School Year: **2024-25**

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 1, 2024	

Purpose and Description

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

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

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

1. School Site Council (SSC): The SSC meets monthly throughout the school year. The meeting agendas include issues related to student academic achievement, school safety, and progress towards the school's SPSA goals. Feedback and input from these meanings supported the development of recommendations to the School Site Council that were embedded within the SMMS 2024-25 SPSA. On 4/24/24, SSC members also received a completed version of the SPSA to review individually, and on 5/1/24 our SSC met for a final review and approval of the SMMS 2024-25 SPSA.

2. SMMS Faculty: The SMMS faculty meets twice a month throughout the school year. The meeting agendas include issues related to student academic achievement, school safety, and special education. Feedback and input from these meanings supported the development of recommendations to the School Site Council that were embedded within the SMMS 2024-25 SPSA. SMMS faculty took part in team meetings (1/22, 3/4, 3/18, 3/27, 4/8, 4/11, 4/22) to review and draft the year end analysis for each of their goals from last year's SPSA and to provide feedback for next year's plan. At our "A" meeting on 5/6/24, SMMS faculty were presented with an overview of each of the the SMMS 2024-25 SPSA's goals, strategies, and activities.

3. SMMS Administration: SMMS Administration organized and facilitated each of the stakeholder opportunities and provided feedback for the SMMS 2024-25 SPSA's goals, strategies, and activities.

4. Pasadena Unified School District Central Office Staff received a draft copy of the SMMS 2024-25 SPSA on 4/22/24 and provided feedback via the SPSA checklist. This feedback was incorporated into the final draft submitted on 5/8/24

Resource Inequities

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

For the 2024-25 School Year, Sierra Madre Middle School will receive $45,787 in Unrestricted funds, $49,320from LCFF and $56,877from Title I. In order to fully fund our priorities we will need to supplement our budget with approximately $76,000 from our Annual Fund

School Vision and Mission

Pasadena Unified District Mission Statement

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

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

School Profile

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

Sierra Madre Middle School has 574 students enrolled in grades six through eight. The student body demographics for the 2023-24 school year are as follows; 31.% White, 31.4% Hispanic, 4.9% African American, 13.3% Asian, 1.9% Filipino, and 16.7% 2 or more. In addition, the home language is English for 77.1% of the students, Spanish for 8.9%, Armenian for 1.5%, Chinese, Japanese, Korean & Vietnamese for 9.2%, with 1.5% all others. Approximately 50% of Sierra Madre Middle School's students are residents of the community, and most of the 8th graders feed into Pasadena High School. Sierra Madre Middle School became a Title I school in 2021

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

Our parents and our community are very supportive of the educational program at Sierra Madre Middle School. Parents can participate in the PTSA, School Site Council, and Annual Fund. However, it is also common to see parents at work within the classroom, tutoring and assisting with lessons. Of particular note is the support provided by parents in helping to facilitate the 7th & 8th Grade Science Labs, and the Service Club that meets once a month. Throughout the years, many donors have contributed to the success of Sierra Madre Middle School. The Annual Fund plays a critical role each year in raising approximately $70,000 to supplement our budget. In addition, local partnerships include the Kiwanis Club, Best Buy, Citizens Business Bank, and the Sierra Madre Rotary. The Sierra Madre Police and Fire Department, Los Angeles County Museum of Arts, Norton Simon, Pasadena Historical Museum, Tournament of Roses, Cal Tech, Sierra Madre Creative Arts Group, Sierra Madre Library and Women's Club also play a supportive role. Through relationships such as these, Sierra Madre Middle School has enjoyed a long tradition of educational excellence.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0.17%			1
African American	8.2%	6.70%	5.75%	48	39	33
Asian	17.2%	19.42%	18.12%	101	113	104
Filipino	2.0%	2.41%	2.44%	12	14	14
Hispanic/Latino	25.2%	26.80%	28.05%	148	156	161
Pacific Islander	%	%	0.17%			1
White	40.3%	36.43%	35.89%	237	212	206
Multiple/No Response	6.6%	7.90%	8.36%	39	46	48
			Total Enrollment	588	582	574

Student Enrollment
Enrollment By Grade Level

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

Conclusions based on this data:

1. % of African American & White students has consistently decreased each year, while the % of Hispanic and Multi-Ethnic students has increased
2. Enrollment has remained fairly consistent, with a slight two year dip reflected in these numbers. Future 23-24#s & 24-25#s reflect an increase (not shown)
3. Enrollment faces attrition from one level to the next with 8th grade regularly being the smallest grade level.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	11	10	8	1.90%	1.7%	1.4%
Fluent English Proficient (FEP)	88	100	111	15.00%	17.2%	19.3%
Reclassified Fluent English Proficient (RFEP)	5			45.5%		

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	193	204	189	0	201	188	0	201	188	0.0	98.5	99.5
Grade 7	201	174	196	0	172	193	0	172	193	0.0	98.9	98.5
Grade 8	186	186	170	0	183	165	0	183	165	0.0	98.4	97.1
All Grades	580	564	555	0	556	546	0	556	546	0.0	98.6	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2549.	2557.		27.36	25.53		33.33	38.83		20.40	19.68		18.91	15.96
Grade 7		2620.	2610.		38.95	40.93		40.12	33.16		14.53	14.51		6.40	11.40
Grade 8		2611.	2622.		31.69	32.12		37.70	40.61		18.58	16.97		12.02	10.30
All Grades	N/A	N/A	N/A		32.37	32.97		36.87	37.36		17.99	17.03		12.77	12.64

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		29.85	25.53		51.24	57.98		18.91	16.49
Grade 7		36.05	39.38		54.07	51.30		9.88	9.33
Grade 8		31.69	36.97		56.28	51.52		12.02	11.52
All Grades		32.37	33.88		53.78	53.66		13.85	12.45

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		26.37	25.00		53.23	56.38		20.40	18.62
Grade 7		44.19	43.52		49.42	44.04		6.40	12.44
Grade 8		31.15	36.97		53.55	50.30		15.30	12.73
All Grades		33.45	35.16		52.16	50.18		14.39	14.65

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		23.38	17.02		68.16	76.06		8.46	6.91
Grade 7		21.51	24.87		72.67	67.88		5.81	7.25
Grade 8		22.95	23.64		69.40	68.48		7.65	7.88
All Grades		22.66	21.79		69.96	70.88		7.37	7.33

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		23.38	19.15		64.68	69.15		11.94	11.70
Grade 7		44.77	34.72		47.67	56.99		7.56	8.29
Grade 8		33.33	33.33		60.11	61.21		6.56	5.45
All Grades		33.27	28.94		57.91	62.45		8.81	8.61

Conclusions based on this data:

1. % of 6th Grade Students scoring Above Standard decreased for Reading, Writing, Listening, and Research/Inquiry
2. Reading and Writing showed gains schoolwide, while Listenting & Research/Inquirty showed a decrease.
3. Listenting continues to be the biggest area of focus, with only 21.79% of students scoring Above Standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	193	204	189	0	199	188	0	199	188	0.0	97.5	99.5
Grade 7	201	174	196	0	172	193	0	172	193	0.0	98.9	98.5
Grade 8	186	186	170	0	183	166	0	183	166	0.0	98.4	97.6
All Grades	580	564	555	0	554	547	0	554	547	0.0	98.2	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2554.	2556.		32.66	34.04		20.10	19.15		26.13	22.87		21.11	23.94
Grade 7		2606.	2588.		46.51	41.97		20.93	21.76		14.53	11.92		18.02	24.35
Grade 8		2604.	2620.		36.61	46.99		22.95	18.07		18.58	16.27		21.86	18.67
All Grades	N/A	N/A	N/A		38.27	40.77		21.30	19.74		20.04	17.00		20.40	22.49

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		31.66	32.45		42.71	44.15		25.63	23.40
Grade 7		44.77	41.45		38.95	36.79		16.28	21.76
Grade 8		39.34	40.36		43.17	44.58		17.49	15.06
All Grades		38.27	38.03		41.70	41.68		20.04	20.29

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		23.62	26.60		53.27	53.19		23.12	20.21
Grade 7		44.77	38.34		43.02	44.04		12.21	17.62
Grade 8		36.61	40.96		44.81	46.99		18.58	12.05
All Grades		34.48	35.10		47.29	48.08		18.23	16.82

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6		25.63	31.38		59.80	52.66		14.57	15.96
Grade 7		36.63	39.38		54.07	45.08		9.30	15.54
Grade 8		30.05	36.14		60.11	48.80		9.84	15.06
All Grades		30.51	35.65		58.12	48.81		11.37	15.54

Conclusions based on this data:

1. 6th Grade showed growth, but still had the lowest % of students Above Standard in every category.
2. Problem Solving/Data Analysis and Communicating Reasoning showed growth in the % of students Above Standard
3. Growth in 8th Grade Math correlated to growth that we saw on the iReady Math Diagnostic II for 22-23

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	5	*	*
8	*	*	*	*	*	*	*	*	*	5	*	*
All Grades										12	7	5

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.33	*	*	25.00	*	*	33.33	*	*	33.33	*	*	12	*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.67	*	*	41.67	*	*	8.33	*	*	33.33	*	*	12	*	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.33	*	*	0.00	*	*	25.00	*	*	66.67	*	*	12	*	*

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

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

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

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

Conclusions based on this data:

1. Due to a small number of ELs at our site, we do not have data to analyze in this category.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
574	**44.6**	**1.4**	**1**
Total Number of Students enrolled in Sierra Madre Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	8	1.4
Foster Youth	6	1
Homeless	4	0.7
Socioeconomically Disadvantaged	256	44.6
Students with Disabilities	85	14.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	33	5.7
American Indian	1	0.2
Asian	104	18.1
Filipino	14	2.4
Hispanic	161	28
Two or More Races	48	8.4
Pacific Islander	1	0.2
White	206	35.9

Conclusions based on this data:

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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. We maintained consistently high overall ratings for ELA & Math, but not all subgroups.
2. Our Chronic Abseentism received a yellow rating, and every subgroup displayed a decline in this category.
3. 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 a Blue rating for our Suspension Rate.

School and Student Performance Data

Academic Performance
English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	2	2

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	57.2 points below standard	Less than 11 Students
45.8 points above standard	Increased Significantly +22.5 points	5 Students
Increased +4.5 points	15 Students	
552 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Green	Yellow
9 Students	18 points above standard	37.1 points below standard
	Maintained +1.1 points	Increased Significantly +18.1 points
	247 Students	83 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	Less than 11 Students	Blue	11.9 points above standard
7.2 points below standard	1 Student	102.7 points above standard	Decreased Significantly -28.1 points
Decreased -9.9 points		Increased +10.1 points	14 Students
31 Students		102 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Green	Less than 11 Students	Blue
9.6 points above standard	72.1 points above standard	1 Student	51 points above standard
Maintained +1.6 points	Decreased -10.1 points		Increased Significantly +15.7 points
152 Students	48 Students		197 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students	36.3 points below standard	44.9 points above standard
3 Students	Increased Significantly +19.6 points	Maintained +2.6 points
	13 Students	437 Students

Conclusions based on this data:

1. We demonstrated growth in ELA, with our African American Students and Two or More Races being the only two categories that declined.
2. Our White & Asian students, Students with Disabilities, English Learners, and Reclassified English Learners each demonstrated significant growth.
3. Our Socio-Economically Disadvantaged and Hispanic Students maintained their level from the previous year.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	2	2

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	94.9 points below standard	Less than 11 Students
20.1 points above standard	Increased +3.9 points	5 Students
Maintained +1.9 points	16 Students	
552 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Green	Yellow
9 Students	14.7 points below standard	70.9 points below standard
	Increased +6.6 points	Increased Significantly +23.6 points
	248 Students	83 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	Less than 11 Students	Blue	5.2 points above standard
76.3 points below standard	1 Student	102.4 points above standard	Decreased Significantly - 36.6 points
Decreased Significantly - 20.6 points		Increased +5.8 points	14 Students
30 Students		102 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Green	Less than 11 Students	Blue
43.2 points below standard	47.9 points above standard	1 Student	36.4 points above standard
Maintained +0.7 points	Decreased Significantly - 24.6 points		Increased Significantly +17.1 points
152 Students	48 Students		198 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students	77.7 points below standard	18.6 points above standard
3 Students	Decreased Significantly -23.9 points	Maintained +0.1 points
	13 Students	436 Students

Conclusions based on this data:

1. We maintained our previous year's levels in Math, with our African American Students and Two or More Races being the only two categories that declined.
2. Our White & Asian students, Students with Disabilities, Socio-Economically Disadvantaged, and English Learners each demonstrated significant growth.
3. Our English Learners demonstrated growth overall, but our Reclassified English Learners demonstrated a signficant decrease.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students: 5 Students
Performance Level: No Performance Level

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

2023 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**

Conclusions based on this data:

1. We do not have data in this category

School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2023 Fall Dashboard College/Career Reportby Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	4	0	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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Yellow 14.3% Chronically Absent Declined Significantly -14.3 581 Students	Less than 11 Students 10 Students	Less than 11 Students 6 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students 9 Students	 Yellow 20.8% Chronically Absent Declined Significantly -17.5 265 Students	 Orange 23.7% Chronically Absent Declined -14.7 97 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Orange 20.6% Chronically Absent Declined -18.4 34 Students	Less than 11 Students 1 Student	 Blue 1% Chronically Absent Declined -8.8 105 Students	21.4% Chronically Absent Increased 7.1 14 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 20.2% Chronically Absent Declined Significantly -26.3 163 Students	 Yellow 12.7% Chronically Absent Declined -3.9 55 Students	Less than 11 Students 1 Student	 Yellow 15.4% Chronically Absent Declined Significantly -11.5 208 Students

Conclusions based on this data:

1. Our Chronic Absenteeism rate declined for every subgroup except our Filipino students.
2. Our Students with Disabilites had the highest rate of Chronic absenteeism.
3. Our Asian students had the lowest rate of Chronic absenteeism

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts 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.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	5

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	0% suspended at least one day	Less than 11 Students
0.3% suspended at least one day	Declined -8.3	7 Students
Declined -0.5	11 Students	
589 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Blue	Green
9 Students	0.4% suspended at least one day	1% suspended at least one day
	Declined -1.2	Declined -1
	271 Students	97 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Blue	Less than 11 Students	Blue	0% suspended at least one day
0% suspended at least one day	1 Student	0% suspended at least one day	Maintained 0
Maintained 0		Maintained 0	15 Students
34 Students		108 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Blue	Less than 11 Students	Blue
0.6% suspended at least one day	0% suspended at least one day	1 Student	0.5% suspended at least one day
Declined -1.2	Maintained 0		Declined -0.4
165 Students	56 Students		209 Students

Conclusions based on this data:

1. The overall Suspension rate decreased, and every subgroup either maintained or decreased from the previous year.
2. Our Hispanic and White students were the only subgroups to experience a suspension during the 2022-23 school year
3. Students with Disabilities experienced the highest suspension rate of 1%

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 +20.1 (Green) from 2023 by a total of 14.9 (to reach Blue) with a stretch goal of 15 (To reach highest Blue) to end at +35 or higher by the end of the 2024-25 school
year
2. Diagnostic growth from the Math iReady Diagnostic I to the Math iReady Diagnostic II will increase the baseline of 85% from 2022-23 by a total of 10% with a stretch goal of 20% to end at 95% or higher on the 2024-25
iReady Math Diagnostic II

Identified Need

1. On the 2022-23 CAASPP Math Assessment, 39.5% of All Students did not meet standard.
a. At Grade 6, 46.8% of All Students did not meet standard.
b. At Grade 7, 36.3% of All Students did not meet standard.
c. At Grade 8, 35% of All Student did not meet standard

2. On the 2022-23 CAASPP MathAssessment, All Students demonstrated the greatest need in the area of "Concepts and Procedures," as demonstrated by 20.3% of All Students scoring "below standard."
a. At Grade 6, 23.4% of All Students scored below standard.
b. At Grade 7, 21.8% of All Students scored below standard.
c. At Grade 8, 15.1% of All Students scored below standard.

3. On the 2022-23 CAASPP Math Assessment, 6th Grade Students demonstrated the greatest need in every category.
a. Concepts & Procedures, 23.4% of All Students scored below standard
b. Problem Solving & Modeling/Data Analysis, 20.2% of All Students scored below standard
c. Communicating Reasoning, 16% of All Students scored below standard

4. On the 2023-24 iReady Math Diagnostic II, 39.3% of All Students scored one or more grades below grade level.
a. At Grade 6, 41% of All Students scored one or more grades below grade level.
b. At Grade 7, 42% of All Students scored one or more grades below grade level.
c. At Grade 8, 35% of All Students scored one or more grades below grade level.

5. On the 2023-24 iReady Math Diagnostic II, All Students demonstrated 85% growth overall from the 2023-24 iReady Math Diagnostic I
a. At Grade 6, students demonstrated 77% growth overall
b. At Grade 7, students demonstrated 66% growth overall

c. At Grade 8, students demonstrated 133% growth overall

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	DFM for All Students was +20.1 on the 2023 CAASPP Math assessment	Math DFM for All Students will increase the baseline of +20.1 (Green) from 2023 by a total of 14.9 (to reach Blue) with a stretch goal of 15 (To reach highest Blue) to end at +35 or higher by the end of the 2024-25 school year
CAASPP Math	20.3% of All Students scored below standard in Concepts and Procedures on the 2022 CAASPP Math assessment.	All Students will decrease the baseline of 20.3% by 5.3% with a stretch of goal of 10% to end at 15% or lower in the Concepts and Procedures by the end of the 2024-25 school year.
iReady Math Diagnostic II	60.5% of All Students scored on or above grade level on the 2023-24 iReady Math Diagnostic II	All Students will increase the baseline of 60.5% from 2023-24 by a total of 10% with a stretch goal of 20% to end at 70.5% or higher on the 2024-25 iReady Math Diagnostic 2
iReady Math Diagnostic II	Overall, students demonstrated 85% growth from the 2023-24 iReady Math Diagnostic I to the 2023-24 iReady Math Diagnostic II	Overall, students will increase the baseline of 85% from 2023-24 by a total of 10% with a stretch goal of 15% to end at 95% or higher on the 2024-25 iReady Math Diagnostic II
iReady Personalized Instruction	82.3% of All Students participated in the iReady Personalized Instruction lessons during the 2022-23 school year.	All Students will increase the baseline of of 82.3% from 2023-24 by a total of 10% with a stretch goal of 217.7% to end at 92.3% or higher by the end of the 2024-25 school year.
iReady Personalized Instruction	96% of All Students passed 70-100% of their iReady lessons during the 2023-24 school year.	All Students will increase the baseline of 96% from 2023-24 by a total of 4% to end at 100% by the end of the 2024-25 school year

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

Instructional Strategies:
1. Incorporate the TNTP Math Classroom Observation Protocol to increase consistency throughout the math team.
2. Teach Common Core aligned mathematical skills organized by units of study.
3. Utilize iReady's lesson prerequisites for individual students in planning instruction
4. Support students who have yet to achieve proficiency in foundational concepts and standards in-class through targeted small-group and one-on-one reteaching
5. Utilize PAPER tutoring to support students with their independent work
6. Expand the utilization of personalized instruction through iReady.

Through the TNTP process, there was a significant increase in consistency across our math program and teachers taught standards aligned mathematical skills organized by units of study. Teachers found the iReady prerequisites to be impractical. However, lessons were planned to differentiate instruction to meet individual student needs. Additional support was provided for individual students, but class sizes made it challenging for this to be effective. The PAPER tutorial program proved to be ineffective overall as some students reported getting incorrect answers from the system. 6th grade expanded to two iReady lessons per week to match 8th grade.

Professional Development Strategies:
1. Provide math department with four release 1/2 days throughout the year dedicated to providing time for collaboration (see Planned Improvements: Goal #3)
2. Participate as a department in the TNTP middle school math program to observe and study our instructional practices.
3. Facilitate Data Analysis Protocol in examining data from iReady Diagnostic Math I & II
4. Vertically plan and collaborate to align spiral review of concepts across grade-levels
5. Utilize rubrics to practice calibrating quarterly Ready performance tasks as a team.
6. Provide time for the math department to collaborate with PUSD's Math Coach.

The math department was provided with one full day and two half days throughout the year in order to collaborate. Our team once again participated in the TNTP process, and facilitated a data analysis protocol in examining data from the iReady Diagnostic Math I & II. Release time was utilized to vertically plan and collaborate to align a spiral review of concepts across grade levels. Due to time constraints, Quarterly Ready Performance Tasks were not utilized as a team so practice in calibrating through rubrics did not occur. Our PUSD Math Coach collaborated with leadership in developing an agenda for each of our release days, and actively took part in each training alongside our teachers.

Assessment Strategies (in addition to district requirements and teacher-specific assessment):
1. Provide Math teachers with their students iReady Diagnostic Math III data from the 2022-23 school year.
2. Utilize a variety of assessment tools to monitor student progress and identify opportunities for targeted differentiated instruction.

3. Provide personal goal-setting opportunities for students regarding growth from the iReady Diagnostic Math to the iReady Diagnostic Math II
4. Communicate individual results and their meaning with all students and parents after the administration of the iReady Diagnostic Math I & II
5. Conference with students and their parents as needed after the administration of the iReady Diagnostic Math I & II
6. Monitor red flags for students who do not give the iReady Diagnostic Math I & II assessment the necessary emphasis

Each Math teacher was provided with their students' iReady Diagnostic Math III data from the 2022-23 school year at the beginning of the year. Teachers utilized a variety of assessment tools to monitor student progress and identify opportunities for targeted differentiated instruction. Data chats were an effective goal setting tool. However, meeting with each student individually proved challenging so some teachers conducted whole classroom data chats instead. Parents were provided with the information to access their child's diagnostic scores and the explanation of what the scores mean. Teachers conferenced with students and their parents as needed after the administration of the iReady Diagnostic Math I & II. All assessment tools given with the curriculum were implemented with integrity, and teachers monitored red flags for students who did not give the iReady Diagnostic Math I & II assessment the necessary emphasis.

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. Individual intervention was challenging due to class size, and the PAPER tutorial program proved ineffective in addressing this need.
2. Data chats were an effective goal setting tool but were difficult to connect on an individual basis with every student.
3. iReady prerequisites proved impractical, but lessons were planned to differentiate instruction to meet individual student needs.

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 the number and variety of opportunities for teachers to collaborate and participate in professional development together.
2. Identify funds to continue support for Edulastic as a test generating tool at our site.
3. Identify ways to place greater emphasis on the iReady assessments so that we have an even clearer understanding of our students' growth throughout the 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 iReady diagnostic, our students not meeting standard on the SBAC, our students in the EL program, and our students in SPED

Strategy/Activity

Instructional Strategies:
1. Incorporate the TNTP Math Classroom Observation Protocol to increase consistency throughout the math team.
2. Teach Common Core aligned mathematical skills organized by units of study.
3. Support students who have yet to achieve proficiency in foundational concepts and standards in class through targeted small-group and one-on-one reteaching
4. Expand the utlization of personalized instruction through iReady.

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

Amount(s) Source(s)

Strategy/Activity 2

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

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

Strategy/Activity

Professional Development Strategies:
1. Provide math department with five release 1/2 days throughout the year dedicated to providing time for collaboration (see Planned Improvements: Goal #3)
2. Facilitate Data Anaysis Protocol in examining data from iReady Diagnostic Math I & II
3. Vertically plan and collaborate to align spiral review of concepts across grade-levels
4. Provide time for the math department to collaborate with PUSD's Math specific District Personnel.

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

Amount(s) Source(s)

Strategy/Activity 3

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

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

Strategy/Activity

Assessment Strategies
1. Provide Math teachers with their students iReady Diagnostic Math III data from the 2023-24 school year at the beginning of the year
2. Utilize a variety of assessment tools to monitor student progress and identify opportunities for targeted differentiated instruction.
3. Provide personal goal setting opportunities for students regarding growth from the iReady Diagnostic Math to the iReady Diagnostic Math II
4. Communicate individual results and their meaning with all students and parents after the administration of the iReady Diagnostic Math I & II

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)

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 +45.8 (Blue) from 2023 by a total of 15 (to reach highest Blue) with a stretch goal of 20 or higher (To reach highest Blue)to end at +60.8 or higher by the end of the 2024-25 school year
2. Diagnostic growth from the ELA iReady Diagnostic I to the ELA iReady Diagnostic II, will increase the baseline of 14% from 2023-24 by a total of 36% with a stretch goal of 50% to end at 50% or higher on the 2024-25 iReady Reading Diagnostic II

Identified Need

1. On the 2022-23 CAASPP ELA Assessment, 29.7% of All Students did not meet standard.
a. At Grade 6, 35.6% of All Students did not meet standard.
b. At Grade 7, 25.9% of All Students did not meet standard.
c. At Grade 8, 27.3% of All Student did not meet standard

2. On the 2022-23 CAASPP ELA Assessment,, All Students demonstrated the greatest need in the area of "Writing," as demonstrated by 14.7% of All Students scoring "below standard."
a. At Grade 6, 18.6% of All Students scored below standard.
b. At Grade 7, 12.4% of All Students scored below standard.
c. At Grade 8, 12.7% of All Students scored below standard.

3. On the 2022-23 CAASPP ELA Assessmentt, 6th Grade Students demonstrated the greatest need in 3 out of 4 categories
a. Writing, 18.6% of All Students scored below standard
b. Reading, 16.5% of All Students scored below standard
c. Research/Inquiry, 11.7% of All Students scored below standard

4. On the 2023-24 iReady Reading Diagnostic II, 45.2% of All Students tudents scored one or more grades below grade level.
a. At Grade 6, 50% of All Students scored one or more grades below grade level.
b. At Grade 7, 43% of All Students scored one or more grades below grade level.
c. At Grade 8, 42% of All Students scored one or more grades below grade level.

5. On the 2023-24 iReady Reading Diagnostic II All Students demonstrated 14% growth overall from the 2023-24 iReady Reading Diagnostic I
a. At Grade 6, students demonstrated 0% growth overall
b. At Grade 7, students demonstrated 58% growth overall
c. At Grade 8, students demonstrated 11% growth overal

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	DFM for All Students was +45.8 on the 2023 CAASPP ELA assessment	English Language Arts (DFM) for All Students will increase the baseline of +45.8 (Blue) from 2023 by a total of 15 (to reach highest Blue) with a stretch goal of 20 or higher (To reach highest Blue)to end at +60.8 or higher by the end of the 2024-25 school year
CAASPP ELA	14.7% of All Students scored below standard in Writing on the 2023 CAASPP ELA assessment	All Students will decrease the baseline of 14.7% from 2023 by a total of 5% with a stretch of goal of 10% to end at 19.7% or lower in Writing by the end of the 2024-25 school year.
iReady Reading Diagnostic II	55.3% of All Students scored on or above grade level as measured by the 2023-24 iReady Reading Diagnostic II	All Students will increase the baseline of 55.3% from 2023-24 by a total of 10% with a stretch goal of 15% or more to end at 65.3% or higher as measured by the 2024-25 iReady Reading Diagnostic II
iReady Reading Diagnostic II	Overall students demonstrated 14% growth from the 2023-24 iReady Reading Diagnostic I to the 2023-24 iReady Reading Diagnostic II	Overall, students will increase the baseline of 14% from 2023-24 by a total of 36% with a stretch goal of 50% to end at 50% or higher on the 2024-25 iReady Reading Diagnostic II
iReady Individualized Instruction	92.7% of All Students participated in the iReady online lessons during the 2023-24 school year.	All Students will increase the baseline of of 92.7% from 2023-24 by a total of 5% with a stretch goal of 7.3% to end at 97.7% or higher by the end of the 2024-25 school year.
iReady Individualized Instruction	83% of All Students passed 70-100% of their iReady lessons during the 2023-24 school year.	All Students will increase the baseline of 83% from 2023-24 by a total of 7% with a stretch goal of 12% to end at 90% or higher by the end of the 2024-25 school year.

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

Instructional Strategies:
1. Consistently utilize the workshop structure in each classroom to differentiate instruction including:
a. Connecting to Prior Knowledge (The Connect)
b. Direct modeling (The Teach)
c. Engaging students in practice with effective peer support (Active Engagement)
d. Targeted small-group and one-on-one reteaching (Independent Work/Conferencing)
2. Teach Common Core aligned writing and reading skills organized by units of study.
3. Incorporate a minimum of two novels into the course of study for each ELA class
4. Utilize PAPER tutoring to support students with editing and revising their formal essays.
5. Develop a schoolwide reading program that promotes and encourages reading.
6. Utilize new 100% Librarian to expand the use of the library to support instruction and provide opportunities for students to check out books at their level
7. Expand the utilization for personalized instruction through iReady Mondays.

ELA teachers consistently utilized the workshop structure in their classrooms in order to differentiate instruction. Additional support was provided for individual students, but class sizes made it challenging for this to be effective. Teachers taught standards aligned writing and reading skills organized by units of study, but consistent resources remained an issue. Each ELA teacher incorporated novels into their course of study, and PAPER was utilized to provide editing support on writing assignments. It also proved to be a valuable tool in catching cases of plagiarism. Our librarian expanded the use of the library to support instruction, and provided opportunities for students to check out books at their level. She also facilitated the implementation of a schoolwide reading program called Book Taco. ELA teachers expanded the utilization for personalized instruction through iReady Mondays but it didn't correlate to growth on the iReady assessments.

Professional Development Strategies:
1. Provide each department with four release 1/2 days throughout the year dedicated to providing time for collaboration (see Planned Improvements: Goal #3)
2. Collaborate as a department to develop a comprehensive writing program & sequence throughout all three grade levels.
3. Collaborate as a department to build a digital library of grade-level aligned materials organized by units of study and/or Lexile level
4. Explore additional resources to develop classroom leveled libraries and a school-wide leveled library that support and enhance classroom instruction
5. Facilitate Data Analysis Protocol in examining data from iReady Diagnostic ELA I & II
6. Utilize SBAC writing rubrics to practice calibrating essays (Narrative, Informational, Argumentative) as a team.
7. Provide time for the ELA department to collaborate with PUSD's ELA Coach.

The ELA department was provided with four half days throughout the year in order to collaborate. A comprehensive writing program & sequence throughout all three grade levels was not further developed. However, teachers utilized SBAC writing rubrics to practice calibrating essays as a team. ELA teachers also explored additional resources to develop classroom leveled libraries and

our librarian accessed ESSER III funds to expand our school-wide leveled library to support and enhance classroom instruction. A digital library of grade-level aligned materials organized by units of study and/or Lexile level was not further developed, but may not be as necessary with the adoption of a new curriculum. ELA teachers facilitated a data analysis protocol in examining data from the iReady Diagnostic ELA I & II. Our PUSD ELA Coach collaborated with leadership in developing an agenda for each of our release days, and actively took part in each training alongside our teachers. Three teachers also participated in piloting options for the new curriculum.

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

Each ELA teacher was provided with their students' iReady Diagnostic ELA III data from the 2022-23 school year at the beginning of the year. Teachers utilized a variety of assessment tools to monitor student progress and identify opportunities for targeted differentiated instruction. Data chats were an effective goal setting tool. However, meeting with each student individually proved challenging due to class size, so some teachers conducted whole classroom data chats instead. Parents were provided with the information to access their child’s diagnostic scores and the explanation of what the scores mean. Teachers conferenced with students and their parents as needed after the administration of the iReady Diagnostic ELA I & II. All assessment tools given with the curriculum were implemented with integrity, but teachers did not consistently monitor red flags for students who did not give the iReady Diagnostic ELA I & II assessment the necessary emphasis.

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. ELA teachers expanded the utilization for personalized instruction through iReady Mondays but it didn't correlate to growth on the iReady assessments.
2 A comprehensive writing program & sequence throughout all three grade levels was not further developed.
3. A digital library of grade-level aligned materials organized by units of study and/or Lexile level was not further developed, but may not be as necessary with the adoption of a new curriculum.

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

1. Increase the number and variety of opportunities for teachers to collaborate and participate in professional development together.
2. Identify funds to continue support for PAPER as a drafting/editing tool for writing at our site
3. Identify ways to place greater emphasis on the iReady assessments so that we have an even clearer understanding of our students' growth throughout the 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 reading below gradelevel on the iReady Diagnostic ELA, our students not meeting standard on the SBAC, our students in the EL program, and our students in SPED

Strategy/Activity

Instructional Strategies:
1. Teach Common Core aligned writing and reading skills organized by units of study.
2. Incorporate a minimum of two novels into the course of study for each ELA class and develop a variety of instructional practices (i.e. student discourse), consistent across all classrooms.
3. Expand the use of the library to support instruction and provide opportunities for classroom visits, book check-out at individual levels and a schoolwide reading program that promotes and encourages reading.
4. Expand the utilization for personalized instruction through iReady Mondays.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Professional Development Strategies:
1. Provide each department with five release 1/2 days throughout the year dedicated to providing time for collaboration (see Planned Improvements: Goal #3)
2. Facilitate Data Anaysis Protocol in examining data from iReady Diagnostic ELA I & II
3. Collaborate as a department to develop a comprehensive writing program & sequence throughout all three grade levels.

4. Increase the number and variety of opportunities (i.e. peer observations, sub release days) for ELA teachers to collaborate and participate in professional development together.

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

Amount(s) Source(s)

Strategy/Activity 3

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

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

Strategy/Activity

Assessment Strategies:
1. Provide ELA teachers with their students iReady Diagnostic ELA III data from the 2023-24 school year at the beginning of the year.
2. Utilize a variety of assessment tools to monitor student progress and identify opportunities for targeted differentiated instruction.
3. Provide personal goal setting opportunities for students regarding growth from the iReady Diagnostic ELA to the iReady Diagnostic ELA II
4. Communicate individual results and their meaning with all students and parents after the administration of the iReady Diagnostic ELA I & II

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)

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 forFree 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. Math
a. DFM for Hispanic students will decrease the baseline of -43.2 (Orange) from 2023 by a total of 3.0 (To reach Yellow) with a stretch goal of 43.1 or more (To reach Blue) to end at -40.2 or higher by the end of the 2024-25
school year.
b. DFM for African-American students will decrease the baseline of -76.3 (Orange) from 2023 by a total of 3.0 (To reach Yellow) with a stretch goal of 76.2 or more (To reach Green) to end at -73.3 or higher by the end of
the 2024- 25 school year
c. DFM for English Learners will decrease the baseline of -94.9 (No Color) from 2023 by a total of 3.0 (To reach Yellow) with a stretch goal of 15 or more (To reach Green) to end at -91.9 or higher by the end of the 2024-
25 school year.
d. DFM for Socio-Economically Disadvantaged students will decrease the baseline of -21.3 (Green) from 2023 by a total of 21.3 (To reach Blue) with a stretch goal of 56.3 to end at 0 or higher by the end of the
2024-25 school year.

2. ELA
a. DFM for Hispanic students will increase the baseline of +9.6 (Yellow) from 2023 by a total of 0.4 (To reach Green) with a stretch goal of 15 or more (To reach Blue) to end at 24.6 or higher by the end of the 2024-25
school year.
b. DFM for African-American students will decrease the baseline of -7.2 (Orange) from 2023 by a total of 2.2 (To reach Yellow) with a stretch goal of 3.0 or more (To reachd Green) to end at -4.2or higher by the end of the
2024-25 school year
c. DFM for English Learners will will decrease the baseline of -57.2 (No Color) from 2023 by a total of 3 (To reach Yellow) with a stretch goal of 15 or more (To reach Green) to end at -54.2 or lower by the end of the 2024-
25 school year.
d. DFM for Socio-Economically Disadvantage students will increase the baseline of +18 (Green) from 2023 by a total of 15 (To reach Blue) with a stretch goal of 27 or more (To reach Blue) to end at +45 or higher by the
end of the 2024-25 school year.

3. 20% of English Learners will reclassify annually

Identified Need

1. On the 2022-23 CAASPP ELA Assessment, 28.7% of All Students did not meet standard.
a. 42.4% of Hispanic Students did not meet standard.
b. 51.7% of African American Students did not meet standard.
c. 39.4% of Socio-Economically Disadvantaged Students did not meet standard.

2. On the 2022-23 CAASPP Math Assessment, 39.5% of All Students did not meet standard.
a. 59.6% of Hispanic Students did not meet standard.
b. 72.4% of African American Students did not meet standard.
c. 51.1% of Socio-Economically Disadvantaged Students did not meet standard

3. On the 2023-24 iReady Reading Diagnostic II, 45.2% of All Students scored one or more grades below grade level.
a. 61% of Hispanic Students scored one or more grades below grade level.
b. 70% of African American students scored one or more grades below grade level.

4. On the 2023-24 iReady Reading Diagnostic II, All Students demonstrated 14% growth overall from the 2023-24 iReady Reading Diagnostic I
a. Hispanic students demonstrated 0% growth overall
b. African American students demonstrated 50% growth overall

5. On the 2023-24 iReady Math Diagnostic II, 39.3% of All Students scored one or more grades below grade level.
a. 59% of Hispanic Students scored one or more grades below grade level.
b. 75% of African American students scored one or more grades below grade level.

6. On the 2023-24 Math iReady Diagnostic II, All Students demonstrated 85% growth overall from the 2023-24 Math iReady Diagnostic I
a. Hispanic students demonstrated 86% growth overall
b. African American students demonstrated 79% growth overal

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Mathematics	DFM for Hispanic students was -43.2 on the 2023 CAASPP Math assessment.	DFM for Hispanic students will decrease the baseline of -43.2 (Orange) from 2023 by a total of 3.0 (To reach Yellow) with a stretch goal of 43.1 or more (To reach Blue) to end at -40.2 or higher by the end of the 2024-25 school year.
CAASPP Mathematics	DFM for African-American students was -76.3 on the 2023 CAASPP Mathassessment.	DFM for African-American students will decrease the baseline of -76.3 (Orange) from 2023 by a total of 3.0 (To reach Yellow) with a stretch goal of 76.2 or more (To reach Green) to end at -73.3 or higher by the

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		end of the 2024- 25 school year
CAASPP Mathematics	DFM for English Learners was -94.9 on the 2023 CAASPP Math assessment.	DFM for English Learners will decrease the baseline of -94.9 (No Color) from 2023 by a total of 3.0 (To reach Yellow) with a stretch goal of 15 or more (To reach Green) to end at -91.9 or higher by the end of the 2024-25 school year.
CAASPP Mathematics	DFM for Socio-economically Disadvantaged students was -21.3 on the 2023 CAASPP Math assessment	DFM for Socio-Economically Disadvantaged students will decrease the baseline of -21.3 (Green) from 2023 by a total of 21.3 (To reach Blue) with a stretch goal of 56.3 to end at 0 or higher by the end of the 2024-25 school year.
CAASPP ELA	DFM for Hispanic Students was +9.6 on the 2023 CAASPP ELA assessment	DFM for Hispanic students will increase the baseline of +9.6 (Yellow) from 2023 by a total of 0.4 (To reach Green) with a stretch goal of 15 or more (To reach Blue) to end at 24.6 or higher by the end of the 2024-25 school year
CAASPP ELA	DFM for African American Students was -7.2 on the 2023 CAASPP ELA assessment	DFM for African-American students will decrease the baseline of -7.2 (Orange) from 2023 by a total of 2.2 (To reach Yellow) with a stretch goal of 3.0 or more (To reachd Green) to end at -4.2or higher by the end of the 2024-25 school year
CAASPP ELA	DFM for English Learners was -57.2 on the 2023 CAASPP ELA assessment	DFM for English Learners will will decrease the baseline of -57.2 (No Color) from 2023 by a total of 3 (To reach Yellow) with a stretch goal of 15 or more (To reach Green) to end at -54.2 or lower by the end of the 2024-25 school year.
CAASPP ELA	DFM for Socio-economically Disadvantaged students was +18 on the 2023 CAASPP ELA assessment	DFM for Socio-Economically Disadvantage students will increase the baseline of +18 (Green) from 2023 by a total of

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		15 (To reach Blue) with a stretch goal of 27 or more (To reach Blue) to end at +45 or higher by the end of the 2024-25 school year.
iReady Math Diagnostic II	42% of Hispanic Students scored on or above grade level on the 2023-24 iReady Math Diagnostic II	Hispanic students will increase the baseline of 42% from 2023-24 by a total of 10% with a stretch goal of 20% to end at 52% or higher on the 2024-25 iReady Math Diagnostic II
iReady Math Diagnostic II	25% of African American students scored scored on or above grade level on the 2023-24 iReady Math Diagnostic II	African American students will increase the baseline of 25% from 2023-24 by a total of 10% with a stretch goal of 20% to end at 35% or higher on the 2024-25 iReady Math Diagnostic II
iReady Math Diagnostic II	Hispanic students demonstrated 85% growth on the 2023-24 iReady Math Diagnostic II	Hispanic students will increase the baseline of 85% from 2023-24 by a total of 10% with a stretch goal of 20% to end at 95% or higher on the 2024--25 iReady Math Diagnostic II
iReady Math Diagnostic II	African American students demonstrated 79% growth on the 2023-24 iReady Math Diagnostic II	African American students will increase the baseline of 79% from 2023-24 by a total of 10% with a stretch goal of 20% to end at 89% or higher on the 2024--25 iReady Math Diagnostic II
iReady Reading Diagnostic II	40% of Hispanic Students scored on or above grade level on the 2023-24 iReady Reading Diagnostic II	Hispanic students will increase the baseline of 40% from 2023-24 by a total of 10% with a stretch goal of 20% to end at 50% or higher on the 2024-25 iReady Reading Diagnostic II
iReady Reading Diagnostic II	29% of African American Students scored on or above grade level on the 2023-24 ELA iReady Diagnostic II	African American students will increase the baseline of 29% from 2023-24 by a total of 10% with a stretch goal of 20% to end at 39% or higher on the 2024-25 iReady Reading Diagnostic II

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Reading Diagnostic II	Hispanic students demonstrated 0% growth on the 2023-24 iReady Reading Diagnostic II	Hispanic students will increase the baseline of 0% from 2023-24 by a total of 50% with a stretch goal of 60% to end at 50% or higher on the 2024-25 iReady Reading Diagnostic II
iReady Reading Diagnostic II	African American students demonstrated 50% growth on the 2023-24 iReady Reading Diagnostic II	African American students will increase the baseline of 50% from 2023-24 by a total of 10% with a stretch goal of 20% to end at 60% or higher on the 2024-25 iReady Reading Diagnostic II
English Learner Reclassification Rate	70% of English Learners reclassified as measured by the 2023-24 ELPAC assessment.	20% of ELs will reclassify, as measured by the 2024-25 ELPAC assessment.

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

Instructional Strategies:
1. Consistently utilize the workshop structure in each classroom to differentiate instruction including:
a. Connecting to Prior Knowledge (The Connect)
b. Direct modeling (The Teach)
c. Engaging students in practice with effective peer support (Active Engagement)
d. Targeted small-group and one-on-one reteaching (Independent Work/Conferencing)
2. Support students who have yet to achieve proficiency in foundational concepts and standards in-class through targeted small-group and one-on-one reteaching.
3. Embed student goal setting for iReady Diagnostic growth into the Advisory program
4. Communicate individual student results for iReady Diagnostic ELA/Math assessments and their meaning with parents and families each semester.
5. Celebrate students who have demonstrated the greatest growth from iReady Diagnostic I to Diagnostic II
6. Provide teachers and classrooms with the necessary supplies.

The workshop structure was utilized in most classrooms, as our math teachers followed the TNTP model. Additional support was provided for individual students, but class sizes made it challenging for this to be effective. Teachers embedded student goal setting for iReady Diagnostic growth into

their instruction through individual and whole class data chats, and celebrated students who have demonstrated the greatest growth from iReady Diagnostic I to Diagnostic II with a special certificate. In addition, parents were provided with the information to access their child's diagnostic scores and the explanation of what the scores mean. Teachers also conferenced with students and their parents as needed after the administration of the iReady Diagnostic ELA I & II. All teachers and classrooms were provided with the necessary supplies.

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

At-risk students were identified for our after-school intervention program based on their SBAC, iReady Diagnostic, attendance and grades, and they were provided with targeted comprehensive support to ensure their progress towards promotion. The online PAPER tutorial program proved to be an effective tool in ELA classrooms, but the same was not the case consistently across curricular areas. SSTs for identified at-risk students were held throughout the year as needed, and were supported by the addition of a 50% Counselor to work with our 6th graders. Teachers embedded support for at-risk students within their instruction. However, the formal implementation of accelerated learning as an instructional tool was not further developed.

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

Math/Science departments departments were provided with one full day and two half days and ELA/History departments were provided with four half days throughout the year in order to collaborate. Release days were aligned to the iReady assessment calendar and each department facilitated a data analysis protocol in examining data from the iReady Diagnostic I & II, SBAC, etc. Our PUSD Coaches collaborated with leadership in developing an agenda for each of our release days, and actively took part in each training alongside our teachers. Teachers from across all curricular areas were provided with opportunities to view their students' i-Ready Diagnostic results. Our site will be taking part in our District's anti-racism training during the 2024-25 school year.

Funding for conferences was not widespread, but our MDLIP teachers utilized their allotted budget to attend a local conference.

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

A comprehensive offering of afterschool enrichment opportunities were provided for students to further develop their multiple intelligences outside of the classroom. Students took part in Robotics, Glee Club, Marching Band, Instrumental Music, Visual Arts, History Day, Science Olympiad and the Innovation Exposition. Support was provided for our newly formed Mock Trial club as well, and students had the opportunity to compete in courtrooms downtown.

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 structure of our Math/Science release days was adjusted to accommodate a District training.
2. Funding for conferences was not widespread, but our MDLIP teachers utilized their allotted budget to attend a local conference.
3. The formal implementation of accelerated learning as an instructional tool was not further developed.

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 the number and variety of opportunities for teachers to collaborate and participate in professional development together.
2. Transition our after-school intervention program to LEARNs' Extended Learning Opportunity (ELO)
3. Our site is schedule to take part in our District's anti-racism training during the 2024-25 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 performing below grade-level on the iReady Diagnostics,our students not meeting standard on the SBAC, our students in the EL program, and our students in SPED.

Strategy/Activity

Instructional Strategies:

1. Support students who have yet to achieve proficiency in foundational concepts and standards in class through targeted small-group and one-on-one reteaching.
2. Embed student goal setting for iReady Diagnostic growth into instruction after the administration of each iReady Diagnostic.
3. Communicate individual student results for iReady Diagnostic ELA/Math assessments and their meaning with parents and families after each administration.
4. Celebrate students who have demonstrated the greatest growth from iReady Diagnostic I to Diagnostic II

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)
19181	Title I Part A: Allocation

Strategy/Activity 2

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

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

Strategy/Activity

Intervention Strategies:
1. Transition afterschool intervention program to LEARNs Extended Learning Opportunity (ELO) program
2. Identify at-risk students for after-school intervention program based on their CAASPP, iReady Diagnostic, attendance and grades.
3. Provide targeted comprehensive after-school intervention program to support students who are risk for failing
4. Conduct SSTs for identified at-risk students as needed throughout the year.

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)
10000	Title I Part A: Allocation

Strategy/Activity 3

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

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

Strategy/Activity

Professional Development Strategies:
1. Provide each department with five release 1/2 days throughout the year dedicated to providing time for collaboration around
a. Data Analysis Protocol
b. Embedding intervention strategies into daily instruction (i.e. accelerated learning)
c. Providing multiple opportunities for student discourse during instruction.
d. Differentiation of instruction to meet the needs of all students.
e. Rigorous grade level instruction and addressing the language of the standards
2. Provide opportunities for teachers across all curricular areas to review their students' i-Ready Diagnostic ELA/Math results.
3. Dedicate "A" Monday meeting time to opportunities for anti-racism training.
4. Increase the number and variety of opportunities (i.e. conferences, peer observations, sub-release planning days) for teachers to collaborate and participate in professional development together.

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)
23500	Title I Part A: Allocation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Afterschool Cubs, Enrichments, MDLIP Program
1. Provide a comprehensive offering of afterschool enrichment opportunities for students to further develop their multiple intelligences outside of the classroom.
2. Support afterschool clubs (i.e. GSA, History Day, Mock Trial Club)
3. Provide support for the growth of our MDLIP program

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)
24156	LCFF Supplemental and Concentration (S/C)
3000	Title I Part A: Allocation

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 4

1. Math DFM for Students with Disabilities (SWD) will decrease the baseline of -70.9 (Yellow) from 2023 by a total of 45.9 (To reach Green) with a stretch goal of 80.9 or more (To reach Blue) to end at -5 or lower by the end of
the 2024-25 school year.
2. Diagnostic growth for Special Education Students, from the Math iReady Diagnostic I to the Math iReady Diagnostic II, will increase the baseline of 60% from rom 2023-24 by a total of 10% with a stretch goal of 20% to end
at 70% or higher on the 2024-25 iReady Math Diagnostic II
3. ELA DFM for Students with Disabilities will decrease the baseline of -37.1 (Yellow) from 2023 by a total of 32.1 (To reach Green) with a stretch goal of 47.1 or more (To reach Blue) to end at -5 or lower by the end of the
2024-25 school year.
4. Diagnostic growth for Special Education Students from the ELA iReady Diagnostic I to the ELA iReady Diagnostic II, will increase the baseline of 0% from 2023-24 by a total of 50% with a stretch goal of 75% to end at 50%
or higher on the 2024-25 iReady ELA Diagnostic II

Identified Need

1. On the 2022-23 CAASPP Math Assessment, 64.6% of Students with Disabilities did not meet standard.
a. At Grade 6, 70.6% of Students with Disabilities did not meet standard.
b. At Grade 7, 70.4% of Students with Disabilities did not meet standard.
c. At Grade 8, 52.3% of Students with Disabilities did not meet standard

2. On the 2023-24 iReady Math Diagnostic II, 81% of Special Education Students scored one or more grades below grade level.
a. At Grade 6, 86% of Students with Disabilities scored one or more grades below grade level.
b. At Grade 7, 84% of Students with Disabilities scored one or more grades below grade level.
c. At Grade 8, 75% of Students with Disabilities scored one or more grades below grade level.

3. On the 2023-24 iReady Math Diagnostic II, Special Education Students demonstrated 60% growth overall from the 2023-24 Math iReady Diagnostic I
a. At Grade 6, Students with Disabilities demonstrated 43% growth overall
b. At Grade 7, Students with Disabilities demonstrated 89% growth overall
c. At Grade 8, Students with Disabilities demonstrated 56% growth overall

4. On the 2022-23 CAASPP ELA Assessment, 64.6% of Students with Disabilities did not meet standard.

a. At Grade 6, 76.5% of Students with Disabilities did not meet standard.
b. At Grade 7, 74.1% of Students with Disabilities did not meet standard.
c. At Grade 8, 42.9% of Students with Disabilities did not meet standard

5. On the 2023-24 iReady ELA Diagnostic II, 79% of Special Education Students scored one or more grades below grade level.
a. At Grade 6, 85% of Students with Disabilities scored one or more grades below grade level.
b. At Grade 7, 80% of Students with Disabilities scored one or more grades below grade level.
c. At Grade 8, 75% of Students with Disabilities scored one or more grades below grade level.

6. On the 2023-24 iReady ELA Diagnostic II, Special Education Students demonstrated 0% growth overall from the 2023-24 ELA iReady Diagnostic I
a. At Grade 6, Special Education Students demonstrated 0% growth overall
b. At Grade 7, Special Education Students demonstrated 65% growth overall
c. At Grade 8, Special Education Students demonstrated 0% growth overall

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	DFM for Students with Disabilities was -70.9 on the 2023 CAASPP Math assessment	Math DFM for Students with Disabilities (SWD) will decrease the baseline of -70.9 (Yellow) from 2023 by a total of 45.9 (To reach Green) with a stretch goal of 80.9 or more (To reach Blue) to end at -5 or lower by the end of the 2024-25 school year.
CAASPP ELA	DFM for Students with Disabilities was -37.1 on the 2023 CAASPP ELA assessment	ELA DFM for Students with Disabilities will decrease the baseline of -37.1 (Yellow) from 2023 by a total of 32.1 (To reach Green) with a stretch goal of 47.1 or more (To reach Blue) to end at -5 or lower by the end of the 2024-25 school year.
iReady Math Diagnostic II	81% of Special Education Students scored two or more grade levels below on the 2023-24 iReady Math Diagnostic II	Special Education Students will decrease the baseline of 81% from 2023-24 by a total of 16% with a stretch goal of 30% to end at 65% or lower on the 2024-25 iReacy Math Diagnostic II
iReady Math Diagnostic II	Special Education Students demonstrated 60% growth on the 2023-24 iReady Math Diagnostic II	Special Education Students will increase the baseline of 60% from 2023-24 by a total of 10% with a stretch goal of 20% to

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		end at 70% or higher on the 2024-25 iReady Math Diagnostic II
iReady ELA Diagnostic II	79% of Special Education Students scored two or more grade levels below on the 2023-24 iReady ELA Diagnostic II	Special Education Students will decrease the baseline of 79% from 2023-24 by a total of 15% with a stretch goal of 30% to end at 64% or lower on the 2024-25 iReady ELA Diagnostic II
iReady ELA Diagnostic II	Special Education Students demonstrated 0% growth on the 2023-24 iReady ELA Diagnostic II	Special Education Students will increase the baseline of 0% from 2023-24 by a total of 50% with a stretch goal of 75% to end at 50% or higher on the 2024-25 iReady ELA Diagnostic II

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

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

SDC teachers utilized the workshop structure to differentiate instruction but our ELA/History classes had three different long term subs throughout the year. Students who have yet to achieve proficiency in foundational concepts were supported in-class through targeted small-group and one-on-one reteaching, and our master schedule opened up two Targeted Academic Assist classes to provide additional support for RSP students with their GenEd classes.

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

Our SpEd team met before the start of school to assign case loads and give sufficient time to plan, schedule and prepare for IEP's for multiple students on our caseload. Specific planning time with GEN/ED teachers has not been provided, however, there are frequent informal communications with GEN/ED teachers (i.e. Lunch, prep periods, phone conversations, texts, emails, and in person communication have continued throughout the school year). The SPED team clustered specific services however, this year there have been many challenges with behaviors due to overpopulation of students, and overall behavioral concerns with individual students. (Condensed classrooms led to two RSP tracks). Special Education & General Education classes are aligned. However now that there are two RSP tracks, students on track 2 are not aligned. SPED team is developing a team teaching model relationship between RSP and GEN/ED by having consistent communication, balanced authority in classroom, and equitable and differentiated approaches for students. Current opportunities for inclusion include Hawk Talk, GSA Club, Choir, Art Club, Cheer Leading, Inclusive lunch art activities. and lunch bunch (pending).

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

All ELA classes incorporated pre-reading strategies, reading for key information and highlighting though digital and physical mediums. Graphic organizers were also utilized to assist with paragraph forming and idea generation.

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. SDC teachers utilized the workshop structure to differentiate instruction but our ELA/History classes had three different long term subs throughout the year.
2. The SPED team clustered specific services however, this year there have been many challenges with behaviors due to overpopulation, and overall behavioral concerns with individual students. led to two RSP tracks at 6th grade.
3. The majority of Special Education & General Education classes are aligned, but now that there are two RSP tracks in 6th grade, students on track 2 are not aligned.

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 the number and variety of opportunities for SpEd and GenEd teachers to collaborate and participate in professional development together.
2. Provide targeted PD for SpEd teachers regarding current trends in special education, new laws and procedures, and KTEA support for case managers.
3. Continue to develop a team teaching model/relationship between our RSP & GenEd teachers.

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. Incorporate TNTP observation protocol to increase consistency within the department and across content areas ELA and Math.
2. Increase the use of visuals to provide greater context for students
3. Utilize iReady lessons to reinforce foundational concepts and standards in class.
4. Provide personal goal-setting opportunities, using iReady diagnostic results to measure student learning/progress and make adjustments to students' needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students With Disabilities

Strategy/Activity

Professional Development
1. Provide planning time for SpEd team to review and organize their caseloads before the start of the school year.
2. Provide SpEd department with two additional release days throughout the year dedicated to collaboration around key SpEd topics (i.e. curriculum, Lexia, differentiation according to various needs)

3. Provide training for Gen Ed teachers working with SPED students regarding SPED instructional techniques (i.e. de-escalation strategies, implementing a BIP, using a Safety Plan, implementing accommodations & modifications, how to read IEPs at a Glance, differentiating instruction, disability awareness, etc.)
4. Increase the number and variety of opportunities for SpEd and GenEd teachers to collaborate and participate in professional development together.(i.e. peer observation, sub release planning days)

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

Amount(s) Source(s)

Strategy/Activity 3

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

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. Send home to parent IEP progress reports every grading period.
3. Differentiate for different styles of formative & summative assessments (i.e. Kami, paper, Google Forms, Kahoot, comprehension question sets, exit-tickets)
4. Continue to develop a team teaching model/relationship between our RSP & GenEd teachers.

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)

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 5

1. By June 2024, the average daily attendance rate will be 97%
2. Chronic Absenteeism for All Students will decrease the baseline of 14.3% from 2022-23 by 4.3% with a stretch goal of 9.3% or more to end at 10% or lower by the end of the 2023-24 school year..
3. Suspension Rate for All Students will decrease the baseline of 0.5% from 2022-23 by 0.5% to end at 0% by the end of the 2024-25 school year .
4. Expulsion Rate for All Students will maintain at 0.0%.
5. Drop-out Rate for All Students will maintain at 0.0%

Identified Need

1. 8.2% of Hispanic Students are identified as Chronically Absent
2. 12% of Socio-Economically Disadvantaged Students are identified as Chronically Absent
3. Our average daily attendance rate for 2022-23 was 95.8%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Daily Attendance Rate	The 2023-24 average daily attandance rate was 95.28% Month 1: 96.45% Month 2: 96.34% Month 3: 95.77% Month 4: 94.57% Month 5: 93.10% Month 6: 95.81% Month 7: 94.34% Month 8: 95.87%	Average Daily Attendance rate for all students will increase by 1.72% percentage points school wide and by 10 percentage points for academically at-risk students to end at 97% by the end of the 2024-25 school year.
Chronic Absenteeism Rate	Chronic Absenteeism Rate for All Students for 2022-23 was 14.3%	Chronic Absenteeism for All Students will decrease the baseline of 14.3% from 2022-23 by 4.3% with a stretch goal of 9.3% or more to end at 10% or lower by the end of the 2024-25 school year.
Suspension Rate	Suspension Rate for All Students for 2023-24 is 0.5% Overall	Suspension Rate All Students will decrease the baseline of 0.5% from 2022-23 by 0.5% to

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		end at 0% by the end of the 2024-25 school year .
Expulsion Rate	Expulsion Rate for All Students for 2023-24 is 0.0% Overall	All Students will maintain an expulsion rate of 0.0% by the end of the 2024-25school year
Drop-out Rate	Drop-out Rate for All Students for 2023-24 is 0.0% Overall	All Students will maintain a Drop-out Rate of 0.0% by the end of the 2024-25 school year

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

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

SST/SART meetings were conducted throughout the year for students who were chronically absent, with the addition of a 50% Counselor to support 6th grade. Attendance data was monitored and reviewed, but consistent monthly SART meetings were not established, and the number of SART Conferences did not increase. The importance of attendance and our District's attendance policies were emphasized and communicated to parents/families throughout the year. Our Community Assistant provided additional supports for families of students who are chronically absent. Schoolwide Tardy policy resulted in a decrease in student tardiness to class.

Strategies to increase the implementation of Trauma Informed Care practices
1. Emphasize Trauma Informed Care practices in our work with students.
2. Implement consistent protocols to include appropriate consequences, remediations and accommodations._
3. Utilize RtI Wellness Teacher to enhance RtI Tier II Interventions and utilize matching guide to determine the most appropriate supports for each student.
4. Establish RtI Team to review areas of concern and identify supports.
5. Provide PD for Teachers & Staff regarding RtI, Proactive Classroom Management, Trauma Informed Care Instruction, Yoga & Mindfulness, Restorative Justice
6. Implement the utilization of our TIC Room for Trauma Informed Care practices and student re-direction.

7. Provide schoolwide PBIS "HawkBucks" as part of our Tier I interventions.

Trauma Informed Care practices continued to be emphasized in our work with students, and our guidance team collaborated to implement consistent behavior management protocols. Our new RtI Wellness Teacher developed a program of RtI Tier II Interventions and utilized a matching guide to determine the most appropriate supports for each student. An RtI Team was established and met regularly to review areas of concern and identify supports. Teachers & Staff were provided with PD regarding RtI, Proactive Classroom Management, Trauma Informed Care Instruction, Community Circles, and Restorative Justice. Our TIC room was a beneficial space for TIC practices and student re-direction. HawkBucks were also an effective incentive to reinforce positive student behavior.

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

Two campus aides were added to increase campus supervision, and administration collaborated with SMPD to host an active shooter training for local law enforcement agencies during the summer. Lockdown drills were held as part of our monthly drills, and a team from SMMS attended a district training on active shooters. We continued to develop and enhance multiple means of communication during emergency situations, but learned that having access to the intercom in every classroom is not an advised strategy. Safety meetings were held as needed, and we continued to collaborate with other schools as part of PUSD's initiative to systemize emergency management districtwide

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. Consistent monthly SART meetings were not established, and the number of SART conferences did not increase.
2. Additional funding allowed us to add 2 more campus aides to provide for increased supervision.
3. Consistent monthly safety committee meetings were not established.

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. Schedule consistent monthly SART meetings to closely monitor and review data, and provide support for at-risk students
2. Convene monthly safety committee meetings with representatives from UTP, CSEA, Teamsters, and Administration.
3. Refine behavior management protocols and further develop Tier II interventions .

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. Establish SART team and schedule consistent monthly SART meetings to closely monitor and review data
2. Increase number of SST/SART Conferences for students who are chronically absent
3. Communicate to students/parents the importance of attendance and our District's attendance policies throughout the year
4. Provide additional supports for families of students who are chronically absent
5. Provide funding so that our attendance clerk is a full time position.

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)
11427	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Strategies to increase the implementation of Multiple Tier Systems of Support (MTSS)
1. Emphasize Trauma Informed Care practices in our work with students and provideappropriate professional development to support.
2. Utilize RtI Wellness Teacher to oversee MTSS implementation and enhance RtI Tier I & Tier II Interventions
3. Establish RtI Team to review areas of concern, identify RtI II interventions and supports, and track and monitor individual student progress
4. Continue to develop a Peer Mediation program at our site.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6907	LCFF Supplemental and Concentration (S/C)

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

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

Goal 6

1. By October 2024, 100% of SMMS families will be registered to access the Aeries Parent Portal.
2. By June 2025, SMMS will offer four parent workshops with the option to attend both in-person & virtually
3. By June 2025, 10% of SMMS parents will have attended at least one Young & Healthy parent workshop/
4. By June 2025, SMMS will publicize the benefits of the Parent Portal and identify important information that parents can access four times throughout the year

Identified Need

1. 95.45% of SMMS families are connected to the Parent Portal
2. Our % of socio-economically disadvantaged students has increased from 24% to 44.6% over the past five years
3. Our parents and families need assistance with navigating the social/emotional needs of the adolescent child

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Portal Registration	During the 2023-24 school year 95.45% of SMMS families were connected to the Parent Portal.	SMMS families will increase the baseline of 95.45% by 2.55%, with a stretch goal of 4.45% to end at 98% by October, 2024
Parent Information Nights/Young & Health Parent Workshop Attendance	During the 2023-24 school year, 2.5% of parents attended the Parent Information Nights/Young & Healthy parent workshops.	SMMS parents will increase the baseline of 2.5% by 5%, with a stretch goal of 10% to end at 7.5% or higher by May, 2025

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

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

The goal of hosting one of Field's AAPC meetings did not materialize. Quarterly Coffees with the Principal were not hosted, but a new SMMS Principal's Weekly Update via SMORE increased communication with parents & families regarding key school events and information. Several Parent Information Nights on a variety of topics were offered throughout the year. Our Library hosted tow Family Night Book Fairs, and an active website and Facebook presence was maintained.

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

A specific Sign-Up Genius with descriptors for key parent committees was not created. However opportunities for parent volunteers were communicated at the beginning of the year and throughout (i.e. Welcome Event, website, Facebook, phone, email and text) Our Community Assistant coordinated volunteer applications and guided parents through the process. Parent volunteers were identified to support our JV BBall team and our Cross Country Team. Parent volunteers' support of our efforts are celebrated with a special Volunteer Appreciation Breakfast at the end of the year.

Strategies for providing ongoing parent workshops provided by Young & Healthy.
1. Plan with Young & Healthy to ensure that parent workshops can continue post- EIR grant.
2. Provide opportunities for parents to attend parent workshops both in-person and virtually.
3. Advertise monthly workshops via website, Facebook, phone, email and text
4. Survey parents as to the most pertinent topics and utilize the data in planning each workshop.
5. Provide resources & "take-aways" for parents who are not able to attend the training.

Administration and our Community Assistant planned with Young & Healthy to provide four parent workshops throughout the year. Each of the workshops were virtual and were advertised via website, Facebook, phone, email and text. Parents were not formally surveyed as to the most pertinent topics, but topics were based on experiences and needs that our parents relayed to us

through our work with them. The virtual nature of the workshops did not provide for resources and "take-aways" for parents who were not able to attend the training.

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 goal of hosting one of Field's AAPC meetings did not materialize.
2. Quarterly Coffees with the Principal were not hosted, but a new SMMS Principal's Weekly Update via SMORE increased communication with parents & families regarding key school events and information.
3. A specific Sign-Up Genius with descriptors for key parent committees was not created, but opportunities for parent volunteers were communicated at the beginning of the year and throughout

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. Provide support for the transition to the new website format.
2. Host a Coffee with the Principal during the 1st & 2nd Semester
3. Coordinate Young & Healthy's presentations with PTSA's effort to gain more members through in-person meetings/presentation.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Strategies for providing opportunities for parents to connect and engage with the school.

1. Host Coffee with the Principal opportunities for parents and families at the beginning of each semester
2. Host Parent Information Nights on a variety of topics throughout the year.
3. Utilize Community Assistant to provide support for Parent Portal registrations
4. Provide support for the transition to new website as well as maintain active Facebook presence and yearbook

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)
6830	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Strategies for providing ongoing parent workshops provided by Young & Healthy.
1. Provide quarterly opportunities for parents to attend parent workshops both in-person and virtually.
2. Coordinate at lease one parent workshop with PTSA's effort to gain more members through in-person meetings
3. Survey parents as to the most pertinent topics and utilize the data in planning each workshop.
4. Provide resources & "take-aways" for parents who are not able to attend the workshops.

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)
1196	Title I Part A: Parent Involvement

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 continuing to increase parent volunteerism
1. Communicate opportunities for parent volunteers at the beginning of the year and throughout (Welcome Event, website, Facebook, phone, email and text)
2. Utilize Community Assistant to coordinate volunteer applications and guide parents through the clearance process.
3. Identify parent volunteers who can expand our afterschool programs (i.e. cross country, LEARNs coaching, Clubs)
4. Celebrate parent volunteers' support of our efforts with a special Volunteer Appreciation Breakfast

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

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	$56877
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	$56877
Other State/Local Funds provided to the school	$49320

Other Federal, State, and Local Funds

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

Federal Programs Funding Sources	Allocation ($)

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 Funding Sources	Allocation ($)

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

Total of federal, state, and/or local funds available for this school: $106,197

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	49320	0.00
Title I Part A: Parent Involvement	1196	0.00
Title I Part A: Allocation	55681	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	49,320.00
Title I Part A: Allocation	55,681.00
Title I Part A: Parent Involvement	1,196.00

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:

Garrett Newsom School Principal

Gina Davis, Daniel Martinez, Calvin Ramirez Classroom Teachers

Maria Medina Other School Staff

Mike Crowley, Julie Flad, Charles Frey, Brooklyn Sample, Teresa Tubera Parent or Community Members

Name of Members	Role

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Garrett Newsom on 5/20/24

SSC Chairperson, Mikle Crowley on 5/20/24

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Sierra Madre Middle School
School Site Council (SSC)

May 1,2024
6:00 p.m.

I. Welcome
- Approval of Minutes from April 10, 2024

II. Principals' Report
- End of Year Events

III. New Business
- Budget & Expenditures Update
- 2024-25 School Plan Approval
- 2024-25 Budget Priorities Approval

IV. Announcements
- Next SSC Meeting: August 2023
- Future Events:
  - Spotlight Assemblies: May 2
  - Teacher Appreciation Week: May 6-10
  - 8th Grade Catalina Trip: May 8-10
  - Early Dismissal: May 9
  - Open House: May 9
  - PTSA Meeting: May 14
  - Variety Show: May 16
  - 8th Grade Float the Boat: May 17
  - iPAK Spring Concert:
  - Volunteer Appreciation Breakfast: may 24
  - Memorial Day Holiday: May 27
  - 6th Grade Picnic: May 28
  - 7th Grade Picnic: May 29
  - 8th Grade Promotion: May 29
  - 8th Grade Picnic: May 30
  - Last Day of School: May 31

V. Open Discussion

Sierra Madre Middle School
School Site Council (SSC)

May 1, 2024
6:00 p.m.

A Meeting Of The SSC (The "Council") Of Sierra Madre Middle School (SMMS) Was Held Via Webex on behalf of SMMS, Located At 160 N. Cañon Ave. Sierra Madre, Ca 91024, At 6:03 P.M. On May 1, 2024 For The Purpose Of Reviewing The Affairs Of And To Transact Such Other Business That May Come Before The Council. Mr. Newsom Called The Meeting Order and Noted The Presence of A Quorum of Members Of The Council In Attendance: Mike Crowley, Gina Davis, Julie Flad, Charlie Frey, Maria Medina, Garrett Newsom, Brooklyn Sample and Teresa Tubera. Others in attendance: Rick Kidd

I. **Welcome**

Unanimous Approval of Minutes:4/10/24

i. Motion to approve: Brooklyn Sample
ii. 2nd: Teresa Tubera

II. Principals' Report

- Testing smooth start, students on time and prepared.
- End of Year Events

III. New Business

a. Budget & Expenditures Update
Mr. Newsom reviews spending in detail
b. Mr. Newsom presents on all 6 goals areas:
   - Math, ELA/Literacy, Closing the Gap, School Safety, Special Education, Parent & Community Involvement
c. Unanimous approval of the School Plan
i. Motion to approve: Teresa Tubera,
ii. 2nd: Mike Crowley

• 2024-25 Budget Priorities Approval

Mr. Newsom presents the Budget Priorites for review and comment.

- Unanimous approval of the School Plan
  i. Motion to approve: Charlie Frey
  ii. 2nd: Julie Flad

IV. Reports

- African American Parent Council:
- Annual Fund: Update provided during meeting
- District Advisory Council: Pending, no students at this point.
- English Learner Advisory Council: n/a
- Gifted and Talented Education:
- Mandarin Dual Language Immersion Program: Parent, Teacher & Student Association:
- Special Education: n/a

V. **Announcements**

• Next SSC Meeting: August 2023
• Future Events:
o Spotlight Assemblies: May 2
o Teacher Appreciation Week: May 6-10
o 8th Grade Catalina Trip: May 8-10
o Early Dismissal: May 9
o Open House: May 9

- o PTSA Meeting: May 14
- o Variety Show: May 16
- o 8th Grade Float the Boat: May 17
- o iPAK Spring Concert:
- o Volunteer Appreciation Breakfast: may 24
- o Memorial Day Holiday: May 27
- o 6th Grade Picnic: May 28
- o 7th Grade Picnic: May 29
- o 8th Grade Promotion: May 29
- o 8th Grade Picnic: May 30
- o Last Day of School: May 31

VI. **Open Discussion**

There Being No Further Business The Meeting Was Adjourned At 7:07 P.M. Submitted by: Julie Flad, Secretary

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Garrett Newsom on 5/20/24

SSC Chairperson, Mikle Crowley on 5/20/24

Pasadena Unified School District
Student Wellness and Support Services

PUSD School-Site Attendance Improvement Plan

School:	SMMS	**Principal:**	Garrett Newsom
School Number:	052	**Counselor:**	Maureen Klauschie
Date Completed:	6/3/24	**Principal Signature:**	

Goal: Decrease the percentage of chronically absent students to 10% or less.

2022-2023 Current Chronic Absentee Rate	2022-2023 Chronic Absentee End-Of-Year Goal	2023-2024 Chronic Absentee Goal
14.4%	10%	5%

GOAL 1: TEAMS & DATA			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Use of Data**: Is school-wide attendance data used to identify students who are struggling with regular school attendance (chronic absentee, truant, etc.)? What sources of data are used? How often is the data reviewed? How is this data used to monitor student progress?	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.	*Monthly*	Record of monthly SART team meetings
b. **Attendance Improvement Team**: Does the school have an Attendance Improvement Team? Does the team meet at least monthly? Does the team use a current action plan?	SART Team will increase the number of SST/SART Conferences for students who are chronically absent	*As Needed*	Record of SST/SART meetings throughout the year

GOAL 2: PREVENTION			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Prevention Strategies**: What prevention strategies are used to ensure that students are engaged at school and do not become at-risk due to poor attendance?	SART Team will conduct SST meetings early in the year for students who were chronically absent the previous year SART Team will provide additional support for families of students who are chronically absent.	Monthly as needed	Record of SST/SART meetings
b. **Outreach**: How does the school provide regular outreach to students, families, and community members regarding the importance of regular school attendance?	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	Weekly Principal's Update	Decrease in chronic absenteeism rate schoolwide

GOAL 3: INTERVENTION & RE-ENGAGEMENT			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Attendance Intervention**: Does the school have intervention strategies to	SART Team will apply the appropriate interventions (i.e. Truancy Letters, SART/SST,	Monthly	Students at high-risk for chronic absenteeism will

address the specific barriers and needs of students struggling with attendance?	Tier II Interventions, Counseling, Mentoring, Alt Ed Placement etc.)		have documented conferences and services provided to support family. SART Conference documentation.
b. **Student Re-Engagement**: What re-engagement strategies are used to help students find and maintain success in the classroom?	Emphasize Trauma Informed Care practices school wide.	Daily	Students showing improvement in attendance will maintain or continue to importve.

PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2024-25, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of $2,057,070.00:

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

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

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2024-25 is as below:

School: Sierra Madre Middle

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	$2,057,070.00	9,440	$217.90	273	$59,486.70