

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sierra Madre Middle School	19-64881-6021737	May 12, 2022	June 23, 2022

## 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)

### Additional Targeted Support and Improvement

The Single Plan of Student Achievement (SPSA) is Sierra Madre Middle School's (SMMS) commitment to the continuous cycle of improvement. The purpose of the SPSA is to document SMMS's collaborative development of a research-based plan of action to improve student achievement. The plan is an outgrowth of our review and analysis of student achievement data, our root cause analysis of the academic challenges faced by the targeted-groups, the development of specific goals for improvement, and the implementation of research-based strategies designed to meet the needs of all or targeted-groups of students. The implementation of this plan will enable students to meet the goals set forth in the plan.

Included in this document are the funding sources and proposed expenditures related to the implementation of this plan and the attainment of its goals.

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 Sierra Madre Middle School SPSA was developed with meaningful collaboration with teachers, administrators, paraprofessionals, specialized instructional support, other appropriate school personnel, and the parents of SMMS students. This collaboration has led to the development of a plan of action that sets goals for improved academic performance. The SPSA addresses the academic achievement needs of all students and targeted-groups of students, including English learners, socio-economically disadvantaged students, foster youth, students with disabilities, and racial/ethnic subgroups. The SPSA coordinates all educational services and applicable federal and state funding sources.

# 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 following stakeholders were involved in the planning process for the annual review and update of this SPSA:

1. English Learner Committee: The ELC meets monthly throughout the school year. The meeting agendas include issues related to student academic achievement, opportunities for parental involvement, and opportunities. Feedback and input from these meetings supported the development of recommendations to the School Site Council that were embedded within the SMMS 2022-23 SPSA.
2. School Site Council (SSC): The SSC meets monthly throughout the school year. The meeting agendas include issues related to student academic achievement, school safety, and progress towards the school's SPSA goals. Feedback and input from these meetings supported the development of recommendations to the School Site Council that were embedded within the SMMS 2022-23 SPSA. On 5/11/22, SSC members also received a completed version of the SPSA to review individually, and on 5/12/22 our SSC met virtually for a final review and approval of the SMMS 2022-23 SPSA.
3. SMMS Faculty: The SMMS faculty meets twice a month throughout the school year. The meeting agendas include issues related to student academic achievement, school safety, and special education. Feedback and input from these meetings supported the development of recommendations to the School Site Council that were embedded within the SMMS 2022-23 SPSA. SMMS faculty took part in team meetings (3/25, 4/13, 4/14, 4/15) to review and draft the year end analysis for each of their goals from last year's SPSA and to provide feedback for next year's plan. At our "A" meeting on 5/9/22, SMMS faculty were presented with an overview of each of the the SMMS 2022-23 SPSA's goals, strategies, and activities.
5. SMMS Administration: SMMS Administration organized and facilitated each of the stakeholder opportunities and provided feedback for the SMMS 2022-23 SPSA's goals, strategies, and activities.
6. Pasadena Unified School District Central Office Staff received a draft copy of the SMMS 2022-23 SPSA on 5/4/22 and provided feedback via the SPSA checklist. This feedback was incorporated into the final draft submitted on 5/13/22

## Resource Inequities

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

For the 2022-23 School Year, Sierra Madre Middle School will receive \$40,933 in Unrestricted funds, \$41,650 from LCFF and \$50,708 from Title I. In order to fully fund our priorities we will need to supplement our budget with approximately \$75,000 from our Annual Fund

## School Vision and Mission

### Pasadena Unified District Mission Statement

The PUSD's mission is to provide rigorous education in an environment that engages and empowers all children to become lifelong learners; our students will be thinking, literate, productive, responsible and ethical, able to compete in and contribute to a diverse, democratic society. Our Children, Learning Today, Leading Tomorrow

### School Vision and Mission

Sierra Madre Middle School is committed to excellence in providing a program that promotes academic, physical, emotional, and social growth for all of our students, within a safe and secure environment. Our goal is that these endeavors will foster high student academic achievement and creative thinking among our students and staff. We pledge ourselves, as a school and staff, to work together in harmony with our parents and our community for the good of all students.

## School Profile

Sierra Madre Middle School's Three Core Values are Academic Achievement, Creative Culture, and a Safe and Nurturing Environment. Located northeast of Pasadena in the small community of Sierra Madre, the campus was first established in 2004 in order to expand Sierra Madre Elementary School into a K8 school. This year marks the school's ninth year as one of the three stand alone middle schools in PUSD. It has quickly become a popular choice due to the small intimate learning environment it provides, as well as the implementation of the Mandarin Dual Language Immersion Program and the emergence of the Math Academy. The brand new campus opened in 2015 and the new facilities feature twenty classrooms, a gymnasium, multipurpose room, outdoor amphitheater, library, choir room, instrumental music room, and labs for computers, as well as science and visual arts.

Sierra Madre Middle School has 575 students enrolled in grades six through eight. The student body demographics for the 2021-22 school year are as follows; 35.8% White, 26.4% Hispanic, 6.6% African American, 17.9% Asian, 1.7% Filipino, and 11.5% multiracial. In addition, the home language is English for 80.7% of the students, Spanish for 7.1%, Armenian for 1.5%, Chinese, Japanese, Korean & Vietnamese for 9.2%, with 1.5% all others. Approximately 5% of Sierra Madre Middle School's students are residents of the community, and most of the 8th graders feed into Pasadena High School. Sierra Madre Middle School became a Title I school in 2021

Sierra Madre Middle School has 31 fully credentialed teachers, each of whom meets all credential requirements in accordance with State of California guidelines. A constructive evaluation process promotes quality instruction, and staff members build teaching skills and concepts through participation in professional development opportunities throughout the year. Also, the staff at Sierra Madre Middle School strives to assist students in their social and personal development. Staff members are trained to recognize at risk behaviors in all students, and an extensive network of support staff is dedicated to providing the services students need in order to reach positive goals. A comprehensive list of the support services offered at Sierra Madre Middle School is provided in the School Accountability Report Card (see p.5)

Our parents and our community are very supportive of the educational program at Sierra Madre Middle School. Parents can participate in the PTSA, School Site Council, English Language Advisory Council, and Annual Fund. However, it is also common to see parents at work within the classroom, tutoring and assisting with lessons. Of particular note is the support provided by parents in helping to facilitate the 7th & 8th Grade Science Labs, and the Service Club that meets once a month. Throughout the years, many donors have contributed to the success of Sierra Madre Middle School. The Annual Fund plays a critical role each year in raising approximately \$70,000 to supplement our budget. In addition, local

partnerships include the Kiwanis Club, Best Buy, Citizens Business Bank, and the Sierra Madre Rotary. The Sierra Madre Police and Fire Department, Shumei Hall, Los Angeles County Museum of Arts, Norton Simon, Pasadena Historical Museum, Cal Tech, Sierra Madre Creative Arts Group, Sierra Madre Library and Women's Club also play a large role. Through relationships such as these, Sierra Madre Middle School has enjoyed a long tradition of educational excellence.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	8.92%	8.2%	6.70%	52	48	39
Asian	15.95%	17.2%	19.42%	93	101	113
Filipino	0.86%	2.0%	2.41%	5	12	14
Hispanic/Latino	24.7%	25.2%	26.80%	144	148	156
Pacific Islander	0%	%	%	0		
White	42.88%	40.3%	36.43%	250	237	212
Multiple/No Response	6.17%	6.6%	7.90%	36	39	46
<b>Total Enrollment</b>				583	588	582

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten			
Grade 1			
Grade 2			
Grade3			
Grade 4			
Grade 5			
Grade 6	210	196	207
Grade 7	185	202	184
Grade 8	188	190	191
Grade 9			
Grade 10			
Grade 11			
Grade 12			
<b>Total Enrollment</b>	583	588	582

### Conclusions based on this data:

1. The % of white students has consistently decreased each year, while the % of Asian and Hispanic students has grown.

2. Our enrollment has remained fairly consistent, with the addition of the MDLIP program and the Math Academy as well as the expansion of our attendance zone adding to our numbers. We experienced a slight dip in 21-22.
3. SMMS' diversity is increasing, as more students (approximately 55%) are attending from outside of the Sierra Madre community.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	18	10	9	3.1%	1.7%	1.5%
Fluent English Proficient (FEP)	41	50	58	7.1%	8.6%	10.1%
Reclassified Fluent English Proficient (RFEP)	44	46	45	7.6%	7.9%	7.8%

### Conclusions based on this data:

1. SMMS' % of English Language Learners has decreased over the past three years.
2. Over the past two years, the # of Fluent English Proficient (FEP) students has grown as many of our students in our MDLIP program speak a 2nd language at home.
3. % of Reclassified Fluent English Proficient (RFEP) students has remained consistent over the past three years.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	187	193	205	182	0		182	0		97.3	0.0	
Grade 7	181	201	178	178	0		178	0		98.3	0.0	
Grade 8	171	186	192	160	0		160	0		93.6	0.0	
Grade 11												
All Grades	539	580	575	520	0		520	0		96.5	0.0	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2556.			29.12			37.91			20.33			12.64		
Grade 7	2601.			36.52			36.52			14.61			12.36		
Grade 8	2598.			28.75			37.50			19.38			14.38		
Grade 11															
All Grades	N/A	N/A	N/A	31.54			37.31			18.08			13.08		

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	31.32			49.45			19.23		
Grade 7	41.57			41.57			16.85		
Grade 8	43.13			38.13			18.75		
Grade 11									
All Grades	38.46			43.27			18.27		

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	35.16			48.35			16.48		
Grade 7	44.94			42.70			12.36		
Grade 8	38.13			46.88			15.00		
Grade 11									
All Grades	39.42			45.96			14.62		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	25.82			63.19			10.99		
Grade 7	29.21			59.55			11.24		
Grade 8	24.38			63.75			11.88		
Grade 11									
All Grades	26.54			62.12			11.35		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	36.81			48.35			14.84		
Grade 7	48.31			38.20			13.48		
Grade 8	39.38			40.00			20.63		
Grade 11									
All Grades	41.54			42.31			16.15		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

- Growth in ELA has been somewhat inconsistent by grade level, with 8th grade the only grade level that has increased each of the last three years.
- Growth in ELA has been consistent by student cohort, with each cohort demonstrating growth from one year to the next.

3. Listening continues to be the biggest area of focus, with only 26.54% of students scoring Above Standard.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	187	193	205	182	0		182	0		97.3	0.0	
Grade 7	181	201	178	178	0		178	0		98.3	0.0	
Grade 8	171	186	192	160	0		160	0		93.6	0.0	
Grade 11												
All Grades	539	580	575	520	0		520	0		96.5	0.0	

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2558.			35.71			21.43			23.08			19.78		
Grade 7	2597.			41.01			17.98			23.60			17.42		
Grade 8	2601.			41.88			18.75			15.00			24.38		
Grade 11															
All Grades	N/A	N/A	N/A	39.42			19.42			20.77			20.38		

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	41.76			32.42			25.82		
Grade 7	48.31			26.97			24.72		
Grade 8	45.00			28.75			26.25		
Grade 11									
All Grades	45.00			29.42			25.58		

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	35.71			41.76			22.53		
Grade 7	42.70			43.26			14.04		
Grade 8	46.25			30.63			23.13		
Grade 11									
All Grades	41.35			38.85			19.81		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	34.62			42.86			22.53		
Grade 7	39.89			46.07			14.04		
Grade 8	42.50			39.38			18.13		
Grade 11									
All Grades	38.85			42.88			18.27		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Growth in Math has been somewhat inconsistent by grade level, with 8th grade the only grade level that has increased each of the last three years.
2. Growth in Math has been consistent by student cohort, with each cohort demonstrating growth from one year to the next.
3. Communicating Reasoning continues to be the biggest area of focus with less than 40% of students above standard.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	*	*		*	*		*	*		7	*	
7	*	*		*	*		*	*		6	5	
8	*	*		*	*		*	*		7	5	
All Grades										20	12	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	10.00	8.33		20.00	25.00		20.00	33.33		50.00	33.33		20	12	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	30.00	16.67		10.00	41.67		20.00	8.33		40.00	33.33		20	12	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	0.00	8.33		10.00	0.00		15.00	25.00		75.00	66.67		20	12	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	5.00	8.33		25.00	50.00		70.00	41.67		20	12	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	40.00	33.33		35.00	41.67		25.00	25.00		20	12	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
<b>All Grades</b>	0.00	8.33		25.00	8.33		75.00	83.33		20	12	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
<b>All Grades</b>	0.00	8.33		50.00	50.00		50.00	41.67		20	12	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. The number of English Learners in Level I Overall is equal to the total of ELs in all of the other levels.
2. Our English Learners are stronger with their oral language than they are with their written language.
3. Speaking is an area of strength with 75% of students scoring either Somewhat/Moderately to Well Developed

# School and Student Performance Data

## Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>588</b>	<b>35.7</b>	<b>1.9</b>	<b>0.9</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	11	1.9
Foster Youth	5	0.9
Homeless	7	1.2
Socioeconomically Disadvantaged	210	35.7
Students with Disabilities	71	12.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	48	8.2
American Indian or Alaska Native		
Asian	101	17.2
Filipino	12	2.0
Hispanic	148	25.2
Two or More Races	39	6.6
Native Hawaiian or Pacific Islander		
White	237	40.3

### Conclusions based on this data:

1. With the construction of our new facilities and the addition of the MDLIP program and Math Academy, more students are attending SMMS from outside of Sierra Madre and our % of socio-economically disadvantaged students has increased.



2. The % of white students has consistently decreased each year, while the % of Asian and Hispanic students has grown.
3. SMMS' population of students with disabilities has continued to grow due to the expansion of our program, resulting in a shift to providing as much time/support as possible within the GenEd classrooms.





# School and Student Performance Data

## Overall Performance

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

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Graduation Rate</b>	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Green	<b>Chronic Absenteeism</b>  Orange	
<b>English Learner Progress</b>		
<b>College/Career</b>		

#### Conclusions based on this data:

1. Our school wide positive behavior program featuring the Second Steps curriculum, has developed and encouraged our students' ability to find proactive solutions to the issues they face on a daily basis. In addition, alternatives to suspension (i.e. In-House Suspension, Monday School Detention, Personal Responsibility) have allowed us to maintain our overall suspensions rate.
2. We maintained the percentage of students meeting or exceeding standard for ELA from 66.1% to 67.9% and for Math from 60.8% to 58.6%.
3. While our average daily attendance rate remains near the District goal of 97%, we continue to have a significant number of our students who are chronically absent.

# School and Student Performance Data

## Academic Performance English Language Arts

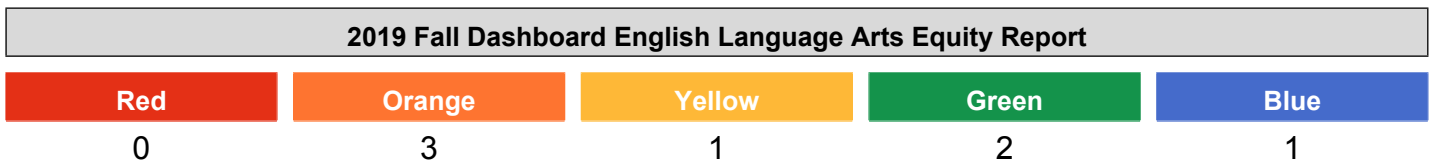
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Green 35.8 points above standard Increased ++7.1 points 522	<p><b>English Learners</b></p> Orange 69.7 points below standard Declined Significantly -37.5 points 41	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p><b>Socioeconomically Disadvantaged</b></p> Orange 20.2 points below standard Maintained ++0.4 points 132	<p><b>Students with Disabilities</b></p> Orange 73.3 points below standard Increased Significantly ++21.4 points 74

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Yellow 8.8 points below standard Increased Significantly ++10.2 points 41	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 76.1 points above standard Increased ++4.6 points 66	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Green 10.6 points above standard Increased ++10.9 points 140	 No Performance Color 60.3 points above standard Declined -14.9 points 24	 No Performance Color 0 Students	 Green 42.6 points above standard Increased ++9.4 points 244

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
147.4 points below standard Increased Significantly ++10.6 points 15	24.8 points below standard Declined Significantly -40.5 points 26	41.3 points above standard Increased ++9.7 points 427

**Conclusions based on this data:**

1. Our Students with Disabilities made significant gains in ELA and still need additional supports in order to be successful. Our socioeconomically disadvantaged maintained but need additional supports as well.
2. Our Hispanic students increased in ELA to +9.7, and our African American students increased significantly to -9.9
3. Our current English Learners increased significantly by +18.8 pts, and our RFEPs declined significantly by - 41.1pts

# School and Student Performance Data

## Academic Performance Mathematics

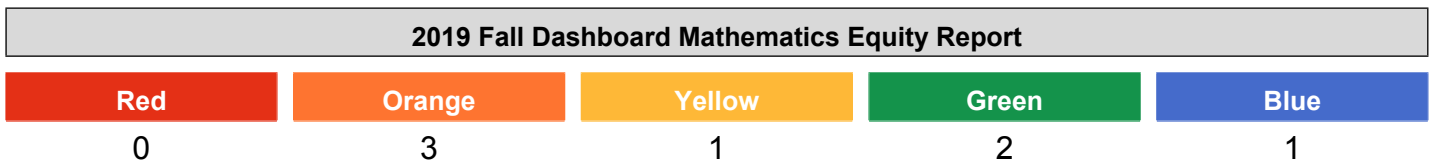
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>17.7 points above standard</p> <p>Maintained ++0.1 points</p> <p>522</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>85.2 points below standard</p> <p>Declined Significantly -27.8 points</p> <p>41</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>48.8 points below standard</p> <p>Maintained -2 points</p> <p>132</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>102.5 points below standard</p> <p>Increased Significantly ++22.1 points</p> <p>74</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 46 points below standard Increased ++11.9 points 41	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 85.4 points above standard Increased ++4.3 points 66	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Green 15.1 points below standard Increased ++12.3 points 140	 No Performance Color 70.5 points above standard Declined -5.8 points 24		 Green 22.2 points above standard Declined -5.1 points 244

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
178.2 points below standard Increased Significantly ++35.6 points 15	31.6 points below standard Declined Significantly -29.7 points 26	19.3 points above standard Maintained -1.2 points 427

#### Conclusions based on this data:

1. Our Students with Disabilities increased significantly and need additional supports in order to be successful. Our socioeconomically disadvantaged maintained but need additional supports as well.
2. Our African American students and Hispanic students both made gains but each remain at a negative DFM: African American -46, Hispanic -15.1
3. Our current English Learners increased significantly by +35.6 pts, and our RFEPs declined significantly by - 29.7 pts

# School and Student Performance Data

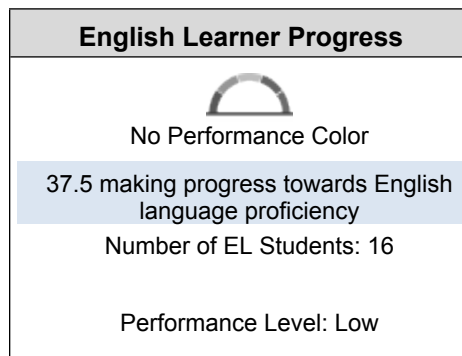
## Academic Performance English Learner Progress

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

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12.5		6.2	31.2

#### Conclusions based on this data:

- 31% of our English Learners progressed one level, 56% maintained their current level, and 13% decreased one level.
- Our total number of ELs remained statistically insignificant, but we would be in the Red if this were not the case.
- Our ELs need additional supports so that they are progressing and not just maintaining.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

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

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

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



**Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

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

**International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

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

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

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

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

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

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

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

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

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

**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

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

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

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

**Conclusions based on this data:**

1. This data is N/A to us as a middle school.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	0	3	1

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 6.4 Increased +0.8 563	 No Performance Color 12 Increased +12 25	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Red 12 Increased Significantly +5.1 150	 Green 6.7 Declined -5.4 89

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Green 6.7 Declined -0.8 45	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 0 Maintained 0 69	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Green 9.9 Declined -0.7 152	 No Performance Color 11.1 Increased +2.8 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 5.7 Increased +1.9 264

**Conclusions based on this data:**

1. While our average daily attendance rate remains near the District goal of 97%, our chronic absenteeism rate increased by .8 % to place us in the Orange
2. Chronic absenteeism increased significantly for our Socio-Economically Disadvantage students placing us in the the Red
3. Chronic absenteeism declined for our Students with Disabilities by nearly half to place us in the Green.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

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

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

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

### Conclusions based on this data:

1. This data is N/A to us as a middle school.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

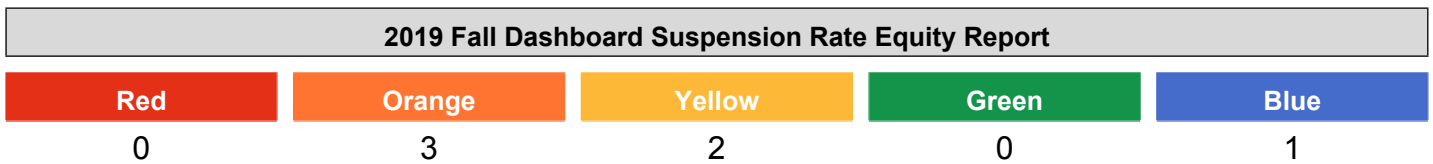
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>1.9</p> <p>Maintained +0.2</p> <p>581</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>8</p> <p>Declined -4.5</p> <p>25</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>27.3</p> <p>11</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>5</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>5.8</p> <p>Increased +3.4</p> <p>154</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>6.5</p> <p>Maintained -0.1</p> <p>92</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 8.3 Increased +3.3 48	 No Performance Color Less than 11 Students - Data 2	 Yellow 1.4 Increased +1.4 72	 No Performance Color Less than 11 Students - Data 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 3.8 Increased +1.6 156	 No Performance Color 0 Maintained 0 28	 No Performance Color 0 Maintained 0 28	 Blue 0 Declined -1.5 271

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
1.9	1.7	1.9

**Conclusions based on this data:**

1. While we maintained our overall suspension rate at 1.9%, 5 out of 6 of our student groups are in the Yellow or Orange.
2. 1 out of 5 of our African American students is identified as a SWD, and these are our two highest student group suspension rates.
3. Both our African American and our Hispanic students' suspension rates increased to place us in the Orange.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LCAP Goal # 1

Students will demonstrate grade level knowledge in all core subjects and graduate in four years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

### Goal 1

1. Math DFM for All Students will increase the baseline of +17.7 (Green) from 2019 by a total of 15 (to reach Blue) with a stretch goal of 17.3 to end at +32.7 or higher by the end of the 2022-23 school year
2. Math DFM for Socio-economically Disadvantaged students will decrease the baseline of -48.8 (Orange) from 2019 by a total of 3 (to reach Yellow) with a stretch goal of 23.8 (to reach Green) to end at -45.8 or lower by the end of the 2022-23 school year.

### Identified Need

1. On the 2018-2019 SBAC Mathematics Assessment, SMMS students demonstrated the greatest need in the area of "Concepts and Procedures," as demonstrated by 25.58% of all students scoring "below standard."
  - a. At Grade 6, 28.82% scored "below standard."
  - b. At Grade 7, 24.72% scored "below standard."
  - c. At Grade 8, 6.25% scored "below standard."
2. On the 2018-19 SBAC, our Socio-Economically Disadvantage students maintained at the Orange level with a -48.8 DFM
3. On the 2021-22 mid-year i-Ready diagnostic, 45% of our SED students scored at grade level, 26% at one grade level below, and 24% at two or more grade levels below.
4. Our school's percentage of SED students has increased from 24% to 39% over the past three years.
5. 60.4% of our Black students, 58% of our Hispanic students, and 44.3% of our Special Education students are socio-economically disadvantaged

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC (Mathematics)	DFM for All Students was +17.7 (Green) on the 2019 SBAC Mathematics assessment	All Students will increase the baseline of +17.7 (Green) from 2019 by a total of 15 (to reach Blue) with a stretch goal of 17.3 to end at +32.7 or higher by the end of the 2022-23 school year
SBAC (Mathematics)	Math DFM for Socio-economically Disadvantaged Students was -48.8 (Orange) on the 2019 SBAC Mathematics Test	Socio-economically Disadvantaged Students will decrease the baseline of -48.8 (Orange) from 2019 by a total of 3 (to reach Yellow) with a stretch goal of 23.8 (to reach Green) to end at -45.8 or lower by the end of the 2022-23 school year
iReady Diagnostic Math	46% of All Students scored on or above grade level on the 2021-22 mid-year iReady Diagnostic Math scored on or above grade level on the 2021-22 mid-year iReady Diagnostic Math	All Students will increase the baseline of 46% from 2021-22 by a total of 10% with a stretch goal of 20% to end at 56% or higher on the 2022-23 mid-year iReady Diagnostic Math
iReady Diagnostic Math	46% of Socio-Economically Disadvantaged Students scored on or above grade level on the 2021-22 mid-year iReady Diagnostic Math	Socio-Economically Disadvantaged Students will increase the baseline of 46% from 2021-22 by a total of 10% with a stretch goal of 20% to end at 56% or higher on the 2022-23 mid-year iReady Diagnostic Math
iReady Participation Rate	79% of All Students participated in the iReady online lessons during the 2021-22 school year.	All Students will increase the baseline of 79% from 2021-22 by a total of 11% with a stretch goal of 16% to end at 90% or higher by the end of the 2022-23 school year.
iReady Participation Rate	74% of All Students passed 70-100% of their iReady lessons during the 2021-22 school year.	All Students will increase the baseline of 74% from 2021-22 by a total of 11% with a stretch goal of 16% to end at 85% or higher by the end of the 2022-23 school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, targeting students in highest-needs subgroups including those at risk for Tier 3 on i-Ready diagnostic, our students not meeting standard on the SBAC, our students in the EL program, and our students in SPED

### Strategy/Activity

#### Instructional Strategies:

1. Consistently utilize the workshop structure in each classroom to differentiate instruction including:
  - a. Connecting to Prior Knowledge (The Connect)
  - b. Direct modeling (The Teach)
  - c. Engaging students in practice with effective peer support (Active Engagement)
  - d. Targeted small-group and one-on-one reteaching (Independent Work/Conferencing)
2. Teach Common Core aligned mathematical skills organized by units of study.
3. Incorporate the TNTP Math Classroom Observation Protocol to increase consistency throughout the math team.
4. Utilize PAPER tutoring to support students with their independent work

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, targeting students in highest-needs subgroups including those at risk for Tier 3 on i-Ready diagnostic, our students not meeting standard on the SBAC, our students in the EL program, and our students in SPED

### Strategy/Activity

#### Professional Development Strategies:

1. Provide math department with four release 1/2 days throughout the year dedicated to providing time for collaboration (see Planned Improvements: Goal #3)
2. Participate as a department in the TNTP middle school math program to observe and study our instructional practices.
3. Vertically plan and collaborate to align spiral review of concepts across grade-levels
4. Utilize rubrics to practice calibrating quarterly Ready performance tasks as a team.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, targeting students in highest-needs subgroups including those at risk for Tier 3 on i-Ready diagnostic, our students not meeting standard on the SBAC, our students in the EL program, and our students in SPED

#### Strategy/Activity

Assessment Strategies (in addition to district requirements and teacher-specific assessment):

1. Utilize quarterly Ready performance tasks department wide to measure students' growth in Common Core standards and to increase instructional consistency.
2. Utilize a variety of assessment tools to monitor student progress and identify opportunities for targeted differentiated instruction.
3. Communicate individual results and their meaning with all students and parents after the beginning and mid-year administration of the iReady Diagnostic Math
4. Conference with students and their parents as needed after the beginning and mid-year administration of the iReady Diagnostic Math

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

#### Instructional Strategies:

1. Teachers will utilize the elements of the workshop structure to differentiate instruction including:

- a. Direct modeling (The Teach)
  - b. Engaging students in practice with effective peer support (Active Engagement)
  - c. Targeted small-group and one-on-one reteaching (Independent Work/Conferencing)
2. Students who have yet to achieve proficiency in foundational mathematical concepts (addition, subtraction, multiplication, division, fractions) will be supported in-class through targeted small-group and one-on-one reteaching.
  3. After-school intervention classes will target our students with the most significant gaps in foundational math concepts through an organized collaboration between math teachers and administration.

Implementation of the workshop model has been successful. Teachers have been successful with Connecting to Prior Knowledge, Direct Modeling, Engaging students in Practice with Peer Support. There has been some small group and one on one reteaching of instruction for students struggling to achieve foundational math proficiency but class sizes have made it difficult to support all students. There have been some opportunities for after school math intervention to target students with learning gaps

Assessment Strategies (in addition to district requirements and teacher-specific assessment):

1. Use quarterly Ready performance tasks department wide to measure students' growth in Common Core standards and to increase instructional consistency.
2. Use a variety of assessment tools to monitor student progress and identify opportunities for targeted differentiated instruction.
3. Conference with students and their parents as needed after the beginning and mid-year administration of the iReady Diagnostic

Teachers have used performance tasks this year, and a goal for next year is to increase our implementation of them to help us drive instruction and support struggling students. Teachers have used I-ready, Ready Math, and teacher created assessments to identify opportunities for differentiated instruction, and have shared I-Ready diagnostic scores with students and their parents with a high level of success Teachers have also integrated I-ready diagnostics results into conferencing with parents

Professional Development and Collaboration Strategies:

1. Teachers will meet as a Departmental team once before school starts, and three or more times throughout the year in professional development to
  - a. Collaborate and align spiral review of concepts across grade-levels
  - b. Calibrate students' work on performance tasks using agreed upon rubrics.
  - c. Support one another to grow in teaching Common Core aligned math in the workshop model.
  - d. Support one another to grow in implementing the Ready Curriculum.

Teachers have had various opportunities for departmental PD and vertical collaboration, which have been successful in helping to determine best practices for instruction and provide consistency throughout the curriculum. Teachers have also used these opportunities to review data for their socioeconomically disadvantaged students and to plan necessary instructional supports.

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

1. Performance Tasks were utilized on a limited basis as an initial start.
2. One math department release day had to be cancelled due to lack of subs at the beginning of the year.

3. After school intervention was provided on a limited basis.

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.

1. Increase consistency of implementation of performance tasks as an assessment tool.
- 2 .Comprehensive after school intervention program with a specific curriculum.
3. Increase departmental release days to four 1/2 days (one per quarter)



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LCAP Goal # 1

Students will demonstrate grade level knowledge in all core subjects and graduate in four years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

## Goal 2

1. English Language Arts (DFM) for All Students will increase the baseline of +35.8 (Green) from 2019 by a total of 9.2 (to reach Blue) with a stretch goal of 15 or more to end at +45 or higher by the end of the 2022-23 school year.
2. English Language Arts (DFM) for Socio-economically Disadvantage students will decrease the baseline of -20.2 (Orange) from 2019 by a total of 3 (to reach Yellow) with a stretch goal of 15.2 (to reach Green) to end at -17.2 or lower by the end of the 2022-23 school year

## Identified Need

1. On the 2019 SBAC ELA Assessment, SMMS students demonstrated the greatest need in the area of "Reading: How well do students understand stories and information that they read?" as demonstrated by 18.27% of all students scoring "below standard."
  - a. At Grade 6, 19.23% scored "below standard."
  - b. At Grade 7, 16.85% scored "below standard."
  - c. At Grade 8. 18.75% scored "below standard."
2. On the 2018-19 SBAC, our Socio-Economically Disadvantaged students maintained at the Orange level with a -20.2DFM
3. On the 2021-22 mid-year iReady Diagnostic ELAI diagnostic, 50% of our SED students scored at grade level, 17% at one grade level below, and 22% at two or more grade levels below.
4. Our school's percentage of SED students has increased from 24% to 39% over the past three years.
5. 60.4% of our Black students, 58% of our Hispanic students, and 44.3% of our Special Education students are socio-economically disadvantaged

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC (English Language Arts/Literacy)	DFM for All Students was +35.8 (Green) on the 2019 SBAC English Language Arts/Literacy assessment	All Students will increase the baseline of +35.8 (Green) from 2019 by a total of 9.2 (to reach Blue) with a stretch goal of a

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		significant increase of 15 or more to end at +45 or higher by the end of the 2022-23 school year.
SBAC (English Language Arts/Literacy)	DFM for Socio-Economically Disadvantaged Students was -20.2 (Orange) on the 2019 SBAC English Language Arts/Literacy assessment	Socio-economically Disadvantage students will decrease the baseline of -20.2 (Orange) from 2019 by a total of 3 (to reach Yellow) with a stretch goal of 15.2 (to reach Green) to end at -17.2 or lower by the end of the 2022-23 school year
iReady Diagnostic ELA	60% of All Students scored on or above grade level as measured by the 2021-22 mid-year iReady Diagnostic ELA	All Students will increase the baseline of 60% from 2021-22 by a total of 5% with a stretch goal of 10% or more to end at 65% or higher as measured by the 2022-23 mid-year iReady Diagnostic ELA
iReady Diagnostic ELA	61%% of SED Students scored on or above grade level as measured by the 2021-22 mid-year iReady Diagnostic ELA	SED Students will increase the baseline of 61% from 2021-22 by a total of 5% with a stretch goal of 10% or more to end at 66% or higher as measured by the 2022-23 mid-year iReady Diagnostic ELA

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, targeting students in highest-needs subgroups including those reading below grade-level on the iReady Diagnostic ELA, our students not meeting standard on the SBAC, our students in the EL program, and our students in SPED

### Strategy/Activity

#### Instructional Strategies:

1. Consistently utilize the workshop structure in each classroom to differentiate instruction including:
  - a. Connecting to Prior Knowledge (The Connect)
  - b. Direct modeling (The Teach)
  - c. Engaging students in practice with effective peer support (Active Engagement)
  - d. Targeted small-group and one-on-one reteaching (Independent Work/Conferencing)

2. Teach Common Core aligned writing and reading skills organized by units of study.
3. Incorporate a minimum of two novels into the course of study for each ELA class
4. Utilize PAPER tutoring to support students with editing and revising their formal essays.
5. Develop a schoolwide reading program that promotes and encourages reading.
6. Expand use of the library to support instruction and provide opportunities for students to check out books at their level

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students, targeting students in highest-needs subgroups including those reading below grade-level on the iReady Diagnostic ELA, our students not meeting standard on the SBAC, our students in the EL program, and our students in SPED

Strategy/Activity

Professional Development Strategies:

1. Provide each department with four release 1/2 days throughout the year dedicated to providing time for collaboration (see Planned Improvements: Goal #3)
2. Collaborate as a department to build a digital library of grade-level aligned materials organized by units of study and/or Lexile level
3. Explore additional resources to develop classroom leveled libraries and a school-wide leveled library that support and enhance classroom instruction
4. Utilize SBAC writing rubrics to practice calibrating essays (Narrative, Informational, Argumentative) as a team.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students, targeting students in highest-needs subgroups including those reading below grade-level on the iReady Diagnostic ELA, our students not meeting standard on the SBAC, our students in the EL program, and our students in SPED

## Strategy/Activity

Assessment Strategies (in addition to district requirements and teacher-specific assessment):

1. Utilize quarterly writing performance tasks department wide to measure students' growth in Common Core standards and to increase instructional consistency.
2. Utilize a variety of assessment tools to monitor student progress and identify opportunities for targeted differentiated instruction.
3. Conference with students and their parents as needed after the beginning and mid-year administration of the iReady Diagnostic ELA
4. Communicate individual results and their meaning with all students and parents after the beginning and mid-year administration of the iReady Diagnostic ELA

## Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

# Annual Review

## SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

Instructional Strategies:

1. Teachers will utilize the elements of the workshop structure to differentiate instruction including:
  - a. Direct modeling (The Teach)
  - b. Engaging students in practice with effective peer support (Active Engagement)
  - c. Targeted small-group and one-on-one reteaching (Independent Work/Conferencing)
2. Teach Common Core aligned writing and reading skills organized by units of study.
3. Utilize common rubrics department wide (found in district-adopted curriculum) to guide instruction and assessment.

Teachers utilized elements of workshop model and other reading and writing strategies for instruction (teachers utilized the workshop model, not the curriculum for Readers and Writers Workshop) Teachers did direct modeling, engaging students, peer support, small group teaching and aligned units of study and use of common rubrics was inconsistent as writing was the only used consistently by everyone.

Professional Development and Collaboration Strategies:

1. Teachers will meet as a Departmental team once before school starts, and three or more times throughout the year in professional development to:

- a. Collaborate and align how we are teaching each unit of study including: the Common Core aligned skills we are teaching, and the assessments we are giving
- b. Calibrate writing assessments two or more times a year using common rubrics to guide next steps for instruction
- c. Support one another to grow in teaching Common Core reading and writing skills through the workshop model

Professional development goal was partially met- ELA team met as a department once for a pull out day and planned lessons to align with units. Teachers discussed the use of PAPER tutoring and using SBAC rubrics. Teachers did not have the opportunity to calibrate essays together. Lack of consistent curricular program affected cohesiveness across the grade levels. (i.e. everyone is in different places regarding materials) Need for central bank of resources (basal reader? ) Accelerated Reader identified as a potential tool.

Assessment Strategies (in addition to district requirements and teacher-specific assessment):

1. Use quarterly writing performance tasks department wide to measure students' growth in Common Core standards and to increase instructional consistency.
2. Use a variety of assessment tools to monitor student progress and identify opportunities for targeted differentiated instruction.
3. Conference with students and their parents as needed after the beginning and mid-year administration of the HMRI Diagnostic Materials Strategy:

Teachers used assessment strategies like writing quarterly essays aligned to Common Core and Units of study. Teachers used a variety of assessments to monitor and measure student progress. Teachers gave reading diagnostic for student lexile level using IREADY diagnostic not HMRI and conferenced with students as needed. Additional streamlined and consistent assessment tools across grade level.

Materials Strategy

1. Engage in on-going collaboration as a team to build a digital library of materials organized by units of study and Lexile level.
2. Explore additional resources to develop classroom leveled libraries and a school-wide leveled library that support and enhance classroom instruction.

We did not have an opportunity to fully address this goal, but teachers procured their own materials. Some materials from the original leveled libraries are now missing. The ELA team is interested in purchasing Literature Circle Sets, Non-Fiction and Novel Sets, and the Classroom libraries need to be replenished at the end of each year. Class sets of non-fiction.

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

1. Utilization of rubrics was inconsistent as was writing was the only one that every teacher uses.
2. The ELA team did not have the opportunity to calibrate student essays together
3. One of our ELA department release days had to be cancelled due to lack of subs at the beginning of the year.
4. We were not able to fully address the goal of developing a digital library to support our classroom instruction

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.

1. Utilize SBAC writing rubrics to calibrate essays (Narrative, Informational, Argumentative)
2. Communicate individual student results for iReady I & II ELA assessments and their meaning with parents and families each semester.
3. Expand use of the library to support instruction and provide opportunities for students to check out books at their level
4. Teach students how to submit all formal essays to PAPER tutoring for editing and support
5. Develop a schoolwide reading program
6. Instructional aide to support ELA instruction
7. Additional concrete materials for students to utilize

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LCAP Goal # 1

Students will demonstrate grade level knowledge in all core subjects and graduate in four years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

## Goal 3

Closing the Gap

1. Mathematics

a. DFM for Hispanic students will decrease the baseline of -15.1 (Green) from 2019 by a total of 15.1 (to reach Blue) with a stretch goal of 50 or more to end at 0 or higher by the end of the 2022-23 school year.

b. DFM for African-American students will decrease the baseline of -46 (Yellow) from 2019 by a total of 21 (to reach Green) with a stretch goal of 46 (to reach Blue) to end at -25 or lower by the end of the 2022-23 school year

c. DFM for English Learners will decrease the baseline of -85.2 (Orange) from 2019 by a total of 3 (to reach Yellow) with a stretch goal of 60.2 (to reach Green) to end at -82.2 or lower by the end of the 2022-23 school year.

d. DFM for Socio-economically Disadvantage students will decrease the baseline of -48.8 (Orange) from 2019 by a total of 3 (to reach Yellow) with a stretch goal of 23.8 (to reach Green) to end at -45.8 or lower by the end of the 2020-21 school year.

2. English Language Arts/Literacy 2020-21

a. DFM for Hispanic students will increase the baseline of 10.6 (Green) from 2019 by a total of 15 (to reach Blue) with a stretch goal of 34.4 or more to end at 25.6 or higher by the end of the 2022-23 school year.

b. DFM for African-American students will decrease the baseline of -8.8 (Yellow) from 2019 by a total of 3.8 (to reach Green) with a stretch goal of 18.8 (to reach Blue) to end at -5 or lower by the end of the 2022-23 school year

c. DFM for English Learners will decrease the baseline of -69.7 (Orange) from 2019 by a total of 3 (to reach Yellow) with a stretch goal of 64.7 (to reach Green) to end at -66.7 or lower by the end of the 2022-23 school year.

d. DFM for Socio-economically Disadvantage students will decrease the baseline of -20.2 (Orange) from 2019 by a total of 3 (to reach Yellow) with a stretch goal of 15.2 (to reach Green) to end at -17.2 or lower by the end of the 2022-23 school year.

3. 20% of English Learners will reclassify annually.

## Identified Need

1. On the 2019 SBAC ELA assessment, 27.56% of socio-economically disadvantaged students did not meet standard (in comparison to 13.08% school-wide): 25.64% in 6th Grade, 25.58% in 7th Grade, 31.11% in 8th Grade.

2. Over three years of ELA instruction at SMMS, the % of socio-economically disadvantaged students not meeting standard decreased from 35.29% in 2016-2017 to 31.11% in 2018-2019
3. On the 2019 SBAC Math assessment, 41.73% of socio-economically disadvantaged students did not meet standard (in comparison to 20.38% school-wide): 35.9% in 6th Grade, 39.53% in 7th Grade, and 48.89% in 8th Grade.
4. Over three years of Math instruction at SMMS, the % of socio-economically disadvantaged students not meeting standard decreased from 58.82% in 2016-2017 to 48.89% in 2018-2019.
5. On the 2019 SBAC ELA assessment, English Learners increased by +19.6pts while RFEPs decreased by -40.5pts.
6. On the 2019 SBAC Math assessment, English Learners increased by 35.6pts, while RFEPs decreased by -29.7pts.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC (Mathematics)	DFM for Hispanic students was -15.1 (Green) on the 2019 SBAC Mathematics assessment.	Hispanic students will decrease the baseline of -15.1 (Green) from 2019 by a total of 15.1 (to reach Blue) with a stretch goal of 50 or more to end at 0 or higher by the end of the 2022-23 school year.
SBAC (Mathematics)	DFM for African-American students was -46 (Yellow) on the 2019 SBAC Mathematics assessment.	African-American students will decrease the baseline of -46 (Yellow) from 2019 by a total of 21 (to reach Green) with a stretch goal of 46 (to reach Blue) or more to end at -25 or lower by the end of the 2022-23 school year
SBAC (Mathematics)	DFM for English Learners was -85.2 (Orange) on the 2019 SBAC Mathematics assessment.	English Learners will decrease the baseline of -85.2 (Orange) from 2019 by a total of 3 (to reach Yellow) with a stretch goal of 60.2 (to reach Green) or more to end at -82.2 or lower by the end of the 2022-23 school year.
SBAC (Mathematics)	DFM for Socio-economically Disadvantage students was -48.8 (Orange) on the 2019 SBAC Mathematics assessment	Socio-economically Disadvantage students will decrease the baseline of -48.8 (Orange) from 2019 by a total of 3 (to reach Yellow) with a stretch goal of 23.8 (to reach Green) or more to end at -45.8



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		or lower by the end of the 2022-23 school year.
SBAC (English Language Arts/Literacy)	DFM for Hispanic Students was +10.6 (Green) on the 2019 SBAC English Language Arts/Literacy assessment	Hispanic students will increase the baseline of 10.6 (Green) from 2019 by a total of 15 (to reach Blue) with a stretch goal of 34.4 or more to end at 25.6 or higher by the end of the 2022-23 school year.
SBAC (English Language Arts/Literacy)	DFM for African American Students was -8.8 (Yellow) on the 2019 SBAC English Language Arts/Literacy assessment	African-American students will decrease the baseline of -8.8 (Yellow) from 2019 by a total of 3.8 (to reach Green) with a stretch goal of 18.8 (to reach Blue) or more to end at -5 or lower by the end of the 2022-23 school year
SBAC (English Language Arts/Literacy)	DFM for English Learners was -69.7 (Orange) on the 2019 SBAC English Language Arts/Literacy assessment	English Learners will decrease the baseline of -69.7 (Orange) from 2019 by a total of 3 (to reach Yellow) with a stretch goal of 64.7 (to reach Green) or more to end at -66.7 or lower by the end of the 2022-23 school year.
SBAC (English Language Arts/Literacy)	DFM for Socio-economically Disadvantaged students was -20.2 (Orange) on the 2019 SBAC English Language Arts/Literacy assessment	Socio-economically Disadvantaged students will decrease the baseline of -20.2 (Orange) from 2019 by a total of 3 (to reach Yellow) with a stretch goal of 15.2 (to reach Green) or more to end at -17.2 or lower by the end of the 2022-23 school year.
HMRI Reading Inventory 2	59% of Hispanic Students scored Proficient or Advanced on the 2021-22 HMRI Reading Inventory 2	Hispanic students will increase the baseline of 59% from 2021-22 by a total of 10% with a stretch goal of 20% to end at 69% or higher on the 2022-23 Reading Inventory 2
HMRI Reading Inventory 2	50% of African American students scored Proficient or Advanced on the 2021-22 HMRI Reading Inventory 2.	African American students will increase the baseline of 50% from 2021-22 by a total of 10% with a stretch goal of 20% to end at 60% or higher on the 2022-23 HMRI Reading Inventory 2

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Reclassification Rate	31.6% of English Learners reclassified as measured by the 2021-22 ELPAC assessment.	20% of ELs will reclassify, as measured by the 2022-23 ELPAC assessment.
English Learner Proficiency Assessment for California (ELPAC)	36.4% of English Learners scored a Level III or higher on the 2021-22 ELPAC	English Learners will increase the baseline of 36.4% from 2021-22 by 10% with a stretch goal of 20% to end at 46.4% or higher on the 2022-23 ELPAC.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, targeting students in highest-needs subgroups including those reading below grade-level on the HMRI and performing below grade-level on the iReady diagnostic, our students not meeting standard on the SBAC, our students in the EL program, our students in SPED, and our students in the LPBG program.

### Strategy/Activity

#### Instructional Strategies:

1. Consistently utilize the workshop structure in each classroom to differentiate instruction including:
  - a. Connecting to Prior Knowledge (The Connect)
  - b. Direct modeling (The Teach)
  - c. Engaging students in practice with effective peer support (Active Engagement)
  - d. Targeted small-group and one-on-one reteaching (Independent Work/Conferencing)
2. Support students who have yet to achieve proficiency in foundational concepts and standards in-class through targeted small-group and one-on-one reteaching.
3. Promote and support the implementation of accelerated learning as an instructional tool to address the needs of at-risk students
4. Communicate individual student results for iReady Diagnostic ELA/Math assessments and their meaning with parents and families each semester.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, targeting students in highest-needs subgroups including those reading below grade-level on the HMRI and performing below grade-level on the iReady diagnostic, our students not meeting standard on the SBAC, our students in the EL program, our students in SPED, and our students in the LPBG program.

### Strategy/Activity

#### Intervention Strategies:

1. Provide targeted comprehensive after-school intervention program to support students who are risk for failing
2. Identify at-risk students for after-school intervention program based on their SBAC, HMRI, attendance and grades.
3. Coordinate with department chairs and CIPD to determine appropriate ELA & Math programs for afterschool intervention.
4. Conduct SSTs for identified at-risk students at the beginning of the year and throughout the year.
5. Dedicate 25% of Community Assistant's time to serving as case manager for families of identified at-risk students.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

29,437

Title I

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, targeting students in highest-needs subgroups including those reading below grade-level on the HMRI and performing below grade-level on the iReady diagnostic, our students not meeting standard on the SBAC, our students in the EL program, our students in SPED, and our students in the LPBG program.

### Strategy/Activity

#### Professional Development Strategies:

1. Provide each department with four release 1/2 days throughout the year dedicated to providing time for collaboration around
  - a, Best practices to support the instruction of students who are at risk of failing.
  - b. Differentiation of instruction utilizing the workshop lesson structure.
  - c. Rigorous grade level instruction and addressing the language of the standards
  - d. Calibration of assessment tools
  - e. Student Engagement
2. Provide opportunities for teachers across all curricular areas to review their students' i-Ready Diagnostic ELA/Math results.
3. Dedicate "A" Monday meeting time to opportunities for equity and diversity training.
4. Provide teachers with opportunities to attend conferences that support their instruction of at-risk students.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20,197	Title I

## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

### Instructional Strategies:

1. Teachers will use the workshop structure to differentiate instruction including:
  - a. Direct modeling of Common Core aligned skills (The Teach)
  - b. Engaging students in practice with effective peer support (Active Engagement)
  - c. Targeted small-group and one-on-one reteaching (Independent Work/Conferencing)
2. Students who have yet to achieve proficiency in foundational mathematical concepts (addition, subtraction, multiplication, division, fractions) will be supported in-class through targeted small-group and one-on-one reteaching.
3. After-school intervention classes will target our students with the most significant gaps in foundational math concepts through an organized collaboration between math teachers and administration.

Teachers utilized break-out groups and after school intervention (Mandarin, Mathematics, Credit Retrieval) to meet with individual students or groups. Workshop model has been adapted to meet the unique needs of different curricular areas (i.e. using group decision making work in Social Studies prior to the direct instruction of content). Students have opportunities across the curriculum to engage in collaborative work. Challenges have included absences due to COVID quarantines, the need for students to readapt to in person instruction, and readjusting pacing to meet the needs of students

### Assessment Strategies:

1. Use common rubrics department wide (found in district-adopted curriculum) to measure students' growth in Common Core standards and to guide differentiated instruction.
2. Offer differentiated assessment that gives students choice in how they show their knowledge of taught skills
3. Conference with EL students and their parents after beginning and mid-year administration of HMRI to review progress toward reclassification in ELA grade, HMRI score, and ELPAC scores.

Common rubrics are available for writing (SBAC), science fair projects, Mandarin (AAPPL), History Day projects. iReady diagnostic has replaced HMRI, but this information is not readily available to all teachers. SBAC rubric is not the most student friendly rubric. Conferences were held with EL students and their parents as needed.

Professional Development/ Collaboration/Materials Strategies:

1. All teachers to collaborate once before school starts, and three or more times throughout the year in professional development to:
  - a. Increase efficacy with differentiating the teaching of Common Core skills in the workshop model, including:
  - b. How to direct model in a way that is comprehensible to all students using SDAIE strategies, visuals, and authentic checks for understanding.
  - c. Engaging students in practice with effective peer support
  - d. Target re-teaching for small-groups and individuals
2. Engage in on-going collaboration as a team to build a digital library of grade-level aligned materials organized by units of study and Lexile level.

We have begun utilizing department release days for ELA, math, science, and social studies. Mandarin department release days would be beneficial. Collaboration day before beginning of school not clearly defined. Formal workshop training for provided for ELA (Readers Workshop, Writers Workshop), nominal workshop training for science. Specific strategy professional development has taken a back seat to a greater emphasis on strategies for meeting the social and emotional needs of students returning to in person instruction. Social studies still utilizing textbooks that are no longer in print.

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

1. We were not able to implement a targeted after school intervention program for due to lack of an intervention curriculum.
2. Rubrics were not utilized consistently across all grade levels and subject areas.
3. Workshop model was adapted to meet the unique needs of each curricular area.

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.

1. Identify at-risk students and provide targeted supports from the beginning of the year.
2. Develop a comprehensive after-school intervention program to address the needs of at-risk students
3. Expand our implementation of departmental release days to include four 1/2 days a year for each team

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LCAP Goal # 3

Students will be in school every day in an environment that is safe, caring, and conducive to learning. All facilities will be in good repair and equipped for 21st century learning.

## Goal 4

1. By June 2023, the average daily attendance rate will be 97%
2. Chronic Absenteeism for All Students will decrease the baseline of 6.4% from 2021-22 by a total of 0.4% with a stretch goal of 0.5 or more to end at 6.0% or lower by the end of the 2022-23 school year.
3. Suspension Rate for All Students will decrease the baseline of 0.5% from 2021-22 by 0.5% to end at 0% by the end of the 2022-23 school year
4. Expulsion Rate for All Students will maintain at 0.0%.
5. Drop-out Rate for All Students will maintain at 0.0%

## Identified Need

1. 8.2% of Hispanic Students are identified as Chronically Absent
2. 12% of Socio-Economically Disadvantaged Students are identified as Chronically Absent
3. Our average daily attendance rate for 2021-22 was 90.8%

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Daily Attendance Rate	2021-22 Month 1: 95.75% Month 2: 92.50% Month 3: 82.75% Month 4: 90.67% Month 5: 93.67% Month 6: 85.30% Month 7: 94.75%	Increase average daily attendance rate by 1 percentage points school wide and by 10 percentage points for academically at-risk students until 97% or better is achieved
Chronic Absenteeism Rate	Chronic Absenteeism Rate for All Students for 2021-22 was 1% Chronically Truant, 1%	Chronic Absenteeism for All Students will decrease the baseline of 3% from 2021-22 by 0.5% with a stretch goal of

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Nearly Chronic, 1% Trending Chronic	1% or more to end at 2.5% or lower by the end of the 2022-23 school year.
Suspension Rate	Suspension Rate for All Students for 2021-22 is 0.5% Overall	Suspension Rate All Students will decrease the baseline of 0.5% from 2021-22 by 0.5% to end at 0% by the end of the 2022-23 school year .
Expulsion Rate	Expulsion Rate for All Students for 2021-22 is 0.0% Overall	All Students will maintain an expulsion rate of 0.0% by the end of the 2022-23 school year
Drop-out Rate	Drop-out Rate for All Students for 2021-22 is 0.0% Overall	All Students will maintain a Drop-out Rate of 0.0% by the end of the 2022-23 school year.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Strategies to increase student attendance and reduce chronic absenteeism:

1. Conduct SST meetings early in the year for students who were chronically absent the previous year
2. Schedule consistent monthly SART meetings to closely monitor and review data
3. Increase number of SST/SART Conferences for students who are chronically absent
4. Communicate to students/parents the importance of attendance and our District's attendance policies throughout the year
5. Provide additional supports for families of students who are chronically absent

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategies to increase the implementation of Trauma Informed Care practices

1. Emphasize Trauma Informed Care practices in our work with students..
2. Implement consistent protocols to include appropriate consequences, remediations and accommodations
3. Enhance Rtl Tier II Interventions and utilize matching guide to determine the most appropriate supports for each student.
4. Provide PD for Teachers & Staff regarding Rtl, Proactive Classroom Management, Trauma Informed Care Instruction, Yoga & Mindfulness, Restorative Justice
5. Implement the utilization of our TIC Room for Trauma Informed Care practices and student re-direction.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategies for developing a Comprehensive Emergency Response Plan

1. Maintain a comprehensive student support team for campus supervision
2. Collaborate with SMPD regarding campus security, safety procedures, and school information.
3. Provide active shooter training for teachers, staff, and students
4. Implement multiple means of communication during emergency situations (i.e. radios, text messaging, access to intercom in every classroom)
5. Convene monthly safety committee meetings with representatives from UTP, CSEA, Teamsters, and Administration.
6. Collaborate with other schools as part of PUSD's initiative to systemize emergency management districtwide.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

26470 Unrestricted



# Annual Review

## SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

Strategies to increase student attendance and reduce chronic absenteeism:

1. Conduct SST meetings early in the year for students who were chronically absent the previous year
2. Schedule consistent monthly SART meetings to closely monitor and review data
3. Increase number of SST/SART Conferences for students who are chronically absent
4. Communicate to students/parents the importance of attendance and our District's attendance policies throughout the year
5. Provide additional supports for families of students who are chronically absent

This is an area that we will continue to work on during the 2022-23 school year, as many of our attendance efforts revolved around tracking independent study contracts for students who had to quarantine. In addition, we had two different attendance clerks with a gap of about one month in between. SSTs were conducted for at-risk students as needed, but a formal SART process still needs to be developed at our site. EIR grant identified at-risk students and provided additional resources and supports for the students and their families.

Strategies to increase the effectiveness of our school wide Behavior Management Plan

1. Emphasize Trauma Informed Care practices in our work with students..
2. Implement consistent protocols to include appropriate consequences, remediations and accommodations
3. Enhance RtI Tier II Interventions and utilize matching guide to determine the most appropriate supports for each student.
4. Provide PD for Teachers & Staff regarding RtI, Proactive Classroom Management, Trauma Informed Care Instruction, Yoga & Mindfulness, Restorative Justice
5. Restructure our Guidance Room to create a space designated for Trauma Informed Care practices and student re-direction.

Teachers emphasized TIC practices in their work with students and experienced a wide variety of responses during our return to in-person instruction. Our behavior management plan was implemented upon our return to in-person learning, and a new coverage team was instilled. We rearranged our Student Support Offices to provide a space for a Trauma Informed Care Room, and this room was utilized by the SEL Coach provided through the EIR grant. RtI Tier II interventions were utilized as needed but the matching guide was not consistently utilized. PD opportunities were limited due to the structure of "A" Mondays this year.

Strategies for developing a Comprehensive Emergency Response Plan

1. Maintain a comprehensive student support team for campus supervision
2. Collaborate with SMPD regarding campus security, safety procedures, and school information.

3. Provide active shooter training for teachers, staff, and students
4. Provide each teacher a radio to ensure adequate communication during emergency situations.
5. Implement multiple means of communication during emergency situations (i.e. radios, text messaging, access to intercom in every classroom)

We maintained our comprehensive support team for campus supervision, and were able to utilize one time COVID-19 funds to provide additional coverage. We practiced our fire and earthquake drills with SMFD, and had initial meetings with SMPD regarding our comprehensive emergency management plan. We did not have an active shooter training, but we did dedicate "A" Monday time to reviewing what we would do. We also purchased enough additional radios to increase our number of teacher radios to provide adequate communication during emergency situations. We still need to develop multiple means of communication during emergency situations.

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

1. The majority of our attendance efforts this year revolved around accurately monitoring and tracking independent study contracts.
2. Trauma Informed Care Room was created but was utilized as an office space for our SEL Coach.
3. We were not able to establish a formal SART process throughout the year.

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.

1. Comprehensive Emergency Management Plan in collaboration with SMPD.
2. Continue to increase communication during emergency situations through multiple means
3. Develop a systematic approach to providing support for chronically absent students (formal SART process)
4. Enhance our implementation of Rtl and Trauma Informed Care, including the use of our TIC room.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LCAP Goal # 1

Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

## Goal 5

1. Math DFM for Students with Disabilities (SWD) will increase the baseline of -102.5 (Orange) from 2019 by a total of 7.5 (to reach Yellow) with a stretch goal of 77.5 or more (to reach Green) to end at -95 or higher by the end of the 2022-23 school year.
2. English Language Arts/Literacy DFM for Students with Disabilities will decrease the baseline of -73.3 (Orange) from 2019 by a total of 3.3 (to reach Yellow) with a stretch goal of 68.3 or more (to reach Green) to end at -70 lower by the end of the 2022-23 school year.

## Identified Need

1. On the 2018-2019 ELA SBAC, 53.03% of our students with disabilities did not meet standard (in comparison to 13.08% school-wide): 52% in 6th Grade, 50% in 7th Grade, 57.14% in 8th Grade.
2. Over three years of ELA instruction at SMMS, the % of our students with disabilities not meeting standard decreased from 62.50% in 2016-2017 to 57.14% in 2018-2019.
3. On the 2018-2019 Math SBAC, 60.61% of our students with disabilities did not meet standard (in comparison to 20.38% school-wide): 60% in 6th Grade, 45% in 7th Grade, 76.19% in 8th Grade.
4. Over three years of Math instruction at SMMS, the % our students with disabilities not meeting standard increased from 75% in 2016-2017 to 76.19% in 2018-2019.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC (Mathematics)	DFM for Students with Disabilities (SWD) was -102.5 (Orange) on the 2018-19 SBAC Mathematics assessment	Students with Disabilities (SWD) will increase the baseline of -102.5 (Orange) from 2019 by a total of 7.5 (to reach Yellow) with a stretch goal of 77.5 (to reach Green) to end at -25 or higher by the end of the 2022-23 school year.
SBAC (English Language Arts/Literacy)	DFM for Students with Disabilities was -73.3 (Orange) on the 2018-19 SBAC English Language Arts/Literacy assessment	Students with Disabilities will decrease the baseline of -73.3 (Orange) from 2019 by a total of 3.3 (to reach Yellow) with a stretch goal of 68.3 (to reach

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Green) or more to end at -70 or higher by the end of the 2022-23 school year.
iReady Diagnostic ELA	55% of Students with Disabilities scored two or more grade levels below on the 2021-22 mid-year iReady Diagnostic ELA	Students with Disabilities will decrease the baseline of 55% from 2021-22 by a total of 15% with a stretch goal of 30% to end at 40% or lower on the 2022-23 midyear iReady Diagnostic ELA.
iReady Diagnostic Math	61% of Students with Disabilities scored two or more grade levels below on the 2021-22 mid-year iReady Diagnostic Math	Students with Disabilities will decrease the baseline of 61% from 2021-22 by a total of 15% with a stretch goal of 30% to end at 46% or lower on the 2022-23 midyear iReady Diagnostic Math

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

#### Strategy/Activity

Instructional Strategies:

1. SDC Teachers will use the workshop structure to differentiate instruction including:
  - a. Connecting to Prior Knowledge (The Connect)
  - b. Direct modeling (The Teach)
  - c. Engaging students in practice with effective peer support (Active Engagement)
  - d. Targeted small-group and one-on-one reteaching (Independent Work/Conferencing)
2. Students who have yet to achieve proficiency in foundational concepts will be supported in-class through targeted small-group and one-on-one reteaching.
3. Targeted Academic Assist classes will provide additional support for RSP students with their GenEd classes.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

### Strategy/Activity

Strategies for Monitoring and Supporting Student Progress Towards IEP Goals

1. Provide planning time for SpEd team to review and organize their caseloads before the start the school year.
2. Provide planning time for SpEd & GenEd teachers to collaborate around student progress.
2. Cluster RSP students to provide consistent services within the GenEd classrooms.
3. Align SDC classes with GenEd classes so that students can take advantage of both depending on their need
4. Continue to develop a team teaching model/relationship between our RSP & GenEd teachers.
5. Provide increased opportunities for inclusion (i.e. Lunch Bunch)

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7,215

Source(s)

LCFF - Supplemental and Concentration (S/C)

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

### Strategy/Activity

Strategies for Incorporating Reading & Writing Instruction Across All Curricular Areas

1. Incorporate specific reading strategies across all curricular areas
  - a. Pre-reading strategies
  - b. Reading for important/key information
  - c. Highlighting
2. Incorporate specific writing strategies across all curricular areas
  - a. Utilizing graphic organizers to write a paragraph and an essay,
  - b. Utilizing ACES to answer questions (Answer the Question, Cite Evidence, Elaborate/Explain, Summarize)

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

# Annual Review

## SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

### Instructional Strategies:

1. SDC Teachers will use the workshop structure to differentiate instruction including:
  - a. Direct modeling of Common Core aligned skills (The Teach)
  - b. Engaging students in practice with effective peer support (Active Engagement)
  - c. Targeted small-group and one-on-one reteaching (Independent Work/Conferencing)
2. Students who have yet to achieve proficiency in foundational concepts will be supported in-class through targeted small-group and one-on-one reteaching.
3. Targeted Academic Assist classes will provide additional support for RSP students with their GenEd classes.

SDC teachers utilized the workshop structure to differentiate instruction. They engaged students with visuals and demonstrated/modeled how to solve a concept or format a writing assignment, break down information, and use real world applications. Students practiced along with the teacher modeling how to think and apply the different steps. RSP teachers provided reinforced instruction when students needed 1:1 reteaching. ELA and history classes had teachers co-teaching. Mod/Severe utilized SKIES learns and students respond immediately. In addition, the teacher employs UNIQUE learning with visuals— pictures, symbols for students. All goal work was differentiated. IReady is geared towards individual student levels. Mod/Severe used Near Pod. and RSP used NEWSLA which is based on the students' current individual reading levels. Mild/Mod used Read Works to practice/develop reading skills as well as XTRA Math, and warmed up with basic computation and or online app computation to practice. Students also engaged in card games to facilitate and reinforce math concepts. Targeted Academic Assist provided additional support for RSP students, but was taught by SDC teachers.

### Strategies for Monitoring and Supporting Student Progress Towards IEP Goals

1. Provide planning time for SpEd & GenEd teachers to collaborate around student progress.
2. Cluster RSP students to provide consistent services within the GenEd classrooms.
3. Align SDC classes with GenEd classes so that students can take advantage of both depending on their need
4. Continue to develop a team teaching model/relationship between our RSP & GenEd teachers.
5. Provide increased opportunities for inclusion (i.e. Lunch Bunch)

SPED and Gen ed teachers did not have adequate planning time to collaborate. Clustering of students proved effective, but in some cases these were the largest sections. SDC classes were aligned with GenEd classes so that students could take advantage of both depending on their IEP. The RSP team is greatly supported by the gen ed teachers, and a team teaching relationship

exists. A full team teaching model remains a goal in progress. Lunch bunch was provided to all students. 6th =15 students 7th=15 students

#### Strategies for Incorporating Reading & Writing Instruction Across All Curricular Areas

1. SDC teachers will incorporate specific reading strategies across all curricular areas
  - a. Pre-reading strategies
  - b. Reading for important/key information
  - c. Highlighting
2. SDC teachers will incorporate specific writing strategies across all curricular areas
  - a. Utilizing graphic organizers to write a paragraph and an essay,
  - b. Utilizing ACES to answer questions (Answer the Question, Cite Evidence, Elaborate/Explain, Summarize)

In math, students were given strategies that included reading the text multiple times to understand what the question was asking and then to isolate the information needed to answer the question. In English and Science students read the questions first before reading an article. Teacher "chunked" the reading material, and taught their students how to highlight key material. Teachers also utilized ACES to prompt student responses: Answer the question, Cite evidence, Elaborate/Explain. In writing, students used their editing key and were given opportunities to underline and highlight key information. Graphic Organizers were also implemented for writing paragraphs and essays. Students in the Functional Skills Program utilized alternate forms of communication such as AAC/Device and SkiesLearn applications to improve literacy skills.

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

1. A true team-teaching model between SpEd & GenEd teachers continues to be a goal in progress.
2. Special Ed and Gen Ed teachers did not have adequate planning time to collaborate with each other.
3. RSP Cluster were in some of the largest sections throughout the master schedule.

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.

1. Targeted support provided through Academic Assist classes taught by RSP teacher.
2. Increased time for collaboration between SpEd & GenEd teachers.
3. Continued emphasis on instruction of reading and writing strategies across all curricular areas.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LCAP Goal # 4

Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with the knowledge and skills to successfully support and advocate for their child.

### Goal 6

1. By October 2022, 100% of SMMS families will be registered to access the Aeries Parent Portal.
2. By June 2023, SMMS will offer eight parent workshops with the option to attend both in-person & virtually
3. By June 2023, 10% of SMMS parents will have attended at least one Young & Healthy parent workshop/
4. By June 2023, SMMS will publicize the benefits of the Parent Portal and identify important information that parents can access four times throughout the year.
5. By August 2022,. 100% of parents will be invited to join our SMMS Parents page as a student.

### Identified Need

- 1.90% of SMMS families are connected to the Parent Portal
2. Our % of socio-economically disadvantaged students has increased from 24% to 40% over the past three years
3. Our parents and families need assistance with accessing and navigating the technological systems that support instruction.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Portal Registration	During the 2021-22 school year 93% of SMMS families were connected to the Parent Portal.	SMMS families will increase the baseline of 93% by 5%, with a stretch goal of 10% to end at 98% by October, 2022.
Parent Information Nights/Young & Health Parent Workshop Attendance	During the 2021-22 school year, 15% of parents attended the Parent Information Nights/Young & Healthy parent workshops.	SMMS parents will increase the baseline of 15% by 5%, with a stretch goal of 10% to end at 20% or higher by May, 2023.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SMMS Parents Canvas Page	During the 2021-22 school year, parents with Canvas Portal accounts could view our SMMS Parents Canvas Page.	At the start of the 2022-23 school year, 100% of parents will be invited to join our SMMS Parents page as a student.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Strategies for developing a diversity & equity school community committee

1. Meet with SME's administration to review the steps that they took in developing their site's SEED committee
2. Send SMMS team members to attend SEED meetings at SME.
3. Identify parent/staff leaders and provide training
4. Plan with parent/staff leaders for inaugural meeting during the spring semester

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1062

Source(s)

Title I Part A: Parent Involvement

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Strategies for increasing parent volunteerism as more parents are able to begin volunteering once again.

1. Communicate opportunities for parent volunteers at the beginning of the year and throughout (Welcome Event, SMMS Parents)
2. Provide a Community Assistant to coordinate volunteer applications and guide parents through the process.
3. Identify a parent and/or staff member who can serve as an AD in expanding our after school sports program.

4. Renew our tradition of our Volunteer Appreciation Breakfast to celebrate our parents' support of our efforts.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Strategies for building increasing participation in our monthly parent workshops provided by Young & Healthy

1. Provide opportunities for parents to attend parent workshops both in-person and virtually.
2. Advertise monthly workshops via website, Facebook, SMMS Parents, phone, email and text
3. Survey parents as to the most pertinent topics and utilize the data in planning each workshop.
4. Provide resources & "take-aways" for parents who are not able to attend the training.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3,227

LCFF - Supplemental and Concentration (S/C)

## Annual Review

### SPSA Year Reviewed: 2021-22

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

### ANALYSIS

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

Strategies for increasing parent accessibility to the Aeries Parent Portal and other online platforms.

1. Streamline the process by providing multiple opportunities for parents to sign up for the Parent Portal at the beginning of the year.

2. Provide training for parents regarding the Parent Portal and other online platforms at the beginning of the year.
3. Publicize the benefits of the Parent Portal and identify important information that parents can access throughout the year.
4. Provide parents with information about the key elements of each online platform and their intended use.
5. Provide targeted support to individual families who need additional assistance with connecting to the systems.
6. Provide access to SMMS Parents Canvas to every parent.

Parents were provided with multiple opportunities to sign up for the Parent Portal at the beginning of the year. Information regarding the benefits of the Parent Portal were shared with parents, and trainings were posted on our SMMS Parents Canvas page. Important information that parents could access regarding each online platform and their intended use was not consistently identified throughout the year. Families/Students in need did receive targeted support, and our SMMS Parents page was consistently updated and promoted.

#### Strategies for supporting the families of our socio-economically disadvantaged students

1. Provide for a Community Assistant to serve 80% of their time as a case manager to the families of our socio-economically disadvantaged students.
2. Provide materials and resources to the families of our socio-economically disadvantaged students.

Our Community Assistant served as a case manager for the families of our socio-economically disadvantaged students, and communicated with them to make certain that they had access to resources available to them.

#### Strategies for building increasing parent participation in Parent University Workshops

1. Embed technology training into the series of parent workshops.
2. Increase opportunities for online learning through virtual parent workshops
3. Advertise parent workshop opportunities early and often through a variety of means.
4. Provide resources & "take-aways" for parents and guardians who are not able to attend the training.
5. Provide opportunities for parents and guardians to give feedback regarding parent education topics

Through our EIR Grant, SMMS held monthly virtual parent workshops hosted by Young & Healthy. Workshop opportunities were communicated early and often through the Blackboard system via phone, email and text. Some resources and take-aways were provided for parents and guardians who were not able to attend the training. Technology training was not embedded into the series of parent workshops, and limited opportunities were provided for parents and guardians to give feedback regarding parent education topics.

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

1. We were not able to achieve our goal of having 100% of our parents and families connected to the Parent Portal

2. We publicized the benefits of the Parent Portal but did not identify important information that parents can access throughout the year.
3. Through our EIR grant we were able to facilitate monthly parent workshops provided by Young & Healthy

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.

1. Increase parent accessibility to Parent Portal and other online platforms.
2. Streamline volunteer procedures at our site as more parents are able to start volunteering.
3. Gain feedback from families in order to design monthly parent education opportunities based directly on need.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LCAP Goal #

## Goal 7

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

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

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.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LCAP Goal #

## Goal 8

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

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

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.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LCAP Goal #

## Goal 9

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

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

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.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LCAP Goal #

## Goal 10

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

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

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.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$50696
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$50696
Other State/Local Funds provided to the school	\$41650

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs Funding Sources	Allocation (\$)
Title I	\$49634
Title I Part A: Parent Involvement	\$1062

Subtotal of additional federal funds included for this school: \$50,696

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs Funding Sources	Allocation (\$)
LCFF - Supplemental and Concentration (S/C)	\$41650

Subtotal of state or local funds included for this school: \$41,650

Total of federal, state, and/or local funds available for this school: \$92,346

# Summary: Budgeted Resources

## Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF - Supplemental and Concentration (S/C)	41650.00	4,738.00
Title I	49634.00	0.00
Title I Part A: Parent Involvement	1062.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental and Concentration (S/C)	36,912.00
Title I	49,634.00
Title I Part A: Parent Involvement	1,062.00
Unrestricted	26,470.00

# 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

Name of Members	Role
Garrett Newsom	Principal
Gina Davis	Classroom Teacher
Amanda Leja	Classroom Teacher
Maria Medina	Other School Staff
Chad Prado	Classroom Teacher
Linqi Fink	Parent or Community Member
Julie Flad	Parent or Community Member
Danny Henley	Parent or Community Member
Kim Lee	Parent or Community Member
Angelica Nessman	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.

# 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**

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 May 12, 2022.

Attested:

Principal, Garrett Newsom on May 12, 2022

SSC Chairperson, Angelica Nessman on May 12, 2022



# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

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

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

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

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.



- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

# 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**


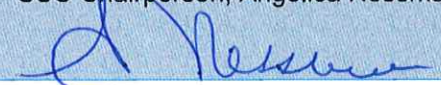
**Committee or Advisory Group Name**

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 May 12, 2022.

Attested:

Principal, Garrett Newsom on May 12, 2022	
SSC Chairperson, Angelica Nessman on May 12, 2022	

## Attendance Improvement Implementation Plan

School: Sierra Madre Middle School	Principal: Garrett Newsom
School Number: 052	Counselor: Maureen Klauschie
Date Completed: 5/17/22	Principal Signature: 

**Goal:** Increase the percentage of students attending at 96% or higher.

<b>2021-22 Current ADA Percentage</b> 93%	<b>2022-23 ADA Short Term Goal</b> 97.0%	<b>2022-23 ADA Long Term Goal</b> 97.5%
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GOAL 1: ATTENDANCE & DROPOUT PREVENTION PLAN			
Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
<ul style="list-style-type: none"> <li>SART Team will conduct SST meetings early in the year for students who were chronically absent the previous year</li> <li>SART Team will review data on a monthly basis to identify any chronically truant students who are absent from school without a valid excuse for 10% or more of the school days in one school year.</li> <li>SART Team will apply the appropriate interventions (i.e. Truancy Letters, SART/SST, Tier II Interventions, Counseling, Mentoring, Alt Ed Placement etc.)</li> <li>SART Team will increase the number of SST/SART Conferences for students who are chronically absent.</li> <li>SART Team will provide additional for families of students who are chronically absent.</li> </ul>	<p>Chronically absent students and their parents/families.</p>	<ul style="list-style-type: none"> <li>Attendance Clerk will send out letters weekly.</li> <li>SART Team will review attendance data monthly.</li> <li>SART team will conduct SSTs on an as needed basis.</li> <li>SART Team will apply interventions on an ongoing basis.</li> </ul>	<ul style="list-style-type: none"> <li>Interventions applied to 100% of students who have been identified as chronically absent.</li> <li>Improved attendance for 50% or more of identified chronically identified students</li> <li>Decrease in chronic absenteeism rate schoolwide.</li> </ul>

GOAL 2: TEACHING ATTENDANCE			
Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
<ul style="list-style-type: none"> <li>Emphasize attendance policies and expectations at orientation assemblies.</li> <li>Update Student Handbook to clearly delineate school attendance policies.</li> <li>Provide students with attendance notifications informing them of the attendance band they are currently in.</li> <li>Communicate to students/parents the importance of attendance and our District's attendance policies throughout the year</li> </ul>	All students and parents/families	<ul style="list-style-type: none"> <li>Student Handbook will be updated yearly</li> <li>Orientation assemblies will be held at the beginning and mid-way point of the year.</li> <li>Information regarding attendance will be communicated monthly.</li> </ul>	Monthly attendance rate of 97% or higher.

GOAL 3: PREVENTION & INTERVENTION			
Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
<ul style="list-style-type: none"> <li>Emphasize Trauma Informed Care practices school wide.</li> <li>Highlight and announce the monthly attendance rate through the Sunday night call/email.</li> <li>Acknowledge students who have an ADA of 96% or higher and award them at each School Spirit Day.</li> </ul>	All students	<ul style="list-style-type: none"> <li>Trauma Informed Care practices will be emphasized daily.</li> <li>Attendance rate will be highlighted and announced in the Sunday night call monthly.</li> <li>Individual students will be rewarded at each of the six School Spirit Days throughout the year.</li> </ul>	It will be progress monitored by assessing ADA figures at every attendance month. Info will be provided by TAA.