School Year: **2023-24**

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 17, 2023	June 29, 2023

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.

Educational Partner 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. 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 meanings supported the development of recommendations to the School Site Council that were embedded within the SMMS 2023-24 SPSA. On 5/2/23, SSC members also received a completed version of the SPSA to review individually, and on 5/16/23 our SSC met for a final review and approval of the SMMS 2023-24 SPSA.

2. 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 meanings supported the development of recommendations to the School Site Council that were embedded within the SMMS 2023-24 SPSA. SMMS faculty took part in team meetings (3/9, 3/20, 3/22, 3/23) 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 5/8/23, SMMS faculty were presented with an overview of each of the the SMMS 2023-24 SPSA's goals, strategies, and activities.

3. SMMS Administration: SMMS Administration organized and facilitated each of the stakeholder opportunities and provided feedback for the SMMS 2023-24 SPSA's goals, strategies, and activities.

4. Pasadena Unified School District Central Office Staff received a draft copy of the SMMS 2023-24 SPSA on 4/27/23 and provided feedback via the SPSA checklist. This feedback was incorporated into the final draft submitted on 5/17/23

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 $44,261 in Unrestricted funds, $101,353 from LCFF and $48,130 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 574 students enrolled in grades six through eight. The student body demographics for the 2022-23 school year are as follows; 35.9% White, 28.1% Hispanic, 5.8% African American, 18.1% Asian, 2.4% Filipino, and 8.4% 2 or more. 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, Los Angeles County Museum of Arts, Norton Simon, Pasadena Historical Museum, Tournament of Roses, Cal Tech, Sierra Madre Creative Arts Group, Sierra Madre Library and Women's Club also play a supportive 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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0.17%			1
African American	8.2%	6.70%	5.75%	48	39	33
Asian	17.2%	19.42%	18.12%	101	113	104
Filipino	2.0%	2.41%	2.44%	12	14	14
Hispanic/Latino	25.2%	26.80%	28.05%	148	156	161
Pacific Islander	%	%	0.17%			1
White	40.3%	36.43%	35.89%	237	212	206
Multiple/No Response	6.6%	7.90%	8.36%	39	46	48
			Total Enrollment	588	582	574

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	196	207	196
Grade 7	202	184	201
Grade 8	190	191	177
Total Enrollment	588	582	574

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 have experienced a slight dip each of the past two years.
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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	11	10	8	1.90%	1.7%	1.4%
Fluent English Proficient (FEP)	88	100	111	15.00%	17.2%	19.3%
Reclassified Fluent English Proficient (RFEP)	5			45.5%		

Conclusions based on this data:

1. SMMS' % of English Language Learners has consistently decreased throughout the past several years.
2. Over the past several 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	193	204		0	201		0	201		0.0	98.5	
Grade 7	201	174		0	172		0	172		0.0	98.9	
Grade 8	186	186		0	183		0	183		0.0	98.4	
All Grades	580	564		0	556		0	556		0.0	98.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2549.			27.36			33.33			20.40			18.91	
Grade 7		2620.			38.95			40.12			14.53			6.40	
Grade 8		2611.			31.69			37.70			18.58			12.02	
All Grades	N/A	N/A	N/A		32.37			36.87			17.99			12.77	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		29.85			51.24			18.91	
Grade 7		36.05			54.07			9.88	
Grade 8		31.69			56.28			12.02	
All Grades		32.37			53.78			13.85	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		26.37			53.23			20.40	
Grade 7		44.19			49.42			6.40	
Grade 8		31.15			53.55			15.30	
All Grades		33.45			52.16			14.39	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		23.38			68.16			8.46	
Grade 7		21.51			72.67			5.81	
Grade 8		22.95			69.40			7.65	
All Grades		22.66			69.96			7.37	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		23.38			64.68			11.94	
Grade 7		44.77			47.67			7.56	
Grade 8		33.33			60.11			6.56	
All Grades		33.27			57.91			8.81	

Conclusions based on this data:

1. Less than a 1/3 of students are above standard for Reading, Writing & Research/Inquiry
2. While different cohorts, 21-22 results were fairly similar to the 18-19 results for ELA
3. Listenting continues to be the biggest area of focus, with only 22.7% 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	193	204		0	199		0	199		0.0	97.5	
Grade 7	201	174		0	172		0	172		0.0	98.9	
Grade 8	186	186		0	183		0	183		0.0	98.4	
All Grades	580	564		0	554		0	554		0.0	98.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2554.			32.66			20.10			26.13			21.11	
Grade 7		2606.			46.51			20.93			14.53			18.02	
Grade 8		2604.			36.61			22.95			18.58			21.86	
All Grades	N/A	N/A	N/A		38.27			21.30			20.04			20.40	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		31.66			42.71			25.63	
Grade 7		44.77			38.95			16.28	
Grade 8		39.34			43.17			17.49	
All Grades		38.27			41.70			20.04	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		23.62			53.27			23.12	
Grade 7		44.77			43.02			12.21	
Grade 8		36.61			44.81			18.58	
All Grades		34.48			47.29			18.23	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6		25.63			59.80			14.57	
Grade 7		36.63			54.07			9.30	
Grade 8		30.05			60.11			9.84	
All Grades		30.51			58.12			11.37	

Conclusions based on this data:

1. 2/3 of 7th grade students scored at standard met or exceeded.
2. 40% of students did not meet standard for math.
3. While different cohorts, 21-22 results were fairly similar to the 18-19 results for Math

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		5	*	
8	*	*		*	*		*	*		5	*	
All Grades										12	7	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	8.33	*		25.00	*		33.33	*		33.33	*		12	*	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	16.67	*		41.67	*		8.33	*		33.33	*		12	*	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	8.33	*		0.00	*		25.00	*		66.67	*		12	*	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	8.33	*		50.00	*		41.67	*		12	*	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	33.33	*		41.67	*		25.00	*		12	*	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	8.33	*		8.33	*		83.33	*		12	*	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	8.33	*		50.00	*		41.67	*		12	*	

Conclusions based on this data:

1. We do not have data in this category.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
582	**40.5**	**1.7**	**0.3**
Total Number of Students enrolled in Sierra Madre Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	10	1.7
Foster Youth	2	0.3
Homeless	5	0.9
Socioeconomically Disadvantaged	236	40.5
Students with Disabilities	84	14.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	39	6.7
American Indian		
Asian	113	19.4
Filipino	14	2.4
Hispanic	156	26.8
Two or More Races	46	7.9
Pacific Islander		
White	212	36.4

Conclusions based on this data:

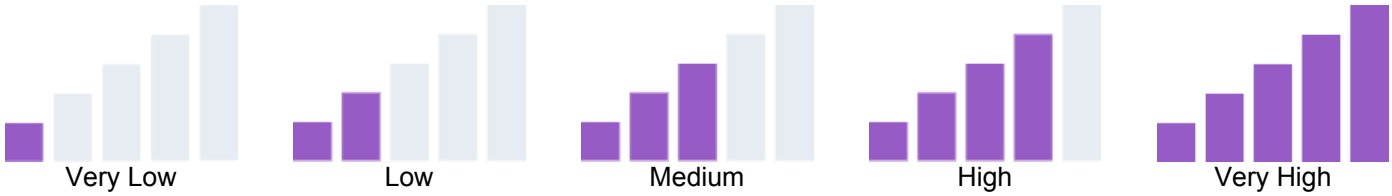
1. With the construction of our new facilities and the addition of the MDLIP program and Math Academy, more students are attending SMMS from outside of Sierra Madre and our % of socio-economically disadvantaged students has increased.
2. The % of white students has consistently decreased each year, while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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: High	Chronic Absenteeism: Very High	Suspension Rate: Low
Mathematics: High		
English Learner Progress: No Performance Level		

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 consistently high overall ratings for ELA & Math, but not all subgroups.

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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	1	2	2	2

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
High	No Performance Level	No Performance Level
41.4 points above standard	79.7 points below standard	2 Students
561 Students	28 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	Low
10 Students	16.9 points above standard	54.0 points below standard
	230 Students	90 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Medium		Very High	No Performance Level
2.7 points above standard		92.6 points above standard	39.9 points above standard
36 Students		112 Students	14 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium	Very High		High
8.0 points above standard	82.2 points above standard		35.3 points above standard
146 Students	44 Students		207 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
9 Students	55.9 points below standard	42.3 points above standard
	19 Students	450 Students

Conclusions based on this data:

1. Our Students with Disabilities (-54) and English Learners (-79.7) need additional supports in order to be successful in ELA.
2. Our Socioeconomically Disadvantaged (+16.9) students rated High, while Asian (+92.6) and students of two or more races (+82.2) both rated very high in ELA.
3. African American (+2.7) and Hispanic (+8) students scored just above standard but need additional supports in order to be successful in ELA.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

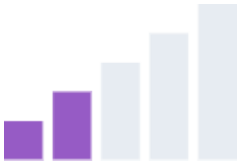
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	3	1	1	2

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
High	No Performance Level	No Performance Level
18.2 points above standard	98.8 points below standard	2 Students
559 Students	28 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Low
10 Students	21.3 points below standard	91.2 points below standard
	230 Students	90 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Low 55.7 points below standard 36 Students		Very High 96.6 points above standard 112 Students	No Performance Level 41.8 points above standard 14 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 43.9 points below standard 147 Students	Very High 72.5 points above standard 43 Students		High 19.3 points above standard 205 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
9 Students	53.8 points below standard 19 Students	18.5 points above standard 448 Students

Conclusions based on this data:

1. Our Students with Disabilities (-91.2) scored the lowest and need additional supports in order to be successful in Math.
2. Our Socioeconomically Disadvantaged (+-21.3) students rated Medium, while Asian (+96.6) and students of two or more races (+72.5) both rated very high in Math.
3. African American (-55.7) and Hispanic (-43.9) subgroups scored below standard and need additional support in order to be successful in Math.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Level

making progress towards English language proficiency

Number of EL Students: 7 Students

Performance Level: No Performance Level

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.

2022 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
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

1. We do not have data in this category

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

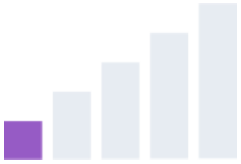
This section provides number of student groups in each level.

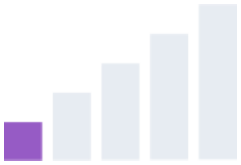
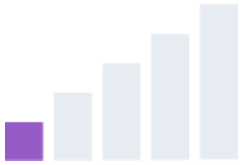
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	1	1	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	No Performance Level	No Performance Level
28.6% Chronically Absent	Less than 11 Students	Less than 11 Students
591 Students	10 Students	4 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
Less than 11 Students	38.2% Chronically Absent	38.4% Chronically Absent
10 Students	246 Students	99 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
Very High		Medium	No Performance Level
39% Chronically Absent		9.7% Chronically Absent	14.3% Chronically Absent
41 Students		113 Students	14 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	High		Very High
46.5% Chronically Absent	16.7% Chronically Absent		26.9% Chronically Absent
159 Students	48 Students		216 Students

Conclusions based on this data:

1. Our chronic absenteeism rate scored High or Very High for every subgroup except Asian students.
2. Chronic absenteeism is highest amongst our students who Socio-Economically Disadvantaged and our Students with Disabilities
3. Asian students had the lowest rate of absenteeism, but still only rated medium (9.7%)

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High
Lowest Performance

High

Medium

Low

Very Low
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	0	4	3

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Low	No Performance Level	No Performance Level
0.8% suspended at least one day	8.3% suspended at least one day	Less than 11 Students
599 Students	12 Students	5 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Low
Less than 11 Students	1.6% suspended at least one day	2% suspended at least one day
10 Students	251 Students	99 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Very Low		Very Low	No Performance Level
0% suspended at least one day		0% suspended at least one day	0% suspended at least one day
42 Students		115 Students	14 Students

Hispanic	Two or More Races	Pacific Islander	White
Low	Very Low		Low
1.9% suspended at least one day	0% suspended at least one day		0.9% suspended at least one day
162 Students	48 Students		218 Students

Conclusions based on this data:

1. Our suspension rate scored Low or Very Low for every subgroup.
2. Only two of our subgroups experienced suspensions.
3. Hispanic students' suspension rate was the highest (1.9%)

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 +18.2 202 from 2022 by a total of 15 with a stretch goal of 20 to end at +33.2 or higher by the end of the 2023-24 school year

2. Diagnostic growth from the Math iReady Diagnostic I to the Math iReady Diagnostic II, will increase the baseline of 64% from 2022-23 for All Students by a total of 11% with a stretch goal of 20% to end at 75% or higher on the 2023-34 Math iReady Diagnostic II

Identified Need

1. On the 2021-22 SBAC Mathematics Assessment, 40.44% of All Students did not meet standard.
a. At Grade 6, 47.24% of All Students did not meet standard.
b. At Grade 7, 32.55% of All Students did not meet standard.
c. At Grade 8, 40.44% of All Student did not meet standard

2. On the 2021-22 SBAC Mathematics Assessment, All Students demonstrated the greatest need in the area of "Concepts and Procedures," as demonstrated by 20.04% of All Students scoring "below standard."
a. At Grade 6, 25.63% of All Students scored below standard.
b. At Grade 7, 16.28% of All Students scored below standard.
c. At Grade 8, 17.49% of All Students scored below standard.

3. On the 2021-22 SBAC Math Assessment, 6th Grade Students demonstrated the greatest need in every category.
a. Concepts & Procedures, 25.63% of All Students scored below standard
b. Problem Solving & Modeling/Data Analysis, 23.12% of All Students scored below standard
c. Communicating Reasoning, 14.57% of All Students scored below standard

4. On the 2022-23 Math iReady Diagnostic II, 50% of All Students scored one or more grades below grade level.
a. At Grade 6, 41% of All Students scored one or more grades below grade level.
b. At Grade 7, 50% of All Students scored one or more grades below grade level.
c. At Grade 8, 63% of All Students scored one or more grades below grade level.

5. On the 2022-23 Math iReady Diagnostic II, All Students demonstrated 64% growth overall from the 22022-23 Math iReady Diagnostic I
a. At Grade 6, students demonstrated 57% growth overall
b. At Grade 7, students demonstrated 58% growth overall

c. At Grade 8, students demonstrated 100% growth overall

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC (Mathematics)	DFM for All Students was +18.2 on the 2022 SBAC Mathematics assessment	Math DFM for All Students will increase the baseline of +18.2 202 from 2022 by a total of 15 with a stretch goal of 20 to end at +33.2 or higher by the end of the 2023-24 school year
SBAC (Mathematics)	20.04% of All Students scored below standard in Concepts and Procedures on the 2022 SBAC Mathematics assessment.	All Students will decrease the baseline of 20.04% by 5% with a stretch of goal of 10% to end at 15% or lower in the Concepts and Procedures by the end of the 2023-24 school year.
iReady Diagnostic Math	56% of All Students scored on or above grade level on the 2022-23 Math iReady Diagnostic II	All Students will increase the baseline of 56% from 2022-23 by a total of 10% with a stretch goal of 20% to end at 66% or higher on the 2023-24 Math iReady Diagnostic II
iReady Diagnostic Math	Overall students demonstrated 64% growth from the 2022-23 Math iReady Diagnostic I to the 2022-23 Math iReady Diagnostic II	Overall, students will increase the baseline of 64% from 2022-23 by a total of 11% with a stretch goal of 20% to end at 75% or higher on the 2023-34 Math iReady Diagnostic II
iReady Participation Rate	81% of All Students participated in the iReady online lessons during the 2022-23 school year.	All Students will increase the baseline of of 81% from 2022-23 by a total of 9% with a stretch goal of 16% to end at 90% or higher by the end of the 2023-24 school year.
iReady Participation Rate	95% of All Students passed 70-100% of their iReady lessons during the 2022-23 school year.	All Students will increase the baseline of 95% from 2022-23 by a total of 5% to end at 100% by the end of the 2023-24 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. Incorporate the TNTP Math Classroom Observation Protocol to increase consistency throughout the math team.
2. Teach Common Core aligned mathematical skills organized by units of study.
3. Utilize iReady's lesson prerequisites for individual students in planning instruction
4. Support students who have yet to achieve proficiency in foundational concepts and standards in-class through targeted small-group and one-on-one reteaching
5. Utilize PAPER tutoring to support students with their independent work
6. Expand the utlization of personalized instruction through iReady.

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. Facilitate Data Anaysis Protocol in examining data from iReady Diagnostic Math I & II
4. Vertically plan and collaborate to align spiral review of concepts across grade-levels
5. Utilize rubrics to practice calibrating quarterly Ready performance tasks as a team.
6. Provide time for the math department to collaborate with PUSD's Math Coach.

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. Provide Math teachers with their students iReady Diagnostic Math III data from the 2022-23 school year.
2. Utilize a variety of assessment tools to monitor student progress and identify opportunities for targeted differentiated instruction.
3. Provide personal goal setting opportunities for students regarding growth from the iReady Diagnostic Math to the iReady Diagnostic Math II
4. Communicate individual results and their meaning with all students and parents after the administration of the iReady Diagnostic Math I & II
5. Conference with students and their parents as needed after the administration of the iReady Diagnostic Math I & II
6. Monitor red flags for students who do not give the iReady Diagnostic Math I & II assessment the necessary emphasis.

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: 2022-23

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

ANALYSIS

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

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 kills 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

The traditional workshop model is evolving to a Ready curriculum that minimizes the traditional direct instruction model. Rather, students try to solve problems on their own without teacher direct instruction. We follow the Ready Curriculum and cover the PUSD Scope and Sequence. TNTP protocol has increased student discourse and engagement. TNTP has encouraged different approaches utilizing resources already available in the classroom.\Students are informed that PAPER is a resource that is available to them. Utilizing students as peer tutors. New curriculum is opening up opportunities for student engagement.

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.

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 and to plan necessary instructional supports. Department release days occurred 4 times throughout the year, and included collaboration with our District Coach. TNTP trainings and observations have been scheduled and happening Vertical planning has addressed the development of critical standards and identifying any gaps in instruction.

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

Math department utilized the iReady Comprehension Checks, the Ready paper quizzes and unit tests, and Edulastic assessments. Some use Khan, worksheets, and other resources to differentiate. Diagnostic Results were sent home for the original Diagnostic taken in August however, the logistics involved prevented the second Diagnostic results from being sent home. Diagnostic Results were discussed at parent teacher conferences and on an as needed basis for SST and other conference requests

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 not an effective tool for our math team departmentwide.
2. Class sizes provided challenges to meeting the individual needs of each student.
3. Implementation of a Workshop Model conflicted the the elements of the TNTP program & Ready Curriculum.

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. Prerequisites for individual students to plan instruction.
2. Increased emphasis and communication with families regarding the iReady assessment results
3. Expanded professional development opportunities (i.e. conferences) for math team to further colaborate.
4. Timing of release days to match iReady Diagnostics
5. Increased practice of District Coaching at release days.
6. Advertise PAPER, and reintroduce it to teachers

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 +41.4 from 2022 by a total of 10 with a stretch goal of 15 or more to end at +51.4 or higher by the end of the 2023-24 school year.

2. Diagnostic growth from the ELA iReady Diagnostic I to the ELA iReady Diagnostic II, will increase the baseline of 54% from 2022-23 for All Students by a total of 11% with a stretch goal of 20% to end at 65% or higher on the 2023-34 ELA iReady Diagnostic II

Identified Need

1. On the 2021-22 SBAC ELA Assessment, 30.76% of All Students did not meet standard.
a. At Grade 6, 39.31% of All Students did not meet standard.
b. At Grade 7, 20.93% of All Students did not meet standard.
c. At Grade 8, 30.6% of All Student did not meet standard

2. On the 2021-22 SBAC ELA Assessment, All Students demonstrated the greatest need in the area of "Writing," as demonstrated by 14.39% of All Students scoring "below standard."
a. At Grade 6, 20.4% of All Students scored below standard.
b. At Grade 7, 6.4% of All Students scored below standard.
c. At Grade 8, 15.3% of All Students scored below standard.

3. On the 2021-22 SBAC ELA Assessment, 6th Grade Students demonstrated the greatest need in every category.
a. Writing, 20.4% of All Students scored below standard
b. Listening, 8.46% of All Students scored below standard
c. Research/Inquiry, 11.94% of All Students scored below standard

4. On the 2022-23 ELA iReady Diagnostic II, 38% of All Students tudents scored one or more grades below grade level.
a. At Grade 6, 42% of All Students scored one or more grades below grade level.
b. At Grade 7, 39% of All Students scored one or more grades below grade level.
c. At Grade 8, 31% of All Students scored one or more grades below grade level.

5. On the 2022-23 ELA iReady Diagnostic II, All Students demonstrated 54% growth overall from the 2022-23 ELA iReady Diagnostic I
a. At Grade 6, students demonstrated 23% growth overall
b. At Grade 7, students demonstrated 0% growth overall
c. At Grade 8, students demonstrated 211% growth overall

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC (English Language Arts/Literacy)	DFM for All Students was +41.4 on the 2022 SBAC English Language Arts/Literacy assessment	All Students will increase the baseline of +41.4 from 2022 by a total of 9.26 with a stretch goal of a significant increase of 15 or more to end at +50 or higher by the end of the 2023-24 school year.
SBAC (English Language Arts/Literacy)	14.39% of All Students scored below standard in Writing on the 2022 SBAC English Language Arts/Literacy assessment	All Students will decrease the baseline of 14.39% by 5% with a stretch of goal of 10% to end at 10% or lower in the Writing by the end of the 2023-24 school year.
iReady Participation Rate	55% of All Students participated in the iReady online lessons during the 2022-23 school year.	All Students will increase the baseline of of 55% from 2022-23 by a total of 20% with a stretch goal of 30% to end at 75% or higher by the end of the 2023-24 school year.
iReady Participation Rate	79% of All Students passed 70-100% of their iReady lessons during the 2022-23 school year.	All Students will increase the baseline of 79% from 2022-23 by a total of 5% with a stretch goal of 10% to end at 84% by the end of the 2023-24 school year.
iReady Diagnostic ELA	62% of All Students scored on or above grade level as measured by the 2022-23 ELA iReady Diagnostic II	All Students will increase the baseline of 62% from 2021-22 by a total of 5% with a stretch goal of 10% or more to end at 67% or higher as measured by the 2022-23 mid-year iReady Diagnostic ELA
iReady Diagnostic ELA	Overall students demonstrated 54% growth from the 2022-23 ELA iReady Diagnostic I to the 2022-23 Math iReady Diagnostic II	Overall, students will increase the baseline of 54% from 2022-23 by a total of 11% with a stretch goal of 20% to end at 65% or higher on the 2023-34 ELA iReady Diagnostic II

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. Ulitize new 100% Librarian to expand the use of the library to support instruction and provide opportunities for students to check out books at their level
7. Expand the utilization for personalized instruction through iReady Mondays.

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 develop a comprehensive writing program & sequence throughout all three grade levels.
3. Collaborate as a department to build a digital library of grade-level aligned materials organized by units of study and/or Lexile level

4. Explore additional resources to develop classroom leveled libraries and a school-wide leveled library that support and enhance classroom instruction
5. Facilitate Data Anaysis Protocol in examining data from iReady Diagnostic ELA I & II
6. Utilize SBAC writing rubrics to practice calibrating essays (Narrative, Informational, Argumentative) as a team.
7. Provide time for the ELA department to collaborate with PUSD's ELA Coach.

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. Provide ELA teachers with their students iReady Diagnostic ELA III data from the 2022-23 school year.
2. Utilize a variety of assessment tools to monitor student progress and identify opportunities for targeted differentiated instruction.
3. Provide personal goal setting opportunities for students regarding growth from the iReady Diagnostic ELA to the iReady Diagnosti ELA II
4. Communicate individual results and their meaning with all students and parents after the administration of the iReady Diagnostic ELA I & II
5. Conference with students and their parents as needed after the administration of the iReady Diagnostic ELA I & II
6. Monitor red flags for students who do not give the iReady Diagnostic ELA I & II assessment the necessary emphasis.

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: 2022-23

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

ANALYSIS

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

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

Overall, teachers are consistently utilizing the components of the workshop, but class sizes make it challenging to provide individual attention. All teachers are implementing Common Core standards, and need additional resources for students. All teachers are incorporation 2 novels or more, and would like to add to our current collection of novels. Most teachers are using Paper Tutoring as a resource for writing. Currently, we do not have a schoolwide reading program, but our new Librarian is researching options for implementation in the fall. Parent access to iReady data only shows the Lexile level, and it needs to show the grade level

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.

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 and to plan necessary instructional supports. Department release days occurred 4 times throughout the year, and included collaboration with our District Coach. Vertical planning has addressed the development of critical standards and identifying any gaps in instruction. ELA teachers also had the opportunity to practice calibrating essays as a team.

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

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 (iReady, Shmoop, SBAC Practice) iReady Diagnostic Results were sent home for the original diagnostic taken in August however, the logistics involved prevented the second diagnostic results from being sent home. Teachers conferenced with their students regarding their diagnostic results. Results were also discussed at parent teacher conferences and on an as needed basis for SST and other conference requests

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 fully address the goal of developing a digital library to support our classroom instruction
2. We were not able to implement a schoolwide reading program.
3. Parents can not access iReady results online, and the logistics made it difficult to communicate to parents and families after each assessment.

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. Embed Writing as the focus for each Departmental Release Day
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. Provide 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 -43.9 from 2022 by a total of 18.9 with a stretch goal of 50 or more to end at -25 or higher by the end of the 2023-24 school year.
b. DFM for African-American students will decrease the baseline of -55.7 from 2022 by a total of 15.7 with a stretch goal of 46 to end at -40 or lower by the end of the 2023-24 school year
c. DFM for English Learners will decrease the baseline of -98.8 from 2022 by a total of 13.8 with a stretch goal of 60.2 to end at -85or lower by the end of the 2023-24 school year.
d. DFM for Socio-Economically Disadvantage students will decrease the baseline of -21.3 from 2022 by a total of 6.3 with a stretch goal of 23.8 end at -15 or lower by the end of the 2023-24 school year.

2. English Language Arts/Literacy2020-21
a. DFM for Hispanic students will increase the baseline of +8 from 2022 by a total of 15 with a stretch goal of 35 or more to end at 23 or higher by the end of the 2023-24 school year.
b. DFM for African-American students will increase the baseline of +2.7 from 2022 by a total of 7.3 with a stretch goal of 20 to end at +10or higher by the end of the 2023-24 school year
c. DFM for English Learners will decrease the baseline of -79.7 from 2022 by a total of 14.7 with a stretch goal of 35.7 to end at -65 or lower by the end of the 2023-24 school year.
d. DFM for Socio-Economically Disadvantage students will increase the baseline of +16.9 from 2022 by a total of 13.1 with a stretch goal of 19.1 to end at +30 or higher by the end of the 2023-24 school year.

3. 20% of English Learners will reclassify annually.

Identified Need

1. On the 2021-22 SBAC ELA Assessment, 30.76% of All Students did not meet standard.
a. 44.06% of Hispanic Students did not meet standard.
b. 44.12% of African American Students did not meet standard.
c. 40.54% of Socio-Economically Disadvantaged Students did not meet standard.

2. On the 2021-22 SBAC Mathematics Assessment, 40.44% of All Students did not meet standard.
a. 61.11% of Hispanic Students did not meet standard.
b. 64.71% of African American Students did not meet standard.
c. 54.05% of Socio-Economically Disadvantaged Students did not meet standard

3. On the 2022-23 ELA iReady Diagnostic II, 38% of All Students scored one or more grades below grade level.
a. 56% of Hispanic Students scored one or more grades below grade level.

b. 56% of African American students scored one or more grades below grade level.

4. On the 2022-23 Ready Diagnostic II, All Students demonstrated 54% growth overall from the 2022-23 ELA iReady Diagnostic I
a. HIspanic students demonstrated 0% growth overall
b. African American students demonstrated 0% growth overall

5. On the 2022-23 Math iReady Diagnostic II, 38% of All Students scored one or more grades below grade level.
a. 63% of Hispanic Students scored one or more grades below grade level.
b. 66% of African American students scored one or more grades below grade level.

6. On the 2022-23 Math iReady Diagnostic II, All Students demonstrated 64% growth overall from the 2022-23 Math iReady Diagnostic I
a. HIspanic students demonstrated 67% growth overall
b. African American students demonstrated 78% growth overall

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC (Mathematics)	DFM for Hispanic students was -43.9 on the 2022 SBAC Mathematics assessment.	DFM for Hispanic students will decrease the baseline of -43.9 from 2022 by a total of 18.9 with a stretch goal of 50 or more to end at -25 or higher by the end of the 2023-24 school year.
SBAC (Mathematics)	DFM for African-American students was -55.7 on the 2022 SBAC Mathematics assessment.	DFM for African-American students will decrease the baseline of -55.7 from 2022 by a total of 15.7 with a stretch goal of 46 to end at -40 or lower by the end of the 2023-24 school year
SBAC (Mathematics)	DFM for English Learners was -98.8 on the 2022 SBAC Mathematics assessment.	DFM for English Learners will decrease the baseline of -98.8 from 2022 by a total of 13.8 with a stretch goal of 60.2 to end at -85or lower by the end of the 2023-24 school year.
SBAC (Mathematics)	DFM for Socio-economically Disadvantage students was -21.3 on the 2022 SBAC Mathematics assessment	DFM for Socio-Economically Disadvantage students will decrease the baseline of -21.3 from 2022 by a total of 6.3 with a stretch goal of 23.8 end at -15 or lower by the end of the 2023-24 school year.
SBAC (English Language Arts/Literacy)	DFM for Hispanic Students was +8 on the 2022 SBAC	DFM for Hispanic students will increase the baseline of +8

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	English Language Arts/Literacy assessment	from 2022 by a total of 15 with a stretch goal of 35 or more to end at 23 or higher by the end of the 2023-24 school year.
SBAC (English Language Arts/Literacy)	DFM for African American Students was +2.7 on the 2022 SBAC English Language Arts/Literacy assessment	DFM for African-American students will increase the baseline of +2.7 from 2022 by a total of 7.3 with a stretch goal of 20 to end at +10or higher by the end of the 2023-24 school year
SBAC (English Language Arts/Literacy)	DFM for English Learners was -79.7 on the 2022 SBAC English Language Arts/Literacy assessment	DFM for English Learners will decrease the baseline of -79.7 from 2022 by a total of 14.7 with a stretch goal of 35.7 to end at -65 or lower by the end of the 2023-24 school year.
SBAC (English Language Arts/Literacy)	DFM for Socio-economically Disadvantaged students was +16.9 on the 2022 SBAC English Language Arts/Literacy assessment	DFM for Socio-Economically Disadvantage students will increase the baseline of +16.9 from 2022 by a total of 13.1 with a stretch goal of 19.1 to end at +30 or higher by the end of the 2023-24 school year.
iReady Diagnostic Math	37% of Hispanic Students scored on or above grade level on the 2022-23 Math iReady Diagnostic II	Hispanic students will increase the baseline of 37% from 2022-23 by a total of 10% with a stretch goal of 20% to end at 47% or higher on the 2023-24 Math iReady Diagnostic II
iReady Diagnostic Math	34% of African American students scored scored on or above grade level on the 2022-23 Math iReady Diagnostic II	African American students will increase the baseline of 34% from 2022-23 by a total of 10% with a stretch goal of 20% to end at 44% or higher on the 2023-24 Math iReady Diagnostic II
iReady Diagnostic ELA	44% of Hispanic Students scored on or above grade level on the 2022-23 ELA iReady Diagnostic II	Hispanic students will increase the baseline of 44% from 2022-23 by a total of 10% with a stretch goal of 20% to end at 54% or higher on the 2023-24 ELA iReady Diagnostic II
iReady Diagnostic ELA	44% of African American Students scored on or above grade level on the 2022-23 ELA iReady Diagnostic II	African American students will increase the baseline of 44% from 2022-23 by a total of 10% with a stretch goal of 20% to

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		end at 54% or higher on the 2023-24 ELA iReady Diagnostic II
English Learner Reclassification Rate	31.6% of English Learners reclassified as measured by the 2022-23 ELPAC assessment.	20% of ELs will reclassify, as measured by the 203-24 ELPAC assessment.

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 performing below grade-level on the iReady Diagnostics,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. 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. Embed student goal setting for iReady Diagnostic growth into the Advisory program
4. Communicate individual student results for iReady Diagnostic ELA/Math assessments and their meaning with parents and families each semester.
5. Celebrate students who have demonstrated the greatest growth from iReady Diagnostic I to Diagnostic II
6. Provide teachers and classrooms with the necessary supplies.

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)
10,874	LCFF Supplemental and Concentration (S/C)

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 performing below grade-level on the iReady Diagnostics,our students not meeting standard on the SBAC, our students in the EL program, and our students in SPED.

Strategy/Activity

Intervention Strategies:
1. Identify at-risk students for after-school intervention program based on their SBAC, iReady Diagnostic, attendance and grades.
2. Provide targeted comprehensive after-school intervention program to support students who are risk for failing
3. Emphasize the use of online PAPER tutorial program.
4. Conduct SSTs for identified at-risk students at the beginning of the year and throughout the year.
5. Promote and support the implementation of accelerated learning as an instructional tool to address the needs 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)
43,655	Title I
10,000	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)

All students, targeting students in highest-needs subgroups including those performing below grade-level on the iReady Diagnostics,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 around
a, Data Analysis Protocol
b. Best practices to support the instruction of students who are at risk of failing.
c. Differentiation of instruction utilizing the workshop lesson structure.
d. Rigorous grade level instruction and addressing the language of the standards
e. Student Engagement
2. Align the four release days to the iReady assessment calendar.
3. Provide opportunities for teachers across all curricular areas to review their students' i-Ready Diagnostic ELA/Math results.
4. Dedicate "A" Monday meeting time to opportunities for anti-racism training.
5. 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)
3,400	Title I
17,850	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 4

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 performing below grade-level on the iReady Diagnostics,our students not meeting standard on the SBAC, our students in the EL program, and our students in SPED.

Strategy/Activity

Enrichment Opportunities
1. Provide a comprehensive offering of afterschool enrichment opportunities for students to further develop their multiple intelligences outside of the classroom.
2. Support afterschool clubs (i.e. Entrepreneurs' Club, Literary Club, 6th Grade Math Circle Groups.

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)
37,852	LCFF Supplemental and Concentration (S/C)
2,000	Annual Fund

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

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.

Challenging to evaluate. As a school site we are still dealing with the ramifications of remote learning, and small group time often spent refocusing and redirecting to assigned task. Workshop model has been and remains a core practice at SMMS. Accelerated Learning was not fully or formally implemented as more training is needed. I-Ready results not accessible to all teachers which diminishes the effectiveness of i-Ready. Units of studies work great if everyone is reading at the same level workshop does not always work if not. Class size is a hindrance to being able to meet with students individually Time within the lesson needed to fully meet the needs of students.

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.

Afterschool intervention was successful in providing support for at-risk students and MDLIP students. The program as tailored to individual students' needs and included intervention for all curricular areas as well as targeted credit reclamation. School Counselor facilitated several SSTs throughout the year for students identified as at-risk. Community assistant provided support for families of identified at-risk students.

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.

Release days have been provided, but more time could be spent for planning and preparation. Not all teachers have access to I-Ready information for their students, and ELA and Math performance would be helpful to social studies and science teachers as well. SEL training took precedence over

diversity training at A Mondays during the 2022-23 school year. We were not able to send any of our teachers to conferences this year as the demand outweighed the supply.

Enrichment Opportunities
1. Provide a comprehensive offering of afterschool enrichment opportunities for students to further develop their multiple intelligences outside of the classroom. (Drama, Instrumental Music, Visual Arts)
2. Support afterschool clubs (i.e. Entrepreneurs' Club, Literary Club, 6th Grade Math Circle Groups)

Several students took part in a comprehensive offering of afterschool enrichment opportunities, as well as several clubs and experiences sponsored by our parents.

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 send any of our teachers to conferences this year.
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. Incorporate ant-racism training into our professional development plan for 2023-24.
2. Continue to develop a comprehensive after-school intervention program to address the needs of at-risk students
3. Provide teachers with opportunities to attend conferences that support their instruction of at-risk students.
4. Provide opportunities for teachers across all curricular areas to review their students' i-Ready Diagnostic ELA/Math results.
5. Provide additional support for the implementation of accelerated learning as part of our instruction.
6. Emphasize the use of PAPER.

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 2024, 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 2023-24 school year.

3. Suspension Rate for All Students will decrease the baseline of 0.5% from 2022-23 by 0.5% to end at 0% by the end of the 2023-24 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 2022-23 was 95.8%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Daily Attendance Rate	The 2022-23 average daily attandance rate was 95.78% Month 1: 96.71% Month 2: 96.11% Month 3: 95.81% Month 4: 93.88% Month 5: 94.12% Month 6: 96.20% Month 7: 96.17% Month 8: 95.62% Month 9: 96.49%	Average Daily Attendance rate for all students will increase by 1.22% percentage points school wide and by 10 percentage points for academically at-risk students to end at 97% by the end of the 2023-24 school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate	Chronic Absenteeism Rate for All Students for 2022-23 was 12.2%: .1% Chronically Absent, 6.5% Nearly Chronic, 5.4% Trending Chronic	Chronic Absenteeism for All Students will decrease the baseline of 12.2% from 2022-23 by 4.2% with a stretch goal of 8.2% or more to end at 8% or lower by the end of the 2023-24 school year.
Suspension Rate	Suspension Rate for All Students for 2022-23 is 0.5% Overall	Suspension Rate All Students will decrease the baseline of 0.5% from 2022-23 by 0.5% to end at 0% by the end of the 2023-24 school year .
Expulsion Rate	Expulsion Rate for All Students for 2022-23 is 0.0% Overall	All Students will maintain an expulsion rate of 0.0% by the end of the 2023-24 school year
Drop-out Rate	Drop-out Rate for All Students for 2022-23 is 0.0% Overall	All Students will maintain a Drop-out Rate of 0.0% by the end of the 2023-24 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. Utilize RtI Wellness Teacher to enhance RtI Tier II Interventions and utilize matching guide to determine the most appropriate supports for each student.
4. Establish RtI Team to review areas of concern and identify supports.
5. Provide PD for Teachers & Staff regarding RtI, Proactive Classroom Management, Trauma Informed Care Instruction, Yoga & Mindfulness, Restorative Justice
6. Implement the utilization of our TIC Room for Trauma Informed Care practices and student re-direction.
7. Provide schoolwide PBIS "HakBucks" as part of our Tier I interventions.

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)
2,000	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)

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)
59,122	LCFF Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

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

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. The importance of attendance and our District's policies were communicated at the beginning of the year and around each significant vacation period. Additional supports are needed for the families of students who are chronically absent.

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 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. Implement the utilization of our TIC Room for Trauma Informed Care practices and student re-direction.

Teachers have received ample training for various topics regarding RtI, Proactive Classroom Management, Trauma Informed Care Instruction, Yoga & Mindfulness, Restorative Justice. The protocols are not consistent when consequences, remediations, and accommodations for RTI (all levels). RtI Team was developed for the 1st time and met twice a month. RtI Team has planned for greater consistency and coordination with our new RtI Wellness Teacher. TIC Room was utilized as needed but not fully utilized as additional office space was needed for support staff. Teachers and staff took part in "A Trusted Space" training together.

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.

We maintained our comprehensive support team for campus supervision, and were able to utilize ESSER III funds to provide additional coverage. We practiced our fire and earthquake drills with SMFD, and had meetings with SMPD regarding our comprehensive emergency management plan. We practiced two lockdown drills in conjunction with our district, dedicated "A" Monday time to reviewing what we would do in the event of an active shooter. We purchased pop-up shades for our emergency bins, as well as emergency toilets, water and granola bars in the event of a lockdown. We continue 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. Formal SART process was not established.
2. Trauma Informed Care Room was created but was utilized as an office space for our SEL Coach.
3. RtI Team began initial work and needs further coordination moving fowrd.

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 RtI and Trauma Informed Care, including the use of our TIC room.
5. Ensure that every teacher has a radio in their classroom.
6. Develop and RtI team that works in collaboration with our new RtI Wellness Teacher.

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 decrease the baseline of -91.2 from 2022 by a total of 6.2 with a stretch goal of 25 to end at -85 or lower by the end of the 2023-24 school year.

2. Diagnostic growth from the Math iReady Diagnostic I to the Math iReady Diagnostic II, will increase the baseline of 69% from 2022-23 for SWD by a total of 11% with a stretch goal of 20% to end at 80% or higher on the 2023-34 Math iReady Diagnostic II

3. English Language Arts/Literacy DFM for Students with Disabilities will decrease the baseline of --54 from 2022 by a total of 9 with a stretch goal of 20 to end at -45 or lower by the end of the 2023-24 school year.

4. Diagnostic growth from the ELA iReady Diagnostic I to the ELA iReady Diagnostic II, will increase the baseline of 25% from 2022-23 for SWD by a total of 25% with a stretch goal of 50% to end at 50% or higher on the 2023-34 ELA iReady Diagnostic II

Identified Need

1. On the 2021-22 SBAC Mathematics Assessment, 75% of Students with Disabilities did not meet standard.
a. At Grade 6, 87.5% of Students with Disabilities did not meet standard.
b. At Grade 7, 63.63% of Students with Disabilities did not meet standard.
c. At Grade 8, 72.73% of Students with Disabilities did not meet standard

2. On the 2022-23 Math iReady Diagnostic II, 76% of Students with Disabilities scored one or more grades below grade level.
a. At Grade 6, 78% of Students with Disabilities scored one or more grades below grade level.
b. At Grade 7, 84% of Students with Disabilities scored one or more grades below grade level.
c. At Grade 8, 67% of Students with Disabilities scored one or more grades below grade level.

3. On the 2022 -23 Math iReady Diagnostic II, Students with Disabilities demonstrated 69% growth overall from the 2022-23 Math iReady Diagnostic I
a. At Grade 6, Students with Disabilities demonstrated 43% growth overall
b. At Grade 7, Students with Disabilities demonstrated 89% growth overall
c. At Grade 8, Students with Disabilities demonstrated 56% growth overall

4. On the 2021-22 SBAC Mathematics Assessment, 65.22% of Students with Disabilities did not meet standard.
a. At Grade 6, 76% of Students with Disabilities did not meet standard.
b. At Grade 7, 45.45% of Students with Disabilities did not meet standard.

c. At Grade 8, 72.72% of Students with Disabilities did not meet standard

5. On the 2022-23 ELA iReady Diagnostic II, 71% of Students with Disabilities scored one or more grades below grade level.
a. At Grade 6, 88% of Students with Disabilities scored one or more grades below grade level.
b. At Grade 7, 75% of Students with Disabilities scored one or more grades below grade level.
c. At Grade 8, 56% of Students with Disabilities scored one or more grades below grade level.

6. On the 2022-23 ELA iReady Diagnostic II, Students with Disabilities demonstrated 25% growth overall from the 2022-23 ELA iReady Diagnostic I
a. At Grade 6, Students with Disabilities demonstrated 79% growth overall
b. At Grade 7, Students with Disabilities demonstrated 0% growth overall
c. At Grade 8, Students with Disabilities demonstrated 78% growth overall

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC (Mathematics)	DFM for Students with Disabilities was -91.2 on the 2021-2022 SBAC Mathematics assessment	Students with Disabilities (SWD) will decrease the baseline of -91.2 from 2022 by a total of 6.2 with a stretch goal of 25 to end at -85 or lower by the end of the 2023-24 school year.
SBAC (English Language Arts/Literacy)	DFM for Students with Disabilities was -54 on the 2022 SBAC English Language Arts/Literacy assessment	Students with Disabilities will decrease the baseline of -54 from 2022 by a total of 9 with a stretch goal of 20 to end at -45 or lower by the end of the 2023-24 school year.
iReady Diagnostic Math	76% of Students with Disabilities scored two or more grade levels below on the 2022-23 Math iReady Diagnostic II	Students with Disabilities will decrease the baseline of 76% from 2022-23 by a total of 16% with a stretch goal of 30% to end at 60% or lower on the 2023-24 Math iReady Diagnostic II
iReady Diagnostic Math	Students with Disabilities demonstrated 69% growth from the 2022-23 Math iReady Diagnostic I to the 2022-23 Math iReady Diagnostic II	Students with Disabilities will increase the baseline of 69% from 2022-23 by a total of 11% with a stretch goal of 20% to end at 80% or higher on the 2023-34 Math iReady Diagnostic II
iReady Diagnostic ELA	71% of Students with Disabilities scored two or more grade levels below on the	Students with Disabilities will decrease the baseline of 71% from 2022-23 by a total of 16% with a stretch goal of 30% to

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2022-23 ELA iReady Diagnostic II	end at 55% or lower on the 2023-24 ELA iReady Diagnostic II
iReady Diagnostic ELA	Students with Disabilities demonstrated 25% growth from the 2022-23 ELA iReady Diagnostic I to the 2022-23 ELA iReady Diagnostic II	Students with Disabilities will increase the baseline of 25% from 2022-23 by a total of 25% with a stretch goal of 50% to end at 50% or higher on the 2023-34 ELA iReady Diagnostic II

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)	Source(s)
1,525	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: 2022-23

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

ANALYSIS

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

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.

SDC teachers are planning their lessons to connect to students prior learning, directly model, and engage students in practice. Targeted small group and one one one reteaching opportunities have been inconsistent depending on subject area. Mod/Severe teacher embeds components of the workshop model into his lessons as well. RSP teachers provided reinforced instruction when students needed 1:1 reteaching. Core Academic classes featured RSP teachers co-teaching with GenEd teachers. Target Academic Assist classes have also provided additional support for RSP students with their GenEd classes.

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)

SpEd team met at the beginning of the year in August of 2022. Limited opportunities for collaboration with GenEd teachers have been provided through departmental release days. RSP students are clustered to provide consistent services, but large class size (with instructional aides as well) have presented challenges. Mild/Mod SDC classes are aligned with GenEd classes so that students can take advantage of either option depending on their needs for each subject. Increased opportunities have been provided through the Lunch Bunch and inclusive art projects with our Mod/Severe class.

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)

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 u 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.
4. Designated writing days to focus on specific skills.
5. Release days for SpEd teachers similar to departmental days
6. Consistent implementation of workshop model to open up time for individual assistance.

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 2023, 100% of SMMS families will be registered to access the Aeries Parent Portal.

2. By June 2024, SMMS will offer four parent workshops with the option to attend both in-person & virtually

3. By June 2024, 10% of SMMS parents will have attended at least one Young & Healthy parent workshop/

4. By June 2024, SMMS will publicize the benefits of the Parent Portal and identify important information that parents can access four times throughout the year.

Identified Need

1. 95% of SMMS families are connected to the Parent Portal

2. Our % of socio-economically disadvantaged students has increased from 24% to 41% over the past four 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 2022-23 school year 95% of SMMS families were connected to the Parent Portal.	SMMS families will increase the baseline of 95% by 5%, with a stretch goal of 10% to end at 100% by October, 2023
Parent Information Nights/Young & Health Parent Workshop Attendance	During the 2022-23 school year, 5% of parents attended the Parent Information Nights/Young & Healthy parent workshops.	SMMS parents will increase the baseline of 5% by 5%, with a stretch goal of 10% to end at 10% or higher by May, 2024.

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 providing opportunities for parents to connect and engage with the school.
1. Host quarterly Coffee with the Principal opportunities for parents and families.
2. Continue to foster a relationship with Field Elementary School's AAPC (Host a meeting at SMMS)
3. Host Parent Information Nights on a variety of topics throughout the year.
4. Host Family Night Book Fairs through the Library
5. Maintain active website and Facebook presence.

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)
1,075	Title I Part A: Parent Involvement
8,133	LCFF Supplemental and Concentration (S/C)

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 continuing to increase parent volunteerism post-covid
1. Create Sign-Up Genius with descriptors for key parent committees at the beginning of the year (i.e. annual fund, afterschool sports, 8th grade catalina trip)
2. Communicate opportunities for parent volunteers at the beginning of the year and throughout (Welcome Event, website, Facebook, phone, email and text)
3. Utilize Community Assistant to coordinate volunteer applications and guide parents through the process.
4. Identify parent volunteers who can expand our afterschool program by coaching beginning level teams for each sport.
5. Celebrate parent volunteers' support of our efforts with a special Volunteer Appreciation Breakfast

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 providing ongoing parent workshops provided by Young & Healthy.
1. Plan with Young & Healthy to ensure that parent workshops can continue post- EIR grant.
2. Provide opportunities for parents to attend parent workshops both in-person and virtually.
3. Advertise monthly workshops via website, Facebook, phone, email and text
4. Survey parents as to the most pertinent topics and utilize the data in planning each workshop.
5. 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)
	LCFF - Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

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

This goal shifted early in the year to the goal of establishing an AAPC at our site. Initial conversations were held with Sierra Madre Elementary about forming a joint AAPC between our

two schools. Field Elementary's AAPC also invited our parents to join their meetings throughout the year.

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.

Parent volunteer opportunities were communicated at the beginning of the year and throughout, an dour Community Assistant coordinated and guided parents through the volunteer application process. We did not end up needing an athletic director as our after school sports program was run through the LEARNs after school program. This spring we held our first volunteer breakfast since 2019.

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.

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 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.
4. Develop an AAPC at our site.
5. Broaden use of parent volunteers to expand after school sports opportunities.
6. Quarterly Coffee with the Principal opportunities.

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	$48130
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	$48130
Other State/Local Funds provided to the school	$147356.09

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	$47055
Title I Part A: Parent Involvement	$1075

Subtotal of additional federal funds included for this school: $48,130

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)	$147356.09

Subtotal of state or local funds included for this school: $147,356.09

Total of federal, state, and/or local funds available for this school: $195,486.09

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	147356	0.00
Title I	47055	0.00
Title I Part A: Parent Involvement	1075	0.00

Expenditures by Funding Source

Funding Source	Amount
Annual Fund	2,000.00
LCFF Supplemental and Concentration (S/C)	147,356.00
Title I	47,055.00
Title I Part A: Parent Involvement	1,075.00

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
Mike Crowley	Parent or Community Member
Gina Davis	Classroom Teacher
Julie Flad	Parent or Community Member
Kim Lee	Parent or Community Member
Amanda Leja	Classroom Teacher
Daniel Martinez	Classroom Teacher
Maria Medina	Other School Staff
Irada Melkumyan	Parent or Community Member
Angelica Nessman	Parent or Community Member
Garrett Newsom	Principal

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 17, 2023.

Attested:

Principal, Garrett Newsom on May 17, 2023

SSC Chairperson, Angelica Nessman on May 17, 2023

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.

Educational Partner 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.

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.

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.

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.

Educational Partner 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 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 Educational Partner 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.

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 (Educational Partner 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/guidanceuseseinvestment.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 (Educational Partner 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/guidanceuseseinvestment.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

2023-24	Unrestricted	LCFF/LCAP	Title I	ESSER III	PEF	PEF
Last Update 5.16.23	*OOOOO.O*	*O7091.0*	*30100..0*		*90600.0*	*SM Middle AF*
Current Year Award	44,261	147,356	48,130	88,204	0	69,850
Previous Year Carryover	0	0	0	0	0	0
Total Available	44,261	147,356	48,130	88,204	0	69,850
Total Expenses	44,261	147,356	48,130	88,204	0	69,850
End Balance	**0**	**0**	**0**	**0**	**0**	**0**
After School Enrichments (Instrumental Music)		9,463				
After School Enrichments (Performing Arts)		9,463				
After School Enrichments (Robotics)		9,463				
After School Enrichments (Visual Arts)		9,463				
Afterschool Intervention (6hr/week MDLIP, Math, ELA)			43,655			
Afterschool Sports						2,500
Attendance Clerk				9,331		
Catalina Trip						10,000
Classroom Technology						5,000
Copiers	7,000					
Diplomas/Promotion						500
Parent Workshops			1,075			
Field Trip Buses						9,350
Furniture						5,000
History Day						500
Library Support				39,488		
MDLIP Support						2,000
Afterschool Clubs						2,000
Multicultural Assemblies						6,000
Online Instructional Programs						4,000
PE Equipment						1,000
Performing Arts Budget (Choir & Drama)						2,000
Performing Arts Budget (Instrumental)						5,000
Professional Development Release Days (Subs)		17,850				
Professional Development (Conferences)			3,400			
Project Aide I (Recreation)	28,565	59,122		34,385		
Robotics						2,000
Safety Supplies						1,000
School Supplies, Nurse	8,696	10,874				
Schoolwide Reading Program				5,000		
8th Grade Science Events						2,500
Science Lab Equipment/Materials						3,000
Science Olympiad						3,500
Service Club						1,000
SpEd Team Training		1,525				
Student Store (RtI)		2,000				
Substitutes (IEPs, SSTs, 504s)		10,000				
Visual Arts Budget						2,000
Facebook/Website/Yearbook Support		8,133				
	44,261	147,356	48,130	88,204	-	69,850

Sierra Madre Middle School
School Site Council (SSC)

May 17, 2023
6:00 p.m.

I. Welcome

II. Principals' Report
- End of Year Events

III. New Business
- Budget & Expenditures Update
- 2023-24 School Plan Approval
- 2023-24 Budget Priorities Approval

IV. Announcements
- Next SSC Meeting: August 2023
- Future Events:
  - Variety Show: May 18
  - 8th Grade Float the Boat: May 19
  - iPAK Spring Concert: May 25
  - Volunteer Appreciation Breakfast: May 26
  - Memorial Day Holiday: May 29
  - 8th Grade Promotion: May 30
  - 6th Grade Picnic: May 30
  - 7th Grade Picnic: May 31
  - 8th Grade Picnic: May 31
  - 8th Grade Dance: May 31

V. Open Discussion

Sierra Madre Middle School

School Site Council (SSC)

May 17, 2023

6:00 p.m.

A Meeting Of The SSC (The "Council") Of Sierra Madre Middle School (SMMS) Was Held Via Webex on behalf of SMMS, Located At 160 N. Cañon Ave. Sierra Madre, Ca 91024, At 6:02 P.M. On May 17, 2023 For The Purpose Of Reviewing The Affairs Of And To Transact Such Other Business That May Come Before The Council. Mr. Newsom Called The Meeting Order and Noted The Presence of A Quorum of Members Of The Council In Attendance: Mike Crowley, Gina Davis, Julie Flad, Amanda Leja, Maria Madina, Daniel Martinez, Maria Medina, Irada Melkumyan and Garrett Newsom.

I. **Welcome**

- Unanimous Approval of Minutes from 4/12/23
  - i. Motion to approve: Mike Crowley
  - ii. 2nd: Garrett Newsom

II. **Principals' Report**

- End of Year Events:
  (Variety Show, Float the Boat, Instrumental Music, Volunteer Appreciation Breakfast)

III. **New Business**

- Mr. Newsom provided a Budget & Expenditures Update

- Mr. Newsom provided an overview School Plan: Math/ELA Strategies, Closing the Gap, School Safety, Special Education, Parent Engagement

- Unanimous Approval of 2023-24 School Plan
  - i. Motion to approve: Julie Flad
  - ii. 2nd: Amanda Leja

- Mr Newsom provided a review of 2023-24 Budget Priorities Approval

IV. **Reports**

V. **Announcements**

- Next SSC Meeting: August 2023
- Future Events:
  - Variety Show: May 18
  - 8th Grade Float the Boat: May 19
  - iPAK Spring Concert: May 25
  - Volunteer Appreciation Breakfast: May 26

  - Memorial Day Holiday: May 29
  - 8th Grade Promotion: May 30
  - 6th Grade Picnic: May 30, 7th Grade Picnic: May 31, 8th Grade Picnic: May 31
  - 8th Grade Dance: May 31

VI. Open Discussion

There Being No Further Business The Meeting Was Adjourned At 7:02 P.M. Submitted by: Julie Flad, Secretary

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 17, 2023.

Attested:

Principal, Garrett Newsom on May 17, 2023

SSC Chairperson, Angelica Nessman on May 17, 2023

PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2023-24, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of $1,795,513.00:

a. Instructional Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;
b. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on services to the school sites;
c. Supplemental to CDE identified 3 Comprehensive Support and improvement (CSI) schools;
d. Supplemental to schools with the CDE identified Low Performing Students;
e. Families in transition/Homeless and support staff;
f. Parent and Community Engagement;
g. Multi-Tier System of Support (MTSS) intervention (such as Behavior Intervention Aides assigned to the identified school sites).

Title I guidelines require consultation and input from SSC, not approval.

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2023-24 is as below:

School: Sierra Madre Middle School

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	$1,795,513.00	9,623	$186.59	256	$47,765.91