School Year: **2020-21**

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 6, 2020	

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)

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

1. English Learner Advisory Committee (ELAC): The ELAC meets monthly throughout the school year. The meeting agendas include issues related to student academic achievement, opportunities for parental involvement, and opportunities. At our ELAC Meeting on 3/10/20 we worked together to develop recommendations to the School Site Council that were embedded within the SMMS 2020-21 SPSA.

2. School Site Council (SSC): The SSC meets monthly throughout the school year. The meeting agendas include issues related to student academic achievement, school safety, and progress towards the school's SPSA goals. Our SSC met virtually on on 4/22/20 to review and provide feedback for our 2020-21 SPSA goals, strategies and activities. On 5/4/20, SSC members also received a completed version of the SPSA to review individually, and on 5/6/20 our SSC met virtually for a final review and approval of the SMMS 2020-21 SPSA.

3. SMMS Faculty: The SMMS faculty meets twice a month throughout the school year. The meeting agendas include issues related to student academic achievement, school safety, and special education. SMMS faculty took part in departmental meetings (ELA 4/14, Math 4/15, MDLIP 4/16, SpEd 4/17) 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 4/27, SMMS faculty were presented with an overview of each of the the SMMS 2020-21 SPSA's goals, strategies, and activities.

5. SMMS Administration: SMMS Administration organized and facilitated each of the stakeholder opportunites and provided feedback for the SMMS 2020-21 SPSA's goals, strategies, and activities.

6. Pasadena Unified School District Central Office Staff: Dr. Julie Reynoso received a draft copy of the SMMS 2020-21 SPSA on 4/22/20 and provided feedback via the SPSA checklist. This feedback was incorporated into the final draft submitted on 5/6/20.

Resource Inequities

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

For the 2020-21 School Year, Sierra Madre Middle School will receive $39,423 in Unrestricted funds and $33,824 from LCFF. In order to fully fund our priorities we will need to supplement our budget with approximately $80,000 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 seventh year as one of the four stand alone middle schools in PUSD. It is quickly becoming 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 amphitheatre, library, choir room, instrumental music room, and labs for computers, as well as science and visual arts.

Sierra Madre Middle School has 579 students enrolled in grades six through eight. The student body demographics for the 2019-20 school year are as follows; 41.6% White, 24.7% Hispanic, 9% African American, 14.9% Asian 9.8% all others. In addition, the home language is English for 82% of the students, Spanish for 6.4%, Armenian for 3.1%, Cantonese, Japanese & Korean for 2.3%, with 6.2% all others. Approximately 55% of Sierra Madre Middle School's students are residents of the community, and most of the 8th graders feed into Pasadena High School. Due to changes in busing though, there has been a sharp decrease in the number of socio-economically disadvantaged students attending the school. In fact, beginning with the 2007-2008 school year, Sierra Madre Middle School ceased to receive Title I funds, due to the fact that only 24.1% of the student population receives free and reduced lunch.

Sierra Madre Middle School has 25 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 $100,000 to supplement our budget. In addition, local partnerships include the Kiwanis Club, Best Buy, Citizens Business Bank, and the Sierra Madre Rotary. The Sierra Madre Police and Fire Department, Shumei Hall, Los Angeles County Museum of Arts, Norton Simon, Pasadena Historical Museum, Cal Tech, Sierra Madre Creative Arts Group, Sierra Madre Library and Women's Club also play a large role. Through relationships such as these, Sierra Madre Middle School has enjoyed a long tradition of educational excellence.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.38%	0.36%	0%	2	2	0
African American	6.87%	7.57%	8.92%	36	42	52
Asian	12.02%	12.43%	15.95%	63	69	93
Filipino	0.57%	0.72%	0.86%	3	4	5
Hispanic/Latino	24.24%	27.03%	24.7%	127	150	144
Pacific Islander	%	%	0%			0
White	48.85%	47.03%	42.88%	256	261	250
Multiple/No Response	1.53%	0.54%	6.17%	8	3	3
			Total Enrollment	524	555	583

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	189	190	210
Grade 7	178	188	185
Grade 8	157	177	188
Total Enrollment	524	555	583

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 continued to consistently grow, with the addition of the MDLIP program and the Math Academy adding to our numbers.
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		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	14	22	20	2.7%	4.0%	3.4%
Fluent English Proficient (FEP)	86	82	79	16.4%	14.8%	13.6%
Reclassified Fluent English Proficient (RFEP)	8	2	3	53.3%	14.3%	13.6%

Conclusions based on this data:

1. As SMMS' student population has grown and become more diverse, the % of English Language Learniers has increased as well.
2. Over the past two years, the # of Fluent English Proficient (FEP) students has grown as many of our students in our MDLIP program speak a 2nd language at home.
3. We need clarity for the #s listed for our RFEP students

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	169	193	187	167	189	182	167	189	182	98.8	97.9	97.3
Grade 7	159	173	181	154	168	178	154	168	178	96.9	97.1	98.3
Grade 8	144	153	171	128	136	160	127	136	160	88.9	88.9	93.6
All Grades	472	519	539	449	493	520	448	493	520	95.1	95	96.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2551.	2553.	2551.	25.75	29.63	27.47	36.53	31.75	36.81	25.15	19.58	22.53	12.57	19.05	13.19
Grade 7	2591.	2586.	2601.	27.92	27.98	36.52	44.16	44.05	36.52	15.58	13.69	14.61	12.34	14.29	12.36
Grade 8	2556.	2594.	2598.	19.69	21.32	28.75	27.56	44.12	37.50	25.98	22.06	19.38	26.77	12.50	14.38
All Grades	N/A	N/A	N/A	24.78	26.77	30.96	36.61	39.35	36.92	22.10	18.26	18.85	16.52	15.62	13.27

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	28.74	35.45	31.32	51.50	37.04	49.45	19.76	27.51	19.23
Grade 7	39.61	39.88	41.57	42.21	43.45	41.57	18.18	16.67	16.85
Grade 8	32.28	36.03	43.13	40.16	43.38	38.13	27.56	20.59	18.75
All Grades	33.48	37.12	38.46	45.09	40.97	43.27	21.43	21.91	18.27

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	34.73	31.75	26.92	48.50	48.15	53.85	16.77	20.11	19.23
Grade 7	43.05	49.40	44.94	47.02	34.52	42.70	9.93	16.07	12.36
Grade 8	24.41	35.56	38.13	44.09	49.63	46.88	31.50	14.81	15.00
All Grades	34.61	38.82	36.54	46.74	43.90	47.88	18.65	17.28	15.58

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	25.15	28.04	25.82	67.07	60.85	63.19	7.78	11.11	10.99
Grade 7	25.97	20.24	29.21	64.94	64.29	59.55	9.09	15.48	11.24
Grade 8	21.26	30.15	24.38	60.63	58.82	63.75	18.11	11.03	11.88
All Grades	24.33	25.96	26.54	64.51	61.46	62.12	11.16	12.58	11.35

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	36.53	40.74	36.81	46.71	44.44	48.35	16.77	14.81	14.84
Grade 7	41.18	39.88	48.31	42.48	46.43	38.20	16.34	13.69	13.48
Grade 8	25.20	36.76	39.38	43.31	46.32	40.00	31.50	16.91	20.63
All Grades	34.90	39.35	41.54	44.30	45.64	42.31	20.81	15.01	16.15

Conclusions based on this data:

1. Growth in ELA has been somewhat inconsistent by grade level, with 8th grade the only grade level that has increased each of the last three years.
2. Growth in ELA has been consistent by student cohort, with each cohort demonstrating growth from one year to the next.
3. Listenting continues to be the biggest area of focus, with only 26.54% of students scoring Above Standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	169	193	187	168	189	182	168	189	182	99.4	97.9	97.3
Grade 7	159	173	181	154	168	178	154	168	178	96.9	97.1	98.3
Grade 8	144	153	171	125	136	160	125	135	160	86.8	88.9	93.6
All Grades	472	519	539	447	493	520	447	492	520	94.7	95	96.5

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2553.	2570.	2558.	33.93	40.21	35.71	22.62	17.99	21.43	23.81	22.22	23.08	19.64	19.58	19.78
Grade 7	2592.	2580.	2597.	38.96	38.10	41.01	25.97	25.60	17.98	19.48	17.26	23.60	15.58	19.05	17.42
Grade 8	2552.	2600.	2601.	23.20	35.56	41.88	20.00	25.19	18.75	20.80	17.78	15.00	36.00	21.48	24.38
All Grades	N/A	N/A	N/A	32.66	38.21	39.42	23.04	22.56	19.42	21.48	19.31	20.77	22.82	19.92	20.38

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	41.07	44.97	41.76	32.14	26.46	32.42	26.79	28.57	25.82
Grade 7	49.35	48.21	48.31	30.52	26.79	26.97	20.13	25.00	24.72
Grade 8	34.40	40.74	45.00	25.60	34.81	28.75	40.00	24.44	26.25
All Grades	42.06	44.92	45.00	29.75	28.86	29.42	28.19	26.22	25.58

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	36.31	41.80	35.71	39.88	38.10	41.76	23.81	20.11	22.53
Grade 7	42.86	38.10	42.70	39.61	41.07	43.26	17.53	20.83	14.04
Grade 8	24.00	37.78	46.25	37.60	48.89	30.63	38.40	13.33	23.13
All Grades	35.12	39.43	41.35	39.15	42.07	38.85	25.73	18.50	19.81

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	29.17	41.27	34.62	50.00	32.28	42.86	20.83	26.46	22.53
Grade 7	37.66	39.88	39.89	44.81	45.24	46.07	17.53	14.88	14.04
Grade 8	19.20	38.52	42.50	42.40	40.74	39.38	38.40	20.74	18.13
All Grades	29.31	40.04	38.85	46.09	39.02	42.88	24.61	20.93	18.27

Conclusions based on this data:

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

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	*	*	*	*	*	*	*	7
Grade 7	*	*	*	*	*	*	*	6
Grade 8		*		*		*		7
All Grades							14	20

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*
All Grades	*	10.00	*	20.00	*	20.00	*	50.00	14	20

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*
All Grades	*	30.00	*	10.00	*	20.00	*	40.00	14	20

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*	*	*	*	*
7		*	*	*	*	*	*	*	*	*
All Grades	*	0.00	*	10.00	*	15.00	*	75.00	14	20

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*	*	*
All Grades	*	5.00	*	25.00	*	70.00	14	20

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*	*	*
All Grades	*	40.00	*	35.00	*	25.00	14	20

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*	*	*
All Grades	*	0.00	*	25.00	*	75.00	14	20

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*	*	*
All Grades	*	0.00	*	50.00	*	50.00	14	20

Conclusions based on this data:

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

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
555	**24.1**	**4.0**	**1.4**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	22	4.0
Foster Youth	8	1.4
Homeless	2	0.4
Socioeconomically Disadvantaged	134	24.1
Students with Disabilities	81	14.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	42	7.6
American Indian	2	0.4
Asian	69	12.4
Filipino	4	0.7
Hispanic	150	27.0
Two or More Races	24	4.3
White	261	47.0

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 demographics are becoming slightly more diverse.
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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Orange	**Suspension Rate** Green
Mathematics Green		

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	2	1

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
35.8 points above standard	69.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++7.1 points	Declined Significantly -37.5 points	8
522	41	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	20.2 points below standard	73.3 points below standard
4	Maintained ++0.4 points	Increased Significantly ++24.4 points
	132	74

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	Blue	No Performance Color
8.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	76.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++19.3 points	2	Increased ++4.6 points	3
41		66	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
10.6 points above standard	60.3 points above standard	0 Students	42.6 points above standard
Increased ++10.9 points	Declined -14.9 points		Increased ++9.4 points
140	24		244

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
147.4 points below standard	24.8 points below standard	41.3 points above standard
Increased Significantly ++19.6 points	Declined Significantly -40.5 points	Increased ++9.7 points
15	26	427

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	2	1

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
17.7 points above standard	85.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++0.1 points	Declined Significantly -27.8 points	8
522	41	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	48.8 points below standard	102.5 points below standard
4	Maintained -2 points	Increased Significantly ++32.1 points
	132	74

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	Blue	No Performance Color
46 points below standard	Less than 11 Students - Data Not Displayed for Privacy	85.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++11.9 points	2	Increased ++4.3 points	3
41		66	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color		Green
15.1 points below standard	70.5 points above standard		22.2 points above standard
Increased ++12.3 points	Declined -5.8 points		Declined -5.1 points
140	24		244

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
178.2 points below standard	31.6 points below standard	19.3 points above standard
Increased Significantly ++35.6 points	Declined Significantly -29.7 points	Maintained -1.2 points
15	26	427

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
37.5 making progress towards English language proficiency
Number of EL Students: 16
Performance Level: Low

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

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
2	8	1	5

Conclusions based on this data:

1. 31% of our English Learners progressed one level, 56% maintained their current level, and 13% decreased one level.
2. Our total number of ELs remained statistically insignificant, but we would be in the Red if this were not the case.
3. Our ELs need additional supports so that they are progressing and not just maintaining.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

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

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

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

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

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Green	No Performance Color	Blue	No Performance Color
6.7	Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.8	2	Maintained 0	4
45		69	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Orange
9.9	11.1	Less than 11 Students - Data Not Displayed for Privacy	5.7
Declined -0.7	Increased +2.8	0	Increased +1.9
152	27		264

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

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

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	2	0	1

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
1.9	8	27.3
Maintained +0.2	Declined -4.5	11
581	25	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not	5.8	6.5
5	Increased +3.4	Maintained -0.1
	154	92

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Yellow	No Performance Color
8.3	Less than 11 Students - Data 2	1.4	Less than 11 Students - Data 4
Increased +3.3		Increased +1.4	
48		72	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color		Blue
3.8	0		0
Increased +1.6	Maintained 0		Declined -1.5
156	28		271

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.7	1.9

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 1

1. Math DFM for All Students will increase the baseline of +17.7 (Green) from 2019 by a total of 15 (to reach Blue) with a stretch goal of 17.3 to end at +32.7 or higher by the end of the 2020-21 school year

2. Math DFM for Students with Disabilities (SWD) will decrease the baseline of -102.5 (Orange) from 2019 by a total of 7.5 (to reach Yellow) with a stretch goal of 77.5 (to reach Green) to end at -25 or lower by the end of the 2020-21 school year.

Identified Need

1. Over three years of math instruction at SMMS, the % of our current 8th graders not meeting standard on the SBAC grew from 19.64% in 2016-2017 to 24.38% in 2018-2019.

2. On the 2018-2019 SBAC Mathematics Assessment, SMMS students demonstrated the greatest need in the area of "Concepts and Procedures," as demonstrated by 25.58% of all students scoring "below standard."
a. At Grade 6, 28.82% scored "below standard."
b. At Grade 7, 24.72% scored "below standard."
c. At Grade 8. 6.25% scored "below standard."

3. On the mid-year i-Ready diagnostic, 22% of our students were at risk for "Tier 3" across all four mathematic domains.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC (Mathematics)	DFM for All Students was +17.7 (Green) on the 2019 SBAC Mathematics assessment	All Students will increase the baseline of +17.7 (Green) from 2019 by a total of 15 (to reach Blue) with a stretch goal of 17.3 to end at +32.7 or higher by the end of the 2020-21 school year

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC (Mathematics)	Math DFM for Students with Disabilities (SWD) was -102.5 (Orange) on the 2019 SBAC Mathematics Test	Students with Disabilities (SWD) will increase the baseline of -102.5 (Orange) from 2019 by a total of 7.5 (to reach Yellow) with a stretch goal of 77.5 (to reach Green) to end at -25 or higher by the end of the 2020-21 school year.
iReady Diagnostic 2	49.7% of All Students scored on or above grade level on the 2019-20 iReady Diagnostic 2	All Students will increase the baseline of 49.7% from 2019-20 by a total of 10% with a stretch goal of 20% to end at 59.7% or higher on the 2020-21 iReady Diagnostic 2
iReady Diagnostic 2	90% of Students with Disabilities scored two or more grade levels below on the 2019-20 iReady Diagnostic 2	Students wih Disabilities will decrease the baseline of 90% from 2019-20 by a total of 15% with a stretch goal of 30% to end at 60% or lower on the 2020-21 iReady Diagnostic 2.
iReady Participation Rate	79% of All Students pariticipated in the iReady online lessons during the 2019-20 school year.	All Students will increase the baseline of of 79% from 2019-20 by a total of 11% with a stretch goal of 16% to end at 90% or higher by the end of the 2020-21 school year.
iReady Participation Rate	74% of All Students passed 70-100% of their iReady lessons during the 2019-20 school year.	All Students will increase the baseline of of 74% from 2019-20 by a total of 11% with a stretch goal of 16% to end at 85% or higher by the end of the 2020-21 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, our students in SPED, and our students in the LPBG program.

Strategy/Activity

Instructional Strategies:

1. Teachers will utilize the elements of the workshop structure and Ready to differentiate instruction including:
a. Direct modeling (The Teach)
b. Engaging students in practice with effective peer support (Active Engagement)
c. Targeted small-group and one-on-one reteaching (Independent Work/Conferencing)

2. Students who have yet to achieve proficiency in foundational mathematical concepts (addition, subtraction, multiplication, division, fractions) will be supported in-class through targeted small-group and one-on-one reteaching.

3. After-school intervention classes will target our students with the most significant gaps in foundational math concepts through an organized collaboration between math teachers and administration.

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	Annual Fund

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, our students in SPED, and our students in the LPBG program.

Strategy/Activity

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

1. Use quarterly Ready performance tasks department wide to measure students' growth in Common Core standards and to increase instructional consistency.

2. Use a variety of assessment tools to monitor student progress and identify opportunities for targeted differentiated instruction.

3. Conference with students and their parents as needed after the beginning and mid-year administration of the iReady Diagnostic

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)

	None Specified

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, our students in SPED, and our students in the LPBG program.

Strategy/Activity

Professional Development/ Collaboration Strategies:

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

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)
1,000	Annual Fund

Annual Review

SPSA Year Reviewed: 2019-20

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.

1. Strategies for improving students' understanding of mathematical concepts and procedures:
a. Math team reviewed SBAC data (EADMS) with an emphasis on the communication standard.
b. Math Teachers implemented the Ready and Carnegie math programs aligned with the standards.
c. Master Schedule to provided limited time for our Math team to observe best practices from other teachers within the department and our District.
d. Collaboration occurred outside of Master Schedule time, and supports were put in place for teachers to observe each other.
e. Students with disabilities were mainstreamed into GenEd courses per IEP
f. PD Plan did not provide for regular collaboration between Math Team and District Coaches during "A" Meetings but did emphasize adult learning opportunities.

g. Math Team did not have the opportunity to select a specific strategy each month that will be assigned and practiced with students
h. Departmental planning time was limited and did not include for horizontal and vertical team debriefing after the implementation of each strategy.
i. After school intervention was provided by individual teachers but we did not develop a schoolwide program with a specific focus.

2. Strategies for improving students' ability to support mathematical conclusions:
a. Math Team implemented iReady & Ready curriculum with fidelity
b. Ready Performance Task were utilized on a limited basis to provide students an opportunity to work with a variety of prompts that promote higher level thinking skills.
c. When implemented these tasks proved to be beneficial.
d. Some support was provided through supplementary materials & training for Ready & Carnegie Math Curriculum, but more support is needed. Administrative access to Ready is limited to Math Chair only.
e. Students completed Ready Performance Tasks for a limited number of units.
f. Students completed spiral review problems inconsistently.
g. Individual teachers explored sources/materials but math team did not have the opportunity to collaborate regarding resources/materials for spiral review of concepts taught throughout the school year.

3. Professional development and teacher collaboration activities:
a. Teachers provided greater exposure to writing opportunities through Ready program, focus increased the student products.
b. Emphasis on the planning of written assignments before drafting will be implemented (i.e Thinking Maps, Step Up to Writing, Peer Review and editing, Writer's Workshop).
c. Teachers modeled writing strategies
d. Use of clear rubrics to assess writing assignments was implemented in some math classes.
e. The Math Department did not have the opportunity to collaborate with the ELA Department to discuss effective prompts and rubrics.

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

1. Performance Tasks were utilized on a limited basis
2. Math Department did not have the opportunity to plan for the spiral review of concepts
3.After school intrvention was provided by some individual teachers, but we did not develop a school wide program wtih a specific focus.

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. Teachers will incorporate these deliverables in their instruction:
a. Use of Ready performance tasks on a quarterly basis
b. Mathematical discourse embedded in math lessons;
c. Writing Tasks embedded in math lessons
d. Daily instruction delivered through workshop model
2. Focused After School Intervention program to support struggling students.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 2

1. English Language Arts (DFM) for All Students will increase the baseline of +35.8 (Green) from 2019 by a total of 9.2 (to reach Blue) with a stretch goal of 15 or more to end at +45 or higher by the end of the 2020-21 school year.

2. English Language Arts (DFM) for Students with Disabilities will decrease the baseline of -73.3 (Orange) from 2019 by a total of 3.3 (to reach Yellow) with a stretch goal of 68.3 or more (to reach Green) to end at -70 or lower by the end of the 2020-21 school year.

Identified Need

1. Over three years of ELA instruction at SMMS, the % of our current 8th graders not meeting standard on the SBAC grew from 12.57% in 2016-2017 to 14.38% in 2018-2019.

2. On the 2019 SBAC ELA Assessment, SMMS students demonstrated the greatest need in the area of "Reading: How well do students understand stories and information that they read?" as demonstrated by 18.27% of all students scoring "below standard."
a. At Grade 6, 19.23% scored "below standard."
b. At Grade 7, 16.85% scored "below standard."
c. At Grade 8. 18.75% scored "below standard."

3. On our mid-year HMRI diagnostic, our schoolwide data indicates that 17% of our students are reading below basic level, and 17% of students are reading at the basic level.

4. According to growth data on the HMRI diagnostic from fall to winter, our subgroup of Asian students scoring below basic remained the same (11%). Our subgroup of white students scoring below basic decreased by 2% (18% to 16%). Our subgroup of Hispanic students scoring below basic decreased by 4% (25% to 21%). Our subgroup of students of two or more races scoring below basic decreased by 8% (8% to 0%). Our subgroup of African American students scoring below basic decreased by 12% (39% to 27%).

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	SBAC English Language Arts/Literacy assessment	Blue) with a stretch goal of a significant increase of 15 or more to end at +45 or higher by the end of the 2020-21 school year.
SBAC (English Language Arts/Literacy)	DFM for Students with Disabilities was -73.3 (Orange) on the 2019 SBAC English Language Arts/Literacy assessment	Students with Disabilities will decrease the baseline of -73.3 (Orange) from 2019 by a total of 3.3 (to reach Yellow) with a stretch goal of 68.3 (to reach Green) or more to end at -70 or lower by the end of the 2020-21 school year.
Houghton Mifflin Reading Inventory Diagnostic (HMRI)	66% of All Students scored Proficient or Advanced as measured by the 2019-20 mid-year HMRI Diagnostic.	All Students will increase the baseline of 66% from 2019-20 by a total of 5% with a stretch goal of 10% or more to end at 71% or higher as measured by the 2020-21 mid-year HMRI Diagnostic.
		.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Instructional Strategies:

1. Teachers will utilize the elements of the workshop structure to differentiate instruction including:
a. Direct modeling (The Teach)
b. Engaging students in practice with effective peer support (Active Engagement)
c. Targeted small-group and one-on-one reteaching (Independent Work/Conferencing)

2. Teach Common Core aligned writing and reading skills organized by units of study.

3. Utilize common rubrics department wide (found in district-adopted curriculum) to guide instruction and assessment.

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)
	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

Professional Development and Collaboration Strategies:

Teachers will meet as a Departmental team once before school starts, and three or more times throughout the year in professional development to:
a. Collaborate and align how we are teaching each unit of study including: the Common Core aligned skills we are teaching, and the assessments we are giving
b. Calibrate writing assessments two or more times a year using common rubrics to guide next steps for instruction
c. Support one another to grow in teaching Common Core reading and writing skills through the workshop model

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)
1,000	Annual Fund

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

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

1. Use quarterly writing performance tasks department wide to measure students' growth in Common Core standards and to increase instructional consistency.

2. Use a variety of assessment tools to monitor student progress and identify opportunities for targeted differentiated instruction.

3. Conference with students and their parents as needed after the beginning and mid-year administration of the HMRI Diagnostic Materials Strategy:

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)
	None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Materials Strategy

1. Engage in on-going collaboration as a team to build a digital library of materials organized by units of study and Lexile level.

2. Explore additional resources to develop classroom leveled libraries and a school-wide leveled library that support and enhance classroom instruction.

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)
	None Specified

Annual Review

SPSA Year Reviewed: 2019-20

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.

1. Instructional strategies for improving reading comprehension
a. Focus on reading comprehension and writing was inconsistent throughout each core subject.
b. ELA team reviewed SBAC data (EADMS) to identify areas of strength and areas for growth.
c. ELA teachers implemented the standards aligned units.
d. Master Schedule provided limited common planning time and opportunities for our ELA team to observe best practices from other teachers within the department and our District.
e. Students with disabilities were mainstreamed into GenEd courses per IEP.
f. PD Plan provided limited collaboration between ELA Team and District Coaches during "A" Meetings.
g. 100% Curriculum Coach to support ELA instruction.
h. Students were provided consistent access and use of standards aligned materials, but non-fiction resources are an area of need.
i. ELA Team did not agree upon and implement 2 - 3 specific reading comprehension strategies to be usde with fidelity and assess their effectiveness.
j. Departmental planning time for horizontal and vertical team debriefing after the implementation of each strategy did not occur.
k. ELA Team will pre-assessed reading comprehension skills in August through the HMRI and planned instruction accordingly

2. Instructional strategies for improving writing skills
a. Training in Functions & Apps was not provided through library instruction, but our Tech Leader taught teachers independently
b. Focus on writing-based assessments was inconsistent throughout each core subject.
c. ELA teachers will do a pre-assessment and build a plan of action based on results.
d. Writing skills were transferred and practiced across content areas inconsistently.
e. ELA Team pre-assessed writing skills in August and plan instruction accordingly, provided that an assessment tool is available.
f. Students worked with a variety of prompts that promote higher level thinking skills.
g. Teachers emphasized the planning of written assignments before drafting (i.e Thinking Maps, Step Up to Writing, Peer Review and editing, Writer's Workshop).
h. Student demonstrations were not aligned to the 8th grade reflection piece

3. Professional Development activities and resources needed
a. Teachers were surveyed as to their interests & needs for professional development opportunities and a schedule for support was developed
b. PD Plan continued to incorporate training in in the use of technology to support instruction.
c. SBAC aligned Guiding Questions and Challenges were utilized to introduce tasks and as basis for assessment

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. Master Schedule did not provide adequate common planning time for the ELA teachers to plan, review, and refine.
2. A consistent rubric was not used throughout each classroom.
3. Student demonstrations were not align for 8th grade reflection piece because there was not enough professional development.

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. Emphasis on the Workshop model to deliver instruction.
2. Need to embed more writing tasks throughout the lessons in different content areas.
3. Increase collaboration time for ELA 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 3

Closing the Gap
1. Mathematics
a. DFM for Hispanic students will decrease the baseline of -15.1 (Green) from 2019 by a total of 15.1 (to reach Blue) with a stretch goal of 50 or more to end at 0 or higher by the end of the 2020-21 school year.
b. DFM for African-American students will decrease the baseline of -46 (Yellow) from 2019 by a total of 21 (to reach Green) with a stretch goal of 46 (to reach Blue) to end at -25 or lower by the end of the 2020-21 school year
c. DFM for English Learners will decrease the baseline of -85.2 (Orange) from 2019 by a total of 3 (to reach Yellow) with a stretch goal of 60.2 (to reach Green) to end at -82.2 or lower by the end of the 2020-21 school year.
d. DFM for Socio-economically Disadvantage students will decrease the baseline of -48.8 (Orange) from 2019 by a total of 3 (to reach Yellow) with a stretch goal of 23.8 (to reach Green) to end at -45.8 or lower by the end of the 2020-21
school year.

2. English Language Arts/Literacy
a. DFM for Hispanic students will increase the baseline of 10.6 (Green) from 2019 by a total of 15 (to reach Blue) with a stretch goal of 34.4 or more to end at 25.6 or higher by the end of the 2020-21 school year.
b. DFM for African-American students will decrease the baseline of -8.8 (Yellow) from 2019 by a total of 3.8 (to reach Green) with a stretch goal of 18.8 (to reach Blue) to end at -5 or lower by the end of the 2020-21 school year
c. DFM for English Learners will decrease the baseline of -69.7 (Orange) from 2019 by a total of 3 (to reach Yellow) with a stretch goal of 64.7 (to reach Green) to end at -66.7 or lower by the end of the 2020-21 school year.
d. DFM for Socio-economically Disadvantage students will decrease the baseline of -20.2 (Orange) from 2019 by a total of 3 (to reach Yellow) with a stretch goal of 15.2 (to reach Green) to end at -17.2 or lower by the end of the 2020-21
school year.

3. 20% of English Learners will reclassify annually.

Identified Need

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

2. Over three years of ELA instruction at SMMS, the % of socio-economically disadvantaged students not meeting standard decreased from 35.29% in 2016-2017 to 31.11% in 2018-2019

3. On the 2019 SBAC Math assessment, 41.73% of socio-economically disadvantaged students did not meet standard (in comparison to 20.38% school-wide): 35.9% in 6th Grade, 39.53% in 7th Grade, and 48.89% in 8th Grade.

4 Over three years of Math instruction at SMMS, the % of socio-economically disadvantaged students not meeting standard decreased from 58.82% in 2016-2017 to 48.89% in 2018-2019.

5. On the 2019 SBAC ELA assessment, English Learners increased by +19.6pts while RFEPs decreased by -40.5pts.

6. On the 2019 SBAC Math assessement, English Learners increased by 35.6pts, while RFEPs decreased by -29.7pts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC (Mathematics)	DFM for Hispanic students was -15.1 (Green) on the 2019 SBAC Mathematics assessment.	Hispanic students will decrease the baseline of -15.1 (Green) from 2019 by a total of 15.1 (to reach Blue) with a stretch goal of 50 or more to end at 0 or higher by the end of the 2020-21 school year.
SBAC (Mathematics)	DFM for African-American students was -46 (Yellow) on the 2019 SBAC Mathematics assessment.	African-American students will decrease the baseline of -46 (Yellow) from 2019 by a total of 21 (to reach Green) with a stretch goal of 46 (to reach Blue) or more to end at -25 or lower by the end of the 2020-21 school year
SBAC (Mathematics)	DFM for English Learners was -85.2 (Orange) on the 2019 SBAC Mathematics assessment.	English Learners will decrease the baseline of -85.2 (Orange) from 2019 by a total of 3 (to reach Yellow) with a stretch goal of 60.2 (to reach Green) or more to end at -82.2 or lower by the end of the 2020-21 school year.
SBAC (Mathematics)	DFM for Socio-economically Disadvantage students was -48.8 (Orange) on the 2019 SBAC Mathematics assessment	Socio-economically Disadvantage students will decrease the baseline of -48.8 (Orange) from 2019 by a total of 3 (to reach Yellow) with a stretch goal of 23.8 (to reach Green) or more to end at -45.8

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		or lower by the end of the 2020-21 school year.
SBAC (English Language Arts/Literacy)	DFM for Hispanic Students was +10.6 (Green) on the 2019 SBAC English Language Arts/Literacy assessment	Hispanic students will increase the baseline of 10.6 (Green) from 2019 by a total of 15 (to reach Blue) with a stretch goal of 34.4 or more to end at 25.6 or higher by the end of the 2020-21 school year.
SBAC (English Language Arts/Literacy)	DFM for African American Students was -8.8 (Yellow) on the 2019 SBAC English Language Arts/Literacy assessment	African-American students will decrease the baseline of -8.8 (Yellow) from 2019 by a total of 3.8 (to reach Green) with a stretch goal of 18.8 (to reach Blue) or more to end at -5 or lower by the end of the 2020-21 school year
SBAC (English Language Arts/Literacy)	DFM for English Learners was -69.7 (Orange) on the 2019 SBAC English Language Arts/Literacy assessment	English Learners will decrease the baseline of -69.7 (Orange) from 2019 by a total of 3 (to reach Yellow) with a stretch goal of 64.7 (to reach Green) or more to end at -66.7 or lower by the end of the 2020-21 school year.
SBAC (English Language Arts/Literacy)	DFM for Socio-economically Disadvantaged students was -20.2 (Orange) on the 2019 SBAC English Language Arts/Literacy assessment	Socio-economically Disadvantaged students will decrease the baseline of -20.2 (Orange) from 2019 by a total of 3 (to reach Yellow) with a stretch goal of 15.2 (to reach Green) or more to end at -17.2 or lower by the end of the 2020-21 school year.
HMRI Reading Inventory 2	56% of Hispanic Students scored Proficient or Advanced on the 2019-20 HMRI Reading Inventory 2	HIspanic students will increase the baseline of 56% from 2019-20 by a total of 10% with a stretch goal of 20% to end at 66% or higher on the 2020-21 Reading Inventory 2
HMRI Reading Inventory 2	52% of African American students scored Proficient or Advanced on the 2019-20 HMRI Reading Inventory 2.	African American students will increase the baseline of 52% from 2019-20 by a total of 10% with a stretch goal of 20% to end at 62% or higher on the 2020-21 HMRI Reading Inventory 2

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Reclassification Rate	18.8% of English Learners reclassifed as measured by the 2019-20 ELPAC assessment.	20% of ELs will reclassify, as measured by the 2020-2021 ELPAC assessment.
English Learner Proficiency Assessment for California (ELPAC)	31.2% of English Learners progessed at least on ELPI level on the 2019-20 ELPAC	English Learners will increase the baseline of 31.2% from 2019-20 by 10% with a stretch goal of 20% to end at 41.2% or higher on the 2020-21 ELPAC.
Alternative English Language Proficiency (ELP) Assessment	This is the first year of the ELPAC. There is no baseline data.	20% of ELs who take the alternative assessment will reclassify, as measured by an alternative English language proficiency (ELP) assessment administered in 2019-2020

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Instructional Strategies:

1. Teachers will use the workshop structure to differentiate instruction including:
a. Direct modeling of Common Core aligned skills (The Teach)
b. Engaging students in practice with effective peer support (Active Engagement)
c. Targeted small-group and one-on-one reteaching (Independent Work/Conferencing)

2. Students who have yet to achieve proficiency in foundational mathematical concepts (addition, subtraction, multiplication, division, fractions) will be supported in-class through targeted small-group and one-on-one reteaching.

3. After-school intervention classes will target our students with the most significant gaps in foundational math concepts through an organized collaboration between math teachers and administration.

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	Annual Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Assessment Strategies:

1. Use common rubrics department wide (found in district-adopted curriculum) to measure students' growth in Common Core standards and to guide differentiated instruction.

2. Offer differentiated assessment that gives students choice in how they show their knowledge of taught skills

3. Conference with EL students and their parents after beginning and mid-year administration of HMRI to review progress toward reclassification in ELA grade, HMRI score, and ELPAC scores.

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)
	None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Professional Development/ Collaboration/Materials Strategies:

1. All teachers to collaborate once before school starts, and three or more times throughout the year in professional development to:
a, Increase efficacy with differentiating the teaching of Common Core skills in the workshop model, including:
b. How to direct model in a way that is comprehensible to all students using SDAIE strategies, visuals, and authentic checks for understanding.

c. Engaging students in practice with effective peer support
d. Target re-teaching for small-groups and individuals

2. Engage in on-going collaboration as a team to build a digital library of grade-level aligned materials organized by units of study and Lexile level.

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)
	None Specified

Annual Review

SPSA Year Reviewed: 2019-20

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.

1. Strategies for closing the gap and ensuring that all students experience academic success.
a. Individual Learning Plans to support each student, with targeted focus on at-risk sub groups; EL's and FY students, were partially implemented. AAPL Test results provide ILPs for MDLIP students.
b. We were not able to create a team teaching model within our ELD class that incorporates to address the needs of SpEd ELs as well.
c. Implemented consistent ELD curriculum during Enrichment.
d. Implement scaffolded ELD strategies across all curricular areas, through small group instruction.
e. Consistent and early HMRI testing for students who need this component to reclassify and for motivation was achieved. HMRI test results for all students were shared with all teachers.
f. Extended learning day provided MDLIP/ELA/Math Intervention after school in small groups, sometimes exceeding seven students.
g. Continued to implement workshop model of instruction to incorporate more student/teacher time, but results varied from teacher to teacher.
h. Computer programs were implemented for extended reinforcement and practice.
i. Increased interventions & academic supports embedded within the master schedule.
j. Visuals and hands-on activities were utilized to teach core academic skills.
k. Consistent use of materials with adjusted lexile levels, as needed. (online Leveled Chinese), classroom libraries are in progress.
l. Teachers continued to shift to differentiating instruction, using scaffolds and multiple opportunities to demonstrate mastery. (Assessments provide different opportunities for students)
m. Providing more student choice to activate engagement, specifically for inquiry-based learning was partially implemented.

n. Collaborative learning model included less teacher talk and more student talk.

2. Professional development/training activities for instructional staff and administrators and resources needed for implementation of instructional strategies:
a. 100% Literacy Coach provided professional development for staff (in the areas of ELA and mathematics), provide coaching for teachers, and oversee EL programs/records as part of their duties.
b. Cultural sensitivity training was provided by raising awareness through data and attention to needs.
c. ELAC meetings provided information on how parents can assist their children at home. We did not form an AAPC.
d. PD Plan included continued training on the use of technology to support instruction.
e. Additional instructional training in the areas of math, language arts, and science. (SWD)
f. Lexia or similar computer-based programs were utilized for teaching reading. (SWD)
g. ELPAC results were reviewed to identify students for ELD class and to target ELD instruction across all curricular areas. (ELs)
h. PD Plan provided training on the Workshop Model that embeds the ELD standards & assessments, as well as effective instructional strategies (i.e. Kagan, SDAIE) across all curricular areas. (ELs) MDLIP teachers attend DLIP training
monthly.

3. Collaboration with parents, cultural sensitivity, and relationship building.
a. Encouraged student participation in the Young African American and Adelante Conferences
b. An AAPC at SMMS did not get developed, but our Black Student Union made positive contributions.
c. Collaborated with MDLIP teachers and the BSU to provide activities and assemblies that celebrated Chinese Culture and African American History. We were not able to coordinate a Hispanic Heritage Month Assembly.
d. Lessons regarding cultural events and celebrations throughout the year were embedded within the weekly instruction.
e. School Events and Celebrations were honored on our School website and Facebook page.
f. School Events and Celebrations were scheduled on our School Calendar before the beginning of the year.
g. Art Club, BSU, Mandarin Reading Club
h. Parent forums were developed to share experiences.
i. Celebrated diversity through multiple means, but did not host a multicultural fair.

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. ILPs were not developed and implemented as a strategy
2. Proposal to develop a joint AAPC between SMMS & SME did not have the opportunity to develop, but our Black Student Union planned and facitliated our African American History Month Assembly
3. Due to a scheduling conflict we did not have a Hispanic Heritage Month Assembly

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. Emphasis on consistently implementing the workshop model across all curricular areas in order to meet the needs of all students.
2. Developoing and enhancing our collection of library of grade level materials
3. Providing differentiated assessments and utilizing rubrics to analyze student work.

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 2021, the average daily attendance rate will be 97%

2. Chronic Absenteeism for All Students will decrease the baseline of 6.4% from 2019-20 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 2020-21 school year.

3. Suspension Rate for All Students will decrease the baseline of 1.9% from 2019-20 by 1.4% with a stretch goal of 1.9% to end at 0% by the end of the 2020-21 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. 9.9% of Hispanic Students are identified as Chronically Absent

2. 12% of Socio-Economically Disadvantaged Students are identifed as Chronically Absent

3. Suspension Rate for African American students increased to 8.3%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Daily Attendance Rate	2019-20 Month 1: 97.94% Month 2: 97.63% Month 3: 96.94% Month 4: 97.84% Month 5: 97.16% Month 6: 94.5% Month 7: 95.58%	Increase average daily attendance rate by 1 percentage points school wide and by 10 percentage points for academically at-risk students until 97% or better is achieved
Chronic Absenteeism Rate	Chronic Absenteeism Rate for All Students was 6.4% on the 2019-20 California Dashboard	Chronic Absenteeism for All Students will decrease the baseline of 6.4% from 2019-20 by 0.4% with a stretch goal of

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		0.5 or more to end at 6.0% or lower by the end of the 2020-21 school year.
Suspension Rate	Suspension Rate for All Students was 1.9% on the 2019-20 California Dashboard	Suspension Rate All Students will decrease the baseline of 1.9% from 2019-20 by 1.4% with a stretch goal of 1.9% or more to end at 0% by the end of the 2020-21 school year .
Expulsion Rate	Expulsion Rate for All Students for 2019-20 is 0.0% Overall	All Students will maintain an expulsion rate of 0.0%.
Drop-out Rate	Drop-out Rate for All Students for 2019-20 is 0.0% Overall	All Students will maintain a Drop-out Rate of 0.0%.

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)
	None Specified

	None Specified

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 effectiveness of our school wide Behavior Management Plan

1. Emphasize Trauma Informed Care practices in our work with students..

2. Implement consistent protocols to include appropriate consequences, remediations and accommodations

3. Enhance RtI Tier II Interventions and utilize matching guide to determine the most appropriate supports for each student.

4. Provide PD for Teachers & Staff regarding RtI, Proactive Classroom Management, Trauma Informed Care Instruction, Yoga & Mindfulness, Restorative Justice

5. Restructure our Guidance Room to create a space designated for Trauma Informed Care practices and student re-direction.

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)
	None Specified
	None Specified

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. Increase Radio:Teacher ratio to 1:2 to provide adequate communication during emergency situations.

5. Implement multiple means of communication during emergency situations (i.e. radios, text messaging, access to intercom in every classroom)

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)
24,791	LCFF - Base
19,511	Unrestricted
1,750	Annual Fund

Annual Review

SPSA Year Reviewed: 2019-20

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.

1. Strategies for providing supports to students who are chronically absent (Students who are absent more than 10%)
a. Montly SART meetings to review data were not consistently scheduled.
b. Limited number of SART conferences were held.
c. SST meetings were not conducted early in the year for students who were chronically absent the previous year
d. RtI Tier II Intervention matching was utilized to promote participation
e. CWAS Intern support was not provided
f. A formal Trauma Informed Care team was not established, but several teachers received training and the implementation of strategies schoolwide is in the initial stages.

2. Strategies to Increase student attendance and reduce chronic absenteeism:
a. The District's and SMMS' attendance policies were communicated to students and parents throughout the year
b. A positive school climate and welcoming environment was maintained for all students.
c. A culturally responsive school environment was maintained for all students.
d. Parent eductaion about the risk factors for youth absenteeism and truancy was limited.
e. Lack of A2A letter system made it challenging to losely monitor attendance and inform parents about the importance of attendance when their children began to show absenteeism patterns.

3. Strategies for increased preparedness for emergency situations
a. A comprehensive support team for campus supervision was maintained.
b. AP and Teacher Rep attended Active Shooter Training
c. Collaboration with SMPD regarding campus security, safety procedures, and school information occurred as needed.
d. Implementing multiple means of communication during emergency situations remains in progress.
e. An inventory of radios was completed and areas of need identified to to enhance communication during emergency situations
f. Work order was completed on the Intercom, but increasing overall communication through Staff Contact Information, Text Messaging System, Access to Intercom in every classroom, remains in progress.
g. Visitors Badges for identification were enhance and Signage and Parent Reminders were increased.

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

1. The shift away from the A2A automatic letter system made it challenging to systematically communicate with parents & students regarding attendace.
2. SST meetings were not conducted early on for students who were chronically absent the year before
3. We successfully inventoried and made progress towards securing the needed number of radios, but didn't get them purchased before COVID-19.

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

1. Development of Comprehensive Emergency Response Plan
2. Continue to increase communication during emergency situations through adequate supply and mulitple means
3. Enhance our implementation of RtI and Trauma Informed Care, including restructuring our Student Support office

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 5

1. Math DFM for Students with Disabilities (SWD) will increase the baseline of -102.5 (Orange) from 2019 by a total of 7.5 (to reach Yellow) with a stretch goal of 77.5 or more (to reach Green) to end at -95 or higher by the end of the 2020-21 school year.

2. English Language Arts/Literacy DFM for Students with Disabilities will decrease the baseline of -73.3 (Orange) from 2019 by a total of 3.3 (to reach Yellow) with a stretch goal of 68.3 or more (to reach Green) to end at -70 lower by the end of the 2020-21 school year.

Identified Need

1. On the 2018-2019 ELA SBAC, 53.03% of our students with disabilities did not meet standard (in comparison to 13.08% school-wide): 52% in 6th Grade, 50% in 7th Grade, 57.14% in 8th Grade.

2. Over three years of ELA instruction at SMMS, the % of our students with disabilities not meeting standard decreased from 62.50% in 2016-2017 to 57.14% in 2018-2019.

3. On the 2018-2019 Math SBAC, 60.61% of our students with disabilities did not meet standard (in comparison to 20.38% school-wide): 60% in 6th Grade, 45% in 7th Grade, 76.19% in 8th Grade.

4. Over three years of Math instruction at SMMS, the % our students with disabilities not meeting standard increased from 75% in 2016-2017 to 76.19% in 2018-2019.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC (Mathematics)	DFM for Students with Disabilities (SWD) was -102.5 (Orange) on the 2018-19 SBAC Mathematics assessment	Students with Disabilities (SWD) will increase the baseline of -102.5 (Orange) from 2019 by a total of 7.5 (to reach Yellow) with a stretch goal of 77.5 (to reach Green) to end at -25 or higher by the end of the 2020-21 school year.
SBAC (English Language Arts/Literacy)	DFM for Students with Disabilities was -73.3 (Orange) on the 2018-19 SBAC English	Students with Disabilities will decrease the baseline of -73.3 (Orange) from 2019 by a total of 3.3 (to reach Yellow) with a

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Language Arts/Literacy assessment	stretch goal of 68.3 (to reach Green) or more to end at -70 or higher by the end of the 2020-21 school year.
iReady Diagnostic (Students With Disabilities - Diagnostic 2)	90% of Students with Disabilities scored two or more grade levels below on the 2019-20 iReady Diagnostic 2	Students wih Disabilities will decrease the baseline of 90% from 2019-20 by a total of 15% with a stretch goal of 30% to end at 60% or lower on the 2020-21 iReady Diagnostic 2.
HMRI (Houghton-Mifflin Reading Inventory) - Mid-Year Administration		

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. Direct modeling of Common Core aligned skills (The Teach)
b. Engaging students in practice with effective peer support (Active Engagement)
c. Targeted small-group and one-on-one reteaching (Independent Work/Conferencing)

2. Students who have yet to achieve proficiency in foundational concepts will be supported in-class through targeted small-group and one-on-one reteaching.

3. Targeted Academic Assist classes will provide additional support for RSP students with their GenEd classes.

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)
	None Specified

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 & 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)
1,000	Annual Fund

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. SDC teachers will incorporate specific reading strategies across all curricular areas
a. Pre-reading strategies
b. Reading for important/key information
c. Highlighting

2. SDC teachers will incorporate specific writing strategies across all curricular areas
a. Utilizing graphic organizers to write a paragraph and an essay,
b. Utilizing ACES to answer questions (Answer the Question, Cite Evidence, Elaborate/Explain, Summarize)

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)
	None Specified

Annual Review

SPSA Year Reviewed: 2019-20

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.

1. Strategies for establishing a Special Education Leadership Team at our site that coordinates regularly with our District Coaches & Leadership.
a. SpEd Team met before the start of the year to plan for the upcoming year.
b. Release time was not provided on a quarterly basis, but SpEd team utilized common prep periods and “A” Mondays to collaborate.
c. Time for consistent collaboration with District Coaches and Leadership was not attainable, but support was provided as needed.
d. SpEd team did not have the opportunity to plan and present at "A" Monday PD opportunities as a SpEd team
e. District trainings pulled the SpEd Team away from several "A" Mondays throughout the year.
f. The current status of IEPs on SEIS were reviewed and updated as necessary.
g. CASEMIS errors were reviewed and updated as necessary.
h. SpEd teachers were provided with additional professional development and administrative support, as needed
i. Some time was provided for SpEd teachers to collaborate with general education teachers
j. 100% Instructional Coach supported new SpEd teachers in the administration of the standardized assessments.
k. SpEd teachers provided updates to parents electronically on a weekly basis.

2. Strategies for realigning our 2019-20 Master Schedule to provide SDC & RSP services within a GenEd setting through a team-teaching model (SWD)
a. SDC classes were aligned with GenEd classes so that students can take advantage of both depending on their need
b. Further combination of SDC classes to opened up additional staff to provide push-in services
c. Two SpEd teachers were assigned to specialize in providing push-in services and two teachers to specialize in providing SDC instruction
d. Common planning time was provided for SpEd & GenEd teachers to collaborate, and was beneficial for IEPs as well.
e. Team-teaching model between SpEd & GenEd teachers continued to develop.
f. RSP students were clustered to provide consistent services within the GenEd classrooms

3. Strategies for providing professional development for SDC & GenEd Teachers regarding curriculum modification and the implementation of a team-teaching model within the GenEd classroom (SWD)
a. SpEd Team training was facilitated before the start of the year
b. One IEP Release Day was provided at the beginning of the year, but not for the 2nd semester.
c. "A" Monday time was provided for SpEd and GenEd teachers to collaborate around elements of the workshop model and meeting all students needs.
d. Opportunities for teachers to observe successful team-teaching models at other sites was not provided. There may be more be more effective models to observe outside of our District.

e. Resources were not available for teachers to attend conferences and PD opportunities outside of our District.
f. Time was provided for collaboration with District coaches and support staff
g. SpEd teachers were provided with limited training and support on test preparation strategies and test preparation timelines

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 team-teaching model between SpEd & GenEd teachers continued to develp with two teachers providing RSP services in the classroom daily.
2. SDC classes were combined for History & Science so that two teachers could provide RSP services in the classroom daily.
3. District meetings/trainings pulled the SpEd Team away from several "A" Mondays throughout the year.

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

1. Emphasis on workshop model for delivering instruction within our SDC classes.
2. Inceased time for collaboration between SpEd & GenEd teachers.
3. Inorporating instruction of reading and writing strategies across all curricular areas.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 4

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

Goal 6

1. By August 2020, 100% of SMMS teachers will fully utilize the Gradebook/Parent Portal for grades, upcoming and missing assignments,and teacher email.

2. By October 2020, 100% of SMMS families will be registered to access the Aeries Parent Portal.

3. By June 2021, SMMS will offer four Parent Information Nights/Parent University workshops on the SMMS campus.

4. By June 2021, 10% of SMMS will have attended at least one Parent University Workshop.

Identified Need

1. 83% of SMMS teachers currently use Gradebook/Parent Portal system.

2. 75% of SMMS families are connected to the Parent Portal

3. In 2019-2020, less than 2% of SMMS families attended a Parent Information Night/Parent University workshop.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Portal Registration	During the 2019-20 school year 75% of SMMS families were connected to the Parent Portal.	SMMS families will increase the baseline of 75% by 15% with a stretch goal of 25% to end at 100% by October, 2020.
The percentage of teachers utilizing the Gradebook/Parent Portal system	During the 2019-20 school year 83% of teachers are utilizing the Aeries Gradebook/Parent Portal system	SMMS teachers will increase the baseline of 83% by 10% with a stretch goal of 17% to end at 100% by October, 2020
Parent Information Nights/Parent University Workshop Attendance	During the 2019-20 schooly year, 2% of parents attended the Parent Information Nights/Parent University Workshops.	SMMS parents will increase the baseline of 2% by 8%, with a stretch goal of 13% to end at 10% or higher by May, 2021

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

1. Streamline the process by providing multiple opportunities for parents to sign up for the Parent Portal at the beginning of the year.
2. Provide training for parents regarding the Parent Portal and other online platforms at the beginning of the year.
3. Publicize the benefits of the Parent Portal and identify important information that parents can access throughout the year.
4. Provide parents with information about the key elements of each online platform and their intended use.
5. Provide targeted support to individual families who need additional assistance with connecting to the systems.

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)
	None Specified
	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Strategies for increasing teacher utilization of the Aeries Gradebook

1. Provide direct support for teachers through our Tech Leader and Instructional Coach
2. Provide time and training opportunities for teachers to learn how to utilize the Aeries Gradebook

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)
	None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Strategies for building increasing parent participation in Parent University Workshops

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

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)
	None Specified
	None Specified

Annual Review

SPSA Year Reviewed: 2019-20

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.

1. Strategies for increasing parent/teacher use of the Aeries Parent Portal
a. Teachers were provide teachers with opportunities for appropriate training and support for using Gradebook, uploading assignments, and other available features.
b. Parents were provided an opportunity to sign up for the Parent Portal at our Welcome Back to School event.
c. Compiling a list of families who do not have access to the Parent Portal and personally extending an invitation to sign-up will be an area of focus this year.
d. Utilized a variety of opportunities to publish the existence but not spcifically the benefits of Parent Portal.

f. A hyperlink was added to our SMMS webpage to link parents to Parent Portal

2. Strategies for building increasing parent participation in Parent University workshops.
a. Parent representatives to worked with teachers in identifying specific classroom needs and volunteer opportunities
b. Promoted Parent University Workshops through a variety of means
c. Breakfast meetings with Parent Group Leaders and Administration on a quarterly basis did not occur.
d. Continued to provide opportunities for parents and guardians to provide input on parent education topics during various school functions/parent meetings
e. Coordinated with Family Resource Center to sponsor four parent training events this year. One did not take place due to COVID-19
f. Coordinated with Family Resource Center & PTSA to identify presenters for specific 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 did not reach the goal of having 100% of our teachers utilizing gradebook so that parents can access information through PowerSchool
2. We did not reach the goal of having 100% of our families connected to the Parent Portal.
3. We were able to double the number of parent training events that we had originally planned for.

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 accessibiilty to Parent Portal and other online platforms.
2. Compile a list of families who do not have access to the Parent Portal and personally extending an invitation to sign-up will be an area of focus this year
3. Expand parent education 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	$0.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$33,824.00

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	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
Annual Fund	$
LCFF - Base	$
Unrestricted	$

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

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

The following amount of dollars reflects Title I Other Authorized Activities Reservations for the District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2020-21, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of $:

- **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 2020-21 is as below:

School: <u>Sierra Madre MS</u>

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District	#of FRL Student at School	Per Student shared Cost to School	Total Shared Cost to School
30100	Intervention Activities	$1,859,837.81	10161	187	$183.04	$34,228.48

`

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Garrett Newsom	Principal
Gina Davis	Classroom Teacher
Chad Prado	Classroom Teacher
Stepanie Shawn	Other School Staff
Dana Gaskell	Other School Staff
Shannon Braden	Parent or Community Member
Kristin Conrad Thatcher	Parent or Community Member
Kirsten Evans	Parent or Community Member
Julie Flad	Parent or Community Member
Angelica Nessman	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 6, 2020.

Attested:

Principal, Garrett Newsom on May 6, 2020

SSC Chairperson, Dana Gaskell on May 6, 2020

Instructions

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

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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.

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

The TSI plan shall:

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

Sierra Madre Middle School
PARENT COMPACT

Staff:
As a Pasadena Unified School District teacher/administrator I will:

- Teach classes through interesting and challenging lessons that promote student achievement.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Encourage parent involvement in school activities.
- Enforce rules equitably and provide a safe, orderly and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning.
- Participate in professional development opportunities that improve teaching and learning.
- Support the formation of partnerships with families and the community.
- Participate in collaborative decision making with other school staff and families for the benefit of students.
- Respect the school, students, staff and families.

_____ _____ _____
Teacher Signature/Date **Principal Signature/Date** **Superintendent Signature/Date**

Student:
I agree to carry out the following responsibilities:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

_____ _____
Student Signature/Date **Grade**

Family/Parent
I agree to carry out the following responsibilities:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Support the school's discipline and dress codes.
- Participate at school activities such as school decision making, volunteering and/or attending parent-teacher conferences, Open House and Back to School Night.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students and families.

_____
Parent/Guardian Signature/Date

Attendance Improvement Implementation Plan

School: Sierra Madre Middle School	Principal: Garrett Newsom
School Number: 052	Counselor: Maureen Klauschie
Date Completed: 5/4/20	Principal Signature:

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

2019-2020 Current ADA Percentage	2020-2021 ADA Short Term Goal	2021-2022 ADA Long Term Goal
96.8%	97.0%	97.2%

GOAL 1: ATTENDANCE & DROPOUT PREVENTION PLAN			
Strategy & Activity Description	**Target Audience/s**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
• SART Team will conduct SST meetings early in the year for students who were chronically absent the previous year • SART Team will review data on a monthly basis to identify any chronically truant students who are absent from school without a valid excuse for 10% or more of the school days in one school year. • SART Team will apply the appropriate interventions (i.e. Truancy Letters, SART/SST, Tier II Interventions, Counseling, Mentoring, Alt Ed Placement etc.) • SART Team will increase the number of SST/SART Conferences for students who are chronically absent. • SART Team will provide additional for families of students who are chronically absent.	Chronically absent students and their parents/families.	• Attendance Clerk will send out letters weekly. • SART Team will review attendance data monthly. • SART team will conduct SSTs on an as needed basis. • SART Team will apply interventions on an ongoing basis.	• Interventions applied to 100% of students who have been identified as chronically absent. • Improved attendance for 50% or more of identified chronically identified students • Decrease in chronic absenteeism rate schoolwide.

GOAL 2: TEACHING ATTENDANCE			
Strategy & Activity Description	**Target Audience/s**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
• Emphasize attendance policies and expectations at orientation assemblies. • Update Student Handbook to clearly delineate school attendance policies. • Provide students with attendance notifications informing them of the attendance band they are currently in. • Communicate to students/parents the importance of attendance and our District's attendance policies throughout the year	All students and parents/families	• Student Handbook will be updated yearly • Orientation assemblies will be held at the beginning and mid-way point of the year. • Information regarding attendance will be communicated monthly.	Monthly attendance rate of 97% or higher.

GOAL 3: PREVENTION & INTERVENTION			
Strategy & Activity Description	**Target Audience/s**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
• Emphasize Trauma Informed Care practices school wide. • Highlight and announce the monthly attendance rate through the Sunday night call/email. • Acknowledge students who have an ADA of 96% or higher and award them at each School Spirit Day.	All students	• Trauma Informed Care practices will be emphasized daily. • Attendance rate will be highlighted and announced in the Sunday night call monthly. • Individual students will be rewarded at each of the six School Spirit Days throughout the year.	It will be progress monitored by assessing ADA figures at every attendance month. Info will be provided by TAA.

Sierra Madre Middle School

PARENT INVOLVEMENT POLICY

School Site Council	Meets on Various Wednesdays at 6:00p.m.	Fifty percent of participants in the SSC are parents. The council is a school governance body that strives to improve student achievement through review and approval of the SPSA, oversight of funding for specially funded accounts, dissemination of information about school events, and planning of current and future programs.
PTSA Volunteer Committees Extracurricular Events Fundraising	Meets on Various Mondays at 6:00p.m.	PTSA connects parents, teachers, students, administration, and staff to promote success for all students. Monthly events are planned sand implemented such as Movie Night, School Dances and Spirit Days. Fundraisers provide support for classroom field trips, teacher supplies, events throughout the year, VAPA specialists, assemblies and art supplies, school-wide safety needs, and more. Additionally, parents participate in volunteer activities through a variety of committees outlined in detail on the following page
Annual Fund Annual Fall Ask & Spring Silent Auction Special Events Grant Writing	Meets on Various Fridays at 8:00a.m. Events: Various dates throughout year	Annual Fund is an organization designed for the sole purpose of raising money for the school to offset budget deficits and provide enrichment. Parents plan an annual giving drive for school families and the local Sierra Madre community, fundraising events throughout the year including the Annual Live & Silent Auction, and write grants to raise needed funds. Teachers, staff, administration, and the School Site Council determine how funds are spent
ELAC	Meets on Various Tuesdays at 8:00am	Parents participate in the English Learner Advisory Committee to address issues specifically related to English Learners. The committee typically reviews EL data and programs and advises the principal, school staff, and SSC on programs and services for English Learners to assure the needs of EL students are being met.
School-Parent Compact: The school-parent compact outlines how parents, the entire school staff, and students share the responsibility for improved student achievement and the means by which the school and parents build and develop a partnership to help children achieve proficiency on the California Content Standards. A copy of the school's Parent Compact is found on page XI of the School Plan.		

- SSC developed and approved the School-Parent Compact, by representatives of all stakeholder groups.
- During the annual parent-teacher conference the Compact shall be discussed as it relates to the individual student's achievement.
- Parents receive and review the School-Parent Compact during the registration process.
- Copy of Compact is attached to this Policy.

Parent Education and Communication with families of Sierra Madre School is accomplished through:

- School Website: smms.pusd.us
- Facebook
- PTSA E-Mail Blasts
- Weekly Sunday Night Call/Emails/Texts from Principal
- Community Assistant
- Parent Information Nights
- Parent Summit

Parent Volunteers and Visitors are welcomed on campus and we are grateful for your cooperation. Below is our Sierra Madre School Policy regarding welcoming our parents/visitors on campus:

Parents may volunteer to work in classrooms

- Prearrange with classroom teacher
- TB screening complete
- Sign-In at the main office

Parents may visit and/or observe in classrooms

- Prearrange with classroom teacher
- Sign-in at the main office.
- Drop in limit of 20 minutes, as determined by teacher/administration

Parents may conference with teachers

- Prearrange with teacher
- Before or after school, as mutually agreed upon with parent and teacher
- Not within the instructional minutes of the school day.

Parents with concerns may:

- Conference with the teacher
- Conference with administration

Follow District Uniform Complaint Procedure

Sierra Madre Middle School

Pasadena Unified School District

Sierra Madre Middle School

Comprehensive Schools Safety Plan:

School Site Council Evaluation and Public Hearing Certification

2/5/20 **Update**

California law requires the Comprehensive School Safety Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is being properly implemented (Education Code 35294.2[e]). An updated file of all safety-related plans and materials is maintained by Sierra Madre Middle School and is readily available for inspection by the public.

California law also requires notice for public input prior to the adoption of the Comprehensive School Safety Plan. Notice for public comment was provided on February 5, 2020 at 6:00pm. Notice was provided by Principal.

Sierra Madre Middle School 's "school site council" has evaluated our Comprehensive School Safety Plan and has determined the following:

The plan has been properly implemented and monitored

Amendments

School Site Council

Signatures of Sierra Madre Middle School 's Site Council Members

Signature	Date	Signature	Date
	2/5/20		
	2/5/20		
	2/5/20		
	2/5/20		
	2/5/20		
	2/5/20		
	2/5/2020		

Sierra Madre Middle

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Garrett Newsom, Principal

Principal, Sierra Madre Middle

About Our School

Welcome to Sierra Madre Middle School, a community of learners with a proud tradition of a Commitment to Excellence featuring a:
• Strong and innovative academic program
• Talented, creative, energetic and diverse student body
• Highly qualified team of professional educators
• Celebrated visual and performing arts program
• Culture of collaboration with enthusiastic and supportive families
• Network of dedicated and involved community partners

Contact

Sierra Madre Middle
160 North Canon Ave.
Sierra Madre, CA 91024-2004

Phone: 626-396-5910
Email: newsom.garrett@pusd.us

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Pasadena Unified
Phone Number	(626) 396-3600
Superintendent	Brian McDonald
Email Address	mcdonald.brian@pusd.us
Website	www.pusd.us

School Contact Information (School Year 2019—20)	
School Name	Sierra Madre Middle
Street	160 North Canon Ave.
City, State, Zip	Sierra Madre, Ca, 91024-2004
Phone Number	626-396-5910
Principal	Garrett Newsom, Principal
Email Address	newsom.garrett@pusd.us
Website	http://smms.pusd.us
County-District-School (CDS) Code	19648810127746

Last updated: 1/1/2020

School Description and Mission Statement (School Year 2019—20)

Sierra Madre Middle School's Three Core Values of Academic Achievement, Creative Culture, and a Safe and Nurturing Environment define our commitment to providing a program that promotes academic, physical, emotional, and social growth for all of our students. 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.

Sierra Madre Middle School is one of 28 schools in the Pasadena Unified School District and is 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, and by 2013 grew to become one of four stand-alone middle schools in the District. In 2015, Sierra Middle School opened a brand new campus that features twenty classrooms, a gymnasium, multipurpose room, outdoor amphitheatre, library, choir room, instrumental music room, and labs for science and visual arts.

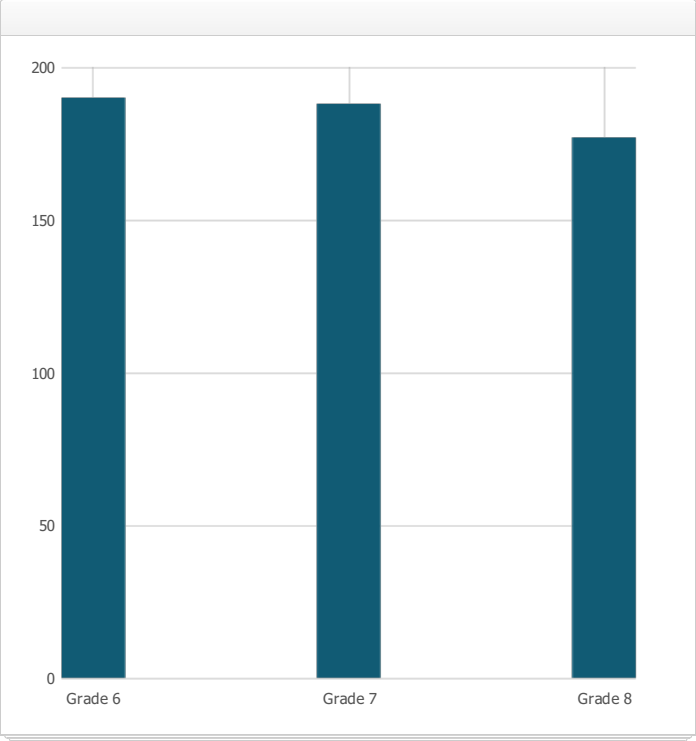
Sierra Madre Middle School now features two signatures programs as well. The Mandarin Dual Language Immersion program includes instruction in Mandarin Language Arts, Ancient Civilizations, World History & U.S. History. Through this unique program, students receive core instruction in Mandarin, strengthening their cognitive skills and promoting their intellectual growth. The program emphasizes the development of academic language proficiency, encompassing listening, speaking, reading and writing. The Math Academy is also offered as a course of study at all three-grade levels Students in this innovative program follow an advanced course of study with the goal of taking the AP Calculus exam in 8th grade.

In addition, a comprehensive offering of elective courses includes Robotics, 3D Printing, Hawks News, Creative Writing, Technology, Visual Arts, Instrumental Music, History vs. Hollywood, Choir, Drama, Chinese Art & Culture, and Mandarin as a Foreign Language.

Last updated: 1/12/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 6	190
Grade 7	188
Grade 8	177
Total Enrollment	555



Last updated: 1/1/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	7.60 %
American Indian or Alaska Native	0.40 %
Asian	12.40 %
Filipino	0.70 %
Hispanic or Latino	27.00 %
Native Hawaiian or Pacific Islander	%
White	47.00 %
Two or More Races	4.30 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	24.10 %
English Learners	4.00 %
Students with Disabilities	14.60 %
Foster Youth	1.40 %
Homeless	0.40 %

A. Conditions of Learning

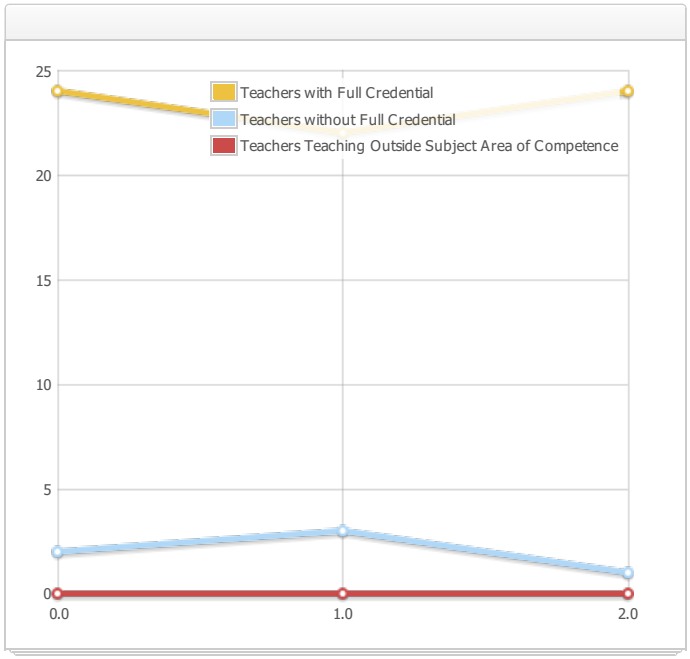
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

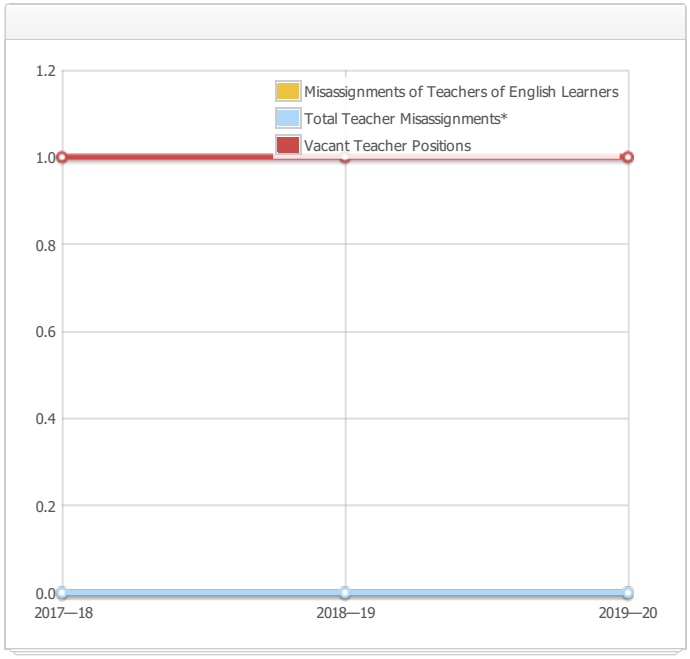
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	24	22	24	718
Without Full Credential	2	3	1	24
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4



Last updated: 1/10/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	1	1



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/10/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6RLA 6 Holt McDougal Holt Literature and Language Arts Introductory Course 2010 7RLA 7 Holt McDougal Holt Literature and Language Arts First Course 2010 ELD 1 - 3 ELD 6-8 Houghton Mifflin/Scholastic READ 180 Stage B 2012 ELD 1-3 ELD 6-8 Houghton Mifflin/Scholastic Reading 180 Stage C 2012 6th-8th Reading/Language Arts Holt McDougal 2010 Mandarin DLIP 6 MZHY Level 6 Textbook -Simplified Mandarin DLIP 6 MZHY Level 6 Textbook -Traditional Mandarin DLIP 7 MZHY Level 7 Textbook -Simplified Mandarin DLIP 7 MZHY Level 7 Textbook -Traditional Mandarin DLIP 8 MZHY Level 8 Textbook- Simplified Mandarin DLIP 8 MZHY Level 8 Textbook- Traditional ELD 1 - 5 6,7,8 Hampton Brown National Geographic Edge: Fundamentals 2009 ELD 1 - 5 6,7,8 Hampton Brown National Geographic Edge: Level A 2009 ELD 1- 5 6,7,8 Hampton Brown National Geographic Edge: Level B 2009	Yes	0.00 %
Mathematics	MATH (6, 7,8) Curriculum Associates Ready (6,7,8) Mathematics Instruction 2017MATH 6-8 Amazon TenMarks	Yes	0.00 %
Science	6SCI 6 CPO CPO Focus on Earth 6th 2007 7SCI 7 CPO CPO Focus On Life 7th 2007 8SCI 8 CPO CPO Focus On Physical Science 8th 2007	Yes	0.00 %
History-Social Science	6HSS 6 Glencoe CA Discovering Our Past: Ancient Civilizations 6th. 2006 7HSS 7 Glencoe CA Discovering Our Past: Medieval and Early Modern Times 7th 2006 8HSS 8 Glencoe CA Discovering Our Past: The American Journey to WW1 8th 2006 6th-8th Social Science/History Glencoe 2006	Yes	0.00 %
Foreign Language	Mandarin 6, 7, 8 Joint Publishing HK Chinese Made Easy, Simplified Characters, Levels 1 and 2 2014	Yes	0.00 %
Health	Teen Talk – Health Connected, Advocates for Youth, 2016	Yes	0.00 %
Visual and Performing Arts	VAPA Art K-12 SRA Art Connections 2008 VAPA Music K-12 Silver Burdett, Making Music 2008	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/1/2020

School Facility Conditions and Planned Improvements

Sierra Madre Middle School was established in 2004. The school's new campus opened in Fall 2015 and includes 20 classrooms, two visual arts labs, three science labs, a library, a gymnasium, and a Multipurpose Room that includes both a Choral and Instrumental Music classroom.

Cleaning Process Sierra Madre Middle School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with an emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair A scheduled maintenance program is administered by Sierra Madre Middle School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the Pasadena Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

PUSD maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.
PUSD has adopted cleaning standards for all schools in the District.

Last updated: 1/15/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Work Orders have been or will be issued.
Interior: Interior Surfaces	Good	Work Orders have been or will be issued.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Work Orders have been or will be issued.
Electrical: Electrical	Good	Work Orders have been or will be issued.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Work Orders have been or will be issued.
Safety: Fire Safety, Hazardous Materials	Good	Work Orders have been or will be issued.
Structural: Structural Damage, Roofs	Good	Work Orders have been or will be issued.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Work Orders have been or will be issued.

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Good

Last updated: 1/15/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	66.0%	68.0%	45.0%	46.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	61.0%	59.0%	35.0%	35.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/1/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	539	520	96.47%	3.53%	67.88%
Male	273	266	97.44%	2.56%	61.65%
Female	266	254	95.49%	4.51%	74.41%
Black or African American	44	43	97.73%	2.27%	39.53%
American Indian or Alaska Native	--	--	--	--	
Asian	67	66	99%	1.49%	83.33%
Filipino	--	--	--	--	
Hispanic or Latino	141	135	95.74%	4.26%	58.52%
Native Hawaiian or Pacific Islander					
White	254	244	96.06%	3.94%	72.13%
Two or More Races	25	25	100.00%	0.00%	76.00%
Socioeconomically Disadvantaged	139	131	94.24%	5.76%	42.75%
English Learners	43	41	95.35%	4.65%	24.39%
Students with Disabilities	72	67	93.06%	6.94%	25.37%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/1/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	539	520	96.47%	3.53%	58.85%
Male	273	266	97.44%	2.56%	55.64%
Female	266	254	95.49%	4.51%	62.20%
Black or African American	44	43	97.73%	2.27%	32.56%
American Indian or Alaska Native	--	--	--	--	
Asian	67	66	99%	1.49%	84.85%
Filipino	--	--	--	--	
Hispanic or Latino	141	135	95.74%	4.26%	47.41%
Native Hawaiian or Pacific Islander					
White	254	244	96.06%	3.94%	61.07%
Two or More Races	25	25	100.00%	0.00%	72.00%
Socioeconomically Disadvantaged	139	131	94.24%	5.76%	35.11%
English Learners	43	41	95.35%	4.65%	24.39%
Students with Disabilities	72	67	93.06%	6.94%	25.37%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/1/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/1/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	16.58%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

Last updated: 1/9/2020

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	9.80%	26.20%	44.30%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/10/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

Parents are involved in school activities by volunteering at schools and/or district events, being a part of a school-level and/or district-level parent groups, participating in parenting and/or parent capacity building workshops, seminars, etc. District's Family Resource Center, in partnership with schools, Twilight Adult Education, district departments and community organizations, offers parent classes, trainings, Parent University workshops, and seminars on parenting, helping parents understand the state academic standards, state assessments, how to help their children to improve academic achievement, technology, leadership, etc. Information on all district-wide parent workshops, parent meetings, and volunteering/leadership opportunities are posted on the Family and Community Engagement webpage of pusd.us. Parents can also contact the Family Resource Center at (626) 396-3600 ext. 88191 for help on navigating the school's system, information on parental involvement, trainings, and volunteering. Additionally, the Family Resource Center's two Community Liaison Specialists provide support to all schools on family engagement.

The District Family Resource Center, in collaboration with the Office of Special Projects, State & Federal Programs, and the District Advisory Council, offers trainings to parents and staff on School Site Councils, including SPSA goals, budget, parental involvement policies, how to conduct successful meetings, Robert's Rules of Order, etc. The District Family Resource Center supports parent advisory groups (AAPC, CAC, DAC, PTA, FYC, LCAP PAC, and DELAC) and Parent Leaders Group, a cross-functional team that collaborates on family involvement programs and activities across the district. All parent groups provide annual recommendations to the School Board on academics, budget, school climate, parental involvement, etc.

At Sierra Madre Middle School Volunteers and Visitors are welcomed on campus and may participate in a number of opportunities.

The P.T.S.A., English Language Advisory Council, and Annual Fund Committee meet on a regular basis and are open to the public as well. Volunteer efforts also provide key support to our after school sports program, Science Olympiad Team, Service Club, Science Labs, School Dances, and our 8th grade trip to Catalina.

Communication with families of Sierra Madre School is accomplished through the School Website at smms.pusd.us, Facebook, Parent Portal, PTSA E-Mail Blasts, Weekly Sunday Night Call/Emails/Texts from Principal, Community Assistant, Parent Workshops

State Priority: Pupil Engagement

Last updated: 1/12/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

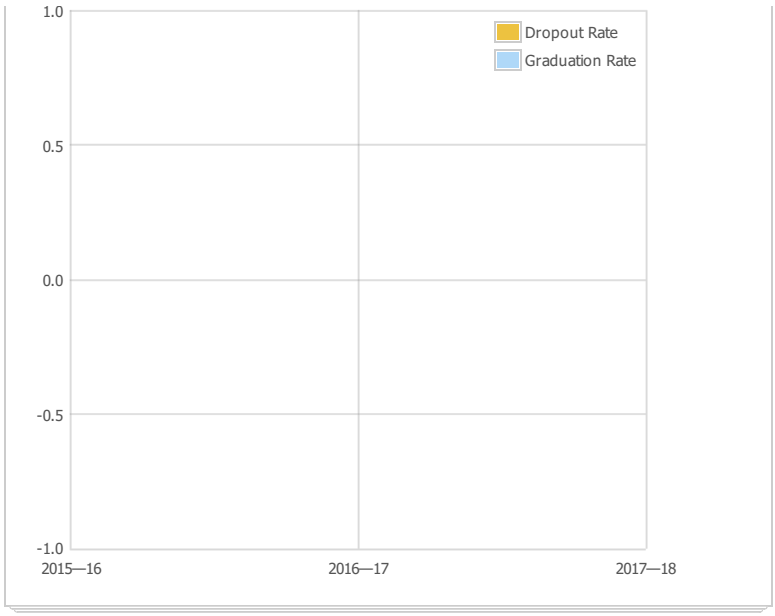
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	10.00%	9.70%
Graduation Rate	--	82.20%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	--	7.90%	9.10%	9.60%
Graduation Rate	--	--	--	80.30%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/1/2020

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	1.80%	1.70%	1.90%	4.60%	4.50%	4.60%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/1/2020

School Safety Plan (School Year 2019—20)

The safety of students and staff is a primary concern of Sierra Madre Middle School. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is a responsibility shared among instructional aides, noon supervisors, playground aides, teachers, and administrators, and is provided before school, during breaks, at lunch, and after school. Sierra Madre Middle School also maintains a close working relationship with the Sierra Madre Police and Fire Departments and collaborates regularly around safety procedures and preparedness.

The School Site Safety plan is revised each year by the Safety Committee and the School Site Council. The plan was most recently updated and reviewed with school staff in February, 2020. The key elements of the Safety Plan include revising the emergency evacuation plan and replenishing the emergency supply bin. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster.

Last updated: 1/12/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	29.00	11	16	13
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	28.00	12	12	16
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	29.00	10	11	16
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	23.00	7	1	7
Mathematics	24.00	6	1	7
Science	28.00	3	1	7
Social Science	28.00	3	1	7

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	26.00	4	4	5
Mathematics	24.00	6	4	4
Science	28.00	3	4	5
Social Science	28.00	3	3	6

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	25.00	5	3	7
Mathematics	23.00	6	7	3
Science	30.00	2	2	8
Social Science	26.00	5	2	7

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/1/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	1110.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.
**Average Number of Pupils per Counselor

Last updated: 1/1/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	0.50
Other	0.20

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/1/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8283.79	$2114.80	$6168.99	$74287.58
District	N/A	N/A	$6032.72	$72777.79
Percent Difference – School Site and District	N/A	N/A	2.26%	2.07%
State	N/A	N/A	$7506.64	$82031.00
Percent Difference – School Site and State	N/A	N/A	-17.82%	-9.44%

Note: Cells with N/A values do not require data.

Last updated: 1/9/2020

Types of Services Funded (Fiscal Year 2018—19)

The Sierra Madre Middle School campus houses 20 classrooms, two visual arts labs, three science labs, a library, a gymnasium, and a Multipurpose Room that includes both a Choral and Instrumental Music classroom.

Sierra Madre Middle School has 24 fully credentialed teachers, each of whom meets all credential requirements in accordance with the State of California guidelines... In addition, several teachers have obtained a Master's Degree level or higher education as well. 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.

The district offers school-based mental health services, including counseling services and referrals for students and their families, as well as the Young and Healthy "I Think I Can" program that is presented to students.

Students with exceptional needs receive specialized instruction based on Individualized Education Plans (IEP). Sierra Madre Middle School offers push-in services for students who additional assistance from a Resource Specialist Program (RSP) Teacher, as well as Specialized Academic Instruction (SAI) in all core academic subjects. We also have one SDC classroom for our students with moderate to severe needs.

Gifted and Talented Education (GATE) students are clustered into classrooms for their core academic subjects. English Learner (EL) students are provided designated English Language Development Instruction as their elective.

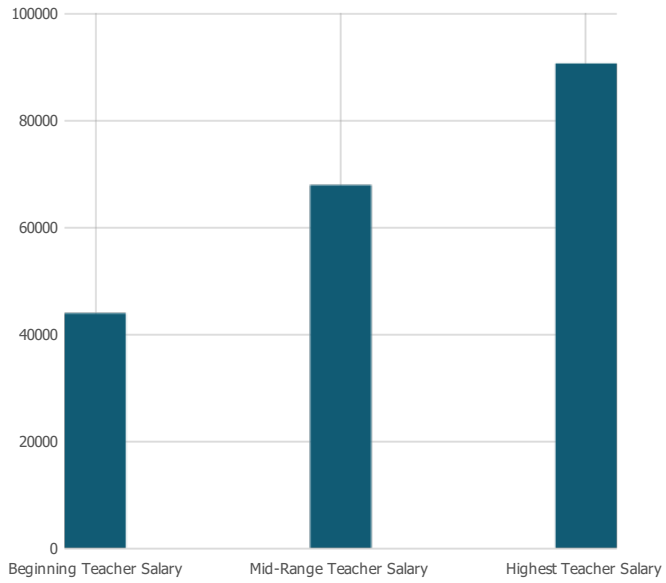
Last updated: 1/12/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

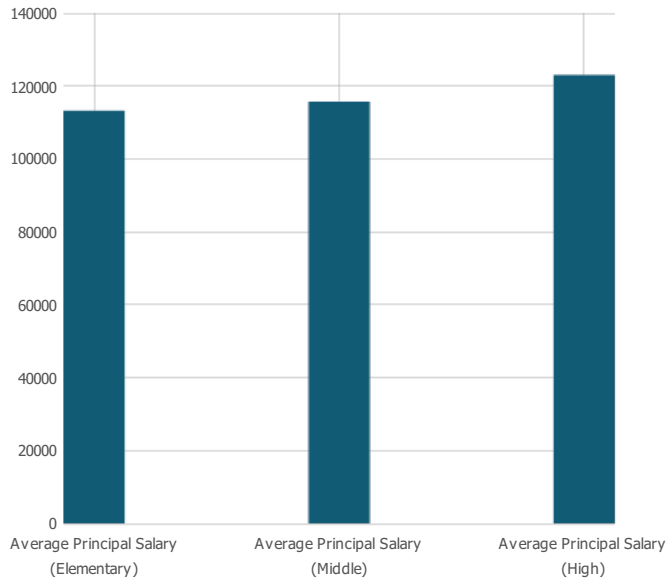
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,901	$51,374
Mid-Range Teacher Salary	$67,859	$80,151
Highest Teacher Salary	$90,585	$100,143
Average Principal Salary (Elementary)	$113,223	$126,896
Average Principal Salary (Middle)	$115,692	$133,668
Average Principal Salary (High)	$123,024	$143,746
Superintendent Salary	$261,768	$245,810
Percent of Budget for Teacher Salaries	29.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/9/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	1	3.20%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/1/2020

Professional Development

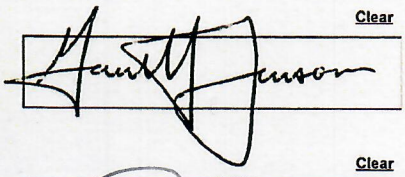
Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	19	18	18

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.

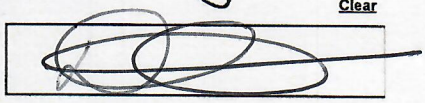
This SPSA was adopted by the SSC at a public meeting on May 6, 2020.

Attested:

Clear



Clear



Principal, Garrett Newsom on May 6, 2020

SSC Chairperson, Dana Gaskell on May 6, 2020

Previous Section
School Site Council Membership

Current Section
Recommendations and Assurances

Next Section
Instructions Overview

©2007 Document Tracking Services

PASADENA UNIFIED SCHOOL DISTRICT

Language Assessment Development Department

Director
Juan A. Ruelas

ELAC Recommendations to School Site Council

School:Sierra Madre Elementary and Middle School Date: March 10,2020

The following are recommendations from the English Learner Advisory Committee (ELAC) to the School Site Council (SSC) for the 2019 -2020 school year Single Plan for Student Achievement:

Las siguientes son recomendaciones del Comité Asesor de Estudiantes de Inglés (ELAC, por sus siglas en inglés) al Consejo del Sitio Escolar (SSC, por sus siglas en inglés) para el Plan Individual para el Logro del Estudiante del año escolar 2019 -2020:

Data Examined:	1. Number of EL's at both schools and their progress in district and state assessments. *Número de EL-s en la escuela y su progreso en las evaluaciones del distrito y del estado.* 2. Progress of Sp. Ed EL students in the district and state assessments. *El progreso de sp. Alumnos de Ed EL en el distrito y evaluaciones estatales.* 3.Reclassification data 2019-2020 *Datos de clasificación 2019-2020*
Areas of Need/ Concern:	1.Improve reading and writing scores of EL students *Mejorar las puntuaciones de lectura y escritura de los estudiantes EL* 2.Continue to move students towards reclassification with the goal of reclassifying prior to promoting from 8th grade. *Continuar moviendo a los estudiantes hacia la reclasificación con el objetivo de reclasificar antes de ascender desde el octavo grado.* 3.Continued focus on teacher preparedness and skill to provide English Language Development instruction. *Enfoque continuo en la preparación y habilidad del maestro para proporcionar instrucción de Desarrollo del Idioma Inglés.* 4. Additional support for students and families *Apoyo adicional para estudiantes y familias.*

351 South Hudson Ave, #209, Pasadena, California 91109
Phone: 626-396-3600, ext. 88285 Fax: 626-683-0728
https://www.pusd.us

PASADENA UNIFIED SCHOOL DISTRICT

Language Assessment Development Department

Director
Juan A. Ruelas

Funds/Resources Available:		Funds: LCFF Other Total
Recommendations for Single Plan:	First Choice • 100% Coach at every school site • Entrenador 100% en cada escuela Second Choice • Continue to provide additional professional development for teachers providing ELD instruction • Continuar proporcionando desarrollo profesional adicional para los maestros que imparten instrucción ELD Third Choice • Writing strategy support for EL students • Apoyo de estrategia de escritura para estudiantes EL Fourth Choice • Parent Training • Entrenamiento para padres	

We submit these recommendations to the SSC on behalf of the ELAC.

Maria Gallegos
ELAC President (Print Name)

Verbal consent 3/10/20 @ ELAC
Signature/Date

ELAC Representative to SSC (Print Name)

Lindsay Lewis 3/25/20
Signature/Date

Garrett Newsom

5/6/20

351 South Hudson Ave, #209, Pasadena, California 91109
Phone: 626-396-3600, ext. 88285 Fax: 626-683-0728
https://www.pusd.us

Pasadena Unified School District

SMMS School Plan for Student Achievement (SPSA)
Mathematics Theory of Action Form
2020-21

Problem Statement	Long-term Outcome (Outcome/Need)
The Distance from Met for All Students was +17.7 (Green) on the 2019 SBAC Mathematics assessment.	Students will demonstrate grade level knowledge in mathematics, have access to a robust course selection, and show academic achievement.

Actions/Activities [If …]	Immediate Outcomes [Then …]	Short-term Outcomes (specific goal) [So that ...]	Long-term Outcome [Which leads to ...]
Math teachers utilize the elements of the workshop structure and Ready curriculum to differentiate instruction.	Math teachers will incorporate modeling, active engagement, and conferencing with students during independent work as part of their lessons.	Math DFM for All Students will increase the baseline of +17.7 (Green) from 2019 by a total of 15 (to reach Blue) with a stretch goal of 17.3 to end at +32.7 or higher by the end of the 2020-21 school year	Students will demonstrate grade level knowledge in mathematics, have access to a robust course selection, and show academic achievement.
Students who have not yet achieved proficiency in foundational mathematical skills are supported in class through targeted small-group and one-on-one reteaching.	Lower performing students will receive increased individualized instruction during the lesson.	Math DFM for All Students will increase the baseline of +17.7 (Green) from 2019 by a total of 15 (to reach Blue) with a stretch goal of 17.3 to end at +32.7 or higher by the end of the 2020-21 school year	Students will demonstrate grade level knowledge in mathematics, have access to a robust course selection, and show academic achievement.
After-school intervention classes target our students with the most significant gaps in foundational	Lower performing students will receive additional individualized	Math DFM for All Students will increase the baseline of +17.7 (Green) from 2019 by a total of 15	Students will demonstrate grade level knowledge in mathematics, have access to a robust course

math concepts	instruction as part of the extended day	(to reach Blue) with a stretch goal of 17.3 to end at +32.7 or higher by the end of the 2020-21 school year	selection, and show academic achievement.
Math teachers will use quarterly Ready performance tasks department wide to measure students' growth in Common Core standards and to increase instructional consistency.	Math teachers will increase the consistency of instruction throughout each classroom and grade level.	Math DFM for All Students will increase the baseline of +17.7 (Green) from 2019 by a total of 15 (to reach Blue) with a stretch goal of 17.3 to end at +32.7 or higher by the end of the 2020-21 school year	Students will demonstrate grade level knowledge in mathematics, have access to a robust course selection, and show academic achievement.
Math teachers will use a variety of assessment tools to monitor student progress and identify opportunities for targeted differentiated instruction.	Students will be provided with multiple opportunities for displaying their mastery of standard.	Math DFM for All Students will increase the baseline of +17.7 (Green) from 2019 by a total of 15 (to reach Blue) with a stretch goal of 17.3 to end at +32.7 or higher by the end of the 2020-21 school year	Students will demonstrate grade level knowledge in mathematics, have access to a robust course selection, and show academic achievement.
Math teachers will conference with students and their parents as needed after the beginning and mid-year administration of the iReady Diagnostic	Students and parents will have a clearer understanding of their progress towards their goals and strategies to support their further growth.	Math DFM for All Students will increase the baseline of +17.7 (Green) from 2019 by a total of 15 (to reach Blue) with a stretch goal of 17.3 to end at +32.7 or higher by the end of the 2020-21 school year	Students will demonstrate grade level knowledge in mathematics, have access to a robust course selection, and show academic achievement.
Math teachers meet as a Departmental Team once before school starts, and three or more times throughout the year in targeted professional development.	Math teachers will collaborate and support each other's growth in effectively implementing the Ready/Carnegie math curriculum through the workshop model.	Math DFM for All Students will increase the baseline of +17.7 (Green) from 2019 by a total of 15 (to reach Blue) with a stretch goal of 17.3 to end at +32.7 or higher by the end of the 2020-21 school year	Students will demonstrate grade level knowledge in mathematics, have access to a robust course selection, and show academic achievement.

Pasadena Unified School District

SMMS School Plan for Student Achievement (SPSA
Mathematics Theory of Action
2020-21

IF Math teachers utilize the elements of the workshop structure and Ready curriculum to differentiate instruction.

THEN Math teachers will incorporate effective strategies of modeling, active engagement, and conferencing with students during independent work as part of their lessons.

AND

IF Students who have not yet achieved proficiency in foundational mathematical concepts are supported in class through targeted small-group and one-on-one reteaching.

THEN Lower performing students will receive increased individualized instruction during each lesson.

AND

IF After-school intervention classes target our students with the most significant gaps in foundational math concepts

THEN Lower performing students will receive additional individualized instruction as part of the extended day

AND

IF Math teachers use quarterly Ready performance tasks department wide to measure students' growth in Common Core standards and to increase instructional consistency.

Pasadena Unified School District

THEN Math teachers will increase the consistency of instruction throughout each classroom and grade level.

AND

IF Math teachers use a variety of assessment tools to monitor student progress and identify opportunities for targeted differentiated instruction.

THEN Students will be provided with multiple opportunities for displaying their mastery of standards.

AND

IF Math teachers conference with students and their parents as needed after the beginning and mid-year administration of the iReady Diagnostic

THEN Students and parents will have a clearer understanding of their progress towards their goals and strategies to support their further growth.

AND

IF Math teachers meet as a Departmental Team once before the start of school, and three or more times throughout the year in targeted professional development.

THEN Math teachers will collaborate and support each other's growth in effectively implementing the Ready/Carnegie math curriculum through the workshop structure.

SO THAT Math DFM for All Students will increase the baseline of +17.7 (Green) from 2019 by a total of 15 (to reach Blue) with a stretch goal of 17.3 to end at +32.7 or higher by the end of the 2020-21 school year

WHICH LEADS TO

Students demonstrating grade level knowledge in mathematics, having access to a robust course selection, and showing academic achievement.

Pasadena Unified School District

SMMS School Plan for Student Achievement (SPSA)
English Language Arts/ Literacy Theory of Action Form
2020-21

Problem Statement	Long-term Outcome (Outcome/Need)
DFM for All Students was +35.8 (Green) on the 2019 SBAC English Language Arts/Literacy assessment	Students will demonstrate grade level knowledge in ELA/Literacy, have access to a robust course selection, and show academic achievement.

Actions/Activities [If …]	Immediate Outcomes [Then …]	Short-term Outcomes (specific goal) [So that ...]	Long-term Outcome [Which leads to ...]
ELA Teachers utilize the elements of the workshop structure to differentiate instruction.	ELA Teachers will incorporate modeling, active engagement, and conferencing with students during independent work as part of their lessons.	ELA/Literacy (DFM) for All Students will increase the baseline of +35.8 (Green) from 2019 by a total of 9.2 (to reach Blue) with a stretch goal of 15 or more to end at +45 or higher by the end of the 2020-21 school year.	Students will demonstrate grade level knowledge in ELA/Literacy, have access to a robust course selection, and show academic achievement.
ELA Teachers emphasize Common Core aligned writing and reading skills organized by units of study in their teaching.	Students will increase their proficiency with foundational skills.	ELA/Literacy (DFM) for All Students will increase the baseline of +35.8 (Green) from 2019 by a total of 9.2 (to reach Blue) with a stretch goal of 15 or more to end at +45 or higher by the end of the 2020-21 school year.	Students will demonstrate grade level knowledge in ELA/Literacy, have access to a robust course selection, and show academic achievement.
ELA teachers will use quarterly writing performance tasks	ELA teachers will increase the consistency of instruction	ELA/Literacy (DFM) for All Students will increase the baseline	Students will demonstrate grade level knowledge in ELA/Literacy,

department wide to measure students' growth in Common Core standards and to increase instructional consistency.	throughout each classroom and grade level.	of +35.8 (Green) from 2019 by a total of 9.2 (to reach Blue) with a stretch goal of 15 or more to end at +45 or higher by the end of the 2020-21 school year.	have access to a robust course selection, and show academic achievement.
ELA teachers use a variety of assessment tools to monitor student progress and identify opportunities for targeted differentiated instruction.	Students will be provided with multiple opportunities for displaying their mastery of standard.	ELA/Literacy (DFM) for All Students will increase the baseline of +35.8 (Green) from 2019 by a total of 9.2 (to reach Blue) with a stretch goal of 15 or more to end at +45 or higher by the end of the 2020-21 school year.	Students will demonstrate grade level knowledge in ELA/Literacy, have access to a robust course selection, and show academic achievement.
ELA teachers will conference with students and their parents as needed after the beginning and mid-year administration of the HMRI Diagnostic Materials Strategy:	Students and parents will have a clearer understanding of their progress towards their goals and strategies to support their further growth.	ELA/Literacy (DFM) for All Students will increase the baseline of +35.8 (Green) from 2019 by a total of 9.2 (to reach Blue) with a stretch goal of 15 or more to end at +45 or higher by the end of the 2020-21 school year.	Students will demonstrate grade level knowledge in ELA/Literacy, have access to a robust course selection, and show academic achievement.
ELA Teachers meet as a Departmental team once before school starts, and three or more times throughout the year in targeted professional development.	ELA teachers will collaborate and support each other's growth in effectively teaching Common Core reading and writing skills through the workshop structure.	ELA/Literacy (DFM) for All Students will increase the baseline of +35.8 (Green) from 2019 by a total of 9.2 (to reach Blue) with a stretch goal of 15 or more to end at +45 or higher by the end of the 2020-21 school year.	Students will demonstrate grade level knowledge in ELA/Literacy, have access to a robust course selection, and show academic achievement.
ELA Teachers engage in on-going	Students will have greater access	ELA/Literacy (DFM) for All	Students will demonstrate grade

collaboration as a team to build a digital library of materials organized by units of study and Lexile level.	to materials appropriately leveled to their own learning needs.	Students will increase the baseline of +35.8 (Green) from 2019 by a total of 9.2 (to reach Blue) with a stretch goal of 15 or more to end at +45 or higher by the end of the 2020-21 school year.	level knowledge in ELA/Literacy, have access to a robust course selection, and show academic achievement.

Pasadena Unified School District

SMMS School Plan for Student Achievement (SPSA
English Language Arts/Literacy Theory of Action
2020-21

IF ELA Teachers utilize the elements of the workshop structure to differentiate instruction

THEN ELA Teachers will incorporate modeling, active engagement, and conferencing with students during independent work as part of their lessons.

AND

IF ELA Teachers emphasize Common Core aligned writing and reading skills organized by units of study in their teaching.

THEN Students will increase their proficiency with foundational skills.

AND

IF ELA teachers use quarterly writing performance tasks department wide to measure students' growth in Common Core standards and to increase instructional consistency.

THEN . ELA teachers will increase the consistency of instruction throughout each classroom and grade level.

AND

IF ELA teachers use a variety of assessment tools to monitor student progress and identify opportunities for targeted differentiated instruction.

Pasadena Unified School District

THEN Students will be provided with multiple opportunities for displaying their mastery of standard

AND

IF ELA teachers conference with students and their parents as needed after the beginning and mid-year administration of the HMRI Diagnostic Materials Strategy:

THEN Students and parents will have a clearer understanding of their progress towards their goals and strategies to support their further growth.

AND

IF ELA Teachers meet as a Departmental team once before school starts, and three or more times throughout the year in professional development.

THEN ELA teachers will collaborate and support each other's growth in effectively teaching Common Core reading and writing skills through the workshop structure.

AND

IF ELA Teachers engage in on-going collaboration as a team to build a digital library of materials organized by units of study and Lexile level.

THEN Students will have greater access to materials appropriately leveled to their own learning needs.

SO THAT The ELA/Literacy (DFM) for All Students will increase the baseline of +35.8 (Green) from 2019 by a total of 9.2 (to reach Blue) with a

stretch goal of 15 or more to end at +45 or higher by the end of the 2020-21 school year.

WHICH LEADS TO

Students demonstrating grade level knowledge in English Language Arts/Literacy, having access to a robust course selection, and showing academic achievement.

Pasadena Unified School District

SMMS School Plan for Student Achievement (SPSA)
Closing the Gap Theory of Action Form
2020-21

Problem Statement	Long-term Outcome (Outcome/Need)
Our Students with Disabilities, English Learners, and Socio-Economically Disadvantaged students scored within the Orange range on both the Math & ELA/Literacy portions of the 2019 SBAC assessment.	Students will demonstrate grade level knowledge in all core subjects, have access to a robust course selection, and show academic achievement.

Actions/Activities [If …]	Immediate Outcomes [Then …]	Short-term Outcomes (specific goal) [So that ...]	Long-term Outcome [Which leads to ...]
Students who have not yet achieved proficiency in foundational mathematical skills are supported in class through targeted small-group and one-on-one reteaching.	Lower performing students will receive increased individualized instruction during the lesson.	Math DFM for All Students will increase the baseline of +17.7 (Green) from 2019 by a total of 15 (to reach Blue) with a stretch goal of 17.3 to end at +32.7 or higher by the end of the 2020-21 school year	Students will demonstrate grade level knowledge in mathematics, have access to a robust course selection, and show academic achievement.
After-school intervention classes target our students with the most significant gaps in foundational math concepts	Lower performing students will receive additional individualized instruction as part of the extended day	Math DFM for All Students will increase the baseline of +17.7 (Green) from 2019 by a total of 15 (to reach Blue) with a stretch goal of 17.3 to end at +32.7 or higher by the end of the 2020-21 school year	Students will demonstrate grade level knowledge in mathematics, have access to a robust course selection, and show academic achievement.

Pasadena Unified School District

All Teachers utilize the elements of the workshop structure to differentiate instruction	All teachers will incorporate modeling, active engagement, and conferencing with students during independent work as part of their lessons.	All student subgroups with a negative Math DFM and/or ELA DFM will decrease the baseline from 2019 by the end of the 2020-21 school year	Students will demonstrate grade level knowledge in all core subjects, have access to a robust course selection, and show academic achievement.
All teachers use common rubrics department wide (found in district-adopted curriculum) to measure students' growth in Common Core standards and to guide differentiated instruction.	All teachers will increase the consistency of instruction throughout each classroom and grade level.	All student subgroups with a negative Math DFM and/or negative ELA DFM will decrease the baseline from 2019 by the end of the 2020-21 school year	Students will demonstrate grade level knowledge in all core subjects, have access to a robust course selection, and show academic achievement.
All Teachers offer differentiated assessments that give students choice in how they show their knowledge of taught skills	Students will have a variety of options through which to demonstrate their mastery of standard.	All student subgroups with a negative Math DFM and/or negative ELA DFM will decrease the baseline from 2019 by the end of the 2020-21 school year	Students will demonstrate grade level knowledge in all core subjects, have access to a robust course selection, and show academic achievement.
All teachers meet as a school team once before school starts, and three or more times throughout the year in targeted professional development	All teachers will collaborate and support each other's growth to increase efficacy with differentiating instruction through the workshop model.	All student subgroups with a negative Math DFM and/or negative ELA DFM will decrease the baseline from 2019 by the end of the 2020-21 school year	Students will demonstrate grade level knowledge in all core subjects, have access to a robust course selection, and show academic achievement.
All teachers engage in on-going	Students will have greater access	All student subgroups with a	Students will demonstrate grade

collaboration as a team to build a digital library of grade-level aligned materials organized by units of study and Lexile level.	to materials appropriately leveled to their own learning needs.	negative Math DFM and/or negative ELA DFM will decrease the baseline from 2019 by the end of the 2020-21 school year	level knowledge in all core subjects, have access to a robust course selection, and show academic achievement.
ELA Teachers conference with EL students and their parents after beginning and mid-year administration of HMRI to review progress toward reclassification in ELA grade, HMRI score, and ELPAC scores.	EL students and parents will have a clearer understanding of the reclassification process and set goals for achieving RFEP status.	20% of English Learners will reclassify by the end of the 2020-21 school year.	Students will demonstrate grade level knowledge in all core subjects, have access to a robust course selection, and show academic achievement.

Pasadena Unified School District

SMMS School Plan for Student Achievement (SPSA
Closing the Gap Theory of Action
2020-21

IF Students who have not yet achieved proficiency in foundational mathematical skills are supported in class through targeted small-group and one-on-one reteaching.

THEN Lower performing students will receive increased individualized instruction during the lesson

AND

IF After-school intervention classes target our students with the most significant gaps in foundational math concepts.

THEN Lower performing students will receive additional individualized instruction as part of the extended day

SO THAT The Math DFM for All Students will increase the baseline of +17.7 (Green) from 2019 by a total of 15 (to reach Blue) with a stretch goal of 17.3 to end at +32.7 or higher by the end of the 2020-21 school year

WHICH LEADS TO

Students demonstrating grade level knowledge in mathematics, having access to a robust course selection, and showing academic achievement.

AND

IF All Teachers utilize the elements of the workshop structure to differentiate instruction

THEN All teachers will incorporate modeling, active engagement, and conferencing with students during independent work as part of their

lessons.

AND

IF All teachers use common rubrics department wide (found in district-adopted curriculum) to measure students' growth in Common Core standards and to guide differentiated instruction.

THEN All teachers will increase the consistency of instruction throughout each classroom and grade level..

AND

IF All Teachers offer differentiated assessments that give students choice in how they show their knowledge of taught skills

THEN Students will have a variety of options through which to demonstrate their mastery of standard.LA teachers will increase the consistency of instruction throughout each classroom and grade level.

AND

IF All teachers meet as a school team once before school starts, and three or more times throughout the year in targeted professional development

THEN All teachers will collaborate and support each other's growth to increase efficacy with differentiating instruction through the workshop model.

AND

IF All teachers engage in on-going collaboration as a team to build a digital library of grade-level aligned materials organized by units of study and Lexile level..

Pasadena Unified School District

THEN Students will have greater access to materials appropriately leveled to their own learning needs.

SO THAT All student subgroups with a negative Math DFM and/or negative ELA DFM will decrease the baseline from 2019 by the end of the 2020-21 school year

AND

IF ELA Teachers conference with EL students and their parents after beginning and mid-year administration of HMRI to review progress toward reclassification in ELA grade, HMRI score, and ELPAC scores.

THEN EL students and parents will have a clearer understanding of the reclassification process and set goals for achieving RFEP status.

SO THAT 20% of English Learners will reclassify by the end of the 2020-21 school year.

WHICH LEADS TO

Students demonstrating grade level knowledge in all core subjects, having access to a robust course selection, and showing academic achievement.

Pasadena Unified School District

SMMS School Plan for Student Achievement (SPSA)
School Safety Theory of Action Form
2020-21

Problem Statement	Long-term Outcome (Outcome/Need)
	Students will be in school every day in an environment that is safe, caring, and conducive to learning.

Actions/Activities [If …]	Immediate Outcomes [Then …]	Short-term Outcomes (specific goal) [So that ...]	Long-term Outcome [Which leads to ...]
Conduct SST meetings early in the year for students who were chronically absent the previous year.	Students with a history of Chronic Absenteeism will receive additional supports at the beginning of the year.	Chronic Absenteeism for All Students will decrease the baseline of 6.4% from 2019-20 by 0.4% with a stretch goal of 0.5 or more to end at 6.0% or lower by the end of the 2020-21 school year.	Students will be in school every day in an environment that is safe, caring, and conducive to learning.
Communicate to students/parents the importance of attendance and our District's attendance policies throughout the year	Students and parents will increase their focus on priority of being at school daily.	Chronic Absenteeism for All Students will decrease the baseline of 6.4% from 2019-20 by 0.4% with a stretch goal of 0.5 or more to end at 6.0% or lower by the end of the 2020-21 school year.	Students will be in school every day in an environment that is safe, caring, and conducive to learning.
Schedule consistent monthly SART meetings to closely monitor	Early identification of chronically absent student will increase.	Chronic Absenteeism for All Students will decrease the	Students will be in school every day in an environment that is safe,

and review data		baseline of 6.4% from 2019-20 by 0.4% with a stretch goal of 0.5 or more to end at 6.0% or lower by the end of the 2020-21 school year.	caring, and conducive to learning.
Increase number of SST/SART Conferences for students who are chronically absent	The consistency of our SART process implementation will increase.	Chronic Absenteeism for All Students will decrease the baseline of 6.4% from 2019-20 by 0.4% with a stretch goal of 0.5 or more to end at 6.0% or lower by the end of the 2020-21 school year.	Students will be in school every day in an environment that is safe, caring, and conducive to learning.
Provide additional supports for families of students who are chronically absent	Families will have the strategies and tools they need in order to be successful.	Chronic Absenteeism for All Students will decrease the baseline of 6.4% from 2019-20 by 0.4% with a stretch goal of 0.5 or more to end at 6.0% or lower by the end of the 2020-21 school year.	Students will be in school every day in an environment that is safe, caring, and conducive to learning.
Emphasize Trauma Informed Care practices in our work with students.	We will build a proactive approach to behavior management and create a physically and emotionally safe environment.	Suspension Rate All Students will decrease the baseline of 1.9% from 2019-20 by 1.4% with a stretch goal of 1.9% or more to end at 0% by the end of the 2020-21 school year	Students will be in school every day in an environment that is safe, caring, and conducive to learning.
Implement consistent protocols to include appropriate consequences, remediations and	Schoolwide Behavior Management Plan will become more systematic and provide differentiation to meet	Suspension Rate All Students will decrease the baseline of 1.9% from 2019-20 by 1.4% with a	Students will be in school every day in an environment that is safe, caring, and conducive to learning.

accommodations	the needs of individual students.	stretch goal of 1.9% or more to end at 0% by the end of the 2020-21 school year	
Enhance RtI Tier II Interventions and utilize matching guide to determine the most appropriate supports for each student.	Schoolwide Behavior Management Plan will provide targeted support to students that need alternative strategies to support their behavioral success.	Suspension Rate All Students will decrease the baseline of 1.9% from 2019-20 by 1.4% with a stretch goal of 1.9% or more to end at 0% by the end of the 2020-21 school year	Students will be in school every day in an environment that is safe, caring, and conducive to learning.
Provide PD for Teachers & Staff regarding RtI, Proactive Classroom Management, Trauma Informed Care Instruction, Yoga & Mindfulness, Restorative Justice	Teachers and staff will increase their expertise and build their repertoire in addressing the needs of a diverse student population.	Suspension Rate All Students will decrease the baseline of 1.9% from 2019-20 by 1.4% with a stretch goal of 1.9% or more to end at 0% by the end of the 2020-21 school year	Students will be in school every day in an environment that is safe, caring, and conducive to learning.
Restructure our Guidance Room to create a space designated for Trauma Informed Care practices and student re-direction.	Guidance Room will promote a sense of well-being for students that leads to mutually beneficial outcomes driven by a healthy and positive relationship.	Suspension Rate All Students will decrease the baseline of 1.9% from 2019-20 by 1.4% with a stretch goal of 1.9% or more to end at 0% by the end of the 2020-21 school year	Students will be in school every day in an environment that is safe, caring, and conducive to learning.
Maintain a comprehensive Student Support Team	Supports will be provided for adequate campus supervision, as well as the implementation of Trauma Informed Care and RtI practices.	Emergency response preparedness for All Teachers & Students will be enhanced and systemized school wide.	Students will be in school every day in an environment that is safe, caring, and conducive to learning.
Collaborate with SMPD regarding campus security, safety	Comprehensive Emergency Response plan will be up to date	Emergency response preparedness for All Teachers &	Students will be in school every day in an environment that is safe,

procedures, and school information.	and in alignment with local law enforcement guidelines.	Students will be enhanced and systemized school wide.	caring, and conducive to learning.
Provide active shooter training for teachers, staff, and students	Teachers, staff, and students will increase their awareness and understanding of what to do in the event of an active shooter.	Emergency response preparedness for All Teachers & Students will be enhanced and systemized school wide.	Students will be in school every day in an environment that is safe, caring, and conducive to learning.
Increase the number of radios for staff utilization.	Communication during emergency situations will be increased and enhanced.	Emergency response preparedness for All Teachers & Students will be enhanced and systemized school wide.	Students will be in school every day in an environment that is safe, caring, and conducive to learning.
Implement multiple means of communication during emergency situations (i.e. radios, text messaging, access to intercom in every classroom)	Communication during emergency situations will be increased and enhanced.	Emergency response preparedness for All Teachers & Students will be enhanced and systemized school wide.	Students will be in school every day in an environment that is safe, caring, and conducive to learning.

Pasadena Unified School District

SMMS School Plan for Student Achievement (SPSA
School Safety Theory of Action
2020-21

IF We conduct SST meetings early in the year for students who were chronically absent the previous year.

THEN Students with a history of Chronic Absenteeism will receive additional supports at the beginning of the year.

AND

IF We communicate to students/parents the importance of attendance and our District's attendance policies throughout the year

THEN Students and parents will increase their focus on priority of being at school daily.

.

AND

IF We Schedule consistent monthly SART meetings to closely monitor and review data

THEN Early identification of chronically absent student will increase.

AND

IF We increase the number of SST/SART Conferences for students who are chronically absent

THEN The consistency of our SART process implementation will increase.

AND

Pasadena Unified School District

IF We provide additional supports for families of students who are chronically absent

THEN Families will have the strategies and tools they need in order to be successful.

SO THAT Chronic Absenteeism for All Students will decrease the baseline of 6.4% from 2019-20 by 0.4% with a stretch goal of 0.5 or more to end at 6.0% or lower by the end of the 2020-21 school year.

AND

IF We emphasize Trauma Informed Care practices in our work with students.

THEN We will build a proactive approach to behavior management and create a physically and emotionally safe environment

AND

IF We implement consistent protocols to include appropriate consequences, remediations and accommodations

THEN Our Schoolwide Behavior Management Plan will become more systematic and provide differentiation to meet the needs of individual students.

AND

IF We enhance our RtI Tier II Interventions and utilize matching guide to determine the most appropriate supports for each student.

THEN Our Schoolwide Behavior Management Plan will provide targeted support to students that need alternative strategies to support their behavioral success.

Pasadena Unified School District

AND

IF We provide PD for Teachers & Staff regarding RtI, Proactive Classroom Management, Trauma Informed Care Instruction, Yoga & Mindfulness, Restorative Justice.

THEN Teachers and staff will increase their expertise and build their repertoire in addressing the needs of a diverse student population

AND

IF We restructure our Guidance Room to create a space designated for Trauma Informed Care practices and student re-direction.

THEN Our Guidance Room will promote a sense of well-being for students that leads to mutually beneficial outcomes driven by a healthy and positive relationship.

SO THAT The Suspension Rate All Students will decrease the baseline of 1.9% from 2019-20 by 1.4% with a stretch goal of 1.9% or more to end at 0% by the end of the 2020-21 school year

AND

IF We maintain a comprehensive Student Support Team

THEN Supports will be provided for adequate campus supervision, as well as the implementation of Trauma Informed Care and RtI practices.

AND

IF We collaborate with SMPD regarding campus security, safety procedures, and school information.

Pasadena Unified School District

THEN Our Comprehensive Emergency Response plan will be up to date and in alignment with local law enforcement guidelines

AND

IF We provide active shooter training for teachers, staff, and students

THEN Teachers, staff, and students will increase their awareness and understanding of what to do in the event of an active shooter.

AND

IF We increase the number of radios for staff utilization, and Implement multiple means of communication during emergency situations

THEN Communication during emergency situations will be increased and enhanced.

SO THAT Emergency response preparedness for All Teachers & Students will be enhanced and systemized school wide

WHICH LEADS TO

Students attending school every day in an environment that is safe, caring, and conducive to learning.

Pasadena Unified School District

SMMS School Plan for Student Achievement (SPSA)
School Selected: Special Education Theory of Action Form
2020-21

Problem Statement	Long-term Outcome (Outcome/Need)
Math DFM for Students with Disabilities (SWD) was -102.5 (Orange) on the 2019 SBAC Math assessment. English Language Arts/Literacy DFM for Students with Disabilities (SWD) was -73.3 (Orange) on the 2019 SBAC ELA/Literacy assessment.	Students will demonstrate grade level knowledge in all core subjects, have access to a robust course selection, and show academic achievement.

Actions/Activities [If …]	Immediate Outcomes [Then …]	Short-term Outcomes (specific goal) [So that ...]	Long-term Outcome [Which leads to ...]
SDC Teachers will use the workshop structure to differentiate instruction.	SDC teachers will incorporate modeling, active engagement, and conferencing with students during independent work as part of their lessons.	Math DFM for Students with Disabilities (SWD) will increase the baseline of -102.5 (Orange) from 2019 by a total of 7.5 (to reach Yellow) with a stretch goal of 77.5 or more (to reach Green) to end at -95 or higher by the end of the 2020-21 school year. English Language Arts/Literacy DFM for Students with Disabilities will decrease the baseline of -73.3 (Orange) from 2019 by a total of 3.3 (to reach Yellow) with a stretch goal of 68.3 or more (to reach Green) to end at -70 lower by the end of the 2020-21 school year.	Students will demonstrate grade level knowledge in all core subjects, have access to a robust course selection, and show academic achievement.
Students who have yet to achieve proficiency in foundational concepts will be supported in-class	Lower performing students will receive increased individualized instruction during the lesson.	Math DFM for Students with Disabilities (SWD) will increase the baseline of -102.5 (Orange) from 2019 by a total of 7.5 (to reach Yellow) with a stretch goal of 77.5 or more (to reach	Students will demonstrate grade level knowledge in all core subjects, have access to a robust

through targeted small-group and one-on-one reteaching.		Green) to end at -95 or higher by the end of the 2020-21 school year. English Language Arts/Literacy DFM for Students with Disabilities will decrease the baseline of -73.3 (Orange) from 2019 by a total of 3.3 (to reach Yellow) with a stretch goal of 68.3 or more (to reach Green) to end at -70 lower by the end of the 2020-21 school year.	course selection, and show academic achievement.
Targeted Academic Assist classes will provide additional support for RSP students with their GenEd classes.	Lower performing students will receive additional individualized instruction as part of their daily class schedule.	Math DFM for Students with Disabilities (SWD) will increase the baseline of -102.5 (Orange) from 2019 by a total of 7.5 (to reach Yellow) with a stretch goal of 77.5 or more (to reach Green) to end at -95 or higher by the end of the 2020-21 school year. English Language Arts/Literacy DFM for Students with Disabilities will decrease the baseline of -73.3 (Orange) from 2019 by a total of 3.3 (to reach Yellow) with a stretch goal of 68.3 or more (to reach Green) to end at -70 lower by the end of the 2020-21 school year.	Students will demonstrate grade level knowledge in all core subjects, have access to a robust course selection, and show academic achievement.
Provide planning time for SpEd & GenEd teachers to collaborate around student progress.	SpEd & GenEd teachers will develop a comprehensive understanding of how to support each child's individual needs.	Math DFM for Students with Disabilities (SWD) will increase the baseline of -102.5 (Orange) from 2019 by a total of 7.5 (to reach Yellow) with a stretch goal of 77.5 or more (to reach Green) to end at -95 or higher by the end of the 2020-21 school year. English Language Arts/Literacy DFM for Students with Disabilities will decrease the baseline of -73.3 (Orange) from 2019 by a total of 3.3 (to reach Yellow) with a stretch goal of 68.3 or more (to reach Green) to end at -70 lower by the end of the 2020-21 school year.	Students will demonstrate grade level knowledge in all core subjects, have access to a robust course selection, and show academic achievement
Cluster RSP students to provide consistent services within the GenEd classrooms.	RSP teacher will be able to provide direct support to students in the GenEd classrooms.	Math DFM for Students with Disabilities (SWD) will increase the baseline of -102.5 (Orange) from 2019 by a total of 7.5 (to reach Yellow) with a stretch goal of 77.5 or more (to reach Green) to end at -95 or higher by the end of the	Students will demonstrate grade level knowledge in all core subjects, have access to a robust course selection, and show

		2020-21 school year. English Language Arts/Literacy DFM for Students with Disabilities will decrease the baseline of -73.3 (Orange) from 2019 by a total of 3.3 (to reach Yellow) with a stretch goal of 68.3 or more (to reach Green) to end at -70 lower by the end of the 2020-21 school year.	academic achievement
Align SDC classes with GenEd classes so that students can take advantage of both depending on their need	Students will have greater access to classes that are appropriately leveled to their own learning needs.	Math DFM for Students with Disabilities (SWD) will increase the baseline of -102.5 (Orange) from 2019 by a total of 7.5 (to reach Yellow) with a stretch goal of 77.5 or more (to reach Green) to end at -95 or higher by the end of the 2020-21 school year. English Language Arts/Literacy DFM for Students with Disabilities will decrease the baseline of -73.3 (Orange) from 2019 by a total of 3.3 (to reach Yellow) with a stretch goal of 68.3 or more (to reach Green) to end at -70 lower by the end of the 2020-21 school year.	Students will demonstrate grade level knowledge in all core subjects, have access to a robust course selection, and show academic achievement
Continue to develop a team-teaching model/relationship between our RSP & GenEd teachers.	RSP & GenEd teachers will expand their ability to monitor and support each student's growth towards their IEP goals.	Math DFM for Students with Disabilities (SWD) will increase the baseline of -102.5 (Orange) from 2019 by a total of 7.5 (to reach Yellow) with a stretch goal of 77.5 or more (to reach Green) to end at -95 or higher by the end of the 2020-21 school year. English Language Arts/Literacy DFM for Students with Disabilities will decrease the baseline of -73.3 (Orange) from 2019 by a total of 3.3 (to reach Yellow) with a stretch goal of 68.3 or more (to reach Green) to end at -70 lower by the end of the 2020-21 school year.	Students will demonstrate grade level knowledge in all core subjects, have access to a robust course selection, and show academic achievement
Provide increased opportunities for inclusion (i.e. Hawk News, Lunch Bunch)	Students will develop a sense of belonging and establish peer role models for academic, social and behavior skills	Math DFM for Students with Disabilities (SWD) will increase the baseline of -102.5 (Orange) from 2019 by a total of 7.5 (to reach Yellow) with a stretch goal of 77.5 or more (to reach Green) to end at -95 or higher by the end of the 2020-21 school year.	Students will demonstrate grade level knowledge in all core subjects, have access to a robust course selection, and show academic achievement

		English Language Arts/Literacy DFM for Students with Disabilities will decrease the baseline of -73.3 (Orange) from 2019 by a total of 3.3 (to reach Yellow) with a stretch goal of 68.3 or more (to reach Green) to end at -70 lower by the end of the 2020-21 school year.	
SDC teachers will incorporate specific reading and writing strategies across all curricular areas	Students will increase their proficiency with foundational skills.	Math DFM for Students with Disabilities (SWD) will increase the baseline of -102.5 (Orange) from 2019 by a total of 7.5 (to reach Yellow) with a stretch goal of 77.5 or more (to reach Green) to end at -95 or higher by the end of the 2020-21 school year. English Language Arts/Literacy DFM for Students with Disabilities will decrease the baseline of -73.3 (Orange) from 2019 by a total of 3.3 (to reach Yellow) with a stretch goal of 68.3 or more (to reach Green) to end at -70 lower by the end of the 2020-21 school year.	Students will demonstrate grade level knowledge in all core subjects, have access to a robust course selection, and show academic achievement

Pasadena Unified School District

SMMS School Plan for Student Achievement (SPSA
School Selected: Special Education Theory of Action
2020-21

IF SDC Teachers use the workshop structure to differentiate instruction including:

THEN SDC teachers will incorporate modeling, active engagement, and conferencing with students during independent work as part of their lessons.

AND

IF Students who have not yet achieved proficiency in foundational concepts will be supported in-class through targeted small-group and one- on-one reteaching.

THEN Lower performing students will receive increased individualized instruction during the lesson

.

AND

IF Targeted Academic Assist classes provide additional support for RSP students with their GenEd classes.

THEN Lower performing students will receive additional individualized instruction as part of their daily class schedule.

AND

IF Planning time is provided for SpEd & GenEd teachers to collaborate around student progress.

Pasadena Unified School District

THEN SpEd & GenEd teachers will develop a comprehensive understanding of how to support each child's individual needs.

AND

IF RSP students are clustered to provide consistent services within the GenEd classrooms.

THEN RSP teacher will be able to provide direct support to students in the GenEd classrooms

AND

IF SDC classes are aligned with GenEd classes so that students can take advantage of both depending on their need

THEN Students will have greater access to classes that are appropriately leveled to their own learning needs.

AND

IF RSP & GenEd teachers continue to develop a team-teaching model/relationship

THEN RSP & GenEd teachers will expand their ability to monitor and support each student's growth towards their IEP goals.

AND

IF Students are provided with increased opportunities for inclusion (i.e. Lunch Bunch)

THEN Students will develop a sense of belonging and establish peer role models for academic, social and behavior skills

Pasadena Unified School District

AND

IF SDC teachers incorporate specific reading and writing strategies across all curricular areas

THEN Students will increase their proficiency with foundational skills

SO THAT The Math DFM for Students with Disabilities (SWD) will increase the baseline of -102.5 (Orange) from 2019 by a total of 7.5 (to reach Yellow) with a stretch goal of 77.5 or more (to reach Green) to end at -95 or higher by the end of the 2020-21 school year,.

The English Language Arts/Literacy DFM for SWD will decrease the baseline of -73.3 (Orange) from 2019 by total of 3.3 (to reach Yellow) with a stretch goal of 68.3 or more (to reach Green) to end at -70 lower by the end of the 2020-21 school year.

WHICH LEADS TO

Students demonstrating grade level knowledge in all core subjects, having access to a robust course selection, and showing academic achievement.

Pasadena Unified School District

SMMS School Plan for Student Achievement (SPSA)
Parent & Community Engagement Theory of Action Form
2020-21

Problem Statement	Long-term Outcome (Outcome/Need)
During the 2019-20 school year, 75% of our families were connected to the Parent Portal, 83% of our teachers utilized the Aeries Gradebook, and 2% of our parents attended the Parent Information Nights/Parent University Workshops.	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.

Actions/Activities [If …]	Immediate Outcomes [Then …]	Short-term Outcomes (specific goal) [So that ...]	Long-term Outcome [Which leads to ...]
Streamline the process of signing up for the Parent Portal by providing multiple opportunities at the beginning of the year.	Parents will have an easier time signing up for the Parent Portal, and a larger percentage will have access to start the year.	SMMS families will increase the baseline of 75% by 15% with a stretch goal of 25% to end at 100% by October 2020.	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.
Provide training for parents regarding the Parent Portal and other online platforms at the beginning of the year.	Parents will be able to monitor and support their child's progress from the beginning of the year.	SMMS families will increase the baseline of 75% by 15% with a stretch goal of 25% to end at 100% by October 2020.	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.

Pasadena Unified School District

Publicize the benefits of the Parent Portal and identify important information that parents can access throughout the year.	Parents will increase their expertise and efficiency in utilizing the Parent Portal.	SMMS families will increase the baseline of 75% by 15% with a stretch goal of 25% to end at 100% by October 2020.	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.
Provide parents with information about the key elements of each online platform and their intended use.	Parents will have a better understanding of the elements of the Parent Portal and the online platforms supporting their child's instruction.	SMMS families will increase the baseline of 75% by 15% with a stretch goal of 25% to end at 100% by October 2020.	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.
Provide targeted support to individual families who need additional assistance with connecting to the systems.	Parents who were not previously able to sign-up for or connect to the Parent Portal will have access.	SMMS families will increase the baseline of 75% by 15% with a stretch goal of 25% to end at 100% by October 2020.	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.
Provide direct support for teachers through our Tech Leader and Instructional Coach	Teachers will receive individualized instruction on how to set up their Aeries Gradebook.	SMMS teachers will increase the baseline of 83% by 10% with a stretch goal of 17% to end at 100% by October 2020	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.

Pasadena Unified School District

Provide time and training opportunities for teachers to learn how to utilize Aeries Gradebook	Teachers will increase their expertise and efficiency in utilizing Aeries Gradebook	SMMS teachers will increase the baseline of 83% by 10% with a stretch goal of 17% to end at 100% by October 2020	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.
Embed technology training into the series of parent workshops.	Parents will receive individualized instruction on how to navigate the Parent Portal and various online platforms.	SMMS parents will increase the baseline of 2% by 8%, with a stretch goal of 13% to end at 10% or higher by May, 2021	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.
Increase opportunities for online learning through virtual parent workshops	A greater number of parents will be able to participate in the training opportunities.	SMMS parents will increase the baseline of 2% by 8%, with a stretch goal of 13% to end at 10% or higher by May, 2021	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.
Advertise parent workshop opportunities early and often through a variety of means.	Parents will have a greater awareness of the opportunities available and to plan their schedules accordingly.	SMMS parents will increase the baseline of 2% by 8%, with a stretch goal of 13% to end at 10% or higher by May, 2021	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.

Provide resources & "take-aways" for parents and guardians who are not able to attend the training.	Parents will have access to valuable materials to learn from asynchronously.	SMMS parents will increase the baseline of 2% by 8%, with a stretch goal of 13% to end at 10% or higher by May, 2021	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.
Provide opportunities for parents and guardians to give feedback regarding parent education topics	Our parent education topics will be focused on the specific needs of our school community.	SMMS parents will increase the baseline of 2% by 8%, with a stretch goal of 13% to end at 10% or higher by May, 2021	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.

Pasadena Unified School District

SMMS School Plan for Student Achievement (SPSA
Parent & Community Engagement Theory of Action
2020-21

IF We Streamline the process of signing up for the Parent Portal by providing multiple opportunities at the beginning of the year.

THEN Parents will have an easier time signing up for the Parent Portal, and a larger percentage will have access to start the year.

AND

IF We Provide training for parents regarding the Parent Portal and other online platforms at the beginning of the year.

THEN Parents will be able to monitor and support their child's progress from the beginning of the year

AND

IF We Publicize the benefits of the Parent Portal and identify important information that parents can access throughout the year.

THEN Parents will increase their expertise and efficiency in utilizing the Parent Portal.

AND

IF Provide parents with information about the key elements of each online platform and their intended use.

THEN Parents will have a better understanding of the elements of the Parent Portal and the online platforms supporting their child's instruction.

Pasadena Unified School District

AND

IF We provide targeted support to individual families who need additional assistance with connecting to the systems.

THEN Parents who were not previously able to sign-up for or connect to the Parent Portal will have access.

SO THAT SMMS families will increase the baseline of 75% by 15% with a stretch goal of 25% to end at 100% by October 2020.

AND

IF We provide direct support for teachers through our Tech Leader and Instructional Coach

THEN Teachers will receive individualized instruction on how to set up their Aeries Gradebook

AND

IF We provide time and training opportunities for teachers

THEN Teachers will increase their expertise and efficiency in utilizing Aeries Gradebook

SO THAT SMMS teachers will increase the baseline of 83% by 10% with a stretch goal of 17% to end at 100% by October 2020

AND

IF We embed technology training into the series of parent workshops.

THEN Parents will receive individualized instruction on how to navigate the Parent Portal and various online platforms.

AND

IF We increase opportunities for online learning through virtual parent workshops

THEN A greater number of parents will be able to participate in the training opportunities

AND

IF We advertise parent workshop opportunities early and often through a variety of means.

THEN Parents will have a greater awareness of the opportunities available and be able to plan their schedules accordingly

AND

IF We provide resources & "take-aways" for parents and guardians who are not able to attend the training.

THEN Parents will have access to valuable materials to learn from asynchronously.

AND

IF We provide opportunities for parents and guardians to give feedback regarding parent education topics

Pasadena Unified School District

THEN Our parent education topics will be focused on the specific needs of our school community.

SO THAT SMMS parents will increase the baseline of 2% by 8%, with a stretch goal of 13% to end at 10% or higher by May, 2021

WHICH LEADS TO

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

Pasadena Unified School District
Instructional Services
GIFTED AND TALENTED EDUCATION

The grey portions detail state requirements of school districts for GATE programs. The white portions that follow are ways that the district expects the schools to implement the state requirements in grey. Please review this revised checklist, which is aligned with the current district GATE plan that has been approved by the State and the Board of Education. Rate your school using the rubric below to show how well the school is implementing the school GATE program in alignment with the district GATE plan.

Rubric

1 = This is an established practice that has been in place since before the 2020-21 school year.

2 = This practice is being implemented for the first time during the 2020-21 school year.

3 = This practice is being developed now to be implemented during the 2020-21 b school year.

Section 1: Program Design

1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.

1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.

1:3 The program is articulated with the general education programs.

	1	2	3
Does the school administrative leadership team have access to and review the GATE plan on an annual basis to ensure that the school plan is articulated with the District plan?	✔		
Do K-2 teachers observe for potential giftedness and use flexible groupings in response to observed characteristics of giftedness in the classroom?			
Are GATE students in grades 3-5 placed in cluster groupings or part-time groupings?			
Are GATE students in grades 6-12 encouraged to participate in rigorous classes such as Pre AP, AP and Honors?	✔		
Are GATE services provided to students during the regular instructional school day?	✔		
Are all parents informed of the schedule of the GATE Parent Leadership meetings?			✔
Are all parents informed of the GATE Parent Education Workshops offered by the District?	✔		
Do secondary counselors review their case loads to be aware of which students are GATE so that they can be appropriately counseled and encouraged to participate in rigorous academic courses as they transition from elementary to middle school and middle school to high school?			✔

Section 2: Identification 2:1 The nomination/referral process is ongoing. 2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students. 2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.			
	1	**2**	**3**
Has a process been developed at the school for teachers and/or parents to request that any student in grades 2-8 be evaluated for GATE identification?	✔		
Is there a plan to articulate the plan above to parents and teachers on an annual basis?	✔		
Does the plan inform parents and teachers of the GATE referral window of August - September?	✔		
Does the school testing calendar include GATE testing administered by classroom teachers in grades 2 during the GATE testing window of October?			
Has a process been developed at the school to review research-based characteristics of giftedness with all teachers, but with special emphasis on 2nd grade teachers?	✔		
Section 3: Curriculum and Instruction 3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students. 3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.			
	1	**2**	**3**
Elementary Are teachers trained on the development and implementation of an Individual Learning Plan (ILP) for GATE students?			
Do all teachers include a discussion of the ILP during the October parent conference for GATE students?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are the following instructional options implemented in the classrooms with GATE clusters: ● Individual Learning Plan			
● Independent projects/Independent Study/Interest based enrichment opportunities			
● Curriculum compacting			
● IB program			
● Kaplan's prompts of depth and complexity			
● Thinking like a disciplinarian			
● Integration of creative and critical thinking clusters			
● Thematic learning across disciplines			
● Scholarly Dispositions			

	1	2	3
Middle School Are high-achieving GATE students placed in accelerated or honors classes?	✔		
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?	✔		
Are the following instructional options used in the development of the School GATE Plan: ● Honors class ● Pre-AP classes ● IB classes ● Enrichment classes ● Vertical subject-matter acceleration ● Options for GATE Advisory	✔		
High School Do honors classes offered in the core subject areas of ELA and math provide a more rigorous educational experience?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are GATE students monitored for under-achievement and provided with one-on-one counseling to address their needs?			
Are Advanced Placement classes available?			
Is the IB diploma/certificate program available?			
Do students qualify for enrollment in Honors, Advanced Placement, and/or IB classes based on teacher recommendation, GPA, grades in the specific subject, standardized test scores, and/or portfolio or demonstration options?			
Are the following instructional options used in the development of the School GATE Plan: ● Honors classes ● AP classes ● IB classes ● Career Pathways classes/Independent Study ● Vertical subject-matter acceleration ● Options for GATE Advisory			
All Grades Does the Principal provide leadership in supervising and monitoring implementation of the GATE Principals Checklist to ensure that GATE students are receiving an appropriate education?	✔		
Does the Principal lead the work of the School GATE Team (Principal, GATE Site Representative, GATE Parent Representative) to review and modify the GATE Principals Checklist annually as needed?	✔		
Does the School Site Council review and approve the GATE Principal's Checklist annually?	✔		

Do students have an opportunity to provide input on their educational experience and the level to which their needs are being met?		✔	
Is the GATE Principal's Checklist developed in response to the specific and varied learning needs of the individual school population?	✔		
Section 4: Social and Emotional Development 4:1 Actions to meet the affective needs of gifted students are ongoing. 4:2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).			
	1	**2**	**3**
Do schools provide enrichment activities that foster social interaction among GATE students?	✔		
Do elementary GATE students have the opportunity to visit secondary schools and/or shadow secondary students in Honors or AP classes to help ease anxiety about transitioning to secondary school?			
Are high school students informed of the opportunity for concurrent enrollment at Pasadena City College?			
Do GATE students have access to small-group counseling sessions offered at the school and are made aware of services available outside of the school?			✔
Do middle and high school students have an option for a GATE focused advisory to support their specific social & emotional needs?			✔
Section 5: Professional Development 5:1 The district provides professional development opportunities related to gifted learners on a regular basis.			
	1	**2**	**3**
Does the Principal schedule time for the GATE Specialist to provide professional development at the school site during A meetings on any of the following topics: ● PUSD GATE Program Overview ● GATE Identification Process ● Characteristics of Gifted Learners from Diverse Populations ● How to get or renew GATE Certification ● How to create and use the Individual Learning Plan	✔		
Does the Principal schedule other GATE related professional development at the school site during A meetings on any of the following topics: ● Kaplan's Prompts of Depth and Complexity/Content Imperatives ● Acceleration of content (Universal Themes and Big Ideas) ● Differentiation of skill, product, process ● Critical and Creative thinking ● Independent Study/Developing an Interest ● Characteristics of Giftedness ● Scholarly Behaviors (Thinking like a Disciplinarian) ● Interdisciplinary lesson development	✔		

Section 6: Parent and Community Involvement

6:1 Open communication with parents and the community is maintained.

6:2 An active GATE advisory committee with parent involvement is supported by the district.

	1	2	3
Does the school have a GATE Parent Advisory Committee (PAC) that meets **four** times per year?			✔
Does the GATE PAC review the School GATE Plan for the purpose of suggesting improvements?			✔
Is the socioeconomic, linguistic and ethnic diversity of the school represented on the GATE Parent Advisory Committee?			✔
Does the school regularly send a parent representative to the District GATE Parent Leadership meetings?			✔
Is the School GATE Plan shared with parents and the community effectively and systematically?			✔

Section 7: Program Assessment

7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.

	1	2	3
Do all stakeholders (GATE PAC, administrators, teachers, community members, and students) have an opportunity to give input on the development, implementation, and effectiveness of the school GATE program on an annual basis?	✔		

Based on the above needs assessment, identify a SMART goal for 2020-21 for GATE at your school site:

We will improve in parent and community involvement, and establish a GATE Parent Advisory Committee. By June 1, 2021 we will hold 100% of our mandated GATE PAC meetings.

Please identify key GATE teachers at your school site (those teaching GATE clusters for elementary school):

Stephanie Shawn, GATE Coordinator

School: SMMS **Date Approved By School Site Council:** 5/6/20

Dates and times of calendared site GATE advisory meetings 2020-21:

	date	topic		date	topic
1st meeting	9/14/20	Characteristics	**3rd meeting**	2/22/21	Social/Emotional
2nd meeting	11/16/20	Instruction	**4th meeting**	4/12/21	C.T.E.

School Year: **2020-21**

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 6, 2020	

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)

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

1. English Learner Advisory Committee (ELAC): The ELAC meets monthly throughout the school year. The meeting agendas include issues related to student academic achievement, opportunities for parental involvement, and opportunities. At our ELAC Meeting on 3/10/20 we worked together to develop recommendations to the School Site Council that were embedded within the SMMS 2020-21 SPSA.

2. School Site Council (SSC): The SSC meets monthly throughout the school year. The meeting agendas include issues related to student academic achievement, school safety, and progress towards the school's SPSA goals. Our SSC met virtually on on 4/22/20 to review and provide feedback for our 2020-21 SPSA goals, strategies and activities. On 5/4/20, SSC members also received a completed version of the SPSA to review individually, and on 5/6/20 our SSC met virtually for a final review and approval of the SMMS 2020-21 SPSA.

3. SMMS Faculty: The SMMS faculty meets twice a month throughout the school year. The meeting agendas include issues related to student academic achievement, school safety, and special education. SMMS faculty took part in departmental meetings (ELA 4/14, Math 4/15, MDLIP 4/16, SpEd 4/17) 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 4/27, SMMS faculty were presented with an overview of each of the the SMMS 2020-21 SPSA's goals, strategies, and activities.

5. SMMS Administration: SMMS Administration organized and facilitated each of the stakeholder opportunites and provided feedback for the SMMS 2020-21 SPSA's goals, strategies, and activities.

6. Pasadena Unified School District Central Office Staff: Dr. Julie Reynoso received a draft copy of the SMMS 2020-21 SPSA on 4/22/20 and provided feedback via the SPSA checklist. This feedback was incorporated into the final draft submitted on 5/6/20.

Resource Inequities

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

For the 2020-21 School Year, Sierra Madre Middle School will receive $39,423 in Unrestricted funds and $33,824 from LCFF. In order to fully fund our priorities we will need to supplement our budget with approximately $80,000 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 seventh year as one of the four stand alone middle schools in PUSD. It is quickly becoming 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 amphitheatre, library, choir room, instrumental music room, and labs for computers, as well as science and visual arts.

Sierra Madre Middle School has 579 students enrolled in grades six through eight. The student body demographics for the 2019-20 school year are as follows; 41.6% White, 24.7% Hispanic, 9% African American, 14.9% Asian 9.8% all others. In addition, the home language is English for 82% of the students, Spanish for 6.4%, Armenian for 3.1%, Cantonese, Japanese & Korean for 2.3%, with 6.2% all others. Approximately 55% of Sierra Madre Middle School's students are residents of the community, and most of the 8th graders feed into Pasadena High School. Due to changes in busing though, there has been a sharp decrease in the number of socio-economically disadvantaged students attending the school. In fact, beginning with the 2007-2008 school year, Sierra Madre Middle School ceased to receive Title I funds, due to the fact that only 24.1% of the student population receives free and reduced lunch.

Sierra Madre Middle School has 25 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 $100,000 to supplement our budget. In addition, local partnerships include the Kiwanis Club, Best Buy, Citizens Business Bank, and the Sierra Madre Rotary. The Sierra Madre Police and Fire Department, Shumei Hall, Los Angeles County Museum of Arts, Norton Simon, Pasadena Historical Museum, Cal Tech, Sierra Madre Creative Arts Group, Sierra Madre Library and Women's Club also play a large role. Through relationships such as these, Sierra Madre Middle School has enjoyed a long tradition of educational excellence.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.8%	0.38%	0.36%	4	2	2
African American	7.9%	6.87%	7.57%	38	36	42
Asian	8.3%	12.02%	12.43%	40	63	69
Filipino	0.4%	0.57%	0.72%	2	3	4
Hispanic/Latino	24.2%	24.24%	27.03%	117	127	150
Pacific Islander	0.2%	%	%	1		
White	54.0%	48.85%	47.03%	261	256	261
Multiple/No Response	0.8%	1.53%	0.54%	4	8	3
			Total Enrollment	483	524	555

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 6	175	189	190
Grade 7	161	178	188
Grade 8	147	157	177
Total Enrollment	483	524	555

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 continued to consistently grow, with the addition of the MDLIP program and the Math Academy adding to our numbers.
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		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	15	14	22	3.1%	2.7%	4.0%
Fluent English Proficient (FEP)	63	86	82	13.0%	16.4%	14.8%
Reclassified Fluent English Proficient (RFEP)	3	8	2	30.0%	53.3%	14.3%

Conclusions based on this data:

1. As SMMS' student population has grown and become more diverse, the % of English Language Learniers has increased as well.
2. Over the past two years, the # of Fluent English Proficient (FEP) students has grown as many of our students in our MDLIP program speak a 2nd language at home.
3. We need clarity for the #s listed for our RFEP students

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	169	193	187	167	189	182	167	189	182	98.8	97.9	97.3
Grade 7	159	173	181	154	168	178	154	168	178	96.9	97.1	98.3
Grade 8	144	153	171	128	136	160	127	136	160	88.9	88.9	93.6
All Grades	472	519	539	449	493	520	448	493	520	95.1	95	96.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2551.	2553.	2551.	25.75	29.63	27.47	36.53	31.75	36.81	25.15	19.58	22.53	12.57	19.05	13.19
Grade 7	2591.	2586.	2601.	27.92	27.98	36.52	44.16	44.05	36.52	15.58	13.69	14.61	12.34	14.29	12.36
Grade 8	2556.	2594.	2598.	19.69	21.32	28.75	27.56	44.12	37.50	25.98	22.06	19.38	26.77	12.50	14.38
All Grades	N/A	N/A	N/A	24.78	26.77	30.96	36.61	39.35	36.92	22.10	18.26	18.85	16.52	15.62	13.27

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	28.74	35.45	31.32	51.50	37.04	49.45	19.76	27.51	19.23
Grade 7	39.61	39.88	41.57	42.21	43.45	41.57	18.18	16.67	16.85
Grade 8	32.28	36.03	43.13	40.16	43.38	38.13	27.56	20.59	18.75
All Grades	33.48	37.12	38.46	45.09	40.97	43.27	21.43	21.91	18.27

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	34.73	31.75	26.92	48.50	48.15	53.85	16.77	20.11	19.23
Grade 7	43.05	49.40	44.94	47.02	34.52	42.70	9.93	16.07	12.36
Grade 8	24.41	35.56	38.13	44.09	49.63	46.88	31.50	14.81	15.00
All Grades	34.61	38.82	36.54	46.74	43.90	47.88	18.65	17.28	15.58

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	25.15	28.04	25.82	67.07	60.85	63.19	7.78	11.11	10.99
Grade 7	25.97	20.24	29.21	64.94	64.29	59.55	9.09	15.48	11.24
Grade 8	21.26	30.15	24.38	60.63	58.82	63.75	18.11	11.03	11.88
All Grades	24.33	25.96	26.54	64.51	61.46	62.12	11.16	12.58	11.35

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	36.53	40.74	36.81	46.71	44.44	48.35	16.77	14.81	14.84
Grade 7	41.18	39.88	48.31	42.48	46.43	38.20	16.34	13.69	13.48
Grade 8	25.20	36.76	39.38	43.31	46.32	40.00	31.50	16.91	20.63
All Grades	34.90	39.35	41.54	44.30	45.64	42.31	20.81	15.01	16.15

Conclusions based on this data:

1. Growth in ELA has been somewhat inconsistent by grade level, with 8th grade the only grade level that has increased each of the last three years.
2. Growth in ELA has been consistent by student cohort, with each cohort demonstrating growth from one year to the next.
3. Listenting continues to be the biggest area of focus, with only 26.54% of students scoring Above Standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	169	193	187	168	189	182	168	189	182	99.4	97.9	97.3
Grade 7	159	173	181	154	168	178	154	168	178	96.9	97.1	98.3
Grade 8	144	153	171	125	136	160	125	135	160	86.8	88.9	93.6
All Grades	472	519	539	447	493	520	447	492	520	94.7	95	96.5

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2553.	2570.	2558.	33.93	40.21	35.71	22.62	17.99	21.43	23.81	22.22	23.08	19.64	19.58	19.78
Grade 7	2592.	2580.	2597.	38.96	38.10	41.01	25.97	25.60	17.98	19.48	17.26	23.60	15.58	19.05	17.42
Grade 8	2552.	2600.	2601.	23.20	35.56	41.88	20.00	25.19	18.75	20.80	17.78	15.00	36.00	21.48	24.38
All Grades	N/A	N/A	N/A	32.66	38.21	39.42	23.04	22.56	19.42	21.48	19.31	20.77	22.82	19.92	20.38

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	41.07	44.97	41.76	32.14	26.46	32.42	26.79	28.57	25.82
Grade 7	49.35	48.21	48.31	30.52	26.79	26.97	20.13	25.00	24.72
Grade 8	34.40	40.74	45.00	25.60	34.81	28.75	40.00	24.44	26.25
All Grades	42.06	44.92	45.00	29.75	28.86	29.42	28.19	26.22	25.58

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	36.31	41.80	35.71	39.88	38.10	41.76	23.81	20.11	22.53
Grade 7	42.86	38.10	42.70	39.61	41.07	43.26	17.53	20.83	14.04
Grade 8	24.00	37.78	46.25	37.60	48.89	30.63	38.40	13.33	23.13
All Grades	35.12	39.43	41.35	39.15	42.07	38.85	25.73	18.50	19.81

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	29.17	41.27	34.62	50.00	32.28	42.86	20.83	26.46	22.53
Grade 7	37.66	39.88	39.89	44.81	45.24	46.07	17.53	14.88	14.04
Grade 8	19.20	38.52	42.50	42.40	40.74	39.38	38.40	20.74	18.13
All Grades	29.31	40.04	38.85	46.09	39.02	42.88	24.61	20.93	18.27

Conclusions based on this data:

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

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	*	*	*	*	*	*	*	7
Grade 7	*	*	*	*	*	*	*	6
Grade 8		*		*		*		7
All Grades							14	20

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*
All Grades	*	10.00	*	20.00	*	20.00	*	50.00	14	20

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*
All Grades	*	30.00	*	10.00	*	20.00	*	40.00	14	20

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*	*	*	*	*
7		*	*	*	*	*	*	*	*	*
All Grades	*	0.00	*	10.00	*	15.00	*	75.00	14	20

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*	*	*
All Grades	*	5.00	*	25.00	*	70.00	14	20

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*	*	*
All Grades	*	40.00	*	35.00	*	25.00	14	20

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*	*	*
All Grades	*	0.00	*	25.00	*	75.00	14	20

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*	*	*
All Grades	*	0.00	*	50.00	*	50.00	14	20

Conclusions based on this data:

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

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
555	**24.1**	**4.0**	**1.4**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	22	4.0
Foster Youth	8	1.4
Homeless	2	0.4
Socioeconomically Disadvantaged	134	24.1
Students with Disabilities	81	14.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	42	7.6
American Indian	2	0.4
Asian	69	12.4
Filipino	4	0.7
Hispanic	150	27.0
Two or More Races	24	4.3
White	261	47.0

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 demographics are becoming slightly more diverse.
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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Orange	**Suspension Rate** Green
Mathematics Green		

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	2	1

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
35.8 points above standard	69.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++7.1 points	Declined Significantly -37.5 points	8
522	41	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	20.2 points below standard	73.3 points below standard
4	Maintained ++0.4 points	Increased Significantly ++24.4 points
	132	74

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	Blue	No Performance Color
8.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	76.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++19.3 points	2	Increased ++4.6 points	3
41		66	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
10.6 points above standard	60.3 points above standard	0 Students	42.6 points above standard
Increased ++10.9 points	Declined -14.9 points		Increased ++9.4 points
140	24		244

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
147.4 points below standard	24.8 points below standard	41.3 points above standard
Increased Significantly ++19.6 points	Declined Significantly -40.5 points	Increased ++9.7 points
15	26	427

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	2	1

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
17.7 points above standard	85.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++0.1 points	Declined Significantly -27.8 points	8
522	41	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	48.8 points below standard	102.5 points below standard
4	Maintained -2 points	Increased Significantly ++32.1 points
	132	74

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	Blue	No Performance Color
46 points below standard	Less than 11 Students - Data Not Displayed for Privacy	85.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++11.9 points	2	Increased ++4.3 points	3
41		66	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color		Green
15.1 points below standard	70.5 points above standard		22.2 points above standard
Increased ++12.3 points	Declined -5.8 points		Declined -5.1 points
140	24		244

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
178.2 points below standard	31.6 points below standard	19.3 points above standard
Increased Significantly ++35.6 points	Declined Significantly -29.7 points	Maintained -1.2 points
15	26	427

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
37.5 making progress towards English language proficiency
Number of EL Students: 16
Performance Level: Low

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

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
2	8	1	5

Conclusions based on this data:

1. 31% of our English Learners progressed one level, 56% maintained their current level, and 13% decreased one level.
2. Our total number of ELs remained statistically insignificant, but we would be in the Red if this were not the case.
3. Our ELs need additional supports so that they are progressing and not just maintaining.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

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

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

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

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

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Green	No Performance Color	Blue	No Performance Color
6.7	Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.8	2	Maintained 0	4
45		69	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Orange
9.9	11.1	Less than 11 Students - Data Not Displayed for Privacy	5.7
Declined -0.7	Increased +2.8	0	Increased +1.9
152	27		264

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

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

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	2	0	1

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
1.9	8	27.3
Maintained +0.2	Declined -4.5	11
581	25	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not	5.8	6.5
5	Increased +3.4	Maintained -0.1
	154	92

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Yellow	No Performance Color
8.3	Less than 11 Students - Data 2	1.4	Less than 11 Students - Data 4
Increased +3.3		Increased +1.4	
48		72	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color		Blue
3.8	0		0
Increased +1.6	Maintained 0		Declined -1.5
156	28		271

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.7	1.9

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 1

1. Math DFM for All Students will increase the baseline of +17.7 (Green) from 2019 by a total of 15 (to reach Blue) with a stretch goal of 17.3 to end at +32.7 or higher by the end of the 2020-21 school year

2. Math DFM for Students with Disabilities (SWD) will decrease the baseline of -102.5 (Orange) from 2019 by a total of 7.5 (to reach Yellow) with a stretch goal of 77.5 (to reach Green) to end at -25 or lower by the end of the 2020-21 school year.

Identified Need

1. Over three years of math instruction at SMMS, the % of our current 8th graders not meeting standard on the SBAC grew from 19.64% in 2016-2017 to 24.38% in 2018-2019.

2. On the 2018-2019 SBAC Mathematics Assessment, SMMS students demonstrated the greatest need in the area of "Concepts and Procedures," as demonstrated by 25.58% of all students scoring "below standard."
a. At Grade 6, 28.82% scored "below standard."
b. At Grade 7, 24.72% scored "below standard."
c. At Grade 8. 6.25% scored "below standard."

3. On the mid-year i-Ready diagnostic, 22% of our students were at risk for "Tier 3" across all four mathematic domains.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC (Mathematics)	DFM for All Students was +17.7 (Green) on the 2019 SBAC Mathematics assessment	All Students will increase the baseline of +17.7 (Green) from 2019 by a total of 15 (to reach Blue) with a stretch goal of 17.3 to end at +32.7 or higher by the end of the 2020-21 school year

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC (Mathematics)	Math DFM for Students with Disabilities (SWD) was -102.5 (Orange) on the 2019 SBAC Mathematics Test	Students with Disabilities (SWD) will increase the baseline of -102.5 (Orange) from 2019 by a total of 7.5 (to reach Yellow) with a stretch goal of 77.5 (to reach Green) to end at -25 or higher by the end of the 2020-21 school year.
iReady Diagnostic 2	49.7% of All Students scored on or above grade level on the 2019-20 iReady Diagnostic 2	All Students will increase the baseline of 49.7% from 2019-20 by a total of 10% with a stretch goal of 20% to end at 59.7% or higher on the 2020-21 iReady Diagnostic 2
iReady Diagnostic 2	90% of Students with Disabilities scored two or more grade levels below on the 2019-20 iReady Diagnostic 2	Students wih Disabilities will decrease the baseline of 90% from 2019-20 by a total of 15% with a stretch goal of 30% to end at 60% or lower on the 2020-21 iReady Diagnostic 2.
iReady Participation Rate	79% of All Students pariticipated in the iReady online lessons during the 2019-20 school year.	All Students will increase the baseline of of 79% from 2019-20 by a total of 11% with a stretch goal of 16% to end at 90% or higher by the end of the 2020-21 school year.
iReady Participation Rate	74% of All Students passed 70-100% of their iReady lessons during the 2019-20 school year.	All Students will increase the baseline of of 74% from 2019-20 by a total of 11% with a stretch goal of 16% to end at 85% or higher by the end of the 2020-21 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, our students in SPED, and our students in the LPBG program.

Strategy/Activity

Instructional Strategies:

1. Teachers will utilize the elements of the workshop structure and Ready to differentiate instruction including:
a. Direct modeling (The Teach)
b. Engaging students in practice with effective peer support (Active Engagement)
c. Targeted small-group and one-on-one reteaching (Independent Work/Conferencing)

2. Students who have yet to achieve proficiency in foundational mathematical concepts (addition, subtraction, multiplication, division, fractions) will be supported in-class through targeted small-group and one-on-one reteaching.

3. After-school intervention classes will target our students with the most significant gaps in foundational math concepts through an organized collaboration between math teachers and administration.

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	Annual Fund

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, our students in SPED, and our students in the LPBG program.

Strategy/Activity

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

1. Use quarterly Ready performance tasks department wide to measure students' growth in Common Core standards and to increase instructional consistency.

2. Use a variety of assessment tools to monitor student progress and identify opportunities for targeted differentiated instruction.

3. Conference with students and their parents as needed after the beginning and mid-year administration of the iReady Diagnostic

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)

	None Specified

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, our students in SPED, and our students in the LPBG program.

Strategy/Activity

Professional Development/ Collaboration Strategies:

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

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)
1,000	Annual Fund

Annual Review

SPSA Year Reviewed: 2019-20

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.

1. Strategies for improving students' understanding of mathematical concepts and procedures:
a. Math team reviewed SBAC data (EADMS) with an emphasis on the communication standard.
b. Math Teachers implemented the Ready and Carnegie math programs aligned with the standards.
c. Master Schedule to provided limited time for our Math team to observe best practices from other teachers within the department and our District.
d. Collaboration occurred outside of Master Schedule time, and supports were put in place for teachers to observe each other.
e. Students with disabilities were mainstreamed into GenEd courses per IEP
f. PD Plan did not provide for regular collaboration between Math Team and District Coaches during "A" Meetings but did emphasize adult learning opportunities.

g. Math Team did not have the opportunity to select a specific strategy each month that will be assigned and practiced with students
h. Departmental planning time was limited and did not include for horizontal and vertical team debriefing after the implementation of each strategy.
i. After school intervention was provided by individual teachers but we did not develop a schoolwide program with a specific focus.

2. Strategies for improving students' ability to support mathematical conclusions:
a. Math Team implemented iReady & Ready curriculum with fidelity
b. Ready Performance Task were utilized on a limited basis to provide students an opportunity to work with a variety of prompts that promote higher level thinking skills.
c. When implemented these tasks proved to be beneficial.
d. Some support was provided through supplementary materials & training for Ready & Carnegie Math Curriculum, but more support is needed. Administrative access to Ready is limited to Math Chair only.
e. Students completed Ready Performance Tasks for a limited number of units.
f. Students completed spiral review problems inconsistently.
g. Individual teachers explored sources/materials but math team did not have the opportunity to collaborate regarding resources/materials for spiral review of concepts taught throughout the school year.

3. Professional development and teacher collaboration activities:
a. Teachers provided greater exposure to writing opportunities through Ready program, focus increased the student products.
b. Emphasis on the planning of written assignments before drafting will be implemented (i.e Thinking Maps, Step Up to Writing, Peer Review and editing, Writer's Workshop).
c. Teachers modeled writing strategies
d. Use of clear rubrics to assess writing assignments was implemented in some math classes.
e. The Math Department did not have the opportunity to collaborate with the ELA Department to discuss effective prompts and rubrics.

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

1. Performance Tasks were utilized on a limited basis
2. Math Department did not have the opportunity to plan for the spiral review of concepts
3.After school intrvention was provided by some individual teachers, but we did not develop a school wide program wtih a specific focus.

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. Teachers will incorporate these deliverables in their instruction:
a. Use of Ready performance tasks on a quarterly basis
b. Mathematical discourse embedded in math lessons;
c. Writing Tasks embedded in math lessons
d. Daily instruction delivered through workshop model
2. Focused After School Intervention program to support struggling students.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 2

1. English Language Arts (DFM) for All Students will increase the baseline of +35.8 (Green) from 2019 by a total of 9.2 (to reach Blue) with a stretch goal of 15 or more to end at +45 or higher by the end of the 2020-21 school year.

2. English Language Arts (DFM) for Students with Disabilities will decrease the baseline of -73.3 (Orange) from 2019 by a total of 3.3 (to reach Yellow) with a stretch goal of 68.3 or more (to reach Green) to end at -70 or lower by the end of the 2020-21 school year.

Identified Need

1. Over three years of ELA instruction at SMMS, the % of our current 8th graders not meeting standard on the SBAC grew from 12.57% in 2016-2017 to 14.38% in 2018-2019.

2. On the 2019 SBAC ELA Assessment, SMMS students demonstrated the greatest need in the area of "Reading: How well do students understand stories and information that they read?" as demonstrated by 18.27% of all students scoring "below standard."
a. At Grade 6, 19.23% scored "below standard."
b. At Grade 7, 16.85% scored "below standard."
c. At Grade 8. 18.75% scored "below standard."

3. On our mid-year HMRI diagnostic, our schoolwide data indicates that 17% of our students are reading below basic level, and 17% of students are reading at the basic level.

4. According to growth data on the HMRI diagnostic from fall to winter, our subgroup of Asian students scoring below basic remained the same (11%). Our subgroup of white students scoring below basic decreased by 2% (18% to 16%). Our subgroup of Hispanic students scoring below basic decreased by 4% (25% to 21%). Our subgroup of students of two or more races scoring below basic decreased by 8% (8% to 0%). Our subgroup of African American students scoring below basic decreased by 12% (39% to 27%).

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	SBAC English Language Arts/Literacy assessment	Blue) with a stretch goal of a significant increase of 15 or more to end at +45 or higher by the end of the 2020-21 school year.
SBAC (English Language Arts/Literacy)	DFM for Students with Disabilities was -73.3 (Orange) on the 2019 SBAC English Language Arts/Literacy assessment	Students with Disabilities will decrease the baseline of -73.3 (Orange) from 2019 by a total of 3.3 (to reach Yellow) with a stretch goal of 68.3 (to reach Green) or more to end at -70 or lower by the end of the 2020-21 school year.
Houghton Mifflin Reading Inventory Diagnostic (HMRI)	66% of All Students scored Proficient or Advanced as measured by the 2019-20 mid-year HMRI Diagnostic.	All Students will increase the baseline of 66% from 2019-20 by a total of 5% with a stretch goal of 10% or more to end at 71% or higher as measured by the 2020-21 mid-year HMRI Diagnostic.
		.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Instructional Strategies:

1. Teachers will utilize the elements of the workshop structure to differentiate instruction including:
a. Direct modeling (The Teach)
b. Engaging students in practice with effective peer support (Active Engagement)
c. Targeted small-group and one-on-one reteaching (Independent Work/Conferencing)

2. Teach Common Core aligned writing and reading skills organized by units of study.

3. Utilize common rubrics department wide (found in district-adopted curriculum) to guide instruction and assessment.

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)
	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

Professional Development and Collaboration Strategies:

Teachers will meet as a Departmental team once before school starts, and three or more times throughout the year in professional development to:
a. Collaborate and align how we are teaching each unit of study including: the Common Core aligned skills we are teaching, and the assessments we are giving
b. Calibrate writing assessments two or more times a year using common rubrics to guide next steps for instruction
c. Support one another to grow in teaching Common Core reading and writing skills through the workshop model

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)
1,000	Annual Fund

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

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

1. Use quarterly writing performance tasks department wide to measure students' growth in Common Core standards and to increase instructional consistency.

2. Use a variety of assessment tools to monitor student progress and identify opportunities for targeted differentiated instruction.

3. Conference with students and their parents as needed after the beginning and mid-year administration of the HMRI Diagnostic Materials Strategy:

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)
	None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Materials Strategy

1. Engage in on-going collaboration as a team to build a digital library of materials organized by units of study and Lexile level.

2. Explore additional resources to develop classroom leveled libraries and a school-wide leveled library that support and enhance classroom instruction.

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)
	None Specified

Annual Review

SPSA Year Reviewed: 2019-20

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.

1. Instructional strategies for improving reading comprehension
a. Focus on reading comprehension and writing was inconsistent throughout each core subject.
b. ELA team reviewed SBAC data (EADMS) to identify areas of strength and areas for growth.
c. ELA teachers implemented the standards aligned units.
d. Master Schedule provided limited common planning time and opportunities for our ELA team to observe best practices from other teachers within the department and our District.
e. Students with disabilities were mainstreamed into GenEd courses per IEP.
f. PD Plan provided limited collaboration between ELA Team and District Coaches during "A" Meetings.
g. 100% Curriculum Coach to support ELA instruction.
h. Students were provided consistent access and use of standards aligned materials, but non-fiction resources are an area of need.
i. ELA Team did not agree upon and implement 2 - 3 specific reading comprehension strategies to be usde with fidelity and assess their effectiveness.
j. Departmental planning time for horizontal and vertical team debriefing after the implementation of each strategy did not occur.
k. ELA Team will pre-assessed reading comprehension skills in August through the HMRI and planned instruction accordingly

2. Instructional strategies for improving writing skills
a. Training in Functions & Apps was not provided through library instruction, but our Tech Leader taught teachers independently
b. Focus on writing-based assessments was inconsistent throughout each core subject.
c. ELA teachers will do a pre-assessment and build a plan of action based on results.
d. Writing skills were transferred and practiced across content areas inconsistently.
e. ELA Team pre-assessed writing skills in August and plan instruction accordingly, provided that an assessment tool is available.
f. Students worked with a variety of prompts that promote higher level thinking skills.
g. Teachers emphasized the planning of written assignments before drafting (i.e Thinking Maps, Step Up to Writing, Peer Review and editing, Writer's Workshop).
h. Student demonstrations were not aligned to the 8th grade reflection piece

3. Professional Development activities and resources needed
a. Teachers were surveyed as to their interests & needs for professional development opportunities and a schedule for support was developed
b. PD Plan continued to incorporate training in in the use of technology to support instruction.
c. SBAC aligned Guiding Questions and Challenges were utilized to introduce tasks and as basis for assessment

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. Master Schedule did not provide adequate common planning time for the ELA teachers to plan, review, and refine.
2. A consistent rubric was not used throughout each classroom.
3. Student demonstrations were not align for 8th grade reflection piece because there was not enough professional development.

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. Emphasis on the Workshop model to deliver instruction.
2. Need to embed more writing tasks throughout the lessons in different content areas.
3. Increase collaboration time for ELA 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 3

Closing the Gap
1. Mathematics
a. DFM for Hispanic students will decrease the baseline of -15.1 (Green) from 2019 by a total of 15.1 (to reach Blue) with a stretch goal of 50 or more to end at 0 or higher by the end of the 2020-21 school year.
b. DFM for African-American students will decrease the baseline of -46 (Yellow) from 2019 by a total of 21 (to reach Green) with a stretch goal of 46 (to reach Blue) to end at -25 or lower by the end of the 2020-21 school year
c. DFM for English Learners will decrease the baseline of -85.2 (Orange) from 2019 by a total of 3 (to reach Yellow) with a stretch goal of 60.2 (to reach Green) to end at -82.2 or lower by the end of the 2020-21 school year.
d. DFM for Socio-economically Disadvantage students will decrease the baseline of -48.8 (Orange) from 2019 by a total of 3 (to reach Yellow) with a stretch goal of 23.8 (to reach Green) to end at -45.8 or lower by the end of the 2020-21
school year.

2. English Language Arts/Literacy
a. DFM for Hispanic students will increase the baseline of 10.6 (Green) from 2019 by a total of 15 (to reach Blue) with a stretch goal of 34.4 or more to end at 25.6 or higher by the end of the 2020-21 school year.
b. DFM for African-American students will decrease the baseline of -8.8 (Yellow) from 2019 by a total of 3.8 (to reach Green) with a stretch goal of 18.8 (to reach Blue) to end at -5 or lower by the end of the 2020-21 school year
c. DFM for English Learners will decrease the baseline of -69.7 (Orange) from 2019 by a total of 3 (to reach Yellow) with a stretch goal of 64.7 (to reach Green) to end at -66.7 or lower by the end of the 2020-21 school year.
d. DFM for Socio-economically Disadvantage students will decrease the baseline of -20.2 (Orange) from 2019 by a total of 3 (to reach Yellow) with a stretch goal of 15.2 (to reach Green) to end at -17.2 or lower by the end of the 2020-21
school year.

3. 20% of English Learners will reclassify annually.

Identified Need

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

2. Over three years of ELA instruction at SMMS, the % of socio-economically disadvantaged students not meeting standard decreased from 35.29% in 2016-2017 to 31.11% in 2018-2019

3. On the 2019 SBAC Math assessment, 41.73% of socio-economically disadvantaged students did not meet standard (in comparison to 20.38% school-wide): 35.9% in 6th Grade, 39.53% in 7th Grade, and 48.89% in 8th Grade.

4 Over three years of Math instruction at SMMS, the % of socio-economically disadvantaged students not meeting standard decreased from 58.82% in 2016-2017 to 48.89% in 2018-2019.

5. On the 2019 SBAC ELA assessment, English Learners increased by +19.6pts while RFEPs decreased by -40.5pts.

6. On the 2019 SBAC Math assessement, English Learners increased by 35.6pts, while RFEPs decreased by -29.7pts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC (Mathematics)	DFM for Hispanic students was -15.1 (Green) on the 2019 SBAC Mathematics assessment.	Hispanic students will decrease the baseline of -15.1 (Green) from 2019 by a total of 15.1 (to reach Blue) with a stretch goal of 50 or more to end at 0 or higher by the end of the 2020-21 school year.
SBAC (Mathematics)	DFM for African-American students was -46 (Yellow) on the 2019 SBAC Mathematics assessment.	African-American students will decrease the baseline of -46 (Yellow) from 2019 by a total of 21 (to reach Green) with a stretch goal of 46 (to reach Blue) or more to end at -25 or lower by the end of the 2020-21 school year
SBAC (Mathematics)	DFM for English Learners was -85.2 (Orange) on the 2019 SBAC Mathematics assessment.	English Learners will decrease the baseline of -85.2 (Orange) from 2019 by a total of 3 (to reach Yellow) with a stretch goal of 60.2 (to reach Green) or more to end at -82.2 or lower by the end of the 2020-21 school year.
SBAC (Mathematics)	DFM for Socio-economically Disadvantage students was -48.8 (Orange) on the 2019 SBAC Mathematics assessment	Socio-economically Disadvantage students will decrease the baseline of -48.8 (Orange) from 2019 by a total of 3 (to reach Yellow) with a stretch goal of 23.8 (to reach Green) or more to end at -45.8

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		or lower by the end of the 2020-21 school year.
SBAC (English Language Arts/Literacy)	DFM for Hispanic Students was +10.6 (Green) on the 2019 SBAC English Language Arts/Literacy assessment	Hispanic students will increase the baseline of 10.6 (Green) from 2019 by a total of 15 (to reach Blue) with a stretch goal of 34.4 or more to end at 25.6 or higher by the end of the 2020-21 school year.
SBAC (English Language Arts/Literacy)	DFM for African American Students was -8.8 (Yellow) on the 2019 SBAC English Language Arts/Literacy assessment	African-American students will decrease the baseline of -8.8 (Yellow) from 2019 by a total of 3.8 (to reach Green) with a stretch goal of 18.8 (to reach Blue) or more to end at -5 or lower by the end of the 2020-21 school year
SBAC (English Language Arts/Literacy)	DFM for English Learners was -69.7 (Orange) on the 2019 SBAC English Language Arts/Literacy assessment	English Learners will decrease the baseline of -69.7 (Orange) from 2019 by a total of 3 (to reach Yellow) with a stretch goal of 64.7 (to reach Green) or more to end at -66.7 or lower by the end of the 2020-21 school year.
SBAC (English Language Arts/Literacy)	DFM for Socio-economically Disadvantaged students was -20.2 (Orange) on the 2019 SBAC English Language Arts/Literacy assessment	Socio-economically Disadvantaged students will decrease the baseline of -20.2 (Orange) from 2019 by a total of 3 (to reach Yellow) with a stretch goal of 15.2 (to reach Green) or more to end at -17.2 or lower by the end of the 2020-21 school year.
HMRI Reading Inventory 2	56% of Hispanic Students scored Proficient or Advanced on the 2019-20 HMRI Reading Inventory 2	HIspanic students will increase the baseline of 56% from 2019-20 by a total of 10% with a stretch goal of 20% to end at 66% or higher on the 2020-21 Reading Inventory 2
HMRI Reading Inventory 2	52% of African American students scored Proficient or Advanced on the 2019-20 HMRI Reading Inventory 2.	African American students will increase the baseline of 52% from 2019-20 by a total of 10% with a stretch goal of 20% to end at 62% or higher on the 2020-21 HMRI Reading Inventory 2

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Reclassification Rate	18.8% of English Learners reclassifed as measured by the 2019-20 ELPAC assessment.	20% of ELs will reclassify, as measured by the 2020-2021 ELPAC assessment.
English Learner Proficiency Assessment for California (ELPAC)	31.2% of English Learners progessed at least on ELPI level on the 2019-20 ELPAC	English Learners will increase the baseline of 31.2% from 2019-20 by 10% with a stretch goal of 20% to end at 41.2% or higher on the 2020-21 ELPAC.
Alternative English Language Proficiency (ELP) Assessment	This is the first year of the ELPAC. There is no baseline data.	20% of ELs who take the alternative assessment will reclassify, as measured by an alternative English language proficiency (ELP) assessment administered in 2019-2020

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Instructional Strategies:

1. Teachers will use the workshop structure to differentiate instruction including:
a. Direct modeling of Common Core aligned skills (The Teach)
b. Engaging students in practice with effective peer support (Active Engagement)
c. Targeted small-group and one-on-one reteaching (Independent Work/Conferencing)

2. Students who have yet to achieve proficiency in foundational mathematical concepts (addition, subtraction, multiplication, division, fractions) will be supported in-class through targeted small-group and one-on-one reteaching.

3. After-school intervention classes will target our students with the most significant gaps in foundational math concepts through an organized collaboration between math teachers and administration.

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	Annual Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Assessment Strategies:

1. Use common rubrics department wide (found in district-adopted curriculum) to measure students' growth in Common Core standards and to guide differentiated instruction.

2. Offer differentiated assessment that gives students choice in how they show their knowledge of taught skills

3. Conference with EL students and their parents after beginning and mid-year administration of HMRI to review progress toward reclassification in ELA grade, HMRI score, and ELPAC scores.

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)
	None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Professional Development/ Collaboration/Materials Strategies:

1. All teachers to collaborate once before school starts, and three or more times throughout the year in professional development to:
a, Increase efficacy with differentiating the teaching of Common Core skills in the workshop model, including:
b. How to direct model in a way that is comprehensible to all students using SDAIE strategies, visuals, and authentic checks for understanding.

c. Engaging students in practice with effective peer support
d. Target re-teaching for small-groups and individuals

2. Engage in on-going collaboration as a team to build a digital library of grade-level aligned materials organized by units of study and Lexile level.

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)
	None Specified

Annual Review

SPSA Year Reviewed: 2019-20

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.

1. Strategies for closing the gap and ensuring that all students experience academic success.
a. Individual Learning Plans to support each student, with targeted focus on at-risk sub groups; EL's and FY students, were partially implemented. AAPL Test results provide ILPs for MDLIP students.
b. We were not able to create a team teaching model within our ELD class that incorporates to address the needs of SpEd ELs as well.
c. Implemented consistent ELD curriculum during Enrichment.
d. Implement scaffolded ELD strategies across all curricular areas, through small group instruction.
e. Consistent and early HMRI testing for students who need this component to reclassify and for motivation was achieved. HMRI test results for all students were shared with all teachers.
f. Extended learning day provided MDLIP/ELA/Math Intervention after school in small groups, sometimes exceeding seven students.
g. Continued to implement workshop model of instruction to incorporate more student/teacher time, but results varied from teacher to teacher.
h. Computer programs were implemented for extended reinforcement and practice.
i. Increased interventions & academic supports embedded within the master schedule.
j. Visuals and hands-on activities were utilized to teach core academic skills.
k. Consistent use of materials with adjusted lexile levels, as needed. (online Leveled Chinese), classroom libraries are in progress.
l. Teachers continued to shift to differentiating instruction, using scaffolds and multiple opportunities to demonstrate mastery. (Assessments provide different opportunities for students)
m. Providing more student choice to activate engagement, specifically for inquiry-based learning was partially implemented.

n. Collaborative learning model included less teacher talk and more student talk.

2. Professional development/training activities for instructional staff and administrators and resources needed for implementation of instructional strategies:
a. 100% Literacy Coach provided professional development for staff (in the areas of ELA and mathematics), provide coaching for teachers, and oversee EL programs/records as part of their duties.
b. Cultural sensitivity training was provided by raising awareness through data and attention to needs.
c. ELAC meetings provided information on how parents can assist their children at home. We did not form an AAPC.
d. PD Plan included continued training on the use of technology to support instruction.
e. Additional instructional training in the areas of math, language arts, and science. (SWD)
f. Lexia or similar computer-based programs were utilized for teaching reading. (SWD)
g. ELPAC results were reviewed to identify students for ELD class and to target ELD instruction across all curricular areas. (ELs)
h. PD Plan provided training on the Workshop Model that embeds the ELD standards & assessments, as well as effective instructional strategies (i.e. Kagan, SDAIE) across all curricular areas. (ELs) MDLIP teachers attend DLIP training
monthly.

3. Collaboration with parents, cultural sensitivity, and relationship building.
a. Encouraged student participation in the Young African American and Adelante Conferences
b. An AAPC at SMMS did not get developed, but our Black Student Union made positive contributions.
c. Collaborated with MDLIP teachers and the BSU to provide activities and assemblies that celebrated Chinese Culture and African American History. We were not able to coordinate a Hispanic Heritage Month Assembly.
d. Lessons regarding cultural events and celebrations throughout the year were embedded within the weekly instruction.
e. School Events and Celebrations were honored on our School website and Facebook page.
f. School Events and Celebrations were scheduled on our School Calendar before the beginning of the year.
g. Art Club, BSU, Mandarin Reading Club
h. Parent forums were developed to share experiences.
i. Celebrated diversity through multiple means, but did not host a multicultural fair.

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. ILPs were not developed and implemented as a strategy
2. Proposal to develop a joint AAPC between SMMS & SME did not have the opportunity to develop, but our Black Student Union planned and facitliated our African American History Month Assembly
3. Due to a scheduling conflict we did not have a Hispanic Heritage Month Assembly

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. Emphasis on consistently implementing the workshop model across all curricular areas in order to meet the needs of all students.
2. Developoing and enhancing our collection of library of grade level materials
3. Providing differentiated assessments and utilizing rubrics to analyze student work.

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 2021, the average daily attendance rate will be 97%

2. Chronic Absenteeism for All Students will decrease the baseline of 6.4% from 2019-20 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 2020-21 school year.

3. Suspension Rate for All Students will decrease the baseline of 1.9% from 2019-20 by 1.4% with a stretch goal of 1.9% to end at 0% by the end of the 2020-21 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. 9.9% of Hispanic Students are identified as Chronically Absent

2. 12% of Socio-Economically Disadvantaged Students are identifed as Chronically Absent

3. Suspension Rate for African American students increased to 8.3%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Daily Attendance Rate	2019-20 Month 1: 97.94% Month 2: 97.63% Month 3: 96.94% Month 4: 97.84% Month 5: 97.16% Month 6: 94.5% Month 7: 95.58%	Increase average daily attendance rate by 1 percentage points school wide and by 10 percentage points for academically at-risk students until 97% or better is achieved
Chronic Absenteeism Rate	Chronic Absenteeism Rate for All Students was 6.4% on the 2019-20 California Dashboard	Chronic Absenteeism for All Students will decrease the baseline of 6.4% from 2019-20 by 0.4% with a stretch goal of

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		0.5 or more to end at 6.0% or lower by the end of the 2020-21 school year.
Suspension Rate	Suspension Rate for All Students was 1.9% on the 2019-20 California Dashboard	Suspension Rate All Students will decrease the baseline of 1.9% from 2019-20 by 1.4% with a stretch goal of 1.9% or more to end at 0% by the end of the 2020-21 school year .
Expulsion Rate	Expulsion Rate for All Students for 2019-20 is 0.0% Overall	All Students will maintain an expulsion rate of 0.0%.
Drop-out Rate	Drop-out Rate for All Students for 2019-20 is 0.0% Overall	All Students will maintain a Drop-out Rate of 0.0%.

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)
	None Specified

	None Specified

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 effectiveness of our school wide Behavior Management Plan

1. Emphasize Trauma Informed Care practices in our work with students..

2. Implement consistent protocols to include appropriate consequences, remediations and accommodations

3. Enhance RtI Tier II Interventions and utilize matching guide to determine the most appropriate supports for each student.

4. Provide PD for Teachers & Staff regarding RtI, Proactive Classroom Management, Trauma Informed Care Instruction, Yoga & Mindfulness, Restorative Justice

5. Restructure our Guidance Room to create a space designated for Trauma Informed Care practices and student re-direction.

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)
	None Specified
	None Specified

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. Increase Radio:Teacher ratio to 1:2 to provide adequate communication during emergency situations.

5. Implement multiple means of communication during emergency situations (i.e. radios, text messaging, access to intercom in every classroom)

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)
24,791	LCFF - Base
19,511	Unrestricted
1,750	Annual Fund

Annual Review

SPSA Year Reviewed: 2019-20

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.

1. Strategies for providing supports to students who are chronically absent (Students who are absent more than 10%)
a. Montly SART meetings to review data were not consistently scheduled.
b. Limited number of SART conferences were held.
c. SST meetings were not conducted early in the year for students who were chronically absent the previous year
d. RtI Tier II Intervention matching was utilized to promote participation
e. CWAS Intern support was not provided
f. A formal Trauma Informed Care team was not established, but several teachers received training and the implementation of strategies schoolwide is in the initial stages.

2. Strategies to Increase student attendance and reduce chronic absenteeism:
a. The District's and SMMS' attendance policies were communicated to students and parents throughout the year
b. A positive school climate and welcoming environment was maintained for all students.
c. A culturally responsive school environment was maintained for all students.
d. Parent eductaion about the risk factors for youth absenteeism and truancy was limited.
e. Lack of A2A letter system made it challenging to losely monitor attendance and inform parents about the importance of attendance when their children began to show absenteeism patterns.

3. Strategies for increased preparedness for emergency situations
a. A comprehensive support team for campus supervision was maintained.
b. AP and Teacher Rep attended Active Shooter Training
c. Collaboration with SMPD regarding campus security, safety procedures, and school information occurred as needed.
d. Implementing multiple means of communication during emergency situations remains in progress.
e. An inventory of radios was completed and areas of need identified to to enhance communication during emergency situations
f. Work order was completed on the Intercom, but increasing overall communication through Staff Contact Information, Text Messaging System, Access to Intercom in every classroom, remains in progress.
g. Visitors Badges for identification were enhance and Signage and Parent Reminders were increased.

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

1. The shift away from the A2A automatic letter system made it challenging to systematically communicate with parents & students regarding attendace.
2. SST meetings were not conducted early on for students who were chronically absent the year before
3. We successfully inventoried and made progress towards securing the needed number of radios, but didn't get them purchased before COVID-19.

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

1. Development of Comprehensive Emergency Response Plan
2. Continue to increase communication during emergency situations through adequate supply and mulitple means
3. Enhance our implementation of RtI and Trauma Informed Care, including restructuring our Student Support office

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 5

1. Math DFM for Students with Disabilities (SWD) will increase the baseline of -102.5 (Orange) from 2019 by a total of 7.5 (to reach Yellow) with a stretch goal of 77.5 or more (to reach Green) to end at -95 or higher by the end of the 2020-21 school year.

2. English Language Arts/Literacy DFM for Students with Disabilities will decrease the baseline of -73.3 (Orange) from 2019 by a total of 3.3 (to reach Yellow) with a stretch goal of 68.3 or more (to reach Green) to end at -70 lower by the end of the 2020-21 school year.

Identified Need

1. On the 2018-2019 ELA SBAC, 53.03% of our students with disabilities did not meet standard (in comparison to 13.08% school-wide): 52% in 6th Grade, 50% in 7th Grade, 57.14% in 8th Grade.

2. Over three years of ELA instruction at SMMS, the % of our students with disabilities not meeting standard decreased from 62.50% in 2016-2017 to 57.14% in 2018-2019.

3. On the 2018-2019 Math SBAC, 60.61% of our students with disabilities did not meet standard (in comparison to 20.38% school-wide): 60% in 6th Grade, 45% in 7th Grade, 76.19% in 8th Grade.

4. Over three years of Math instruction at SMMS, the % our students with disabilities not meeting standard increased from 75% in 2016-2017 to 76.19% in 2018-2019.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC (Mathematics)	DFM for Students with Disabilities (SWD) was -102.5 (Orange) on the 2018-19 SBAC Mathematics assessment	Students with Disabilities (SWD) will increase the baseline of -102.5 (Orange) from 2019 by a total of 7.5 (to reach Yellow) with a stretch goal of 77.5 (to reach Green) to end at -25 or higher by the end of the 2020-21 school year.
SBAC (English Language Arts/Literacy)	DFM for Students with Disabilities was -73.3 (Orange) on the 2018-19 SBAC English	Students with Disabilities will decrease the baseline of -73.3 (Orange) from 2019 by a total of 3.3 (to reach Yellow) with a

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Language Arts/Literacy assessment	stretch goal of 68.3 (to reach Green) or more to end at -70 or higher by the end of the 2020-21 school year.
iReady Diagnostic (Students With Disabilities - Diagnostic 2)	90% of Students with Disabilities scored two or more grade levels below on the 2019-20 iReady Diagnostic 2	Students wih Disabilities will decrease the baseline of 90% from 2019-20 by a total of 15% with a stretch goal of 30% to end at 60% or lower on the 2020-21 iReady Diagnostic 2.
HMRI (Houghton-Mifflin Reading Inventory) - Mid-Year Administration		

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. Direct modeling of Common Core aligned skills (The Teach)
b. Engaging students in practice with effective peer support (Active Engagement)
c. Targeted small-group and one-on-one reteaching (Independent Work/Conferencing)

2. Students who have yet to achieve proficiency in foundational concepts will be supported in-class through targeted small-group and one-on-one reteaching.

3. Targeted Academic Assist classes will provide additional support for RSP students with their GenEd classes.

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)
	None Specified

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 & 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)
1,000	Annual Fund

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. SDC teachers will incorporate specific reading strategies across all curricular areas
a. Pre-reading strategies
b. Reading for important/key information
c. Highlighting

2. SDC teachers will incorporate specific writing strategies across all curricular areas
a. Utilizing graphic organizers to write a paragraph and an essay,
b. Utilizing ACES to answer questions (Answer the Question, Cite Evidence, Elaborate/Explain, Summarize)

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)
	None Specified

Annual Review

SPSA Year Reviewed: 2019-20

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.

1. Strategies for establishing a Special Education Leadership Team at our site that coordinates regularly with our District Coaches & Leadership.
a. SpEd Team met before the start of the year to plan for the upcoming year.
b. Release time was not provided on a quarterly basis, but SpEd team utilized common prep periods and “A” Mondays to collaborate.
c. Time for consistent collaboration with District Coaches and Leadership was not attainable, but support was provided as needed.
d. SpEd team did not have the opportunity to plan and present at "A" Monday PD opportunities as a SpEd team
e. District trainings pulled the SpEd Team away from several "A" Mondays throughout the year.
f. The current status of IEPs on SEIS were reviewed and updated as necessary.
g. CASEMIS errors were reviewed and updated as necessary.
h. SpEd teachers were provided with additional professional development and administrative support, as needed
i. Some time was provided for SpEd teachers to collaborate with general education teachers
j. 100% Instructional Coach supported new SpEd teachers in the administration of the standardized assessments.
k. SpEd teachers provided updates to parents electronically on a weekly basis.

2. Strategies for realigning our 2019-20 Master Schedule to provide SDC & RSP services within a GenEd setting through a team-teaching model (SWD)
a. SDC classes were aligned with GenEd classes so that students can take advantage of both depending on their need
b. Further combination of SDC classes to opened up additional staff to provide push-in services
c. Two SpEd teachers were assigned to specialize in providing push-in services and two teachers to specialize in providing SDC instruction
d. Common planning time was provided for SpEd & GenEd teachers to collaborate, and was beneficial for IEPs as well.
e. Team-teaching model between SpEd & GenEd teachers continued to develop.
f. RSP students were clustered to provide consistent services within the GenEd classrooms

3. Strategies for providing professional development for SDC & GenEd Teachers regarding curriculum modification and the implementation of a team-teaching model within the GenEd classroom (SWD)
a. SpEd Team training was facilitated before the start of the year
b. One IEP Release Day was provided at the beginning of the year, but not for the 2nd semester.
c. "A" Monday time was provided for SpEd and GenEd teachers to collaborate around elements of the workshop model and meeting all students needs.
d. Opportunities for teachers to observe successful team-teaching models at other sites was not provided. There may be more be more effective models to observe outside of our District.

e. Resources were not available for teachers to attend conferences and PD opportunities outside of our District.
f. Time was provided for collaboration with District coaches and support staff
g. SpEd teachers were provided with limited training and support on test preparation strategies and test preparation timelines

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 team-teaching model between SpEd & GenEd teachers continued to develp with two teachers providing RSP services in the classroom daily.
2. SDC classes were combined for History & Science so that two teachers could provide RSP services in the classroom daily.
3. District meetings/trainings pulled the SpEd Team away from several "A" Mondays throughout the year.

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

1. Emphasis on workshop model for delivering instruction within our SDC classes.
2. Inceased time for collaboration between SpEd & GenEd teachers.
3. Inorporating instruction of reading and writing strategies across all curricular areas.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 4

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

Goal 6

1. By August 2020, 100% of SMMS teachers will fully utilize the Gradebook/Parent Portal for grades, upcoming and missing assignments,and teacher email.

2. By October 2020, 100% of SMMS families will be registered to access the Aeries Parent Portal.

3. By June 2021, SMMS will offer four Parent Information Nights/Parent University workshops on the SMMS campus.

4. By June 2021, 10% of SMMS will have attended at least one Parent University Workshop.

Identified Need

1. 83% of SMMS teachers currently use Gradebook/Parent Portal system.

2. 75% of SMMS families are connected to the Parent Portal

3. In 2019-2020, less than 2% of SMMS families attended a Parent Information Night/Parent University workshop.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Portal Registration	During the 2019-20 school year 75% of SMMS families were connected to the Parent Portal.	SMMS families will increase the baseline of 75% by 15% with a stretch goal of 25% to end at 100% by October, 2020.
The percentage of teachers utilizing the Gradebook/Parent Portal system	During the 2019-20 school year 83% of teachers are utilizing the Aeries Gradebook/Parent Portal system	SMMS teachers will increase the baseline of 83% by 10% with a stretch goal of 17% to end at 100% by October, 2020
Parent Information Nights/Parent University Workshop Attendance	During the 2019-20 schooly year, 2% of parents attended the Parent Information Nights/Parent University Workshops.	SMMS parents will increase the baseline of 2% by 8%, with a stretch goal of 13% to end at 10% or higher by May, 2021

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

1. Streamline the process by providing multiple opportunities for parents to sign up for the Parent Portal at the beginning of the year.
2. Provide training for parents regarding the Parent Portal and other online platforms at the beginning of the year.
3. Publicize the benefits of the Parent Portal and identify important information that parents can access throughout the year.
4. Provide parents with information about the key elements of each online platform and their intended use.
5. Provide targeted support to individual families who need additional assistance with connecting to the systems.

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)
	None Specified
	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Strategies for increasing teacher utilization of the Aeries Gradebook

1. Provide direct support for teachers through our Tech Leader and Instructional Coach
2. Provide time and training opportunities for teachers to learn how to utilize the Aeries Gradebook

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)
	None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Strategies for building increasing parent participation in Parent University Workshops

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

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)
	None Specified
	None Specified

Annual Review

SPSA Year Reviewed: 2019-20

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.

1. Strategies for increasing parent/teacher use of the Aeries Parent Portal
a. Teachers were provide teachers with opportunities for appropriate training and support for using Gradebook, uploading assignments, and other available features.
b. Parents were provided an opportunity to sign up for the Parent Portal at our Welcome Back to School event.
c. Compiling a list of families who do not have access to the Parent Portal and personally extending an invitation to sign-up will be an area of focus this year.
d. Utilized a variety of opportunities to publish the existence but not spcifically the benefits of Parent Portal.

f. A hyperlink was added to our SMMS webpage to link parents to Parent Portal

2. Strategies for building increasing parent participation in Parent University workshops.
a. Parent representatives to worked with teachers in identifying specific classroom needs and volunteer opportunities
b. Promoted Parent University Workshops through a variety of means
c. Breakfast meetings with Parent Group Leaders and Administration on a quarterly basis did not occur.
d. Continued to provide opportunities for parents and guardians to provide input on parent education topics during various school functions/parent meetings
e. Coordinated with Family Resource Center to sponsor four parent training events this year. One did not take place due to COVID-19
f. Coordinated with Family Resource Center & PTSA to identify presenters for specific 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 did not reach the goal of having 100% of our teachers utilizing gradebook so that parents can access information through PowerSchool
2. We did not reach the goal of having 100% of our families connected to the Parent Portal.
3. We were able to double the number of parent training events that we had originally planned for.

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 accessibiilty to Parent Portal and other online platforms.
2. Compile a list of families who do not have access to the Parent Portal and personally extending an invitation to sign-up will be an area of focus this year
3. Expand parent education 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	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$53,052.00

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	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
Annual Fund	$8,750.00
LCFF - Base	$24,791.00
Unrestricted	$19,511.00

Subtotal of state or local funds included for this school: $53,052.00

Total of federal, state, and/or local funds for this school: $53,052.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Garrett Newsom	Principal
Gina Davis	Classroom Teacher
Chad Prado	Classroom Teacher
Stepanie Shawn	Other School Staff
Dana Gaskell	Other School Staff
Shannon Braden	Parent or Community Member
Kristin Conrad Thatcher	Parent or Community Member
Kirsten Evans	Parent or Community Member
Julie Flad	Parent or Community Member
Angelica Nessman	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 6, 2020.

Attested:

Principal, Garrett Newsom on May 6, 2020

SSC Chairperson, Dana Gaskell on May 6, 2020

Instructions

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

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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.

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

The TSI plan shall:

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

Sierra Madre Middle School
PARENT COMPACT

Staff:
As a Pasadena Unified School District teacher/administrator I will:

- Teach classes through interesting and challenging lessons that promote student achievement.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Encourage parent involvement in school activities.
- Enforce rules equitably and provide a safe, orderly and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning.
- Participate in professional development opportunities that improve teaching and learning.
- Support the formation of partnerships with families and the community.
- Participate in collaborative decision making with other school staff and families for the benefit of students.
- Respect the school, students, staff and families.

_____ _____ _____
Teacher Signature/Date **Principal Signature/Date** **Superintendent Signature/Date**

Student:
I agree to carry out the following responsibilities:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

_____ _____
Student Signature/Date **Grade**

Family/Parent
I agree to carry out the following responsibilities:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Support the school's discipline and dress codes.
- Participate at school activities such as school decision making, volunteering and/or attending parent-teacher conferences, Open House and Back to School Night.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students and families.

_____
Parent/Guardian Signature/Date

Attendance Improvement Implementation Plan

School: Sierra Madre Middle School	Principal: Garrett Newsom
School Number: 052	Counselor: Maureen Klauschie
Date Completed: 5/4/20	Principal Signature:

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

2019-2020 Current ADA Percentage	2020-2021 ADA Short Term Goal	2021-2022 ADA Long Term Goal
96.8%	97.0%	97.2%

GOAL 1: ATTENDANCE & DROPOUT PREVENTION PLAN			
Strategy & Activity Description	**Target Audience/s**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
• SART Team will conduct SST meetings early in the year for students who were chronically absent the previous year • SART Team will review data on a monthly basis to identify any chronically truant students who are absent from school without a valid excuse for 10% or more of the school days in one school year. • SART Team will apply the appropriate interventions (i.e. Truancy Letters, SART/SST, Tier II Interventions, Counseling, Mentoring, Alt Ed Placement etc.) • SART Team will increase the number of SST/SART Conferences for students who are chronically absent. • SART Team will provide additional for families of students who are chronically absent.	Chronically absent students and their parents/families.	• Attendance Clerk will send out letters weekly. • SART Team will review attendance data monthly. • SART team will conduct SSTs on an as needed basis. • SART Team will apply interventions on an ongoing basis.	• Interventions applied to 100% of students who have been identified as chronically absent. • Improved attendance for 50% or more of identified chronically identified students • Decrease in chronic absenteeism rate schoolwide.

GOAL 2: TEACHING ATTENDANCE			
Strategy & Activity Description	**Target Audience/s**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
• Emphasize attendance policies and expectations at orientation assemblies. • Update Student Handbook to clearly delineate school attendance policies. • Provide students with attendance notifications informing them of the attendance band they are currently in. • Communicate to students/parents the importance of attendance and our District's attendance policies throughout the year	All students and parents/families	• Student Handbook will be updated yearly • Orientation assemblies will be held at the beginning and mid-way point of the year. • Information regarding attendance will be communicated monthly.	Monthly attendance rate of 97% or higher.

GOAL 3: PREVENTION & INTERVENTION			
Strategy & Activity Description	**Target Audience/s**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
• Emphasize Trauma Informed Care practices school wide. • Highlight and announce the monthly attendance rate through the Sunday night call/email. • Acknowledge students who have an ADA of 96% or higher and award them at each School Spirit Day.	All students	• Trauma Informed Care practices will be emphasized daily. • Attendance rate will be highlighted and announced in the Sunday night call monthly. • Individual students will be rewarded at each of the six School Spirit Days throughout the year.	It will be progress monitored by assessing ADA figures at every attendance month. Info will be provided by TAA.

Sierra Madre Middle School

PARENT INVOLVEMENT POLICY

School Site Council	Meets on Various Wednesdays at 6:00p.m.	Fifty percent of participants in the SSC are parents. The council is a school governance body that strives to improve student achievement through review and approval of the SPSA, oversight of funding for specially funded accounts, dissemination of information about school events, and planning of current and future programs.
PTSA Volunteer Committees Extracurricular Events Fundraising	Meets on Various Mondays at 6:00p.m.	PTSA connects parents, teachers, students, administration, and staff to promote success for all students. Monthly events are planned sand implemented such as Movie Night, School Dances and Spirit Days. Fundraisers provide support for classroom field trips, teacher supplies, events throughout the year, VAPA specialists, assemblies and art supplies, school-wide safety needs, and more. Additionally, parents participate in volunteer activities through a variety of committees outlined in detail on the following page
Annual Fund Annual Fall Ask & Spring Silent Auction Special Events Grant Writing	Meets on Various Fridays at 8:00a.m. Events: Various dates throughout year	Annual Fund is an organization designed for the sole purpose of raising money for the school to offset budget deficits and provide enrichment. Parents plan an annual giving drive for school families and the local Sierra Madre community, fundraising events throughout the year including the Annual Live & Silent Auction, and write grants to raise needed funds. Teachers, staff, administration, and the School Site Council determine how funds are spent
ELAC	Meets on Various Tuesdays at 8:00am	Parents participate in the English Learner Advisory Committee to address issues specifically related to English Learners. The committee typically reviews EL data and programs and advises the principal, school staff, and SSC on programs and services for English Learners to assure the needs of EL students are being met.
School-Parent Compact: The school-parent compact outlines how parents, the entire school staff, and students share the responsibility for improved student achievement and the means by which the school and parents build and develop a partnership to help children achieve proficiency on the California Content Standards. A copy of the school's Parent Compact is found on page XI of the School Plan.		

- SSC developed and approved the School-Parent Compact, by representatives of all stakeholder groups.
- During the annual parent-teacher conference the Compact shall be discussed as it relates to the individual student's achievement.
- Parents receive and review the School-Parent Compact during the registration process.
- Copy of Compact is attached to this Policy.

Parent Education and Communication with families of Sierra Madre School is accomplished through:

- School Website: smms.pusd.us
- Facebook
- PTSA E-Mail Blasts
- Weekly Sunday Night Call/Emails/Texts from Principal
- Community Assistant
- Parent Information Nights
- Parent Summit

Parent Volunteers and Visitors are welcomed on campus and we are grateful for your cooperation. Below is our Sierra Madre School Policy regarding welcoming our parents/visitors on campus:

Parents may volunteer to work in classrooms

- Prearrange with classroom teacher
- TB screening complete
- Sign-In at the main office

Parents may visit and/or observe in classrooms

- Prearrange with classroom teacher
- Sign-in at the main office.
- Drop in limit of 20 minutes, as determined by teacher/administration

Parents may conference with teachers

- Prearrange with teacher
- Before or after school, as mutually agreed upon with parent and teacher
- Not within the instructional minutes of the school day.

Parents with concerns may:

- Conference with the teacher
- Conference with administration

Follow District Uniform Complaint Procedure

Sierra Madre Middle School

Pasadena Unified School District

Sierra Madre Middle School

Comprehensive Schools Safety Plan:

School Site Council Evaluation and Public Hearing Certification

2/5/20 **Update**

California law requires the Comprehensive School Safety Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is being properly implemented (Education Code 35294.2[e]). An updated file of all safety-related plans and materials is maintained by Sierra Madre Middle School and is readily available for inspection by the public.

California law also requires notice for public input prior to the adoption of the Comprehensive School Safety Plan. Notice for public comment was provided on February 5, 2020 at 6:00pm. Notice was provided by Principal.

Sierra Madre Middle School 's "school site council" has evaluated our Comprehensive School Safety Plan and has determined the following:

The plan has been properly implemented and monitored

Amendments

School Site Council

Signatures of Sierra Madre Middle School 's Site Council Members

Signature	Date	Signature	Date
	2/5/20		
	2/5/20		
	2/5/20		
	2/5/20		
	2/5/20		
	2/5/20		
	2/5/2020		

Sierra Madre Middle

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Garrett Newsom, Principal

Principal, Sierra Madre Middle

About Our School

Welcome to Sierra Madre Middle School, a community of learners with a proud tradition of a Commitment to Excellence featuring a:
• Strong and innovative academic program
• Talented, creative, energetic and diverse student body
• Highly qualified team of professional educators
• Celebrated visual and performing arts program
• Culture of collaboration with enthusiastic and supportive families
• Network of dedicated and involved community partners

Contact

Sierra Madre Middle
160 North Canon Ave.
Sierra Madre, CA 91024-2004

Phone: 626-396-5910
Email: newsom.garrett@pusd.us

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Pasadena Unified
Phone Number	(626) 396-3600
Superintendent	Brian McDonald
Email Address	mcdonald.brian@pusd.us
Website	www.pusd.us

School Contact Information (School Year 2019—20)	
School Name	Sierra Madre Middle
Street	160 North Canon Ave.
City, State, Zip	Sierra Madre, Ca, 91024-2004
Phone Number	626-396-5910
Principal	Garrett Newsom, Principal
Email Address	newsom.garrett@pusd.us
Website	http://smms.pusd.us
County-District-School (CDS) Code	19648810127746

Last updated: 1/1/2020

School Description and Mission Statement (School Year 2019—20)

Sierra Madre Middle School's Three Core Values of Academic Achievement, Creative Culture, and a Safe and Nurturing Environment define our commitment to providing a program that promotes academic, physical, emotional, and social growth for all of our students. 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.

Sierra Madre Middle School is one of 28 schools in the Pasadena Unified School District and is 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, and by 2013 grew to become one of four stand-alone middle schools in the District. In 2015, Sierra Middle School opened a brand new campus that features twenty classrooms, a gymnasium, multipurpose room, outdoor amphitheatre, library, choir room, instrumental music room, and labs for science and visual arts.

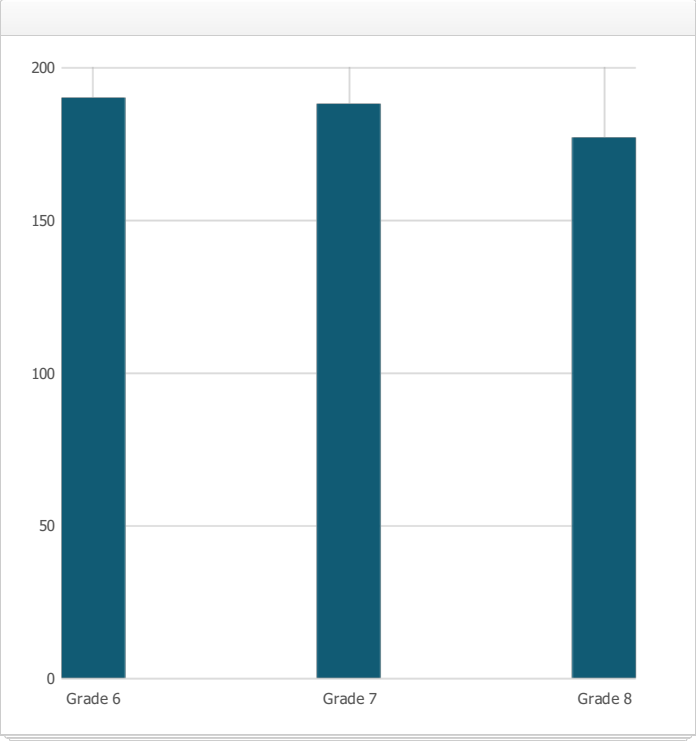
Sierra Madre Middle School now features two signatures programs as well. The Mandarin Dual Language Immersion program includes instruction in Mandarin Language Arts, Ancient Civilizations, World History & U.S. History. Through this unique program, students receive core instruction in Mandarin, strengthening their cognitive skills and promoting their intellectual growth. The program emphasizes the development of academic language proficiency, encompassing listening, speaking, reading and writing. The Math Academy is also offered as a course of study at all three-grade levels Students in this innovative program follow an advanced course of study with the goal of taking the AP Calculus exam in 8th grade.

In addition, a comprehensive offering of elective courses includes Robotics, 3D Printing, Hawks News, Creative Writing, Technology, Visual Arts, Instrumental Music, History vs. Hollywood, Choir, Drama, Chinese Art & Culture, and Mandarin as a Foreign Language.

Last updated: 1/12/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 6	190
Grade 7	188
Grade 8	177
Total Enrollment	555



Last updated: 1/1/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	7.60 %
American Indian or Alaska Native	0.40 %
Asian	12.40 %
Filipino	0.70 %
Hispanic or Latino	27.00 %
Native Hawaiian or Pacific Islander	%
White	47.00 %
Two or More Races	4.30 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	24.10 %
English Learners	4.00 %
Students with Disabilities	14.60 %
Foster Youth	1.40 %
Homeless	0.40 %

A. Conditions of Learning

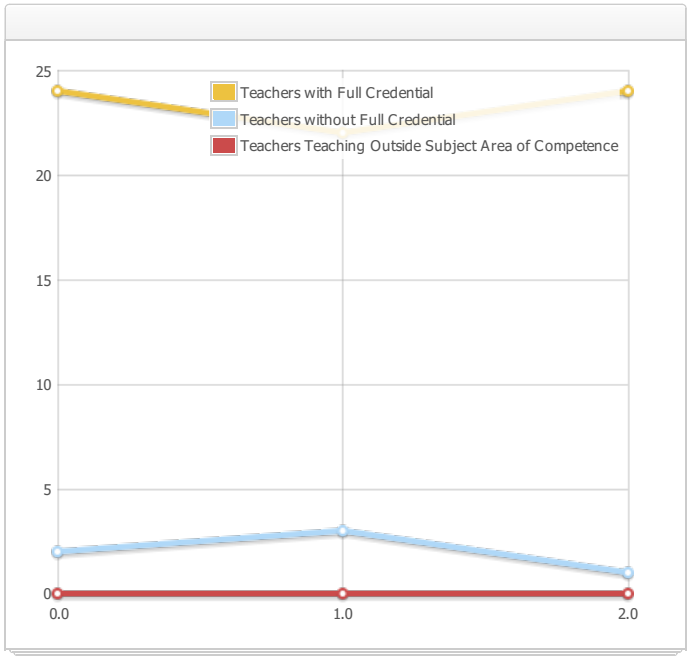
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

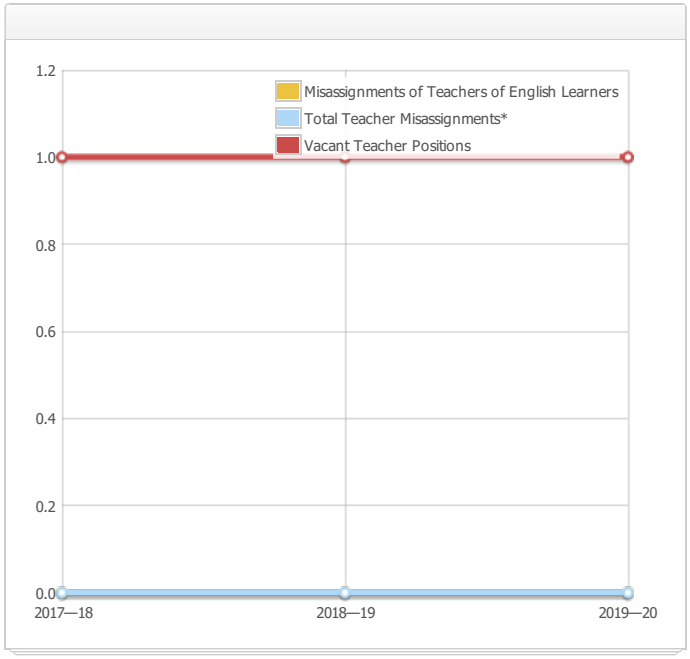
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	24	22	24	718
Without Full Credential	2	3	1	24
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4



Last updated: 1/10/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	1	1



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/10/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6RLA 6 Holt McDougal Holt Literature and Language Arts Introductory Course 2010 7RLA 7 Holt McDougal Holt Literature and Language Arts First Course 2010 ELD 1 - 3 ELD 6-8 Houghton Mifflin/Scholastic READ 180 Stage B 2012 ELD 1-3 ELD 6-8 Houghton Mifflin/Scholastic Reading 180 Stage C 2012 6th-8th Reading/Language Arts Holt McDougal 2010 Mandarin DLIP 6 MZHY Level 6 Textbook -Simplified Mandarin DLIP 6 MZHY Level 6 Textbook -Traditional Mandarin DLIP 7 MZHY Level 7 Textbook -Simplified Mandarin DLIP 7 MZHY Level 7 Textbook -Traditional Mandarin DLIP 8 MZHY Level 8 Textbook- Simplified Mandarin DLIP 8 MZHY Level 8 Textbook- Traditional ELD 1 - 5 6,7,8 Hampton Brown National Geographic Edge: Fundamentals 2009 ELD 1 - 5 6,7,8 Hampton Brown National Geographic Edge: Level A 2009 ELD 1- 5 6,7,8 Hampton Brown National Geographic Edge: Level B 2009	Yes	0.00 %
Mathematics	MATH (6, 7,8) Curriculum Associates Ready (6,7,8) Mathematics Instruction 2017MATH 6-8 Amazon TenMarks	Yes	0.00 %
Science	6SCI 6 CPO CPO Focus on Earth 6th 2007 7SCI 7 CPO CPO Focus On Life 7th 2007 8SCI 8 CPO CPO Focus On Physical Science 8th 2007	Yes	0.00 %
History-Social Science	6HSS 6 Glencoe CA Discovering Our Past: Ancient Civilizations 6th. 2006 7HSS 7 Glencoe CA Discovering Our Past: Medieval and Early Modern Times 7th 2006 8HSS 8 Glencoe CA Discovering Our Past: The American Journey to WW1 8th 2006 6th-8th Social Science/History Glencoe 2006	Yes	0.00 %
Foreign Language	Mandarin 6, 7, 8 Joint Publishing HK Chinese Made Easy, Simplified Characters, Levels 1 and 2 2014	Yes	0.00 %
Health	Teen Talk – Health Connected, Advocates for Youth, 2016	Yes	0.00 %
Visual and Performing Arts	VAPA Art K-12 SRA Art Connections 2008 VAPA Music K-12 Silver Burdett, Making Music 2008	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/1/2020

School Facility Conditions and Planned Improvements

Sierra Madre Middle School was established in 2004. The school's new campus opened in Fall 2015 and includes 20 classrooms, two visual arts labs, three science labs, a library, a gymnasium, and a Multipurpose Room that includes both a Choral and Instrumental Music classroom.

Cleaning Process Sierra Madre Middle School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with an emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair A scheduled maintenance program is administered by Sierra Madre Middle School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the Pasadena Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

PUSD maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.
PUSD has adopted cleaning standards for all schools in the District.

Last updated: 1/15/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Work Orders have been or will be issued.
Interior: Interior Surfaces	Good	Work Orders have been or will be issued.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Work Orders have been or will be issued.
Electrical: Electrical	Good	Work Orders have been or will be issued.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Work Orders have been or will be issued.
Safety: Fire Safety, Hazardous Materials	Good	Work Orders have been or will be issued.
Structural: Structural Damage, Roofs	Good	Work Orders have been or will be issued.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Work Orders have been or will be issued.

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Good

Last updated: 1/15/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	66.0%	68.0%	45.0%	46.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	61.0%	59.0%	35.0%	35.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/1/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	539	520	96.47%	3.53%	67.88%
Male	273	266	97.44%	2.56%	61.65%
Female	266	254	95.49%	4.51%	74.41%
Black or African American	44	43	97.73%	2.27%	39.53%
American Indian or Alaska Native	--	--	--	--	
Asian	67	66	99%	1.49%	83.33%
Filipino	--	--	--	--	
Hispanic or Latino	141	135	95.74%	4.26%	58.52%
Native Hawaiian or Pacific Islander					
White	254	244	96.06%	3.94%	72.13%
Two or More Races	25	25	100.00%	0.00%	76.00%
Socioeconomically Disadvantaged	139	131	94.24%	5.76%	42.75%
English Learners	43	41	95.35%	4.65%	24.39%
Students with Disabilities	72	67	93.06%	6.94%	25.37%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/1/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	539	520	96.47%	3.53%	58.85%
Male	273	266	97.44%	2.56%	55.64%
Female	266	254	95.49%	4.51%	62.20%
Black or African American	44	43	97.73%	2.27%	32.56%
American Indian or Alaska Native	--	--	--	--	
Asian	67	66	99%	1.49%	84.85%
Filipino	--	--	--	--	
Hispanic or Latino	141	135	95.74%	4.26%	47.41%
Native Hawaiian or Pacific Islander					
White	254	244	96.06%	3.94%	61.07%
Two or More Races	25	25	100.00%	0.00%	72.00%
Socioeconomically Disadvantaged	139	131	94.24%	5.76%	35.11%
English Learners	43	41	95.35%	4.65%	24.39%
Students with Disabilities	72	67	93.06%	6.94%	25.37%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/1/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/1/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	16.58%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

Last updated: 1/9/2020

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	9.80%	26.20%	44.30%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/10/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

Parents are involved in school activities by volunteering at schools and/or district events, being a part of a school-level and/or district-level parent groups, participating in parenting and/or parent capacity building workshops, seminars, etc. District's Family Resource Center, in partnership with schools, Twilight Adult Education, district departments and community organizations, offers parent classes, trainings, Parent University workshops, and seminars on parenting, helping parents understand the state academic standards, state assessments, how to help their children to improve academic achievement, technology, leadership, etc. Information on all district-wide parent workshops, parent meetings, and volunteering/leadership opportunities are posted on the Family and Community Engagement webpage of pusd.us. Parents can also contact the Family Resource Center at (626) 396-3600 ext. 88191 for help on navigating the school's system, information on parental involvement, trainings, and volunteering. Additionally, the Family Resource Center's two Community Liaison Specialists provide support to all schools on family engagement.

The District Family Resource Center, in collaboration with the Office of Special Projects, State & Federal Programs, and the District Advisory Council, offers trainings to parents and staff on School Site Councils, including SPSA goals, budget, parental involvement policies, how to conduct successful meetings, Robert's Rules of Order, etc. The District Family Resource Center supports parent advisory groups (AAPC, CAC, DAC, PTA, FYC, LCAP PAC, and DELAC) and Parent Leaders Group, a cross-functional team that collaborates on family involvement programs and activities across the district. All parent groups provide annual recommendations to the School Board on academics, budget, school climate, parental involvement, etc.

At Sierra Madre Middle School Volunteers and Visitors are welcomed on campus and may participate in a number of opportunities.

The P.T.S.A., English Language Advisory Council, and Annual Fund Committee meet on a regular basis and are open to the public as well. Volunteer efforts also provide key support to our after school sports program, Science Olympiad Team, Service Club, Science Labs, School Dances, and our 8th grade trip to Catalina.

Communication with families of Sierra Madre School is accomplished through the School Website at smms.pusd.us, Facebook, Parent Portal, PTSA E-Mail Blasts, Weekly Sunday Night Call/Emails/Texts from Principal, Community Assistant, Parent Workshops

State Priority: Pupil Engagement

Last updated: 1/12/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

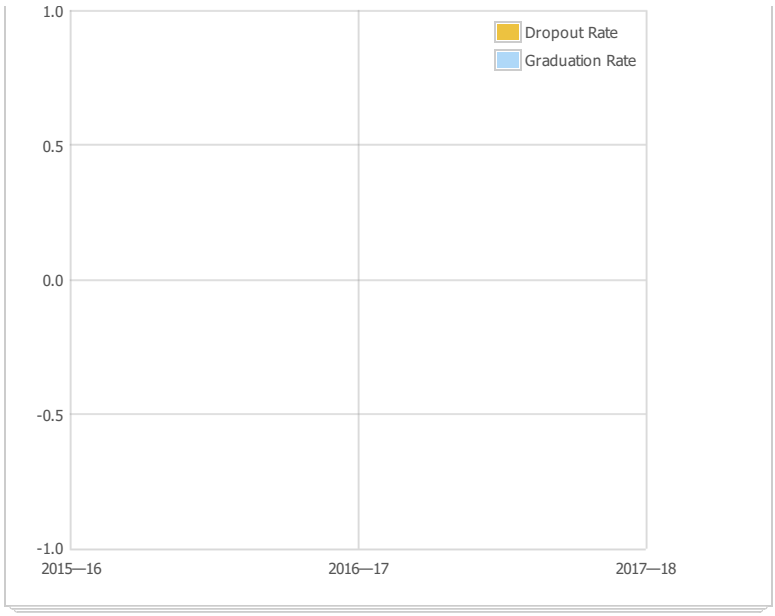
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	10.00%	9.70%
Graduation Rate	--	82.20%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	--	7.90%	9.10%	9.60%
Graduation Rate	--	--	--	80.30%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/1/2020

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	1.80%	1.70%	1.90%	4.60%	4.50%	4.60%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/1/2020

School Safety Plan (School Year 2019—20)

The safety of students and staff is a primary concern of Sierra Madre Middle School. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is a responsibility shared among instructional aides, noon supervisors, playground aides, teachers, and administrators, and is provided before school, during breaks, at lunch, and after school. Sierra Madre Middle School also maintains a close working relationship with the Sierra Madre Police and Fire Departments and collaborates regularly around safety procedures and preparedness.

The School Site Safety plan is revised each year by the Safety Committee and the School Site Council. The plan was most recently updated and reviewed with school staff in February, 2020. The key elements of the Safety Plan include revising the emergency evacuation plan and replenishing the emergency supply bin. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster.

Last updated: 1/12/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	29.00	11	16	13
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	28.00	12	12	16
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	29.00	10	11	16
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	23.00	7	1	7
Mathematics	24.00	6	1	7
Science	28.00	3	1	7
Social Science	28.00	3	1	7

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	26.00	4	4	5
Mathematics	24.00	6	4	4
Science	28.00	3	4	5
Social Science	28.00	3	3	6

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	25.00	5	3	7
Mathematics	23.00	6	7	3
Science	30.00	2	2	8
Social Science	26.00	5	2	7

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/1/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	1110.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.
**Average Number of Pupils per Counselor

Last updated: 1/1/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	0.50
Other	0.20

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/1/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8283.79	$2114.80	$6168.99	$74287.58
District	N/A	N/A	$6032.72	$72777.79
Percent Difference – School Site and District	N/A	N/A	2.26%	2.07%
State	N/A	N/A	$7506.64	$82031.00
Percent Difference – School Site and State	N/A	N/A	-17.82%	-9.44%

Note: Cells with N/A values do not require data.

Last updated: 1/9/2020

Types of Services Funded (Fiscal Year 2018—19)

The Sierra Madre Middle School campus houses 20 classrooms, two visual arts labs, three science labs, a library, a gymnasium, and a Multipurpose Room that includes both a Choral and Instrumental Music classroom.

Sierra Madre Middle School has 24 fully credentialed teachers, each of whom meets all credential requirements in accordance with the State of California guidelines... In addition, several teachers have obtained a Master's Degree level or higher education as well. 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.

The district offers school-based mental health services, including counseling services and referrals for students and their families, as well as the Young and Healthy "I Think I Can" program that is presented to students.

Students with exceptional needs receive specialized instruction based on Individualized Education Plans (IEP). Sierra Madre Middle School offers push-in services for students who additional assistance from a Resource Specialist Program (RSP) Teacher, as well as Specialized Academic Instruction (SAI) in all core academic subjects. We also have one SDC classroom for our students with moderate to severe needs.

Gifted and Talented Education (GATE) students are clustered into classrooms for their core academic subjects. English Learner (EL) students are provided designated English Language Development Instruction as their elective.

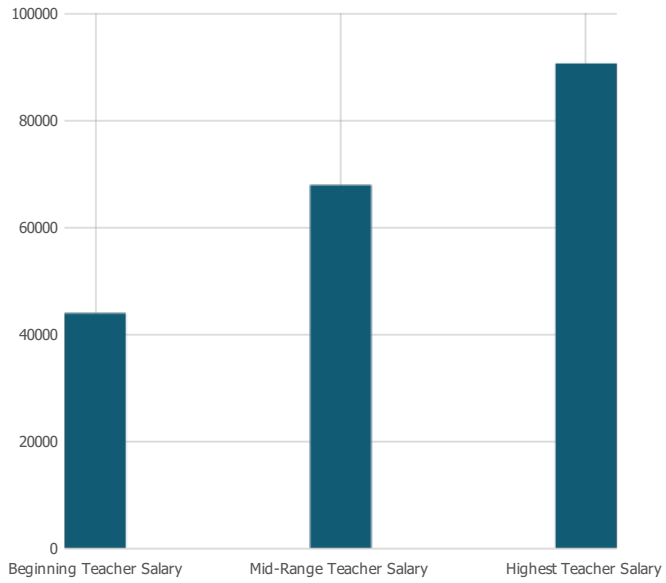
Last updated: 1/12/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

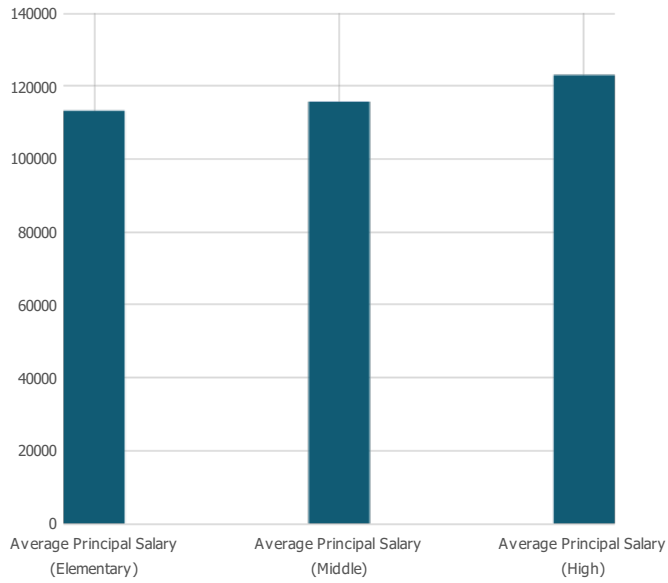
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,901	$51,374
Mid-Range Teacher Salary	$67,859	$80,151
Highest Teacher Salary	$90,585	$100,143
Average Principal Salary (Elementary)	$113,223	$126,896
Average Principal Salary (Middle)	$115,692	$133,668
Average Principal Salary (High)	$123,024	$143,746
Superintendent Salary	$261,768	$245,810
Percent of Budget for Teacher Salaries	29.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/9/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	1	3.20%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/1/2020

Professional Development

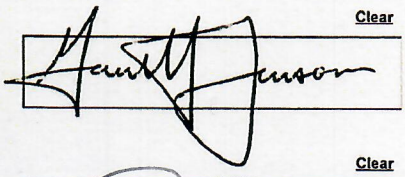
Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	19	18	18

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.

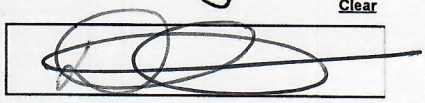
This SPSA was adopted by the SSC at a public meeting on May 6, 2020.

Attested:

Clear



Clear



Principal, Garrett Newsom on May 6, 2020

SSC Chairperson, Dana Gaskell on May 6, 2020

Previous Section
School Site Council Membership

Current Section
Recommendations and Assurances

Next Section
Instructions Overview

©2007 Document Tracking Services

PASADENA UNIFIED SCHOOL DISTRICT

Language Assessment Development Department

Director
Juan A. Ruelas

ELAC Recommendations to School Site Council

School:Sierra Madre Elementary and Middle School Date: March 10,2020

The following are recommendations from the English Learner Advisory Committee (ELAC) to the School Site Council (SSC) for the 2019 -2020 school year Single Plan for Student Achievement:

Las siguientes son recomendaciones del Comité Asesor de Estudiantes de Inglés (ELAC, por sus siglas en inglés) al Consejo del Sitio Escolar (SSC, por sus siglas en inglés) para el Plan Individual para el Logro del Estudiante del año escolar 2019 -2020:

Data Examined:	1. Number of EL's at both schools and their progress in district and state assessments. *Número de EL-s en la escuela y su progreso en las evaluaciones del distrito y del estado.* 2. Progress of Sp. Ed EL students in the district and state assessments. *El progreso de sp. Alumnos de Ed EL en el distrito y evaluaciones estatales.* 3.Reclassification data 2019-2020 *Datos de clasificación 2019-2020*
Areas of Need/ Concern:	1.Improve reading and writing scores of EL students *Mejorar las puntuaciones de lectura y escritura de los estudiantes EL* 2.Continue to move students towards reclassification with the goal of reclassifying prior to promoting from 8th grade. *Continuar moviendo a los estudiantes hacia la reclasificación con el objetivo de reclasificar antes de ascender desde el octavo grado.* 3.Continued focus on teacher preparedness and skill to provide English Language Development instruction. *Enfoque continuo en la preparación y habilidad del maestro para proporcionar instrucción de Desarrollo del Idioma Inglés.* 4. Additional support for students and families *Apoyo adicional para estudiantes y familias.*

351 South Hudson Ave, #209, Pasadena, California 91109
Phone: 626-396-3600, ext. 88285 Fax: 626-683-0728
https://www.pusd.us

PASADENA UNIFIED SCHOOL DISTRICT

Language Assessment Development Department

Director
Juan A. Ruelas

Funds/Resources Available:		Funds: LCFF Other Total
Recommendations for Single Plan:	First Choice • 100% Coach at every school site • Entrenador 100% en cada escuela Second Choice • Continue to provide additional professional development for teachers providing ELD instruction • Continuar proporcionando desarrollo profesional adicional para los maestros que imparten instrucción ELD Third Choice • Writing strategy support for EL students • Apoyo de estrategia de escritura para estudiantes EL Fourth Choice • Parent Training • Entrenamiento para padres	

We submit these recommendations to the SSC on behalf of the ELAC.

Maria Gallegos
ELAC President (Print Name)

Verbal consent 3/10/20 @ ELAC
Signature/Date

ELAC Representative to SSC (Print Name)

Lindsay Lewis 3/25/20
Signature/Date

Garrett Newsom

5/6/20

351 South Hudson Ave, #209, Pasadena, California 91109
Phone: 626-396-3600, ext. 88285 Fax: 626-683-0728
https://www.pusd.us

Pasadena Unified School District

SMMS School Plan for Student Achievement (SPSA)
Mathematics Theory of Action Form
2020-21

Problem Statement	Long-term Outcome (Outcome/Need)
The Distance from Met for All Students was +17.7 (Green) on the 2019 SBAC Mathematics assessment.	Students will demonstrate grade level knowledge in mathematics, have access to a robust course selection, and show academic achievement.

Actions/Activities [If …]	Immediate Outcomes [Then …]	Short-term Outcomes (specific goal) [So that ...]	Long-term Outcome [Which leads to ...]
Math teachers utilize the elements of the workshop structure and Ready curriculum to differentiate instruction.	Math teachers will incorporate modeling, active engagement, and conferencing with students during independent work as part of their lessons.	Math DFM for All Students will increase the baseline of +17.7 (Green) from 2019 by a total of 15 (to reach Blue) with a stretch goal of 17.3 to end at +32.7 or higher by the end of the 2020-21 school year	Students will demonstrate grade level knowledge in mathematics, have access to a robust course selection, and show academic achievement.
Students who have not yet achieved proficiency in foundational mathematical skills are supported in class through targeted small-group and one-on-one reteaching.	Lower performing students will receive increased individualized instruction during the lesson.	Math DFM for All Students will increase the baseline of +17.7 (Green) from 2019 by a total of 15 (to reach Blue) with a stretch goal of 17.3 to end at +32.7 or higher by the end of the 2020-21 school year	Students will demonstrate grade level knowledge in mathematics, have access to a robust course selection, and show academic achievement.
After-school intervention classes target our students with the most significant gaps in foundational	Lower performing students will receive additional individualized	Math DFM for All Students will increase the baseline of +17.7 (Green) from 2019 by a total of 15	Students will demonstrate grade level knowledge in mathematics, have access to a robust course

math concepts	instruction as part of the extended day	(to reach Blue) with a stretch goal of 17.3 to end at +32.7 or higher by the end of the 2020-21 school year	selection, and show academic achievement.
Math teachers will use quarterly Ready performance tasks department wide to measure students' growth in Common Core standards and to increase instructional consistency.	Math teachers will increase the consistency of instruction throughout each classroom and grade level.	Math DFM for All Students will increase the baseline of +17.7 (Green) from 2019 by a total of 15 (to reach Blue) with a stretch goal of 17.3 to end at +32.7 or higher by the end of the 2020-21 school year	Students will demonstrate grade level knowledge in mathematics, have access to a robust course selection, and show academic achievement.
Math teachers will use a variety of assessment tools to monitor student progress and identify opportunities for targeted differentiated instruction.	Students will be provided with multiple opportunities for displaying their mastery of standard.	Math DFM for All Students will increase the baseline of +17.7 (Green) from 2019 by a total of 15 (to reach Blue) with a stretch goal of 17.3 to end at +32.7 or higher by the end of the 2020-21 school year	Students will demonstrate grade level knowledge in mathematics, have access to a robust course selection, and show academic achievement.
Math teachers will conference with students and their parents as needed after the beginning and mid-year administration of the iReady Diagnostic	Students and parents will have a clearer understanding of their progress towards their goals and strategies to support their further growth.	Math DFM for All Students will increase the baseline of +17.7 (Green) from 2019 by a total of 15 (to reach Blue) with a stretch goal of 17.3 to end at +32.7 or higher by the end of the 2020-21 school year	Students will demonstrate grade level knowledge in mathematics, have access to a robust course selection, and show academic achievement.
Math teachers meet as a Departmental Team once before school starts, and three or more times throughout the year in targeted professional development.	Math teachers will collaborate and support each other's growth in effectively implementing the Ready/Carnegie math curriculum through the workshop model.	Math DFM for All Students will increase the baseline of +17.7 (Green) from 2019 by a total of 15 (to reach Blue) with a stretch goal of 17.3 to end at +32.7 or higher by the end of the 2020-21 school year	Students will demonstrate grade level knowledge in mathematics, have access to a robust course selection, and show academic achievement.

Pasadena Unified School District

SMMS School Plan for Student Achievement (SPSA
Mathematics Theory of Action
2020-21

IF Math teachers utilize the elements of the workshop structure and Ready curriculum to differentiate instruction.

THEN Math teachers will incorporate effective strategies of modeling, active engagement, and conferencing with students during independent work as part of their lessons.

AND

IF Students who have not yet achieved proficiency in foundational mathematical concepts are supported in class through targeted small-group and one-on-one reteaching.

THEN Lower performing students will receive increased individualized instruction during each lesson.

AND

IF After-school intervention classes target our students with the most significant gaps in foundational math concepts

THEN Lower performing students will receive additional individualized instruction as part of the extended day

AND

IF Math teachers use quarterly Ready performance tasks department wide to measure students' growth in Common Core standards and to increase instructional consistency.

Pasadena Unified School District

THEN Math teachers will increase the consistency of instruction throughout each classroom and grade level.

AND

IF Math teachers use a variety of assessment tools to monitor student progress and identify opportunities for targeted differentiated instruction.

THEN Students will be provided with multiple opportunities for displaying their mastery of standards.

AND

IF Math teachers conference with students and their parents as needed after the beginning and mid-year administration of the iReady Diagnostic

THEN Students and parents will have a clearer understanding of their progress towards their goals and strategies to support their further growth.

AND

IF Math teachers meet as a Departmental Team once before the start of school, and three or more times throughout the year in targeted professional development.

THEN Math teachers will collaborate and support each other's growth in effectively implementing the Ready/Carnegie math curriculum through the workshop structure.

SO THAT Math DFM for All Students will increase the baseline of +17.7 (Green) from 2019 by a total of 15 (to reach Blue) with a stretch goal of 17.3 to end at +32.7 or higher by the end of the 2020-21 school year

WHICH LEADS TO

Students demonstrating grade level knowledge in mathematics, having access to a robust course selection, and showing academic achievement.

Pasadena Unified School District

SMMS School Plan for Student Achievement (SPSA)
English Language Arts/ Literacy Theory of Action Form
2020-21

Problem Statement	Long-term Outcome (Outcome/Need)
DFM for All Students was +35.8 (Green) on the 2019 SBAC English Language Arts/Literacy assessment	Students will demonstrate grade level knowledge in ELA/Literacy, have access to a robust course selection, and show academic achievement.

Actions/Activities [If …]	Immediate Outcomes [Then …]	Short-term Outcomes (specific goal) [So that ...]	Long-term Outcome [Which leads to ...]
ELA Teachers utilize the elements of the workshop structure to differentiate instruction.	ELA Teachers will incorporate modeling, active engagement, and conferencing with students during independent work as part of their lessons.	ELA/Literacy (DFM) for All Students will increase the baseline of +35.8 (Green) from 2019 by a total of 9.2 (to reach Blue) with a stretch goal of 15 or more to end at +45 or higher by the end of the 2020-21 school year.	Students will demonstrate grade level knowledge in ELA/Literacy, have access to a robust course selection, and show academic achievement.
ELA Teachers emphasize Common Core aligned writing and reading skills organized by units of study in their teaching.	Students will increase their proficiency with foundational skills.	ELA/Literacy (DFM) for All Students will increase the baseline of +35.8 (Green) from 2019 by a total of 9.2 (to reach Blue) with a stretch goal of 15 or more to end at +45 or higher by the end of the 2020-21 school year.	Students will demonstrate grade level knowledge in ELA/Literacy, have access to a robust course selection, and show academic achievement.
ELA teachers will use quarterly writing performance tasks	ELA teachers will increase the consistency of instruction	ELA/Literacy (DFM) for All Students will increase the baseline	Students will demonstrate grade level knowledge in ELA/Literacy,

department wide to measure students' growth in Common Core standards and to increase instructional consistency.	throughout each classroom and grade level.	of +35.8 (Green) from 2019 by a total of 9.2 (to reach Blue) with a stretch goal of 15 or more to end at +45 or higher by the end of the 2020-21 school year.	have access to a robust course selection, and show academic achievement.
ELA teachers use a variety of assessment tools to monitor student progress and identify opportunities for targeted differentiated instruction.	Students will be provided with multiple opportunities for displaying their mastery of standard.	ELA/Literacy (DFM) for All Students will increase the baseline of +35.8 (Green) from 2019 by a total of 9.2 (to reach Blue) with a stretch goal of 15 or more to end at +45 or higher by the end of the 2020-21 school year.	Students will demonstrate grade level knowledge in ELA/Literacy, have access to a robust course selection, and show academic achievement.
ELA teachers will conference with students and their parents as needed after the beginning and mid-year administration of the HMRI Diagnostic Materials Strategy:	Students and parents will have a clearer understanding of their progress towards their goals and strategies to support their further growth.	ELA/Literacy (DFM) for All Students will increase the baseline of +35.8 (Green) from 2019 by a total of 9.2 (to reach Blue) with a stretch goal of 15 or more to end at +45 or higher by the end of the 2020-21 school year.	Students will demonstrate grade level knowledge in ELA/Literacy, have access to a robust course selection, and show academic achievement.
ELA Teachers meet as a Departmental team once before school starts, and three or more times throughout the year in targeted professional development.	ELA teachers will collaborate and support each other's growth in effectively teaching Common Core reading and writing skills through the workshop structure.	ELA/Literacy (DFM) for All Students will increase the baseline of +35.8 (Green) from 2019 by a total of 9.2 (to reach Blue) with a stretch goal of 15 or more to end at +45 or higher by the end of the 2020-21 school year.	Students will demonstrate grade level knowledge in ELA/Literacy, have access to a robust course selection, and show academic achievement.
ELA Teachers engage in on-going	Students will have greater access	ELA/Literacy (DFM) for All	Students will demonstrate grade

collaboration as a team to build a digital library of materials organized by units of study and Lexile level.	to materials appropriately leveled to their own learning needs.	Students will increase the baseline of +35.8 (Green) from 2019 by a total of 9.2 (to reach Blue) with a stretch goal of 15 or more to end at +45 or higher by the end of the 2020-21 school year.	level knowledge in ELA/Literacy, have access to a robust course selection, and show academic achievement.

Pasadena Unified School District

SMMS School Plan for Student Achievement (SPSA
English Language Arts/Literacy Theory of Action
2020-21

IF ELA Teachers utilize the elements of the workshop structure to differentiate instruction

THEN ELA Teachers will incorporate modeling, active engagement, and conferencing with students during independent work as part of their lessons.

AND

IF ELA Teachers emphasize Common Core aligned writing and reading skills organized by units of study in their teaching.

THEN Students will increase their proficiency with foundational skills.

AND

IF ELA teachers use quarterly writing performance tasks department wide to measure students' growth in Common Core standards and to increase instructional consistency.

THEN . ELA teachers will increase the consistency of instruction throughout each classroom and grade level.

AND

IF ELA teachers use a variety of assessment tools to monitor student progress and identify opportunities for targeted differentiated instruction.

Pasadena Unified School District

THEN Students will be provided with multiple opportunities for displaying their mastery of standard

AND

IF ELA teachers conference with students and their parents as needed after the beginning and mid-year administration of the HMRI Diagnostic Materials Strategy:

THEN Students and parents will have a clearer understanding of their progress towards their goals and strategies to support their further growth.

AND

IF ELA Teachers meet as a Departmental team once before school starts, and three or more times throughout the year in professional development.

THEN ELA teachers will collaborate and support each other's growth in effectively teaching Common Core reading and writing skills through the workshop structure.

AND

IF ELA Teachers engage in on-going collaboration as a team to build a digital library of materials organized by units of study and Lexile level.

THEN Students will have greater access to materials appropriately leveled to their own learning needs.

SO THAT The ELA/Literacy (DFM) for All Students will increase the baseline of +35.8 (Green) from 2019 by a total of 9.2 (to reach Blue) with a

stretch goal of 15 or more to end at +45 or higher by the end of the 2020-21 school year.

WHICH LEADS TO

Students demonstrating grade level knowledge in English Language Arts/Literacy, having access to a robust course selection, and showing academic achievement.

Pasadena Unified School District

SMMS School Plan for Student Achievement (SPSA)
Closing the Gap Theory of Action Form
2020-21

Problem Statement	Long-term Outcome (Outcome/Need)
Our Students with Disabilities, English Learners, and Socio-Economically Disadvantaged students scored within the Orange range on both the Math & ELA/Literacy portions of the 2019 SBAC assessment.	Students will demonstrate grade level knowledge in all core subjects, have access to a robust course selection, and show academic achievement.

Actions/Activities [If …]	Immediate Outcomes [Then …]	Short-term Outcomes (specific goal) [So that ...]	Long-term Outcome [Which leads to ...]
Students who have not yet achieved proficiency in foundational mathematical skills are supported in class through targeted small-group and one-on-one reteaching.	Lower performing students will receive increased individualized instruction during the lesson.	Math DFM for All Students will increase the baseline of +17.7 (Green) from 2019 by a total of 15 (to reach Blue) with a stretch goal of 17.3 to end at +32.7 or higher by the end of the 2020-21 school year	Students will demonstrate grade level knowledge in mathematics, have access to a robust course selection, and show academic achievement.
After-school intervention classes target our students with the most significant gaps in foundational math concepts	Lower performing students will receive additional individualized instruction as part of the extended day	Math DFM for All Students will increase the baseline of +17.7 (Green) from 2019 by a total of 15 (to reach Blue) with a stretch goal of 17.3 to end at +32.7 or higher by the end of the 2020-21 school year	Students will demonstrate grade level knowledge in mathematics, have access to a robust course selection, and show academic achievement.

Pasadena Unified School District

All Teachers utilize the elements of the workshop structure to differentiate instruction	All teachers will incorporate modeling, active engagement, and conferencing with students during independent work as part of their lessons.	All student subgroups with a negative Math DFM and/or ELA DFM will decrease the baseline from 2019 by the end of the 2020-21 school year	Students will demonstrate grade level knowledge in all core subjects, have access to a robust course selection, and show academic achievement.
All teachers use common rubrics department wide (found in district-adopted curriculum) to measure students' growth in Common Core standards and to guide differentiated instruction.	All teachers will increase the consistency of instruction throughout each classroom and grade level.	All student subgroups with a negative Math DFM and/or negative ELA DFM will decrease the baseline from 2019 by the end of the 2020-21 school year	Students will demonstrate grade level knowledge in all core subjects, have access to a robust course selection, and show academic achievement.
All Teachers offer differentiated assessments that give students choice in how they show their knowledge of taught skills	Students will have a variety of options through which to demonstrate their mastery of standard.	All student subgroups with a negative Math DFM and/or negative ELA DFM will decrease the baseline from 2019 by the end of the 2020-21 school year	Students will demonstrate grade level knowledge in all core subjects, have access to a robust course selection, and show academic achievement.
All teachers meet as a school team once before school starts, and three or more times throughout the year in targeted professional development	All teachers will collaborate and support each other's growth to increase efficacy with differentiating instruction through the workshop model.	All student subgroups with a negative Math DFM and/or negative ELA DFM will decrease the baseline from 2019 by the end of the 2020-21 school year	Students will demonstrate grade level knowledge in all core subjects, have access to a robust course selection, and show academic achievement.
All teachers engage in on-going	Students will have greater access	All student subgroups with a	Students will demonstrate grade

collaboration as a team to build a digital library of grade-level aligned materials organized by units of study and Lexile level.	to materials appropriately leveled to their own learning needs.	negative Math DFM and/or negative ELA DFM will decrease the baseline from 2019 by the end of the 2020-21 school year	level knowledge in all core subjects, have access to a robust course selection, and show academic achievement.
ELA Teachers conference with EL students and their parents after beginning and mid-year administration of HMRI to review progress toward reclassification in ELA grade, HMRI score, and ELPAC scores.	EL students and parents will have a clearer understanding of the reclassification process and set goals for achieving RFEP status.	20% of English Learners will reclassify by the end of the 2020-21 school year.	Students will demonstrate grade level knowledge in all core subjects, have access to a robust course selection, and show academic achievement.

Pasadena Unified School District

SMMS School Plan for Student Achievement (SPSA
Closing the Gap Theory of Action
2020-21

IF Students who have not yet achieved proficiency in foundational mathematical skills are supported in class through targeted small-group and one-on-one reteaching.

THEN Lower performing students will receive increased individualized instruction during the lesson

AND

IF After-school intervention classes target our students with the most significant gaps in foundational math concepts.

THEN Lower performing students will receive additional individualized instruction as part of the extended day

SO THAT The Math DFM for All Students will increase the baseline of +17.7 (Green) from 2019 by a total of 15 (to reach Blue) with a stretch goal of 17.3 to end at +32.7 or higher by the end of the 2020-21 school year

WHICH LEADS TO

Students demonstrating grade level knowledge in mathematics, having access to a robust course selection, and showing academic achievement.

AND

IF All Teachers utilize the elements of the workshop structure to differentiate instruction

THEN All teachers will incorporate modeling, active engagement, and conferencing with students during independent work as part of their

lessons.

AND

IF All teachers use common rubrics department wide (found in district-adopted curriculum) to measure students' growth in Common Core standards and to guide differentiated instruction.

THEN All teachers will increase the consistency of instruction throughout each classroom and grade level..

AND

IF All Teachers offer differentiated assessments that give students choice in how they show their knowledge of taught skills

THEN Students will have a variety of options through which to demonstrate their mastery of standard.LA teachers will increase the consistency of instruction throughout each classroom and grade level.

AND

IF All teachers meet as a school team once before school starts, and three or more times throughout the year in targeted professional development

THEN All teachers will collaborate and support each other's growth to increase efficacy with differentiating instruction through the workshop model.

AND

IF All teachers engage in on-going collaboration as a team to build a digital library of grade-level aligned materials organized by units of study and Lexile level..

Pasadena Unified School District

THEN Students will have greater access to materials appropriately leveled to their own learning needs.

SO THAT All student subgroups with a negative Math DFM and/or negative ELA DFM will decrease the baseline from 2019 by the end of the 2020-21 school year

AND

IF ELA Teachers conference with EL students and their parents after beginning and mid-year administration of HMRI to review progress toward reclassification in ELA grade, HMRI score, and ELPAC scores.

THEN EL students and parents will have a clearer understanding of the reclassification process and set goals for achieving RFEP status.

SO THAT 20% of English Learners will reclassify by the end of the 2020-21 school year.

WHICH LEADS TO

Students demonstrating grade level knowledge in all core subjects, having access to a robust course selection, and showing academic achievement.

Pasadena Unified School District

SMMS School Plan for Student Achievement (SPSA)
School Safety Theory of Action Form
2020-21

Problem Statement	Long-term Outcome (Outcome/Need)
	Students will be in school every day in an environment that is safe, caring, and conducive to learning.

Actions/Activities [If …]	Immediate Outcomes [Then …]	Short-term Outcomes (specific goal) [So that ...]	Long-term Outcome [Which leads to ...]
Conduct SST meetings early in the year for students who were chronically absent the previous year.	Students with a history of Chronic Absenteeism will receive additional supports at the beginning of the year.	Chronic Absenteeism for All Students will decrease the baseline of 6.4% from 2019-20 by 0.4% with a stretch goal of 0.5 or more to end at 6.0% or lower by the end of the 2020-21 school year.	Students will be in school every day in an environment that is safe, caring, and conducive to learning.
Communicate to students/parents the importance of attendance and our District's attendance policies throughout the year	Students and parents will increase their focus on priority of being at school daily.	Chronic Absenteeism for All Students will decrease the baseline of 6.4% from 2019-20 by 0.4% with a stretch goal of 0.5 or more to end at 6.0% or lower by the end of the 2020-21 school year.	Students will be in school every day in an environment that is safe, caring, and conducive to learning.
Schedule consistent monthly SART meetings to closely monitor	Early identification of chronically absent student will increase.	Chronic Absenteeism for All Students will decrease the	Students will be in school every day in an environment that is safe,

and review data		baseline of 6.4% from 2019-20 by 0.4% with a stretch goal of 0.5 or more to end at 6.0% or lower by the end of the 2020-21 school year.	caring, and conducive to learning.
Increase number of SST/SART Conferences for students who are chronically absent	The consistency of our SART process implementation will increase.	Chronic Absenteeism for All Students will decrease the baseline of 6.4% from 2019-20 by 0.4% with a stretch goal of 0.5 or more to end at 6.0% or lower by the end of the 2020-21 school year.	Students will be in school every day in an environment that is safe, caring, and conducive to learning.
Provide additional supports for families of students who are chronically absent	Families will have the strategies and tools they need in order to be successful.	Chronic Absenteeism for All Students will decrease the baseline of 6.4% from 2019-20 by 0.4% with a stretch goal of 0.5 or more to end at 6.0% or lower by the end of the 2020-21 school year.	Students will be in school every day in an environment that is safe, caring, and conducive to learning.
Emphasize Trauma Informed Care practices in our work with students.	We will build a proactive approach to behavior management and create a physically and emotionally safe environment.	Suspension Rate All Students will decrease the baseline of 1.9% from 2019-20 by 1.4% with a stretch goal of 1.9% or more to end at 0% by the end of the 2020-21 school year	Students will be in school every day in an environment that is safe, caring, and conducive to learning.
Implement consistent protocols to include appropriate consequences, remediations and	Schoolwide Behavior Management Plan will become more systematic and provide differentiation to meet	Suspension Rate All Students will decrease the baseline of 1.9% from 2019-20 by 1.4% with a	Students will be in school every day in an environment that is safe, caring, and conducive to learning.

accommodations	the needs of individual students.	stretch goal of 1.9% or more to end at 0% by the end of the 2020-21 school year	
Enhance RtI Tier II Interventions and utilize matching guide to determine the most appropriate supports for each student.	Schoolwide Behavior Management Plan will provide targeted support to students that need alternative strategies to support their behavioral success.	Suspension Rate All Students will decrease the baseline of 1.9% from 2019-20 by 1.4% with a stretch goal of 1.9% or more to end at 0% by the end of the 2020-21 school year	Students will be in school every day in an environment that is safe, caring, and conducive to learning.
Provide PD for Teachers & Staff regarding RtI, Proactive Classroom Management, Trauma Informed Care Instruction, Yoga & Mindfulness, Restorative Justice	Teachers and staff will increase their expertise and build their repertoire in addressing the needs of a diverse student population.	Suspension Rate All Students will decrease the baseline of 1.9% from 2019-20 by 1.4% with a stretch goal of 1.9% or more to end at 0% by the end of the 2020-21 school year	Students will be in school every day in an environment that is safe, caring, and conducive to learning.
Restructure our Guidance Room to create a space designated for Trauma Informed Care practices and student re-direction.	Guidance Room will promote a sense of well-being for students that leads to mutually beneficial outcomes driven by a healthy and positive relationship.	Suspension Rate All Students will decrease the baseline of 1.9% from 2019-20 by 1.4% with a stretch goal of 1.9% or more to end at 0% by the end of the 2020-21 school year	Students will be in school every day in an environment that is safe, caring, and conducive to learning.
Maintain a comprehensive Student Support Team	Supports will be provided for adequate campus supervision, as well as the implementation of Trauma Informed Care and RtI practices.	Emergency response preparedness for All Teachers & Students will be enhanced and systemized school wide.	Students will be in school every day in an environment that is safe, caring, and conducive to learning.
Collaborate with SMPD regarding campus security, safety	Comprehensive Emergency Response plan will be up to date	Emergency response preparedness for All Teachers &	Students will be in school every day in an environment that is safe,

procedures, and school information.	and in alignment with local law enforcement guidelines.	Students will be enhanced and systemized school wide.	caring, and conducive to learning.
Provide active shooter training for teachers, staff, and students	Teachers, staff, and students will increase their awareness and understanding of what to do in the event of an active shooter.	Emergency response preparedness for All Teachers & Students will be enhanced and systemized school wide.	Students will be in school every day in an environment that is safe, caring, and conducive to learning.
Increase the number of radios for staff utilization.	Communication during emergency situations will be increased and enhanced.	Emergency response preparedness for All Teachers & Students will be enhanced and systemized school wide.	Students will be in school every day in an environment that is safe, caring, and conducive to learning.
Implement multiple means of communication during emergency situations (i.e. radios, text messaging, access to intercom in every classroom)	Communication during emergency situations will be increased and enhanced.	Emergency response preparedness for All Teachers & Students will be enhanced and systemized school wide.	Students will be in school every day in an environment that is safe, caring, and conducive to learning.

Pasadena Unified School District

SMMS School Plan for Student Achievement (SPSA
School Safety Theory of Action
2020-21

IF We conduct SST meetings early in the year for students who were chronically absent the previous year.

THEN Students with a history of Chronic Absenteeism will receive additional supports at the beginning of the year.

AND

IF We communicate to students/parents the importance of attendance and our District's attendance policies throughout the year

THEN Students and parents will increase their focus on priority of being at school daily.

.

AND

IF We Schedule consistent monthly SART meetings to closely monitor and review data

THEN Early identification of chronically absent student will increase.

AND

IF We increase the number of SST/SART Conferences for students who are chronically absent

THEN The consistency of our SART process implementation will increase.

AND

Pasadena Unified School District

IF We provide additional supports for families of students who are chronically absent

THEN Families will have the strategies and tools they need in order to be successful.

SO THAT Chronic Absenteeism for All Students will decrease the baseline of 6.4% from 2019-20 by 0.4% with a stretch goal of 0.5 or more to end at 6.0% or lower by the end of the 2020-21 school year.

AND

IF We emphasize Trauma Informed Care practices in our work with students.

THEN We will build a proactive approach to behavior management and create a physically and emotionally safe environment

AND

IF We implement consistent protocols to include appropriate consequences, remediations and accommodations

THEN Our Schoolwide Behavior Management Plan will become more systematic and provide differentiation to meet the needs of individual students.

AND

IF We enhance our RtI Tier II Interventions and utilize matching guide to determine the most appropriate supports for each student.

THEN Our Schoolwide Behavior Management Plan will provide targeted support to students that need alternative strategies to support their behavioral success.

Pasadena Unified School District

AND

IF We provide PD for Teachers & Staff regarding RtI, Proactive Classroom Management, Trauma Informed Care Instruction, Yoga & Mindfulness, Restorative Justice.

THEN Teachers and staff will increase their expertise and build their repertoire in addressing the needs of a diverse student population

AND

IF We restructure our Guidance Room to create a space designated for Trauma Informed Care practices and student re-direction.

THEN Our Guidance Room will promote a sense of well-being for students that leads to mutually beneficial outcomes driven by a healthy and positive relationship.

SO THAT The Suspension Rate All Students will decrease the baseline of 1.9% from 2019-20 by 1.4% with a stretch goal of 1.9% or more to end at 0% by the end of the 2020-21 school year

AND

IF We maintain a comprehensive Student Support Team

THEN Supports will be provided for adequate campus supervision, as well as the implementation of Trauma Informed Care and RtI practices.

AND

IF We collaborate with SMPD regarding campus security, safety procedures, and school information.

Pasadena Unified School District

THEN Our Comprehensive Emergency Response plan will be up to date and in alignment with local law enforcement guidelines

AND

IF We provide active shooter training for teachers, staff, and students

THEN Teachers, staff, and students will increase their awareness and understanding of what to do in the event of an active shooter.

AND

IF We increase the number of radios for staff utilization, and Implement multiple means of communication during emergency situations

THEN Communication during emergency situations will be increased and enhanced.

SO THAT Emergency response preparedness for All Teachers & Students will be enhanced and systemized school wide

WHICH LEADS TO

Students attending school every day in an environment that is safe, caring, and conducive to learning.

Pasadena Unified School District

SMMS School Plan for Student Achievement (SPSA)
School Selected: Special Education Theory of Action Form
2020-21

Problem Statement	Long-term Outcome (Outcome/Need)
Math DFM for Students with Disabilities (SWD) was -102.5 (Orange) on the 2019 SBAC Math assessment. English Language Arts/Literacy DFM for Students with Disabilities (SWD) was -73.3 (Orange) on the 2019 SBAC ELA/Literacy assessment.	Students will demonstrate grade level knowledge in all core subjects, have access to a robust course selection, and show academic achievement.

Actions/Activities [If …]	Immediate Outcomes [Then …]	Short-term Outcomes (specific goal) [So that ...]	Long-term Outcome [Which leads to ...]
SDC Teachers will use the workshop structure to differentiate instruction.	SDC teachers will incorporate modeling, active engagement, and conferencing with students during independent work as part of their lessons.	Math DFM for Students with Disabilities (SWD) will increase the baseline of -102.5 (Orange) from 2019 by a total of 7.5 (to reach Yellow) with a stretch goal of 77.5 or more (to reach Green) to end at -95 or higher by the end of the 2020-21 school year. English Language Arts/Literacy DFM for Students with Disabilities will decrease the baseline of -73.3 (Orange) from 2019 by a total of 3.3 (to reach Yellow) with a stretch goal of 68.3 or more (to reach Green) to end at -70 lower by the end of the 2020-21 school year.	Students will demonstrate grade level knowledge in all core subjects, have access to a robust course selection, and show academic achievement.
Students who have yet to achieve proficiency in foundational concepts will be supported in-class	Lower performing students will receive increased individualized instruction during the lesson.	Math DFM for Students with Disabilities (SWD) will increase the baseline of -102.5 (Orange) from 2019 by a total of 7.5 (to reach Yellow) with a stretch goal of 77.5 or more (to reach	Students will demonstrate grade level knowledge in all core subjects, have access to a robust

through targeted small-group and one-on-one reteaching.		Green) to end at -95 or higher by the end of the 2020-21 school year. English Language Arts/Literacy DFM for Students with Disabilities will decrease the baseline of -73.3 (Orange) from 2019 by a total of 3.3 (to reach Yellow) with a stretch goal of 68.3 or more (to reach Green) to end at -70 lower by the end of the 2020-21 school year.	course selection, and show academic achievement.
Targeted Academic Assist classes will provide additional support for RSP students with their GenEd classes.	Lower performing students will receive additional individualized instruction as part of their daily class schedule.	Math DFM for Students with Disabilities (SWD) will increase the baseline of -102.5 (Orange) from 2019 by a total of 7.5 (to reach Yellow) with a stretch goal of 77.5 or more (to reach Green) to end at -95 or higher by the end of the 2020-21 school year. English Language Arts/Literacy DFM for Students with Disabilities will decrease the baseline of -73.3 (Orange) from 2019 by a total of 3.3 (to reach Yellow) with a stretch goal of 68.3 or more (to reach Green) to end at -70 lower by the end of the 2020-21 school year.	Students will demonstrate grade level knowledge in all core subjects, have access to a robust course selection, and show academic achievement.
Provide planning time for SpEd & GenEd teachers to collaborate around student progress.	SpEd & GenEd teachers will develop a comprehensive understanding of how to support each child's individual needs.	Math DFM for Students with Disabilities (SWD) will increase the baseline of -102.5 (Orange) from 2019 by a total of 7.5 (to reach Yellow) with a stretch goal of 77.5 or more (to reach Green) to end at -95 or higher by the end of the 2020-21 school year. English Language Arts/Literacy DFM for Students with Disabilities will decrease the baseline of -73.3 (Orange) from 2019 by a total of 3.3 (to reach Yellow) with a stretch goal of 68.3 or more (to reach Green) to end at -70 lower by the end of the 2020-21 school year.	Students will demonstrate grade level knowledge in all core subjects, have access to a robust course selection, and show academic achievement
Cluster RSP students to provide consistent services within the GenEd classrooms.	RSP teacher will be able to provide direct support to students in the GenEd classrooms.	Math DFM for Students with Disabilities (SWD) will increase the baseline of -102.5 (Orange) from 2019 by a total of 7.5 (to reach Yellow) with a stretch goal of 77.5 or more (to reach Green) to end at -95 or higher by the end of the	Students will demonstrate grade level knowledge in all core subjects, have access to a robust course selection, and show

		2020-21 school year. English Language Arts/Literacy DFM for Students with Disabilities will decrease the baseline of -73.3 (Orange) from 2019 by a total of 3.3 (to reach Yellow) with a stretch goal of 68.3 or more (to reach Green) to end at -70 lower by the end of the 2020-21 school year.	academic achievement
Align SDC classes with GenEd classes so that students can take advantage of both depending on their need	Students will have greater access to classes that are appropriately leveled to their own learning needs.	Math DFM for Students with Disabilities (SWD) will increase the baseline of -102.5 (Orange) from 2019 by a total of 7.5 (to reach Yellow) with a stretch goal of 77.5 or more (to reach Green) to end at -95 or higher by the end of the 2020-21 school year. English Language Arts/Literacy DFM for Students with Disabilities will decrease the baseline of -73.3 (Orange) from 2019 by a total of 3.3 (to reach Yellow) with a stretch goal of 68.3 or more (to reach Green) to end at -70 lower by the end of the 2020-21 school year.	Students will demonstrate grade level knowledge in all core subjects, have access to a robust course selection, and show academic achievement
Continue to develop a team-teaching model/relationship between our RSP & GenEd teachers.	RSP & GenEd teachers will expand their ability to monitor and support each student's growth towards their IEP goals.	Math DFM for Students with Disabilities (SWD) will increase the baseline of -102.5 (Orange) from 2019 by a total of 7.5 (to reach Yellow) with a stretch goal of 77.5 or more (to reach Green) to end at -95 or higher by the end of the 2020-21 school year. English Language Arts/Literacy DFM for Students with Disabilities will decrease the baseline of -73.3 (Orange) from 2019 by a total of 3.3 (to reach Yellow) with a stretch goal of 68.3 or more (to reach Green) to end at -70 lower by the end of the 2020-21 school year.	Students will demonstrate grade level knowledge in all core subjects, have access to a robust course selection, and show academic achievement
Provide increased opportunities for inclusion (i.e. Hawk News, Lunch Bunch)	Students will develop a sense of belonging and establish peer role models for academic, social and behavior skills	Math DFM for Students with Disabilities (SWD) will increase the baseline of -102.5 (Orange) from 2019 by a total of 7.5 (to reach Yellow) with a stretch goal of 77.5 or more (to reach Green) to end at -95 or higher by the end of the 2020-21 school year.	Students will demonstrate grade level knowledge in all core subjects, have access to a robust course selection, and show academic achievement

		English Language Arts/Literacy DFM for Students with Disabilities will decrease the baseline of -73.3 (Orange) from 2019 by a total of 3.3 (to reach Yellow) with a stretch goal of 68.3 or more (to reach Green) to end at -70 lower by the end of the 2020-21 school year.	
SDC teachers will incorporate specific reading and writing strategies across all curricular areas	Students will increase their proficiency with foundational skills.	Math DFM for Students with Disabilities (SWD) will increase the baseline of -102.5 (Orange) from 2019 by a total of 7.5 (to reach Yellow) with a stretch goal of 77.5 or more (to reach Green) to end at -95 or higher by the end of the 2020-21 school year. English Language Arts/Literacy DFM for Students with Disabilities will decrease the baseline of -73.3 (Orange) from 2019 by a total of 3.3 (to reach Yellow) with a stretch goal of 68.3 or more (to reach Green) to end at -70 lower by the end of the 2020-21 school year.	Students will demonstrate grade level knowledge in all core subjects, have access to a robust course selection, and show academic achievement

Pasadena Unified School District

SMMS School Plan for Student Achievement (SPSA
School Selected: Special Education Theory of Action
2020-21

IF SDC Teachers use the workshop structure to differentiate instruction including:

THEN SDC teachers will incorporate modeling, active engagement, and conferencing with students during independent work as part of their lessons.

AND

IF Students who have not yet achieved proficiency in foundational concepts will be supported in-class through targeted small-group and one- on-one reteaching.

THEN Lower performing students will receive increased individualized instruction during the lesson

.

AND

IF Targeted Academic Assist classes provide additional support for RSP students with their GenEd classes.

THEN Lower performing students will receive additional individualized instruction as part of their daily class schedule.

AND

IF Planning time is provided for SpEd & GenEd teachers to collaborate around student progress.

Pasadena Unified School District

THEN SpEd & GenEd teachers will develop a comprehensive understanding of how to support each child's individual needs.

AND

IF RSP students are clustered to provide consistent services within the GenEd classrooms.

THEN RSP teacher will be able to provide direct support to students in the GenEd classrooms

AND

IF SDC classes are aligned with GenEd classes so that students can take advantage of both depending on their need

THEN Students will have greater access to classes that are appropriately leveled to their own learning needs.

AND

IF RSP & GenEd teachers continue to develop a team-teaching model/relationship

THEN RSP & GenEd teachers will expand their ability to monitor and support each student's growth towards their IEP goals.

AND

IF Students are provided with increased opportunities for inclusion (i.e. Lunch Bunch)

THEN Students will develop a sense of belonging and establish peer role models for academic, social and behavior skills

Pasadena Unified School District

AND

IF SDC teachers incorporate specific reading and writing strategies across all curricular areas

THEN Students will increase their proficiency with foundational skills

SO THAT The Math DFM for Students with Disabilities (SWD) will increase the baseline of -102.5 (Orange) from 2019 by a total of 7.5 (to reach Yellow) with a stretch goal of 77.5 or more (to reach Green) to end at -95 or higher by the end of the 2020-21 school year,.

The English Language Arts/Literacy DFM for SWD will decrease the baseline of -73.3 (Orange) from 2019 by total of 3.3 (to reach Yellow) with a stretch goal of 68.3 or more (to reach Green) to end at -70 lower by the end of the 2020-21 school year.

WHICH LEADS TO

Students demonstrating grade level knowledge in all core subjects, having access to a robust course selection, and showing academic achievement.

Pasadena Unified School District

SMMS School Plan for Student Achievement (SPSA)
Parent & Community Engagement Theory of Action Form
2020-21

Problem Statement	Long-term Outcome (Outcome/Need)
During the 2019-20 school year, 75% of our families were connected to the Parent Portal, 83% of our teachers utilized the Aeries Gradebook, and 2% of our parents attended the Parent Information Nights/Parent University Workshops.	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.

Actions/Activities [If …]	Immediate Outcomes [Then …]	Short-term Outcomes (specific goal) [So that ...]	Long-term Outcome [Which leads to ...]
Streamline the process of signing up for the Parent Portal by providing multiple opportunities at the beginning of the year.	Parents will have an easier time signing up for the Parent Portal, and a larger percentage will have access to start the year.	SMMS families will increase the baseline of 75% by 15% with a stretch goal of 25% to end at 100% by October 2020.	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.
Provide training for parents regarding the Parent Portal and other online platforms at the beginning of the year.	Parents will be able to monitor and support their child's progress from the beginning of the year.	SMMS families will increase the baseline of 75% by 15% with a stretch goal of 25% to end at 100% by October 2020.	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.

Pasadena Unified School District

Publicize the benefits of the Parent Portal and identify important information that parents can access throughout the year.	Parents will increase their expertise and efficiency in utilizing the Parent Portal.	SMMS families will increase the baseline of 75% by 15% with a stretch goal of 25% to end at 100% by October 2020.	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.
Provide parents with information about the key elements of each online platform and their intended use.	Parents will have a better understanding of the elements of the Parent Portal and the online platforms supporting their child's instruction.	SMMS families will increase the baseline of 75% by 15% with a stretch goal of 25% to end at 100% by October 2020.	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.
Provide targeted support to individual families who need additional assistance with connecting to the systems.	Parents who were not previously able to sign-up for or connect to the Parent Portal will have access.	SMMS families will increase the baseline of 75% by 15% with a stretch goal of 25% to end at 100% by October 2020.	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.
Provide direct support for teachers through our Tech Leader and Instructional Coach	Teachers will receive individualized instruction on how to set up their Aeries Gradebook.	SMMS teachers will increase the baseline of 83% by 10% with a stretch goal of 17% to end at 100% by October 2020	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.

Pasadena Unified School District

Provide time and training opportunities for teachers to learn how to utilize Aeries Gradebook	Teachers will increase their expertise and efficiency in utilizing Aeries Gradebook	SMMS teachers will increase the baseline of 83% by 10% with a stretch goal of 17% to end at 100% by October 2020	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.
Embed technology training into the series of parent workshops.	Parents will receive individualized instruction on how to navigate the Parent Portal and various online platforms.	SMMS parents will increase the baseline of 2% by 8%, with a stretch goal of 13% to end at 10% or higher by May, 2021	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.
Increase opportunities for online learning through virtual parent workshops	A greater number of parents will be able to participate in the training opportunities.	SMMS parents will increase the baseline of 2% by 8%, with a stretch goal of 13% to end at 10% or higher by May, 2021	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.
Advertise parent workshop opportunities early and often through a variety of means.	Parents will have a greater awareness of the opportunities available and to plan their schedules accordingly.	SMMS parents will increase the baseline of 2% by 8%, with a stretch goal of 13% to end at 10% or higher by May, 2021	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.

Provide resources & "take-aways" for parents and guardians who are not able to attend the training.	Parents will have access to valuable materials to learn from asynchronously.	SMMS parents will increase the baseline of 2% by 8%, with a stretch goal of 13% to end at 10% or higher by May, 2021	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.
Provide opportunities for parents and guardians to give feedback regarding parent education topics	Our parent education topics will be focused on the specific needs of our school community.	SMMS parents will increase the baseline of 2% by 8%, with a stretch goal of 13% to end at 10% or higher by May, 2021	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.

Pasadena Unified School District

SMMS School Plan for Student Achievement (SPSA
Parent & Community Engagement Theory of Action
2020-21

IF We Streamline the process of signing up for the Parent Portal by providing multiple opportunities at the beginning of the year.

THEN Parents will have an easier time signing up for the Parent Portal, and a larger percentage will have access to start the year.

AND

IF We Provide training for parents regarding the Parent Portal and other online platforms at the beginning of the year.

THEN Parents will be able to monitor and support their child's progress from the beginning of the year

AND

IF We Publicize the benefits of the Parent Portal and identify important information that parents can access throughout the year.

THEN Parents will increase their expertise and efficiency in utilizing the Parent Portal.

AND

IF Provide parents with information about the key elements of each online platform and their intended use.

THEN Parents will have a better understanding of the elements of the Parent Portal and the online platforms supporting their child's instruction.

Pasadena Unified School District

AND

IF We provide targeted support to individual families who need additional assistance with connecting to the systems.

THEN Parents who were not previously able to sign-up for or connect to the Parent Portal will have access.

SO THAT SMMS families will increase the baseline of 75% by 15% with a stretch goal of 25% to end at 100% by October 2020.

AND

IF We provide direct support for teachers through our Tech Leader and Instructional Coach

THEN Teachers will receive individualized instruction on how to set up their Aeries Gradebook

AND

IF We provide time and training opportunities for teachers

THEN Teachers will increase their expertise and efficiency in utilizing Aeries Gradebook

SO THAT SMMS teachers will increase the baseline of 83% by 10% with a stretch goal of 17% to end at 100% by October 2020

AND

IF We embed technology training into the series of parent workshops.

THEN Parents will receive individualized instruction on how to navigate the Parent Portal and various online platforms.

AND

IF We increase opportunities for online learning through virtual parent workshops

THEN A greater number of parents will be able to participate in the training opportunities

AND

IF We advertise parent workshop opportunities early and often through a variety of means.

THEN Parents will have a greater awareness of the opportunities available and be able to plan their schedules accordingly

AND

IF We provide resources & "take-aways" for parents and guardians who are not able to attend the training.

THEN Parents will have access to valuable materials to learn from asynchronously.

AND

IF We provide opportunities for parents and guardians to give feedback regarding parent education topics

Pasadena Unified School District

THEN Our parent education topics will be focused on the specific needs of our school community.

SO THAT SMMS parents will increase the baseline of 2% by 8%, with a stretch goal of 13% to end at 10% or higher by May, 2021

WHICH LEADS TO

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

Pasadena Unified School District
Instructional Services
GIFTED AND TALENTED EDUCATION

The grey portions detail state requirements of school districts for GATE programs. The white portions that follow are ways that the district expects the schools to implement the state requirements in grey. Please review this revised checklist, which is aligned with the current district GATE plan that has been approved by the State and the Board of Education. Rate your school using the rubric below to show how well the school is implementing the school GATE program in alignment with the district GATE plan.

Rubric

1 = This is an established practice that has been in place since before the 2020-21 school year.

2 = This practice is being implemented for the first time during the 2020-21 school year.

3 = This practice is being developed now to be implemented during the 2020-21 b school year.

Section 1: Program Design

1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.

1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.

1:3 The program is articulated with the general education programs.

	1	2	3
Does the school administrative leadership team have access to and review the GATE plan on an annual basis to ensure that the school plan is articulated with the District plan?	✔		
Do K-2 teachers observe for potential giftedness and use flexible groupings in response to observed characteristics of giftedness in the classroom?			
Are GATE students in grades 3-5 placed in cluster groupings or part-time groupings?			
Are GATE students in grades 6-12 encouraged to participate in rigorous classes such as Pre AP, AP and Honors?	✔		
Are GATE services provided to students during the regular instructional school day?	✔		
Are all parents informed of the schedule of the GATE Parent Leadership meetings?			✔
Are all parents informed of the GATE Parent Education Workshops offered by the District?	✔		
Do secondary counselors review their case loads to be aware of which students are GATE so that they can be appropriately counseled and encouraged to participate in rigorous academic courses as they transition from elementary to middle school and middle school to high school?			✔

Section 2: Identification 2:1 The nomination/referral process is ongoing. 2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students. 2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.			
	1	**2**	**3**
Has a process been developed at the school for teachers and/or parents to request that any student in grades 2-8 be evaluated for GATE identification?	✔		
Is there a plan to articulate the plan above to parents and teachers on an annual basis?	✔		
Does the plan inform parents and teachers of the GATE referral window of August - September?	✔		
Does the school testing calendar include GATE testing administered by classroom teachers in grades 2 during the GATE testing window of October?			
Has a process been developed at the school to review research-based characteristics of giftedness with all teachers, but with special emphasis on 2nd grade teachers?	✔		
Section 3: Curriculum and Instruction 3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students. 3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.			
	1	**2**	**3**
Elementary Are teachers trained on the development and implementation of an Individual Learning Plan (ILP) for GATE students?			
Do all teachers include a discussion of the ILP during the October parent conference for GATE students?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are the following instructional options implemented in the classrooms with GATE clusters: ● Individual Learning Plan			
● Independent projects/Independent Study/Interest based enrichment opportunities			
● Curriculum compacting			
● IB program			
● Kaplan's prompts of depth and complexity			
● Thinking like a disciplinarian			
● Integration of creative and critical thinking clusters			
● Thematic learning across disciplines			
● Scholarly Dispositions			

	1	2	3
Middle School Are high-achieving GATE students placed in accelerated or honors classes?	✔		
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?	✔		
Are the following instructional options used in the development of the School GATE Plan: ● Honors class ● Pre-AP classes ● IB classes ● Enrichment classes ● Vertical subject-matter acceleration ● Options for GATE Advisory	✔		
High School Do honors classes offered in the core subject areas of ELA and math provide a more rigorous educational experience?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are GATE students monitored for under-achievement and provided with one-on-one counseling to address their needs?			
Are Advanced Placement classes available?			
Is the IB diploma/certificate program available?			
Do students qualify for enrollment in Honors, Advanced Placement, and/or IB classes based on teacher recommendation, GPA, grades in the specific subject, standardized test scores, and/or portfolio or demonstration options?			
Are the following instructional options used in the development of the School GATE Plan: ● Honors classes ● AP classes ● IB classes ● Career Pathways classes/Independent Study ● Vertical subject-matter acceleration ● Options for GATE Advisory			
All Grades Does the Principal provide leadership in supervising and monitoring implementation of the GATE Principals Checklist to ensure that GATE students are receiving an appropriate education?	✔		
Does the Principal lead the work of the School GATE Team (Principal, GATE Site Representative, GATE Parent Representative) to review and modify the GATE Principals Checklist annually as needed?	✔		
Does the School Site Council review and approve the GATE Principal's Checklist annually?	✔		

Do students have an opportunity to provide input on their educational experience and the level to which their needs are being met?		✔	
Is the GATE Principal's Checklist developed in response to the specific and varied learning needs of the individual school population?	✔		
Section 4: Social and Emotional Development 4:1 Actions to meet the affective needs of gifted students are ongoing. 4:2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).			
	1	**2**	**3**
Do schools provide enrichment activities that foster social interaction among GATE students?	✔		
Do elementary GATE students have the opportunity to visit secondary schools and/or shadow secondary students in Honors or AP classes to help ease anxiety about transitioning to secondary school?			
Are high school students informed of the opportunity for concurrent enrollment at Pasadena City College?			
Do GATE students have access to small-group counseling sessions offered at the school and are made aware of services available outside of the school?			✔
Do middle and high school students have an option for a GATE focused advisory to support their specific social & emotional needs?			✔
Section 5: Professional Development 5:1 The district provides professional development opportunities related to gifted learners on a regular basis.			
	1	**2**	**3**
Does the Principal schedule time for the GATE Specialist to provide professional development at the school site during A meetings on any of the following topics: ● PUSD GATE Program Overview ● GATE Identification Process ● Characteristics of Gifted Learners from Diverse Populations ● How to get or renew GATE Certification ● How to create and use the Individual Learning Plan	✔		
Does the Principal schedule other GATE related professional development at the school site during A meetings on any of the following topics: ● Kaplan's Prompts of Depth and Complexity/Content Imperatives ● Acceleration of content (Universal Themes and Big Ideas) ● Differentiation of skill, product, process ● Critical and Creative thinking ● Independent Study/Developing an Interest ● Characteristics of Giftedness ● Scholarly Behaviors (Thinking like a Disciplinarian) ● Interdisciplinary lesson development	✔		

Section 6: Parent and Community Involvement

6:1 Open communication with parents and the community is maintained.

6:2 An active GATE advisory committee with parent involvement is supported by the district.

	1	2	3
Does the school have a GATE Parent Advisory Committee (PAC) that meets **four** times per year?			✔
Does the GATE PAC review the School GATE Plan for the purpose of suggesting improvements?			✔
Is the socioeconomic, linguistic and ethnic diversity of the school represented on the GATE Parent Advisory Committee?			✔
Does the school regularly send a parent representative to the District GATE Parent Leadership meetings?			✔
Is the School GATE Plan shared with parents and the community effectively and systematically?			✔

Section 7: Program Assessment

7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.

	1	2	3
Do all stakeholders (GATE PAC, administrators, teachers, community members, and students) have an opportunity to give input on the development, implementation, and effectiveness of the school GATE program on an annual basis?	✔		

Based on the above needs assessment, identify a SMART goal for 2020-21 for GATE at your school site:

We will improve in parent and community involvement, and establish a GATE Parent Advisory Committee. By June 1, 2021 we will hold 100% of our mandated GATE PAC meetings.

Please identify key GATE teachers at your school site (those teaching GATE clusters for elementary school):

Stephanie Shawn, GATE Coordinator

School: SMMS **Date Approved By School Site Council:** 5/6/20

Dates and times of calendared site GATE advisory meetings 2020-21:

	date	topic		date	topic
1st meeting	9/14/20	Characteristics	**3rd meeting**	2/22/21	Social/Emotional
2nd meeting	11/16/20	Instruction	**4th meeting**	4/12/21	C.T.E.