. Students are taught academic strategies to assist in daily assignments and test taking techniques.

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

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.

School Profile

Morada Middle School is located in the Northeast area of Stockton. Our boundaries encompass areas between Hammer Lane and Morada Lane, Harney Lane Migrant Camp, and a new development area of South Lodi. Over 1/2 of our students are provided with transportation via the school district busing. Throughout the school year, Morada's enrollment is continually changing, with close to 200 students entering or leaving the school site during the year. Morada Middle has a very diverse population of students, with the largest representation being of Asian descent, then Hispanic. Morada is a Title 1 school based on our 2021.22 based on the family's income survey.

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

The Title 1 Program was presented to parents at Back to School Night. Parents were informed they can provide input via School Site Council Meetings. School Site Council meeting agendas are posted prior to meetings. Title 1 Plan is shared with all staff, and asked for input on spending funds. The School Plan is shared with our ELAC parent group, and input on how to spend the funds are discussed during the meeting.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1

English Language Arts (Goals should be prioritized, measurable, and focused on identified student learning needs.)

1. For the 2021/22 school year,

The school-wide goal of, students that have Met or Exceeded the standard on the state assessment SBAC at 45%, SBAC scores for the 2020/21 school year showed only 26% of students met or exceeded standards. However, only 371 students completed the testing for the school year of 2020/21. Data in previous years showed school-wide in the 40 percentile.

2. Quarterly ELA benchmarks-

7th Grade: Quarter 1- 25% ;
 Quarter 2- 40 % ;
 Quarter 3- 40%. -
 4th quarter not testing due to SBAC testing.

8th Grade:
 Quarter 1 25% ;
 Quarter 2- 40% ;
 Quarter 3-40%
 • 4th quarter not testing due to SBAC testing.

3. To earn AVID certification for the 2021/22 school year. For the 2021/22 school year, we added an additional section of 7th grade AVID.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC scores from the 20/21 school year	SBAC- 42% proficient school-wide 7th Grade-44.00% 8th Grade- 42.00%	Current scores for the 2021/22 school year are currently not available.
Quarterly Benchmarks from the 20/21 school year	7th Grade: Quarter 1- 25% ; Quarter 2- 40 % ; Quarter 3- 40%. - 4th quarter not testing due to SBAC testing. 8th Grade:	7th Grade Quarter 1- 43.% Quarter-2-57.3% Quarter 3-42.1% 4th quarter no testing due to SBAC testing

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Quarter 1 25% ; Quarter 2- 40% ; Quarter 3-40% <ul style="list-style-type: none"> 4th quarter not testing due to SBAC testing 	8th Grade Quarter- 31% Quarter-2-36.2% Quarter 3-42.9% 4th quarter no testing due to SBAC testing
AVID Certification	AVID Certification 2021/22 school year.	AVID Certification pending

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. ELA 1.1 Purchase supplemental reading materials for ELA and SDC classrooms.	Purchased books for ELA classrooms and SDC classrooms. School Specialty, Reading Warehouse Novels, and Learning A-Z	Purchase reading books to supplement ELA classrooms, library and SDC curriculum. 4200 Books Title I 6,000	Purchased books for library, and SDC. 4200 Books Title I 4,204
ELA 1.2 Purchase AVID Supplies: colored folders for student organization, binders, paper, highlighters, 3x5 cards, notebooks and paper for all students. PSAT tests.	Due to the SAT not being used in the college system currently we decided to not administer the test this school year.	Purchase colored folders for student organization. Student supplies- binders, paper, highlighters, 3x5 cards, notebooks and paper. 4300 Materials Title I 3,031 Purchase PSAT tests for students to complete during the 2021/22 school year. 5872 Field Trips Title I	Purchase colored folders for student organization. Student supplies- binders, paper, highlighters, 3x5 cards, notebooks and paper. 4300 Materials Title I 3,023 Purchase PSAT tests for students to complete during the 2021/22 school year. 5872 Field Trips Title I
ELA 1.3 Purchase supplies from the warehouse for student classroom supplies/paper.	Purchased classroom supplies for student use. Notebooks, paper, pencils.	Purchase supplies from the warehouse to supplemental supplies/paper for the classrooms 4328 Warehouse Supplies Title I 2,000	Purchase supplies from the warehouse to supplemental supplies/paper for the classrooms 4328 Warehouse Supplies Title I 1,000
4. ELA 1.4 District Coaches to provide support for English and READ 180 programs and teachers.	District coaches provided support to our ELA , ELD, and READ 180 teachers.	Provide support to teachers in the area of Common Core English (StudySync), READ 180, and EL component of StudySync LCFF 0	Provide support to teachers in the area of Common Core English (StudySync), READ 180, and EL component of StudySync LCFF 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ELA 1.5 Purchase Virtual Head sets to provide an exciting, engaging, and educational setting. Allow to students to engage in real life fieldtrips to gain knowledge of the content being taught.</p>	<p>Purchased a set of 8 virtual headsets and license.</p>	<p>Virtual Headsets 4475 Technology (\$500-\$9,999) Title I 5000</p> <p>Purchase Technology licenses for virtual headset 5875 Technology Licenses Title I 400</p>	<p>Headphones with mics. 4375 Technology (under \$500) Title I 4,576</p> <p>400</p>
<p>ELA 1.6 Purchase technology programs to provide additional support for student learning, as well as provides for review and assessment.</p>	<p>Purchase of GIMMKIT Renewal, Soundtrap Renewal, MangaHigh Software</p>	<p>Purchase technology licenses for Ginkit, Sound Trap 5875 Technology Licenses Title I 9,000</p>	<p>Purchase of GIMMKIT Renewal, Soundtrap Renewal, MangaHigh Software 5875 Technology Licenses Title I 8,697</p>
<p>Pay SDC teachers to provide after-school tutoring in the SDC program</p>	<p>Pay SDC teachers to provide after-school tutoring in the SDC program</p>	<p>Pay SDC teachers to provide after-school tutoring in the SDC program 1120 Teacher Temp Title I 500.00</p>	<p>Pay SDC teachers to provide after-school tutoring in the SDC program 1120 Teacher Temp Title I 500.00</p>
<p>ELA 1.7 Teachers teachers will be given release time and/or paid at the adjunct rate to work beyond contract time to analyze data, develop curriculum, and review SBAC release questions and standards. The data collected from assessments will be used to plan for future instruction. Release time for teachers to collaborate with elementary or high school teachers for curriculum and placement.</p>	<p>Provide teachers to meet after contract hours to discuss and plan curriculum. Due to the lack of substitute coverage we where not able to provide coverage.</p>	<p>Provide collaboration time for ELA teachers to establish quarterly curriculum via time card or substitute coverage. 1150 Teacher Sub Title I 500</p> <p>Teachers will meet after contract hours to discuss curriculum, testing results or best practices. 1120 Teacher Temp Title I 2,000</p> <p>AVID articulation between feeder schools and recruiting 1150 Teacher Sub Title I 1,000</p>	<p>Provide collaboration time for ELA teachers to establish quarterly curriculum via time card or substitute. 1150 Teacher Sub Title I 0</p> <p>Teachers will meet after contract hours to discuss curriculum, testing results or best practices. 1120 Teacher Temp Title I 600.00</p> <p>AVID articulation between feeder schools and for recruiting. 1150 Teacher Sub Title I 800</p>
<p>ELA 1.8 Provide Mental Health counseling for students struggling with academics or personal issues. Students will receive counseling via the Mental Health Counselor to help with increasing</p>	<p>Provide Mental Health counseling for students struggling with academics or personal issues. Students will receive counseling via the Mental Health Counselor to help with increasing academic</p>	<p>Provide 4 hours of mental health counseling per week. Paid by District Title 1. 5800 Prof and Operating/Consultants Title I 0</p>	<p>Provide 4 hours of mental health counseling per week. Paid by District Title 1. 5800 Prof and Operating/Consultants Title I 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
academic success and mental health stability. The district provides 4 hours for Title 1 sites. Morada will purchase an additional 4 hours per week due to an increase of students in need of mental health services.	success and mental health stability. The district provides 4 hours for Title 1 sites. Morada will purchase an additional 4 hours per week due to an increase of students in need of mental health services.	Provide an additional 4 hours per week of mental health for students in need of services. 5800 Prof and Operating/Consultants Title I 10,000	To add 4 additional hours of Mental Health counseling. 5800 Prof and Operating/Consultants Title I 10,000
ELA 1.9 Purchase earphones for student use with computer based programs	Purchase earphones for student use with computer based programs	Provide students with earphones to access computer based programs. 4375 Technology (under \$500) Title I 500	Provide students with earphones to access computer based programs. 4375 Technology (under \$500) Title I 499.13

Analysis

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

Online programs were purchased to supplement the core program. Books were purchased to supplement the ELA and SDC classroom reading programs. Mental Health counseling was provided to students to help with success at school and overall mental well-being. A total of 8 hours per week were provided during the school year. Virtual headphones were purchased for use in our SDC program. After school tutoring for students in RSP or SDC, teachers provided 2 to 3 days per week. AVID supplies were purchased for all classrooms to implement AVID strategies or supply students with the needed supplies to complete classwork.

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

For the 2021/22 School Year our benchmark scores for both 7th and 8th were better than anticipated. Our SBAC scores which the student completed during the COVID year did not meet the goal but were expected due to the prior school year and students not being on campus. Classroom supplies were purchased for students to use in class to complete work and use AVID strategies. District coaches assisted newer teachers and our READ 180 program. Students in our RSP/SDC program were able to stay after-school to get additional assistance with their schoolwork. Our Mental Health Caseload has been at full capacity for the 2021/22 school year.

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

The proposed expenditures were very close to what was projected for the 2021/22 school year. Due the lack of substitute coverage, teachers were unable to articulate during the school day. Due to restrictions on book orders, we were unable to spend all the money for this goal. Due to COVID the past 2 years, warehouse supplies were not in demand, as we had many supplies left over from past years.

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.

For the upcoming school year the district is changing over to a different assessment for use during the school year. The district will be using i-Ready assessments to evaluate student learning. We will continue to offer Mental Health counseling for student to help with successes at school. Continue to evaluate the technology programs for student use and growth.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

Mathematics (Goals should be prioritized, measurable, and focused on identified student learning needs.)

1. School-wide students will meet or Exceed the standard on the state assessment (SBAC), with a target goal of 20%. During the 2020/21 school year, only 599 or 720 students completed the modified. In prior years our SBAC percentile for math has been around 25%.

7th Grade

Overall Scores- 25 %

8th Grade

Overall Scores- 20%

School-wide- 22 %

2. LUSD Benchmarks-For the 2020/21 school year where pilot benchmarks for math and students did not complete all quarters.

7th Grade:

Quarter 1- 30%

Quarter 2- 43%

Quarter 3- 35%

8th Grade:

Quarter 1- 20%

Quarter 2- 22%

Quarter 3- 40%

7th Grade Advanced:

Quarter 1- 90%

Quarter 2- 85%

Quarter 3-90%

8th Grade Advanced

Quarter 1- 30%

Quarter 2- 40%

Quarter 3- 50%

Decrease math class sizes by adding an additional math teacher to our math department.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC scores from 20/21 School Year	7th Grade Overall Scores- 25 % 8th Grade Overall Scores- 20% School-wide- 22 %	Current scores for the 2021/22 school year are currently not available.

Metric/Indicator	Expected Outcomes	Actual Outcomes
District Benchmarks-20/21 School Year	<p>7th Grade: Quarter 1- 30% Quarter 2- 43% Quarter 3- 35%</p> <p>7th Grade Advanced: Quarter 1- 90% Quarter 2- 85% Quarter 3-90%</p> <p>8th Grade: Quarter 1- 20% Quarter 2- 22% Quarter 3- 40%</p> <p>8th Grade Advanced Quarter 1- 50% Quarter 2- 70% Quarter 3- 97%</p>	<p>7th Grade</p> <p>Quarter 1- 36.5% Quarter 2-58% Quarter 3- 22.8% Quarter-4 No testing during 4th quarter due to SBAC</p> <p>7th Grade Advanced Quarter-1-23.5% Quarter-2-37.5% Quarter-3-59.1% Quarter-4-No testing during the 4th quarter due to SBAC</p> <p>8th Grade</p> <p>Quarter- 1-17.3% Quarter-2-6% Quarter-3-6.5% Quarter-4-No testing during the 4th quarter due to SBAC</p> <p>8th Grade Advanced Quarter 1- 12.1% Quarter-2-37.5% Quarter-50% Quarter-4-No testing during the 4th quarter due to SBAC</p>

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Math 1.1 To decrease class sizes for math to allow for more teacher-student interaction. The district ratio is 31 to 1. Math will be 27 to 1.	To decrease class sizes for math to allow for more teacher-student interaction. The District ratio is 31 to 1. Math will be 27 to 1.	Provide supplemental staffing in the area of mathematics, to provide smaller class sizes. 1100 Teacher Title I 65,966	Provide supplemental staffing in the area of mathematics, to provide smaller class sizes. 1100 Teacher Title I 65,966
Math 2.2 Purchase technology to provide support for student curriculum. Provide student practice and assessment through technology.	Purchased KUTA Math software and School Savers.com.	Purchase on-line program Mangahigh Math program or other district approved math technology. 5875 Technology Licenses Title I 1,000	Purchased KUTA Math software and School Savers.com 4375 Technology (under \$500) Title I 1002

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Math 2.3 Provide coaching in the area of Common Core and teaching strategies.	Provided coaching in the area of Common Core and teaching strategies.	District Coaches for Core Math LCFF	District Coaches for Core Math LCFF
Math 2.4 Provide after-school tutoring to assist with the Common Core curriculum.	Provide after-school tutoring to assist with the Common Core curriculum.	Provide math tutoring after-school. Time card teachers. 1120 Teacher Temp Title I 14,771	Provide math tutoring after-school. Time card teachers. 1120 Teacher Temp Title I 12,000
Math 2.5 Provide time for teachers to develop curriculum and evaluate the SBAC questions and standards. Time Card or substitute costs.	Due the lack of subs the time to develop curriculum during the school day was limited. Teachers also used CP days to work together and collaborate.	Provide articulation time for Math Teachers/District Coaches and outside agencies. Substitute pay. 1150 Teacher Sub Title I 750	Provide time for teachers to develop curriculum. Time Card or substitute costs. 1150 Teacher Sub Title I 0
		Time card teachers to articulate beyond regular hours. 1120 Teacher Temp Title I 2,500	Time card teachers to articulate beyond regular hours 1120 Teacher Temp Title I 0
Math 2.6 Purchase calculators for all students.	Purchase calculators for all students to assist with math curriculum.	Calculators for all students. 4300 Materials Title I 4,000	Calculators for all students. 4300 Materials Title I 4013
Math 2.7 Purchase large whiteboards for student activities and participation	Purchase large whiteboards for student activities and participation.	Purchase large whiteboards for student activities and participation 4300 Materials Title I 500	Purchase large whiteboards for student activities and participation 4300 Materials Title I 0

Analysis

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

We were able to decrease class sizes for math to allow for more teacher-student interaction. The District ratio is 31 to 1. Math will be 27 to 1. Purchased KUTA Math software for student use in the classroom. Provided coaching in the area of Common Core and teaching strategies to work with the math department. Provide after-school tutoring to assist with the Common Core curriculum. After-school tutoring took place 3 to 4 days a week. Teachers were available to both 7th and 8th-grade students. The Bridge after-school program also allowed its students to attend tutoring sessions. Due to the lack of substitutes teachers were unable to meet during school hours, however on CP days and department meetings teachers were able to discuss the curriculum. We purchased calculators for student use during class and at home. We were able to find whiteboards on campus, so it was not necessary to purchase them.

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

After-school tutoring was available 3 to 4 days a week. Teachers had on average 10 students attending. All students were given a calculator to assist with classwork and homework. Software was purchased for student use to supplement the core curriculum. Class sizes were below the district standard of 31 to 1. Overall our benchmarks were close to the goals we set. next year there will be a new assessment to measure student knowledge. SBAC scores, although we did

not meet our goal was close. With COVID the prior year it was hard to provide the assistance students needed to understand the curriculum.

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

Math tutoring is an estimated amount. We will know more by the end of the year if all of the funds were spent. Due a lack of substitutes, teachers were unable to meet during school hours. Teachers used their Common Planing time and department meetings to discuss curriculum and assessments. Teacher was able to find a large white board on campus, so board needed to be ordered.

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.

For the upcoming school year the district is changing over to a different assessment for use during the school year. The district will be using IReady assessments to evaluate student learning. Afterschool math tutoring will continue. For the next school year the Math Intervention teacher will work as a push-in/pull-out service. Students struggling in the lesson will have the opportunity to work with the teacher in a smaller environment.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

English Learners

Goal 1- To Reclassify (RFEP) 10 English Language Learners by the end of the 2021/22 school year.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
English Language Proficiency Assessment for California	To RFEP 10 English Learners by the end of the 2021/22 school year.	For the 2021/22 school year 10 English Learners students were RFEP'd.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
EL 3.1 Provide additional services to students who are EL. Provide communication to parents of EL students.	For the 20/21 school year, we only had one Spanish Bi-Lingual para. We have attempted to hire Bi-Lingual para in other languages. Either their are no candidates or apply and cannot pass the needed assessment.	Provide additional communication with parents with the use of Bi-Lingual aides. LCFF	Provide additional communication with parents with the use of Bi-Lingual aides. LCFF
EL 3.3 Purchase READ 180 workbooks for reading intervention.	READ 180 curricula were purchased to use with students struggling with the Core Curriculum. Students in the ELD support used the curriculum from the StudySync curriculum.	Purchase READ 180 and 3D curriculum for students. LCFF	Purchase READ 180 and 3D curriculum for students.
EL 3.6 After- School Tutoring for EL students	We were unable to provide after-school tutoring due to the personnel issues.	After School tutoring in the area of core subjects for EL students. 1120 Teacher Temp Title I 0	After School tutoring in the area of core subjects. 1120 Teacher Temp Title I 0

Analysis

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

For the 20/21 school year we only had one Spanish Bi-Lingual para. We have attempted to hire Bi-Lingual para in other languages. Either their are no candidates or apply and cannot pass the needed assessment. READ 180 curriculum was purchased to use with students struggling with the Core Curriculum. Student in the ELD support used the curriculum from the StudySync curriculum.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school. By providing the curriculum for student English growth we were able to RFEP 10 students for the 2021/22 school year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures. No differences between the Proposed Expenditures and Estimated.

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.

For the 2022/23 students will be enrolled in the CORE StudySync as well as the READ 180 curriculum. Students who had previously not taken the benchmarks(now IREADY) will participate.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 4

Parent Involvement - Provide quarterly parent conference nights, and parent conferences to discuss the needs of students, not meeting the 1.5 graduation requirement. Conferences can help with strategies for students and parents to increase GPA. To increase number of English Language Parents attending our ELAC meetings for the 2021/22 school year.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Parent Conferences</p> <p>Quarterly Night Conferences- Parent Attendance</p> <p>Parent Conferences-</p>	<p>Night Time Parent Conference-</p> <p>Quarterly Night Conferences-VIA ZOOM/Google classroom</p> <p>Quarter 1-40 parents Quarter 2-40 parents</p> <p>Parent Conferences- 120 parents (Based on 2018/19 parent conferences).</p>	<p>Due to COVID, the Parent Conference Nights had to be held VIA ZOOM. Due to this the participation rate was only 35 parents. We did not complete 2 Parent Conference nights due to not being able to be held in person. Parent Conferences have been taking place before school or after. Currently, 100 have taken place. All parents of 8th-grade students were also contacted if the student was at risk of not meeting a 1.5 GPA. A 1.5 GPA is the criteria for the promotion.</p>
<p>Number of Parents attending ELAC Meetings</p>	<p>Average 10 plus parents out our ELAC meetings.</p>	<p>ELAC meetings had 3 to 4 parents. With the start of the year only being virtual for meetings, we had less participation. For the 3rd quarter. we were able to hold in person.</p>
<p>Lunch on the Lawns-</p>	<p>If COVID Restriction allow we will start the Lunch on the Lawns for families to come to campus.</p> <p>50 parents per lunch period.</p>	<p>For 4th quarter Lunch on the Lawns were able to resume. Numbers not available at this time.</p>

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>PI 4.1 At the conclusion of the 1st and 2nd quarters provide a parent conference night for parents to attend of those students not meeting graduation criteria of 1.5. One night will be set aside for 7th and one for 8th. All parents are welcome to attend.</p>	<p>Due to the restrictions of having parents on campus for Parent Conference night, we only held one virtual night. The turnout was minimal due to the virtual platform.</p>	<p>Time card teachers and counselors for evening Parent Conferences for students at risk of not promoting; or access to teachers otherwise not available during school hours. 1120 Teacher Temp Title I: Parent Involvement 2,621</p>	<p>Time card teachers and counselors for evening Parent Conferences for students at risk of not promoting; or access to teachers otherwise not available during school hours. 1120 Teacher Temp Title I: Parent Involvement 1,180</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Provide translation at Parent Teacher conference night 2120 Para Temp Title I: Parent Involvement 254	Provide translation at Parent Teacher conference night 2120 Para Temp Title I: Parent Involvement 100
		Timecard teachers and counselors for evening Parent Conferences for students at risk of not promoting; or access to teachers otherwise not available during school hours. 1120 Teacher Temp Title I: Parent Involvement 1,240	Timecard teachers and counselors for evening Parent Conferences for students at risk of not promoting; or access to teachers otherwise not available during school hours. 1120 Teacher Temp Title I 0
PI 4.2 Provide a light snack for parents that attend parent activities on site.	Provided snacks for parents attending ELAC meetings.	Increase parent involvement in night conferences and ELAC by providing light snacks for meetings. 4325 Food For Meetings Title I 200	Increase Parent Involvement by providing light snacks for meetings. 4325 Food For Meetings Title I: Parent Involvement 127
PI 4.3 Monthly lunch on the lawn with students and families. Provide activities, as well as provide resources for parents regarding student activities. Hand-outs, AERIES access, or others as needed. Purchase paper.	We were able to host our first Lunch on the Lawn in April, approximately 120 parents attended the event.	Monthly Parent Lunch on the Lawns	Monthly Parent Lunches
PI 4.4 Back to School Night to provide parents with teachers grading policies and curriculum, Open House - provides an opportunity for parents to view student work. 7th Grade Orientation- Parents are given an overview of the school and policies.	Back To School Night was held virtually this year. The Administration provided a segment for parents, as well as teachers.	7th Grade Orientation, Back to School and Open House	7th Grade Orientation, Back to School and Open House Nights.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PI 4.5 Parents are encouraged to access students grades, and communicate with teachers via e-mail for updates on student progress. E-mails are enlisted from parents to set-up the AERIES access.	During parent conferences, IEP's and secretarial help parents were provided with access to AERIES. We had assistance to contact all parents to provide the necessary steps to complete the online access.	Parents are encouraged to access the on-line grading system provided by the district. AERIES	Parents are encouraged to access the on-line grading system provided by the district.
PI 4.6 The district provides a mailed copy of the progress report and report card. A printed copy is also provided for the students to take home with the student and returned with a parent signature.	Progress Reports and Report Cards were sent home quarterly.	Students are provided with a printout of progress grades quarterly, as well as a mailed copy.	Students are provided with a printout of progress grades quarterly, as well as a mailed copy.
PI 4.7 Purchase student planners for teacher to home communication. Teachers require students to write their assignments in the planner daily.	All students were provided with a daily planner for organization and parent communication.	Student planners for all students. 4300 Materials Title I 6,000	Student Planners 4300 Materials Title I 4,949

Analysis

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

Due to the restrictions of having parents on campus for Parent Conference night, we only held one virtual night. The turnout was minimal due to the virtual platform. Provided snacks for parents attending ELAC meetings. We were able to host our first Lunch on the Lawn in April, approximately 120 parents attended the event. Back To School Night was held virtually this year. The administration provided a segment for parents, as well as teachers. During parent conferences, IEP's and secretarial help parents were provided with access to AERIES. We had assistance to contact all parents to provide the necessary steps to complete the online access. Progress Reports and Report Cards were sent home quarterly. All students were provided with a daily planner for organization and parent communication.

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

Due to COVID, the Parent Conference Nights had to be held VIA ZOOM. Due to this the participation rate was only 35 parents. We did not complete 2 Parent Conference nights due to not being able to be held in person. Parent Conferences have been taking place before school or after. Currently, 100 have taken place. All parents of 8th-grade students were also contacted if the student was at risk of not meeting a 1.5 GPA. A 1.5 GPA is the criteria for the promotion. ELAC meetings had 3 to 4 parents. With the start of the year only being virtual for meetings, we had less participation. For the 3rd quarter. we were able to hold in person. First lunch on the lawn we had approximately 120 parents in attendance.

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

Due the lack of participation our our first virtual parent conference night, we did not have a follow up one for 2nd quarter.. Planner costs was less than projected, which left money over in that action.

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.

Will attempt to have in person parent conference nights for the 2022/23 school year. Return to our monthly lunch on the lawns for parent participation. During the lunch on the lawns advertise regarding our ELAC meetings and AERIES access.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 5

Increase our SBAC scores in ELA, Science, EL scores, and Math by providing opportunities for professional development for our teachers .

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Science CAST scores, 2020/21	Increase CAST Scores to 25% for the 2021/22 school year	CAST Scores for the 2021/22 are currently not completed.
ELA SBAC scores 2020/21 and District Benchmarks	<p>SBAC- 42% proficient school-wide</p> <p>7th Grade-44.00% 8th Grade- 42.00%</p> <p>7th Grade: Quarter 1- 25% Quarter 2- 40 % Quarter 3- 40%. - 4th quarter not testing due to SBAC testing.</p> <p>8th Grade: Quarter 1 25% Quarter 2- 40% Quarter 3-40% <ul style="list-style-type: none"> 4th quarter not testing due to SBAC testing </p>	<p>Current scores for the 2021/22 school year are currently not available for SBAC.</p> <p>7th Grade</p> <p>Quarter 1- 43.% Quarter-2-57.3% Quarter 3-42.1% 4th quarter no testing due to SBAC testing</p> <p>8th Grade Quarter- 31% Quarter-2-36.2% Quarter 3-42.9% 4th quarter no testing due to SBAC testing</p>
Math SBAC scores 2020/21 and District Benchmarks	<p>7th Grade Overall Scores- 25 % 8th Grade Overall Scores- 20%</p> <p>School-wide- 22 %</p> <p>. LUSD Benchmarks-</p> <p>7th Grade: Quarter 1- 30% Quarter 2- 43% Quarter 3- 35%</p> <p>8th Grade: Quarter 1- 20%</p>	<p>Current scores for the 2021/22 school year are currently not available for SBAC.</p> <p>8th Grade</p> <p>Quarter 1- 36.5% Quarter 2-58% Quarter 3- 22.8% Quarter-4 No testing during 4th quarter due to SBAC</p> <p>7th Grade Advanced Quarter-1-23.5% Quarter-2-37.5% Quarter-3-59.1%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Quarter 2- 22% Quarter 3- 40% 7th Grade Advanced: Quarter 1- 90% Quarter 2- 85% Quarter 3-90% 8th Grade Advanced Quarter 1- 30% Quarter 2- 40% Quarter 3- 50%	Quarter-4-No testing during the 4th quarter due to SBAC 8th Grade Quarter- 1-17.3% Quarter-2-6% Quarter-3-6.5% Quarter-4-No testing during the 4th quarter due to SBAC 8th Grade Advanced Quarter 1- 12.1% Quarter-2-37.5% Quarter-50% Quarter-4-No testing during the 4th quarter due to SBAC

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PD 5.1 Provide opportunities for teachers/departments to articulate curriculum, pacing guides, assessments and teaching strategies.	Teachers in the ELA department worked together to lesson plan for the 4th quarter. Due the lack of subs, articulation was completed during CP days.	Provide substitutes for teachers to meet. 1150 Teacher Sub Title I 500	Provide substitutes for teachers to meet. 1150 Teacher Sub Title I 450
PD 5.2 Teachers to attend conferences to help with teaching strategies, curriculum development and classroom management strategies.	Due to COVID restrictions and lack of subs teachers did not attend conferences.	Registration and travel cost. 5220 Conference Title I 1,000	Registration and hotel cost 5220 Conference Title I 0
		Reimbursement for teacher conferences. 5712 Transportation Title I 0	Reimbursement for teacher conferences. 5712 Transportation Title I 0
		Substitute coverage for conferences. 1150 Teacher Sub Title I 0	Substitute coverage for conferences. 1150 Teacher Sub Title I 0
Provide opportunities for Administration attend conferences for school wide practices, curriculum and teaching strategies.	Administration did not attend conferences due to COVID restrictions.	Provide opportunities for administrators to attend conferences to support the learning environment and school wide positive	Provide opportunities for administrators to attend conferences to support the learning environment and school wide positive

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		programs. 5220 Conference Title I 1,000	programs. 5220 Conference Title I 0

Analysis

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

Due to the COVID restrictions substitute shortage teachers, administrative challenges, we were unable to attend conferences. Teachers were able to articulate to develop curriculum and pacing guides.

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

Overall we were able to achieve our Benchmark goals, with the exception of math. SBAC and CAST scores are not available at this time.

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

Due to COVID restrictions and lack of subs teachers and administration did not attend conferences. With COVID staff was not comfortable attending conferences.

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.

If the substitute issue improves for the district we will implement teachers to articulate during school hours to develop curriculum and pacing guides. Can encourage teachers to sign-up for after-school PD's. Utilize district coaches to assist with curriculum. Offer after-school meeting time, if staff is willing to attend.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 6

To increase our CAST scores for the 2021/22 school year to 26% proficient on the CAST.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2020/21 School Year CAST scores	CAST scores- 26% met or exceed	Currently do not have the CAST scores for 2021/22 school year.

Strategies/Activities for Goal 6

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
S 6.1 Increase labs in the science classrooms to provide hands on learning.	Provided materials for students to participate in labs to increase student engagement	Provide materials for students to participate in labs to increase student engagement 4300 Materials Title I 7,969	Provide materials for students to participate in labs to increase student engagement 4300 Materials Title I 6,165
S 6.2 Increase student engagement in the STEAM classrooms with hands-on experiments and opportunities.	Increase student engagement in the STEAM classrooms with hands-on experiments and opportunities.	Classroom supplies for STEM class 4300 Materials Title I 2,000	Classroom supplies for STEM class 4300 Materials Title I 0
Purchase Brain Pop on line interactive science program	Purchased Brain Pop/Science Pop-on-line program	Brain Pop/Science Pop-on-line program 5875 Technology Licenses Title I 0	Brain Pop/Science Pop 5875 Technology Licenses Title I 0

Analysis

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

Provided materials for students to participate in labs to increase student engagement. With students having limited access to labs the prior year students were able to participate in lab activities that help classwork become relevant.

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

Students were provided the opportunities for students to engage in hands on learning curriculum. When students have the opportunities to complete labs it ties in the curriculum and the workings of science. We do not currently have the CAST scores to measure the current goal.

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

For the STEAM class items were not purchased, as we have made large purchases the past few years. Will continue to evaluate needs of the program to replace items or increase inventory.

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.

We will continue to provide supplies for the science department to help supplement the curriculum. CAST scores will be updated once testing is completed for the 2021/22 school year.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 7

Provide students the opportunity to visit college campus. Provide students educational field trips to enhance classroom learning.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number of students provided the opportunity to attend an educational field trip/college visit.	Due to COVID field trips will be virtual or to an educational establishment based on availability. Goal for the 2021/22 school year is for our AVID students to visit at least one college.	Due to COVID restrictions field trips did not take place.

Strategies/Activities for Goal 7

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
FT 7.1 Provide opportunities to students to enhance curriculum by visiting places related to what they are studying. Visit college campuses to expand students interest in attending college or career schools.	Students were unable to attend college campuses due to COVID restrictions.	Provide students with Educational Study Trips to expand the curriculum, experience College Campuses, and Career Exploration. Cost of entrance fees 5872 Field Trips Title I 619	Provide students with Educational Study Trips to expand the curriculum, experience College Campuses, and Career Exploration. Cost of entrance fees 5872 Field Trips Title I 0
			Cost of subs while teachers attend field trips 1150 Teacher Sub Title I 0
FT 7.2 Provide transportation for field trips.	No transportation needed, as trips did not take place due to COVID restrictions.	Busing for educational field trips. 5712 Transportation Title I 0	Busing for educational field trips. 5712 Transportation Title I 0

Analysis

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

The field trips did not occur to the restrictions of COVID. College would not allow students on campus.

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

The field trips did not occur to the restrictions of COVID. College would not allow students on campus. AVID students did research colleges via the computer.

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

No money was spent due to COVID restrictions. Students were unable to attend college campuses due to restrictions, so no expenses were 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.

For the upcoming school year we will look to provide opportunities for educational field trips /college, if restrictions are lifted.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

English Language Arts (Goals should be prioritized, measurable, and focused on identified student learning needs.)

1. For the 2022/23 school year, the percentage of students who meet or exceed standards according to the CAASSPP English Language Arts (ELA) assessment will be at 40%.
2. District Assessment-i-Ready- for the 2022/23 school year. As this is a new assessment, this will establish the baseline for the following school year.
3. To earn AVID certification for the 2022/23 school year.

LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare student to be college and career ready. (LCAP Goal 2)

Basis for this Goal

CAASPP testing scores and the test are not comparable to last year's scores or scores from the 2018/19 school year, due to COVID. The test for 2021/22 has been modified compared to other years' testing as well In prior years. Our overall met or exceeded was over 45%, but due to some learning losses due to COVID, the expected scores will possibly be lower for the 2021/22 school year. In the 2018/19 school year 44% of students met or exceed the ELA standard.

New Benchmark assessments will be administered for the 2022/23 school year. Our students have never used i-Ready as an assessment, so baseline from scores from this year will be used to set goals for next year's school plan.

To continue to achieve AVID certification. The AVID program is meant to help students develop skills of organization, and college awareness, and to be successful in ELA and other subject areas.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP test scores in ELA	36% of students met or exceeded the standard on the ELA CAASPP assessment for the school year 20/21.	40% of students will meet or exceed the standard on the ELA CAASPP assessment.

Metric/Indicator	Baseline	Expected Outcome
I-Ready Bi-annual for 2022/23 School Year	Baseline to be established during the 2022/23 school year. Can be adjusted after being administrated in December.	Baseline to be established during the 2022/23 school year. Can be adjusted after being administrated in December.
AVID Certification	AVID Certification- projected to be awarded for the 2021/22 school year.	Renew AVID Certification 2022/23 school year.

Planned Strategies/Activities

Strategy/Activity 1

ELA 1.1 Purchase supplemental reading materials for ELA and SDC classrooms.

Students to be Served by this Strategy/Activity

All Students

Timeline

July 2022 through April 2023

Person(s) Responsible

Librarian, Teachers, Administrator

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	Title I
Budget Reference	4200 Books
Description	Purchase reading books to supplement ELA classrooms, library and SDC curriculum. Teachers and librarian will order district adopted books for use in the classroom or library.

Strategy/Activity 2

ELA 1.2 Purchase AVID Supplies: colored folders for student organization, binders, paper, highlighters, 3x5 cards, notebooks and paper for all students.

Students to be Served by this Strategy/Activity

All students

Timeline

July 2022 through April 2023

Person(s) Responsible

Administration and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	Title I
Budget Reference	4300 Materials
Description	Provide support materials for all students in AVID, ELA, science, social studies, and math classes(colored folders, 3x5 cards, binder paper, paper for Cornell Notes, pencils, highlighters, colored pencils and notebooks).

Strategy/Activity 3

ELA 1.3 Purchase supplies from the warehouse for student use in the classroom(supplies/paper)

Students to be Served by this Strategy/Activity

All students

Timeline

July 2022 through April 2023

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	Title I
Budget Reference	4328 Warehouse Supplies
Description	Purchase supplies from the warehouse to supplemental supplies/paper for the classrooms

Strategy/Activity 4

ELA 1.4 District Coaches to provide support to teachers in the academic areas of English, ELD and READ 180 programs.

Students to be Served by this Strategy/Activity

All Students

Timeline

July 2022 through June 2023

Person(s) Responsible

District Coaches, Teachers, Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF

Description

Provide support to teachers in the area of Common Core English (StudySync), READ 180, and EL component of StudySync

Strategy/Activity 5

ELA 1.5 English Language Arts teachers will have bi-weekly collaboration time. Activities to include pacing guides, writing strategies, evaluation of CAASPP standards, Studysync, I-Ready assessments, and reading strategies. Teachers will be paid an adjunct rate to work beyond contract hours. Release time for teachers to collaborate with elementary or high school teachers to discuss the ELA curriculum.

Students to be Served by this Strategy/Activity

All students

Timeline

July 2022 through June 2023

Person(s) Responsible

Administration, Teachers, District ELA Coaches.

Proposed Expenditures for this Strategy/Activity

Amount	2,495
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Time card bi-weekly collaboration for teachers. Also, allow teachers to observe other ELA teachers during their prep period.
Amount	500
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for weekly collaboration.
Amount	500
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Time card for teacher prep observation.
Amount	100
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for prep period observation of ELA teachers.

Amount	750
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Provide substitute for ELA teachers to collaborate with feeder schools to discuss curriculum or student placement.
Amount	200
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for substitute for collaboration.

Strategy/Activity 6

ELA 1.6 Purchase technology programs to provide additional support for student learning, as well as provides for review and assessment.

Students to be Served by this Strategy/Activity

All

Timeline

July 2022 through June 2023

Person(s) Responsible

Administration, Teachers, Technology Department

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	Title I
Budget Reference	5875 Technology Licenses
Description	Purchase technology licenses for Ginkit, Sound Trap or other technology programs.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

1. For the 2022/23 school year, the percentage of students who meet or exceed standards on the CAASPP Mathematics assessment from 24% in 2021/22 to 26% in 2022/23. For the school year, 2018/19 33% of students met or exceeded on the Math CAASPP assessment. The 2020/21 school year was adjusted due to COVID. For the 2022/23 CAASPP assessment differs from prior years, as the test has been modified as to the number of problems to complete.

2. The district will be using a new bi-annual assessment-i-Ready. As this is a new assessment there is no data to determine the goal. 2022/23 will be a baseline year.

3. Provide push-in/push-out Intervention Teacher for math classes. The Intervention Teacher assists students struggling to grasp concepts by working in the teacher's classroom or pulling them out to work in small groups.

LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare student to be college and career ready. (LCAP Goal 2)

Basis for this Goal

1. Morada Middle had 24% of students who met or exceeded the CAASPP math standard test for the 2020/21 school year. In the 2018/19 school year 33% of students met or exceeded the CAASPP math standard test.

2. Baseline for the I-Ready Diagnostic Test will be established. At the end of the 2nd quarter, the first results will be able to analyze student results.

3. Providing an intervention teacher to push in/pull out students struggling with the math curriculum. Students continue to struggle with the 7th and 8th-grade curriculum and standards as measured with our CAASPP scores.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP test scores in Mathematics	24% of students met or exceeded the CAASPP math standard test for the school year 2020/21. In the 2018/19 school year 33% of students met or	26% of the students will have meet or exceed standards on the CAASPP math test.

Metric/Indicator	Baseline	Expected Outcome
	exceeded the CAASPP math standard test.	
I-Ready Diagnostic Test	No current baseline is available, as the assessment is new to the district.	After the first testing segment, expected outcomes can be set for the remainder of the year.

Planned Strategies/Activities

Strategy/Activity 1

Math 1.1 -Provide an intervention teacher to push in/pull out students struggling with the math curriculum. Students continue to struggle with the 7th and 8th-grade curriculum and standards as measured by our CAASPP scores. Intervention teacher to work with the math department to establish strategies to assist students to make gains with the math curriculum. To fill in the gaps students come to middle school with in the area of the math curriculum.

Students to be Served by this Strategy/Activity

All Students in Common Core

Timeline

July 2022 through June 2023

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	45,433
Source	Title I
Budget Reference	1100 Teacher
Description	Provide an intervention teacher to push in/pull out students struggling with the math curriculum. Students continue to struggle with the 7th and 8th-grade curriculum and standards as measured with our CAASPP scores. Intervention teacher to work with the department to establish strategies to assist students to make gains with the math curriculum. To fill in the gaps students come to middle school with in the area of the math curriculum.
Amount	22,654
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for Intervention Teacher

Strategy/Activity 2

Math 2.2 Purchase technology to provide support for student curriculum. Provide student practice and assessment through technology.

Students to be Served by this Strategy/Activity

All Students

Timeline

July 2022 through June 2023

Person(s) Responsible

Administrators, Teachers,

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	Title I
Budget Reference	5875 Technology Licenses
Description	Purchase on-line program Mangahigh Math program or other district approved math technology.

Strategy/Activity 3

Math 2.3 Provide coaching in the area of Common Core and teaching strategies.

Students to be Served by this Strategy/Activity

All Students

Timeline

July 2022 through June 2023

Person(s) Responsible

District, District Coaches, Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Source	LCFF
Description	District Coaches for Core Math

Strategy/Activity 4

Math 2.4 Provide after-school tutoring to assist with Common Core curriculum, daily assignments and assessments.

Students to be Served by this Strategy/Activity

All Students in Common Core

Timeline

August 2022 through June 2023

Person(s) Responsible

Administration, Teachers, Counselors

Proposed Expenditures for this Strategy/Activity

Amount	12,000
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Provide math tutoring after-school. Time card teachers.
Amount	3,745
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for teachers providing math tutoring.

Strategy/Activity 5

Math 2.5 Math teachers will have bi-weekly collaboration time. Activities to include pacing guides, test assessments, evaluation of CAASPP standards, District curriculum, I-Ready assessments, and pacing guides. Teachers will be paid an adjunct rate to work beyond contract hours. Release time for teachers to collaborate with elementary or high school teachers to discuss the math curriculum.

Students to be Served by this Strategy/Activity

All Students in Common Core

Timeline

August 2022 through June 2023

Person(s) Responsible

Administration, Teachers, District Coaches

Proposed Expenditures for this Strategy/Activity

Amount	8,010
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Math teachers will have bi-weekly collaboration time. after contract hours. Activities to include pacing guides, test assessments, evaluation of CAASPP standards, District curriculum, I-Ready assessments, and pacing guides. Teachers will be paid an adjunct rate to work beyond contract hours. Release time for teachers to collaborate with elementary or high school teachers to discuss the math curriculum. Allow teachers to

observe other math classes. Collaboration during the school day if substitutes are available.

Amount 2,000

Source Title I

Budget Reference 3000 Benefits

Description Benefits for collaboration time.

Amount 4,500

Source Title I

Budget Reference 1150 Teacher Sub

Description Provide substitutes for teachers to collaborate to discuss math pacing guides, curriculum, and assessments.

Amount 500

Source Title I

Budget Reference 3000 Benefits

Description Benefits for substitute costs.

Strategy/Activity 6

Math 2.6 Purchase calculators for all students.

Students to be Served by this Strategy/Activity

All

Timeline

July 2022 through April 2023

Person(s) Responsible

Administration, teachers.

Proposed Expenditures for this Strategy/Activity

Amount 4,000

Source Title I

Budget Reference 4300 Materials

Description Calculators for all students.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learners

Goal Statement

English Learners

Goal 1- To Reclassify (RFEP) 20 English Language Learners by the end of the 2022/23 school year.

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 to prepare our students to be college and career ready.

Basis for this Goal

For the 2021/22 school year, 10 English Learners were reclassified. Continue to work with teachers and district to increase number of students qualifying for RFEP status.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
English Language Proficiency Assessment for California and Reclassification list.	10 students were RFEP'd in the 2021/22 school year.	To RFEP 20 English Language Learners by the end of the 2022/23 school year.

Planned Strategies/Activities

Strategy/Activity 1

EL 3.1 Provide additional services to students who are EL. Provide communication to parents of EL students.

Students to be Served by this Strategy/Activity

Students parents who speak a different language other than English.

Timeline

July 2022 through June 2023

Person(s) Responsible

District, Administration, Administration, Bilingual Paraeducators

Proposed Expenditures for this Strategy/Activity

Source	LCFF
Description	Provide additional communication with parents with the use of Bilingual aides. Bilingual aides to assist with students in their core academic classes, by pushing in and assisting within the classroom.

Strategy/Activity 2

EL 3.2 Provide additional English acquisition support and practice for students new to our country utilizing the software curriculum, Rosetta Stone.

Students to be Served by this Strategy/Activity

Students new to the country or level one's on their ELPAC scores.

Timeline

August 2022 through June 2023

Person(s) Responsible

Administration, Teacher, District Office

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	Provide additional English acquisition support and practice for students new to our country utilizing the software curriculum, Rosetta Stone.

Strategy/Activity 3

EL 3.3 Purchase state adopted curriculum designated for English Learners.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

July 2022 through June 2023

Person(s) Responsible

District, Librarian, Teacher, Administrator

Proposed Expenditures for this Strategy/Activity

Source	LCFF
Description	Purchase state adopted curriculum designated for English Learners.

Strategy/Activity 4

EL 3.4 English Language Arts teachers will meet once a month to collaborate to discuss EL curriculum, ELPAC testing strategies, and assessments of EL learners.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

August 2022 through June 2023

Person(s) Responsible

Administration, Teachers, District Coaches.

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	Title I
Budget Reference	1120 Teacher Temp
Description	English Language Arts teachers will meet once a month to collaborate to discuss EL curriculum, ELPAC testing strategies, and assessments of EL learners
Amount	300
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for time cards.

Strategy/Activity 5

EL 3.6 After- School Tutoring for EL students

Students to be Served by this Strategy/Activity

Provide after-school tutoring 3 days a week for English Learning to increase Lexile levels and academic grades.

Timeline

July 2022 through July 2023

Person(s) Responsible

Administration, Teachers, Migrant Education

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1120 Teacher Temp
Description	After School tutoring in the area of core subjects for English Learner students.

Amount	0
Source	Title I
Budget Reference	3000 Benefits
Description	After School tutoring in the area of core subjects for English Learner students.

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent/Family Engagement

Goal Statement

Increase parent involvement for ELAC meetings and Parent Conference Nights. For ELAC increase from 4 to 10 parents in attendances. Parent conference nights to be held in person for the 2022/23 school year. Attendance at the night conferences to average 60 parents per quarter. To have 120 parents attend parent conferences for students with a GPA of 2.0 or below before or after school.

LCAP Goal

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

Basis for this Goal

Overall student GPA's, specifically for those students not meeting the 1.5 GPA requirement for promotion. We continue to struggle with parent involvement with our EL parents. On average we have 4 parents attend our ELAC meetings.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent Conferences for the 2022/2023 school year for students with a 2.0 or below GPA.	2021/22 School Year there was a total of 105 parent conferences for students struggling with a 2.0 or below GPA.	120 parents attend parent conferences for students with a GPA of 2.0 or below.
Number of Parents attending ELAC Meetings	ELAC-average of 4 to 5 parents per meeting	ELAC increase from 4 to 10 parents in attendance.
Quarterly Night Conferences- Parent Attendance	2021/22 School Year there was a total of 40 parents that attended via ZOOM or night parent conference.	Attendance at the night conferences for the 2022/23 school year to an average of 60 parents per quarter.

Planned Strategies/Activities

Strategy/Activity 1

PI 4.1 At the conclusion of the 1st and 2nd quarters provide a parent conference night for parents to attend if students are below a 2.0 GPA. One night will be set aside for the 7th grade and one for the 8th grade. All parents are welcome to attend.

Students to be Served by this Strategy/Activity

All-with an emphasis on students with a 1.5 or lower G.P.A. All parents are welcome regardless of GPA.

Timeline

November 2022 through March 2023

Person(s) Responsible

Administration, Teachers, Counselors, Parents, Bilingual Aides

Proposed Expenditures for this Strategy/Activity

Amount 3,071

Source Title I: Parent Involvement

Budget Reference 1120 Teacher Temp

Description Time card teachers and counselors for evening Parent Conferences for students at risk of not promoting; or access to teachers otherwise not available during school hours.

Amount 250

Source Title I: Parent Involvement

Budget Reference 2120 Para Temp

Description Provide translation at Parent Teacher conference night

Amount 878

Source Title I: Parent Involvement

Budget Reference 3000 Benefits

Description Benefits for parent conference night.

Strategy/Activity 2

PI 4.2 Provide a light snack for parents that attend parent activities on site.

Students to be Served by this Strategy/Activity

All Students

Timeline

September 2022 through May 2023

Person(s) Responsible

Administration, Cafeteria Staff, Counselors

Proposed Expenditures for this Strategy/Activity

Amount 200

Source Title I

Budget Reference

4325 Food For Meetings

Description

Increase parent involvement in night conferences and ELAC by providing light snacks for meetings.

Strategy/Activity 3

PI 4.3 Monthly lunch on the lawn with students and families. Provide activities, as well as provide resources for parents regarding student activities. Hand-outs, AERIES access, or others as needed. Purchase paper.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022 through May 2023

Person(s) Responsible

Administration, Outside Agencies, Teacher, Parents

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

Monthly Parent Lunch on the Lawns

Strategy/Activity 4

PI 4.4 Back to School Night to provide parents with teachers grading policies and curriculum, Open House - provides an opportunity for parents to view student work. 7th Grade Orientation-Parents are given an overview of the school and policies.

Students to be Served by this Strategy/Activity

All Students

Timeline

July 2022 through May 2023

Person(s) Responsible

Administration, Teachers, Counselors, Parents, Bilingual Aides

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

7th Grade Orientation, Back to School Night, and Open House.

Strategy/Activity 5

PI 4.5 Parents are encouraged to access students grades, and communicate with teachers via e-mail for updates on student progress. E-mails are enlisted from parents to set-up the AERIES access.

Students to be Served by this Strategy/Activity

All Students

Timeline

July 2022 through June 2023

Person(s) Responsible

Administration, Teachers, Counselors, Office Staff

Proposed Expenditures for this Strategy/Activity

Description

Parents are encouraged to access the on-line grading system provided by the district. AERIES.

Strategy/Activity 6

PI 4.6 The district provides a mailed copy of the progress report and report card.

Students to be Served by this Strategy/Activity

All Students

Timeline

September 2022 through June 2023

Person(s) Responsible

Administration, Teachers, Counselors

Proposed Expenditures for this Strategy/Activity

Description

The district provides a mailed copy of the progress report and report card.

Strategy/Activity 7

PI 4.7 Purchase student planners for teacher to home communication. Teachers require students to write their assignments in the planner daily.

Students to be Served by this Strategy/Activity

Administration, teachers, students, parents, counselors

Timeline

July 2022 through June 2023

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount

4,232

Source

Title I

Budget Reference

4300 Materials

Description

Student planners for all students.

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Professional Development

Goal Statement

Morada Middle Teachers, Counselors, and Administration will participate in professional development activities to improve teaching strategies, curriculum, student engagement, mental health and assessments. Teachers will be provided with release time, paid conferences, mileage, and time carded.

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 to prepare our students to be college and career ready.

Basis for this Goal

Assessment data from the 2021/22 CAASPP test scores, benchmarks, and RFEP data.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAST-state test scores	2020/21 CAST Scores- 14.07% met or exceeded proficiency.	20% of students will meet or exceeded the standard on the 2021/22 CAST state test.
CAASPP test scores in English Language Arts	36% of students met/exceeded the CAASPP from the 20/21 school year. Results of the 21/22 school year for the CASSPP are not available.	40% of students will meet or exceeded the standard on the 2021/22 CAASPP test.
CAASPP test score in Mathematics	18% of students met/exceeded the CAASPP state test from the 20/21 school year. Results of the 21/22 school year for the CAASPP are not available.	26% of the students will meet or exceeded standards on the 2021/22 CAASPP test.

Planned Strategies/Activities

Strategy/Activity 1

PD 5.1 Provide opportunities for teachers/departments to articulate curriculum, pacing guides, assessments and teaching strategies.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022 through June 2023

Person(s) Responsible

Administrators, Teachers, District Coaches

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Provide substitutes for teachers to meet.
Amount	200
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for sub coverage.

Strategy/Activity 2

PD 5.2 Teachers to attend conferences to help with teaching strategies, curriculum development and classroom management strategies.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2022 through June 2023

Person(s) Responsible

Teachers, Administrator

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	Title I
Budget Reference	5220 Conference

Description	Registration for conferences.
Amount	500
Source	Title I
Budget Reference	5210 Mileage
Description	Payment for mileage to attend conferences.
Amount	600
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Substitute coverage for teachers attending conferences.
Amount	300
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits to cover substitute coverage.

Strategy/Activity 3

PD 5.3 Provide opportunities for Administration to attend conferences for school wide practices, curriculum and teaching strategies.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2022 through June 2023

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Title I
Budget Reference	5220 Conference
Description	Provide opportunities for Administration to attend conferences for school wide practices, curriculum and teaching strategies.
Amount	200
Source	Title I
Budget Reference	5210 Mileage

Description	Payment for mileage to attend conferences.
Amount	500
Source	Title I
Budget Reference	5220 Conference
Description	Provide opportunities for counselors to attend conferences to help with student success.
Amount	200
Source	Title I
Budget Reference	5210 Mileage
Description	Payment for mileage to attend conferences.

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Science

Goal Statement

1. For the 2021/22 school year, the percentage of students who met or exceeded standards according to CAST will increase to 20%.

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 to prepare our students to be college and career ready.

Basis for this Goal

To increase student knowledge with the core curriculum of science. To provide more hands on activities for student learning of new science concepts.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAST test scores	In 2020/21 school year 14% of students met/exceeded the standard. We do not currently have the scores for 2021/22 school year.	20% of students will meet or exceed the standard on the CAST for the 2022/23 school year.

Planned Strategies/Activities

Strategy/Activity 1

S 6.1 Increase labs in the science classrooms to provide hands on learning.

Students to be Served by this Strategy/Activity

All Students

Timeline

July 2022 through June 2023

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount

5,000

Source	Title I
Budget Reference	4300 Materials
Description	Provide materials for students to participate in labs to increase student engagement. Microscopes to attach to computers for student learning.

Strategy/Activity 2

S 6.2 Increase student engagement in the STEAM classrooms with hands on experiments and opportunities.

Students to be Served by this Strategy/Activity

Students enrolled in STEAM class

Timeline

July 2022 through 2023

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Title I
Budget Reference	4300 Materials
Description	Classroom supplies for STEM class

Strategy/Activity 3

Purchase Brain Pop on line interactive science program

Students to be Served by this Strategy/Activity

All students

Timeline

July 2022 through June 2023

Person(s) Responsible

Administration, teachers, district tech

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	5875 Technology Licenses
Description	Brain Pop/Science Pop-on-line program

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	137,818.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	133,619	0.00
Title I: Parent Involvement	4,199	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	0.00
Title I	133,619.00
Title I: Parent Involvement	4,199.00

Preliminary Plan

Final Plan

 05/10/2022 04:00 pm

Principal

Date

Principal

Date

 05/10/2022 04:00 pm

SSC Chairperson

Date

SSC Chairperson

Date



05/19/2022 10:15 am

Program Manager

Date

Program Manager

Date

Expenditures by Budget Reference and Funding Source

FORM F: FISCAL WORKSHEET

Budget Reference	Funding Source	Amount
	LCFF	0.00
	LCFF	0.00
1100 Teacher	Title I	45,433.00
1120 Teacher Temp	Title I	24,005.00
1150 Teacher Sub	Title I	6,850.00
3000 Benefits	Title I	30,499.00
4200 Books	Title I	1,000.00
4300 Materials	Title I	14,732.00
4325 Food For Meetings	Title I	200.00
4328 Warehouse Supplies	Title I	1,000.00
5210 Mileage	Title I	900.00
5220 Conference	Title I	3,000.00
5875 Technology Licenses	Title I	6,000.00
1120 Teacher Temp	Title I: Parent Involvement	3,071.00
2120 Para Temp	Title I: Parent Involvement	250.00
3000 Benefits	Title I: Parent Involvement	878.00

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
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 10 Total

Name of Members	Role
Janet Godina Perez	Principal
Brian Bird	Classroom Teacher
Aaron Sass	Classroom Teacher
Elizabeth Huynh	Classroom Teacher
Heather Ayers	Other School Staff
Angelique Johnson	Parent or Community Member
Daisy Dickens	Parent or Community Member
Sally Somera	Parent or Community Member
Kayla Woods	Parent or Community Member
Sally Somera	Parent or Community Member

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


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 05/10/2022 04:00 pm.

Attested:

Preliminary Plan		Final Plan	
	05/10/2022 04:00 pm		
<i>Principal</i>	<i>Date</i>	<i>Principal</i>	<i>Date</i>
	05/10/2022 04:00 pm		
<i>SSC Chairperson</i>	<i>Date</i>	<i>SSC Chairperson</i>	<i>Date</i>
	05/19/2022 10:15 am		
<i>Program Manager</i>	<i>Date</i>	<i>Program Manager</i>	<i>Date</i>