

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 7, 2025	

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

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 meetings supported the development of recommendations to the School Site Council that were embedded within the SMMS 2025-26 SPSA. On 4/30/25, SSC members also received a completed version of the SPSA to review individually, and on 5/21/25 our SSC met for a final review and approval of the SMMS 2025-26 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 meetings supported the development of recommendations to the School Site Council that were embedded within the SMMS 2025-26 SPSA. SMMS faculty took part in team meetings (3/17, 3/20, 3/26, 4/14, 4/28) to review and draft the year end analysis for each of their goals from last year's SPSA and to provide feedback for next year's plan. At our "A" meeting on 4/28/25, SMMS faculty were presented with an overview of each of the the SMMS 2025-26 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 2025-26 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 5/9/25 and provided feedback via the SPSA checklist. This feedback was incorporated into the final draft submitted on 5/28/25

Resource Inequities

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

For the 2025-26 School Year, Sierra Madre Middle School will receive \$47,158 in Unrestricted funds, \$43,200 in LCFF funds and \$50,588 in Title I funds. In order to fully fund our priorities we will need to supplement our budget with approximately \$86,000 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 576 students enrolled in grades six through eight. The student body demographics for the 2024-25 school year are as follows; 30.9% White, 29.5% Hispanic, 4.7% African American, 13.0% Asian, 1.9% Filipino/Pacific Islander and 20.0% 2 or More Races. In addition, the home language is English for 77% of the students, Spanish for 7.6%, Armenian for 2.9%, Chinese, Japanese, Korean & Vietnamese for 10.1%, with 2.4% 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 \$80,000 each year 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.17%	%	0	1	
African American	6.70%	5.75%	4.89%	39	33	29
Asian	19.42%	18.12%	15.68%	113	104	93
Filipino	2.41%	2.44%	2.19%	14	14	13
Hispanic/Latino	26.80%	28.05%	31.20%	156	161	185
Pacific Islander	%	0.17%	0.34%	0	1	2
White	36.43%	35.89%	34.74%	212	206	206
Multiple/No Response	7.90%	8.36%	9.27%	46	48	55
Total Enrollment				582	574	593

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	207	196	207
Grade 7	184	201	187
Grade 8	191	177	199
Total Enrollment	582	574	593

Conclusions based on this data:

1. % of African American & White students has consistently decreased each year, while the % of Multi-Ethnic students has increased
2. Enrollment has remained fairly consistent due to permits offered to students outside of our attendance zone.
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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	10	8	11	1.9%	1.7%	1.9%
Fluent English Proficient (FEP)	100	111	127	15.0%	17.2%	21.4%
Reclassified Fluent English Proficient (RFEP)				45.5%		

Conclusions based on this data:

1. SMMS' % of English Language Learners has remained consistent from one year to the next
2. SMMS % of Fluent English Proficient (FEP) students has grown as many of our students in our MDLIP program speak a 2nd language at home.
3. % of Reclassified Fluent English Proficient (RFEP) students has remained consistent from year to the next

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	204	189	201	201	188	198	201	188	198	98.5	99.5	98.5
Grade 7	174	196	184	172	193	183	172	193	183	98.9	98.5	99.5
Grade 8	186	170	197	183	165	193	183	165	193	98.4	97.1	98
All Grades	564	555	582	556	546	574	556	546	574	98.6	98.4	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2549.	2557.	2553.	27.36	25.53	24.75	33.33	38.83	36.87	20.40	19.68	20.71	18.91	15.96	17.68
Grade 7	2620.	2610.	2600.	38.95	40.93	33.88	40.12	33.16	36.07	14.53	14.51	16.94	6.40	11.40	13.11
Grade 8	2611.	2622.	2606.	31.69	32.12	31.61	37.70	40.61	39.90	18.58	16.97	12.95	12.02	10.30	15.54
All Grades	N/A	N/A	N/A	32.37	32.97	29.97	36.87	37.36	37.63	17.99	17.03	16.90	12.77	12.64	15.51

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	29.85	25.53	28.79	51.24	57.98	54.04	18.91	16.49	17.17
Grade 7	36.05	39.38	34.97	54.07	51.30	54.64	9.88	9.33	10.38
Grade 8	31.69	36.97	33.16	56.28	51.52	52.85	12.02	11.52	13.99
All Grades	32.37	33.88	32.23	53.78	53.66	53.83	13.85	12.45	13.94

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	26.37	25.00	18.69	53.23	56.38	64.14	20.40	18.62	17.17
Grade 7	44.19	43.52	37.70	49.42	44.04	52.46	6.40	12.44	9.84
Grade 8	31.15	36.97	27.98	53.55	50.30	56.99	15.30	12.73	15.03
All Grades	33.45	35.16	27.87	52.16	50.18	58.01	14.39	14.65	14.11

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	23.38	17.02	20.71	68.16	76.06	73.23	8.46	6.91	6.06
Grade 7	21.51	24.87	20.77	72.67	67.88	72.13	5.81	7.25	7.10
Grade 8	22.95	23.64	29.53	69.40	68.48	60.62	7.65	7.88	9.84
All Grades	22.66	21.79	23.69	69.96	70.88	68.64	7.37	7.33	7.67

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	23.38	19.15	22.22	64.68	69.15	67.68	11.94	11.70	10.10
Grade 7	44.77	34.72	27.32	47.67	56.99	62.84	7.56	8.29	9.84
Grade 8	33.33	33.33	27.46	60.11	61.21	61.14	6.56	5.45	11.40
All Grades	33.27	28.94	25.61	57.91	62.45	63.94	8.81	8.61	10.45

Conclusions based on this data:

1. After making small increases in 22-23, our overall scores dipped again in 2023-24
2. Reading showed gains schoolwide, while Writing, Listening & Research/Inquiry showed a decrease.
3. Listening increased, but continues to be the biggest area of focus, with only 23.69% 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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	204	189	201	199	188	196	199	188	196	97.5	99.5	97.5
Grade 7	174	196	184	172	193	182	172	193	182	98.9	98.5	98.9
Grade 8	186	170	197	183	166	191	183	166	191	98.4	97.6	97
All Grades	564	555	582	554	547	569	554	547	569	98.2	98.6	97.8

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2554.	2556.	2551.	32.66	34.04	36.73	20.10	19.15	17.35	26.13	22.87	22.96	21.11	23.94	22.96
Grade 7	2606.	2588.	2584.	46.51	41.97	37.36	20.93	21.76	24.73	14.53	11.92	16.48	18.02	24.35	21.43
Grade 8	2604.	2620.	2609.	36.61	46.99	41.88	22.95	18.07	17.80	18.58	16.27	16.23	21.86	18.67	24.08
All Grades	N/A	N/A	N/A	38.27	40.77	38.66	21.30	19.74	19.86	20.04	17.00	18.63	20.40	22.49	22.85

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	23.62	26.60	29.08	53.27	53.19	45.41	23.12	20.21	25.51
Grade 7	44.77	38.34	30.77	43.02	44.04	51.65	12.21	17.62	17.58
Grade 8	36.61	40.96	41.36	44.81	46.99	43.98	18.58	12.05	14.66
All Grades	34.48	35.10	33.74	47.29	48.08	46.92	18.23	16.82	19.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	25.63	31.38	31.12	59.80	52.66	49.49	14.57	15.96	19.39
Grade 7	36.63	39.38	32.42	54.07	45.08	52.75	9.30	15.54	14.84
Grade 8	30.05	36.14	34.03	60.11	48.80	50.79	9.84	15.06	15.18
All Grades	30.51	35.65	32.51	58.12	48.81	50.97	11.37	15.54	16.52

Conclusions based on this data:

1. After making small increases in 22-23, our overall scores dipped again in 2023-24
2. Problem Solving/Data Analysis and Communicating Reasoning demonstrated decreases in the % of students Above Standard
3. Growth in 8th Grade Math did not correlate to the growth that we saw on the iReady Math Diagnostic II for 23-24

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*	
All Grades										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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
593	46%	1.9%	0.5%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	11	1.9%
Foster Youth	3	0.5%
Homeless	2	0.3%
Socioeconomically Disadvantaged	273	46%
Students with Disabilities	85	14.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	29	4.9%
American Indian	0	0.0%
Asian	93	15.7%
Filipino	13	2.2%
Hispanic	185	31.2%
Two or More Races	55	9.3%
Pacific Islander	2	0.3%
White	206	34.7%

Conclusions based on this data:

1. SMMS' % of socio-economically disadvantaged students has continued to remain above 40%.

2. The % of White and Hispanic students has slightly decreased, while the % students from 2 or More Races 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 2024 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.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Yellow
Mathematics  Green		
English Learner Progress  No Performance Color		

Conclusions based on this data:

- Our Students with Disabilities decreased into a Red rating in ELA & Math.
- Our Suspension Rate received a yellow rating, but only increase 0.3% to 0.7%
- Our Chronic Absenteeism rate decreased by 2.3% to 12% overall, but our Hispanic Students & Students with Disabilities increase into a Red rating.

School and Student Performance Data

Academic Performance English Language Arts

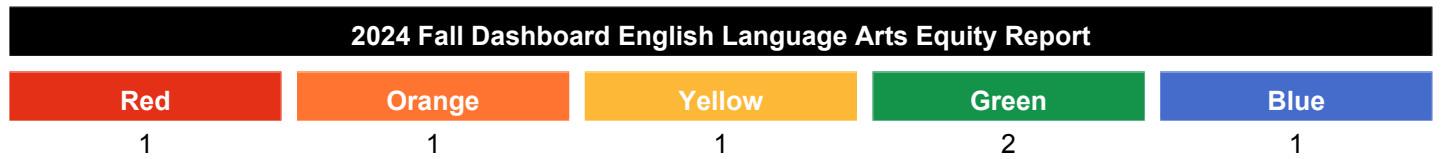
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 36.0 points above standard Declined 9.9 points 576 Students	English Learners  No Performance Color 48.8 points below standard Increased 8.4 points 25 Students	Long-Term English Learners  No Performance Color Less than 11 Students 3 Students
Foster Youth  No Performance Color Less than 11 Students 3 Students	Homeless  No Performance Color Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Yellow 7.0 points above standard Declined 11.0 points 268 Students

Students with Disabilities  Red 77.2 points below standard Declined 40.1 points 84 Students	African American  No Performance Color 15.4 points below standard Declined 8.1 points 28 Students	American Indian  No Performance Color 0 Students
Asian  Green 95.8 points above standard Declined 6.8 points 92 Students	Filipino  No Performance Color 10.8 points above standard Maintained 1.1 points 13 Students	Hispanic  Orange 8.9 points below standard Declined 18.6 points 182 Students
Two or More Races  Green 63.4 points above standard Declined 8.7 points 53 Students	Pacific Islander  No Performance Color Less than 11 Students 2 Students	White  Blue 49.5 points above standard Maintained 1.5 points 197 Students

Conclusions based on this data:

1. SMMS' ELA remained in the Green, but demonstrated a decline in every subgroup except for our Filipino & White students.
2. SMMS' Students with Disabilities demonstrated a decline into a Red Rating.
3. SMMS' English Learners demonstrated an overall increase of 8.4 points

School and Student Performance Data

Academic Performance Mathematics

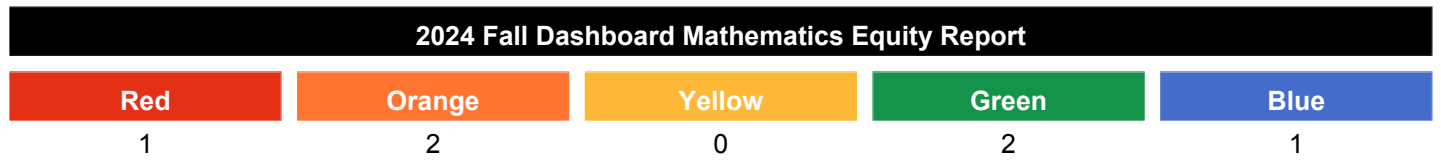
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 12.6 points above standard Declined 7.4 points 571 Students	English Learners  No Performance Color 93.5 points below standard Maintained 1.4 points 25 Students	Long-Term English Learners  No Performance Color Less than 11 Students 3 Students
Foster Youth  No Performance Color Less than 11 Students 3 Students	Homeless  No Performance Color Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Orange 30.8 points below standard Declined 16.1 points 266 Students

Students with Disabilities  Red 130.2 points below standard Declined 59.3 points 84 Students	African American  No Performance Color 84.3 points below standard Declined 8.0 points 28 Students	American Indian  No Performance Color 0 Students
Asian  Green 94.3 points above standard Declined 8.1 points 92 Students	Filipino  No Performance Color 32.8 points above standard Increased 27.6 points 13 Students	Hispanic  Orange 58.9 points below standard Declined 15.7 points 180 Students
Two or More Races  Green 32.4 points above standard Declined 15.5 points 53 Students	Pacific Islander  No Performance Color Less than 11 Students 2 Students	White  Blue 44.6 points above standard Increased 8.2 points 194 Students

Conclusions based on this data:

1. SMMS' ELA remained in the Green, but demonstrated a decline in every subgroup except for our Filipino & White students who increased
2. SMMS' Students with Disabilities demonstrated a decline into a Red Rating.
3. SMMS' English Learners maintained with an overall increase of 1.4 points

School and Student Performance Data

Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color making progress. Number Students: 3 Students	 No Performance Color making progress. Number Students: 1 Student

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.

2024 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

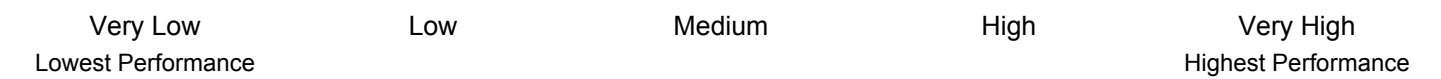
Academic Performance College/Career Report

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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 2024 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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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

12% Chronically Absent

Declined 2.3

601 Students

English Learners



No Performance Color

45.5% Chronically Absent

0

11 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - data not displayed for privacy

3 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

4 Students

Homeless



No Performance Color

Fewer than 11 students - data not displayed for privacy

2 Students

Socioeconomically Disadvantaged



Orange

20.3% Chronically Absent

Declined 0.5

281 Students

Students with Disabilities  Red 27.2% Chronically Absent Increased 3.5 92 Students	African American  No Performance Color 3.4% Chronically Absent Declined 17.1 29 Students	American Indian  No Performance Color 0 Students
Asian  Yellow 4.3% Chronically Absent Increased 3.3 94 Students	Filipino  No Performance Color 7.7% Chronically Absent Declined 13.7 13 Students	Hispanic  Red 20.7% Chronically Absent Increased 0.5 188 Students
Two or More Races  Green 9.1% Chronically Absent Declined 3.6 66 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Green 10% Chronically Absent Declined 5.3 209 Students

Conclusions based on this data:

1. SMMS' Chronic Absenteeism rate declined overall and received a Yellow rating
2. SMMS' Students with Disabilities increased their Chronic Absenteeism and received a Red rating.
3. SMMS' African American students had the lowest rate of Chronic absenteeism

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

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

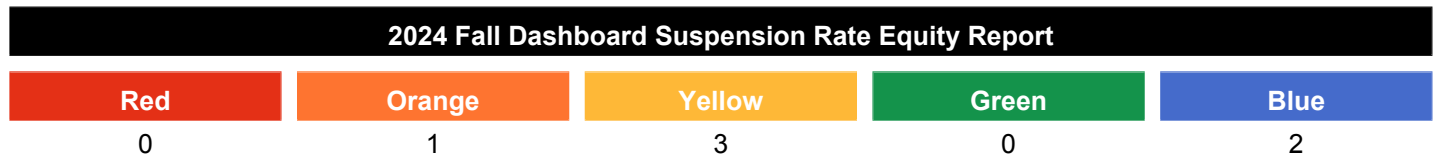
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 0.7% suspended at least one day Increased 0.3% 603 Students	English Learners  No Performance Color 0% suspended at least one day Maintained 0% 12 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Socioeconomically Disadvantaged  Yellow 0.7% suspended at least one day Increased 0.3% 282 Students

Students with Disabilities  Orange 2.2% suspended at least one day Increased 1.1% 93 Students	African American  No Performance Color 0% suspended at least one day Maintained 0% 29 Students	American Indian  No Performance Color 0 Students
Asian  Yellow 1.1% suspended at least one day Increased 1.1% 94 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 13 Students	Hispanic  Blue 0.5% suspended at least one day Maintained 0.1% 189 Students
Two or More Races  Yellow 1.5% suspended at least one day Increased 1.5% 66 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Blue 0.5% suspended at least one day Maintained 0% 210 Students

Conclusions based on this data:

1. The overall Suspension rate increased 0.3% to 0.7%
2. Our students from Two or More Races and Asian students each experienced an increase of over 1%
3. Students with Disabilities experienced the highest suspension rate of 2.2%

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 +12.6 (Green) from 2024 by a total of 15 (to reach Blue) with a stretch goal of 35 (To reach highest Blue) to end at +27.6 or higher by the end of the 2025-26 school year
2. Diagnostic growth from the Math iReady Diagnostic I to the Math iReady Diagnostic II will increase the baseline of 127% from 2024-25 by a total of 10% with a stretch goal of 20% to end at 137% or higher on the 2025-26 iReady Math Diagnostic II

Identified Need

1. On the 2023-24 CAASPP Math Assessment, 41.5% of All Students did not meet standard.
 - a. At Grade 6, 45.9% of All Students did not meet standard.
 - b. At Grade 7, 37.9% of All Students did not meet standard
 - c. At Grade 8, 40.3% of All Student did not meet standard
2. On the 2023-24 CAASPP Math Assessment, All Students demonstrated the greatest need in the area of Communicating Reasoning, as demonstrated by 67.5% of All Students scoring near or below standard
 - a. At Grade 6, 68.9% of All Students scored near or below standard
 - b. At Grade 7, 67.6% of All Students scored near or below standard
 - c. At Grade 8, 66.0% of All Students scored near or below standard
3. On the 2023-24 CAASPP Math Assessment, 6th Grade Students demonstrated the greatest need in each category.
 - a. Concepts & Procedures, 68.9% of All Students scored near or below standard
 - b. Problem Solving & Data Analysis, 70.9% of All Studentsscored near or below standard
 - c. Communicating Reasoning, 68.9% of All Students scored near or below standard
4. On the 2024-25 iReady Math Diagnostic II, 39% of All Students scored one or more grades below grade level.
 - a. At Grade 6, 36% of All Students scored one or more grades below grade level.
 - b. At Grade 7, 41% of All Students scored one or more grades below grade level.
 - c. At Grade 8, 30% of All Students scored one or more grades below grade level.
5. On the 2024-25 iReady Math Diagnostic II, All Students demonstrated 127% growth overall from the 2024-25 iReady Math Diagnostic I
 - a. At Grade 6, students demonstrated 67% growth overall
 - b. At Grade 7, students demonstrated 118% growth overall
 - c. At Grade 8, students demonstrated 211% growth overall

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	DFM for All Students was +12.6 on the 2024 CAASPP Math assessment	Math DFM for All Students will increase the baseline of +12.6 (Green) from 2024 by a total of 15 (to reach Blue) with a stretch goal of 35 (To reach highest Blue) to end at +27.6 or higher by the end of the 2025-26 school year
CAASPP Math	67.5% of All Students scored near or below standard in Communicating Reasoning on the 2024 CAASPP Math assessment.	All Students will decrease the baseline of 67.5% by 7.5% with a stretch goal of 15% to end at 60% or lower in Communicating Reasoning by the end of the 2025-26 school year.
iReady Math Diagnostic II	62% of All Students scored on or above grade level on the 2024-25 iReady Math Diagnostic II	All Students will increase the baseline of 62% from 2024-25 by a total of 10% with a stretch goal of 20% to end at 72% or higher on the 2025-26 iReady Math Diagnostic II
iReady Math Diagnostic II	Overall, students demonstrated 127% growth from the 2024-25 iReady Math Diagnostic I to the 2024-25 iReady Math Diagnostic II	Overall, students will increase the baseline of 127% from 2024-25 by a total of 10% with a stretch goal of 20% to end at 137% or higher on the 2025-26 iReady Math Diagnostic II
iReady Personalized Instruction	80.9% of All Students participated in the iReady Personalized Instruction lessons during the 2024-25 school year.	All Students will increase the baseline of 80.9% from 2024-25 by a total of 9.1% with a stretch goal of 19.1% to end at 90.0% or higher by the end of the 2025-26 school year.
iReady Personalized Instruction	95% of All Students passed 70-100% of their iReady lessons during the 2024-25 school year.	All Students will increase the baseline of 95% from 2024-25 by a total of 5% to end at 100% by the end of the 2025-26 school year

Annual Review

SPSA Year Reviewed: 2024-25

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. 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 utilization of personalized instruction through iReady.

Teachers continue to implement the TNTP strategy to increase student discourse. All teachers are using the Curriculum as designed in chunks by Units of Study. Small groups and one-on-one teaching continue to be challenging to implement in the classroom. Students are assisted individually and in small groups as questions arise and students ask for assistance. Personalized Instruction through iReady and ALEKS are being completed by students through weekly My Path lessons, ALEKS topics, and minutes.

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 Analysis 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.

We have met as a math department 5 1/2 days this year. These professional development days have provided and will provide the necessary time to discuss iReady Diagnostic results and growth as well as time to vertically plan. Access to our Instructional Coach on site has been continued and the time together has been productive. However, the Math specific District Coach position was eliminated.

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 through data chats with 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

Math teachers were provided with their students' iReady Diagnostic Math III data from the 2023-24 school year at the first Math Department meeting. While this was useful it was hard to use it effectively right away not knowing the kids yet. Teachers continue to use a variety of assessment tools to monitor student progress, for example iReady, McGraw-Hill, ALEKS, Khan Academy, and Pear Assessment. Based on data collected decisions are made to differentiate instruction. Students

have been asked to track their own growth from iReady Diagnostic I to Diagnostic II through to Diagnostic III. Students are aware of their typical growth goal as well as their stretch growth goal. After each Diagnostic, the school provides a code for families to access the iReady scores and data

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. Small groups and one-on-one teaching continue to be challenging to implement in the classroom
2. Data chats were an effective goal setting tool but were difficult to connect on an individual basis with every student.
3. The District Math Coach position was eliminated.

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. Include RSP teachers as part of our departmental release days.
2. Include teachers in Learning Walk cycles
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. Implement the TNTP Math Classroom Observation Protocol to Drive Consistency and Rigor
Use the TNTP framework to establish a shared vision of effective math instruction, ensuring lessons are aligned to grade-level standards, cognitively demanding, and rich in student discourse. Learning walks and coaching will support consistent implementation across classrooms.
2. Deliver Standards-Aligned Units Using UDL Principles
Teach Common Core-aligned math skills through coherent units of study that follow the district pacing guide. Lessons will be designed using Universal Design for Learning (UDL) to offer multiple means of engagement, representation, and expression—supporting the diverse learning needs of all students.
3. Provide Tiered Interventions Through MTSS Within Core Instruction
Use a Multi-Tiered System of Supports (MTSS) to identify and address student needs through Tier 1 (core instruction), Tier 2 (small group intervention), and Tier 3 (intensive individual support).

Small-group and one-on-one reteaching will be embedded into daily instruction, based on iReady and classroom assessment data.

4.Expand Use of iReady Math for Personalized, Data-Driven Instruction

Leverage iReady’s adaptive learning platform to provide individualized practice tailored to each student’s diagnostic results. Teachers will monitor iReady usage and performance to adjust instruction, target interventions, and support student growth across all tiers of MTSS.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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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 Dedicated Collaboration Time for the Math Department

Offer five structured release half-days throughout the year for the math department to engage in deep collaboration focused on curriculum alignment, instructional strategies, and student work analysis. (Aligned with SPSA Goal #3)

2.Facilitate Data-Driven Instruction Through Structured Protocols

Implement a Data Analysis Protocol to guide teachers in analyzing results from iReady Diagnostic Math I & II, using insights to inform instructional planning, intervention, and student goal-setting.

3.Promote Vertical Alignment and Spiral Review Across Grade Levels

Support cross-grade-level collaboration to align the progression of math skills and incorporate consistent spiral review practices that reinforce foundational concepts and prepare students for future standards.

4.Integrate MTSS, UDL, SEL, and Small Group Instruction Through Coaching

Schedule collaborative sessions with the MTSS Coach to embed strategies such as Universal Design for Learning (UDL), Social-Emotional Learning (SEL), and strengths-based small group instruction into math planning and delivery.

5.Include Special Education Staff in Math Department Planning

Ensure special education teachers participate in departmental release days to promote co-planning, inclusive practices, and alignment of supports for students with IEPs within Tier 1 and Tier 2 instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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 iReady Diagnostic 3 Data From The Prior Year At The Start Of The Year

Distribute iReady Diagnostic 3 Math data to teachers at the beginning of the school year to facilitate personalized goal setting and instructional planning based on each student's baseline performance.

2. Utilize Multiple Assessment Tools for Progress Monitoring

Incorporate a range of formative and summative assessments, including iReady Diagnostics, quizzes, exit tickets, and performance tasks, to continuously monitor student progress and identify areas for targeted differentiated instruction.

3. Facilitate Data-Driven Goal Setting and Student Reflection

Conduct whole-class data chats three times a year to review growth from iReady Math Diagnostics. These sessions will provide students with opportunities to set personal learning goals, reflect on their progress, and take ownership of their academic growth.

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 +36 (Green) from 2024 by a total of 9 (to reach Blue) with a stretch goal of 15 or higher (To reach highest Blue) to end at +60.8 or higher by the end of the 2025-26 school year
- 2. Diagnostic growth from the ELA iReady Diagnostic I to the ELA iReady Diagnostic II, will increase the baseline of 127% from 2024-25 by a total of 23% with a stretch goal of 50% to end at 150% or higher on the 2025-26 iReady Reading Diagnostic II

Identified Need

- 1. On the 2023-24 CAASPP ELA Assessment, 32.4% of All Students did not meet standard.
 - a. At Grade 6, 38.4% of All Students did not meet standard.
 - b. At Grade 7, 30.0% of All Students did not meet standard.
 - c. At Grade 8, 28.5% of All Student did not meet standard
- 2. On the 2023-24 CAASPP ELA Assessment,, All Students demonstrated the greatest need in the area of Listening, as demonstrated by 76.3% of All Students scoring near or below standard
 - a. At Grade 6, 79.3% of All Students scored near or below standard.
 - b. At Grade 7, 79.2% of All Students scored near or below standard.
 - c. At Grade 8, 70.5% of All Students scored near or below standard.
- 3. On the 2023-24 CAASPP ELA Assessmenttt, 6th Grade Students demonstrated the greatest need in each category
 - a. Reading, 71% of All Students scored near or below standard
 - b. Writing, 83% of All Students scored near or below standard
 - c. Listening, 79.3% of All Students scored near or below standard
 - d. Research/Inquiry, 77.8% of All Students scored near or below standard
- 4. On the 2024-25 iReady Reading Diagnostic II, 45.2% of All Students scored one or more grades below grade level.
 - a. At Grade 6, 37% of All Students scored one or more grades below grade level.
 - b. At Grade 7, 45% of All Students scored one or more grades below grade level.
 - c. At Grade 8, 34% of All Students scored one or more grades below grade level.
- 5. On the 2024-25 iReady Reading Diagnostic II All Students demonstrated 127% growth overall from the 2024-25 iReady Reading Diagnostic I
 - a. At Grade 6, students demonstrated 92% growth overall
 - b. At Grade 7, students demonstrated 125% growth overall
 - c. At Grade 8, students demonstrated 178% growth overal

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	DFM for All Students was +36 on the 2024 CAASPP ELA assessment	English Language Arts (DFM) for All Students will increase the baseline of +36 (Green) from 2024 by a total of 9 (to reach Blue) with a stretch goal of 15 or higher (To reach highest Blue) to end at +60.8 or higher by the end of the 2025-26 school year
CAASPP ELA	15.9% of All Students scored below standard in Writing and Research on the 2024 CAASPP ELA assessment	All Students will decrease the baseline of 15.9% from 2024 by a total of 5.9% with a stretch of goal of 10% to end at 10% or lower in Writing by the end of the 2025-26 school year.
iReady Reading Diagnostic II	60.9% of All Students scored on or above grade level as measured by the 2024-25 iReady Reading Diagnostic II	All Students will increase the baseline of 60.9% from 2024-25 by a total of 9.1% with a stretch goal of 15% or more to end at 70% or higher as measured by the 2025-26 iReady Reading Diagnostic II
iReady Reading Diagnostic II	Overall students demonstrated 127% growth from the 2024-25 iReady Reading Diagnostic I to the 2024-25 iReady Reading Diagnostic II	Overall, students will increase the baseline of 127% from 2024-25 by a total of 23% with a stretch goal of 50% to end at 150% or higher on the 2025-26 iReady Reading Diagnostic II
iReady Individualized Instruction	82.9% of All Students participated in the iReady online lessons during the 2024-25 school year.	All Students will increase the baseline of of 82.9% from 2024-25 by a total of 7.1% with a stretch goal of 17.1% to end at 90.0% or higher by the end of the 2025-26 school year.
iReady Individualized Instruction	83% of All Students passed 70-100% of their iReady lessons during the 2024-25 school year.	All Students will increase the baseline of 83% from 2024-25 by a total of 7% with a stretch goal of 17% to end at 90% or higher by the end of the 2025-26 school year.

Annual Review

SPSA Year Reviewed: 2024-25

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. 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.

ELA teachers implemented the new district-approved curriculum, StudySync, volumes 1-4. ELA teachers were not able to incorporate two novels into the course study. Per the district office, we were instructed to focus on implementing the new StudySync curriculum. The teachers and librarian would like to introduce literature circles for the next school year. ELA teachers and the librarian worked together collaboratively to provide ample opportunities for classroom visits, book check-out, and grade-specific digital literacy lessons. Additionally, the grade spans developed critical thinking skills according to the American Association of School Libraries and ISTE standards. ELA teachers expanded the utilization for personalized instruction through I-ready Mondays. Will continue best practices for the remainder of the SY.

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 Analysis 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.

Teachers have been provided monthly release days focused on implementation of curriculum and collaboration. Teachers created and used data charts for students to chart their growth from the ELA Diagnostics. Study Sync provided a digital library of grade level aligned materials. Teachers engage students in peer review activities including writing and data analysis.

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

All ELA teachers implemented data chats with our curriculum resource teacher on campus. Teachers have used a variety of assessment tools through StudySync to monitor student progress and differentiate instruction. Teachers have used Close Reads and Text Talk Questions to assess comprehension and analytical thinking. Teachers also utilize Think Questions to evaluate understanding and written responses. Data chats included goal setting for the i-Ready diagnostics one through three. Conversations were had with students regarding stretch growth goals. There is evidence that having data chats at least three times a year helped to encourage students to meet their goals. As they had a vested stake in their learning. Parents are informed via e-mail about the i-Ready diagnostic. Parents are also able to access the data throughout the year. If a red or yellow flag incident occurred teachers met with students one-on-one.

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. Teachers did not incorporate novels into their instruction due to the implementation of the StudySync curriculum.
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 StudySync

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. Include RSP teachers as part of our departmental release days.
2. Include teachers in Learning Walk cycles
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. Implement Structured Literacy aligned with the PUSD ELA scope and sequence, providing explicit, systematic instruction in vocabulary, fluency, and comprehension to ensure all students access grade-level content.

2. Apply Universal Design for Learning (UDL) and Culturally Responsive Teaching to create inclusive, engaging lessons that offer multiple means of access, representation, and expression—supporting diverse learners, including ELs and SPED students.
3. Develop academic language through intentional strategies, such as sentence frames, academic vocabulary instruction, and structured discussion protocols, to support English Learners and students performing below grade level in accessing complex texts and expressing understanding.
4. Enhance literacy engagement through library-based literature circles and iReady Mondays, incorporating a minimum of two novels per class during library time with consistent student discourse practices, while expanding library use for personalized learning, classroom visits, leveled book check-outs, and a schoolwide reading culture.
5. Leverage the School Librarian for Research and Literacy Instruction, integrating dedicated lessons led by the librarian to teach essential academic skills, including research methods, note-taking, and proper citation practices, supporting college and career readiness.

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. Allocate five release half-days per department throughout the year to support structured collaboration, lesson planning, data analysis, and the development of aligned instructional practices.
2. Provide targeted professional development on Promethean board integration to enhance interactive instruction, increase student engagement, and support digital learning across ELA classrooms.
3. Offer all ELA teachers NCTE memberships to give access to high-quality professional development, research-based instructional strategies, webinars, journals, and a national community of practice.
4. Deliver professional development on Universal Design for Learning (UDL), MTSS, and Social-Emotional Learning (SEL) to equip teachers with inclusive strategies that address the diverse academic and emotional needs of all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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 students' iReady Diagnostic reading data from the 2024–2025 school year at the beginning of the year to inform planning and instruction.
2. Facilitate student data chats at the beginning and midpoint of the year to set personal goals, build ownership of learning, and guide instructional decisions.
3. Communicate individual iReady Diagnostic results and their meaning to both students and parents after each assessment to ensure transparency and engagement.
4. Implement a tiered intervention system (MTSS) and data-driven instruction by using ongoing formative and diagnostic assessments to deliver targeted support at Tier 1 (whole class), Tier 2 (small group), and Tier 3 (intensive individual) levels.

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 3

- Closing the Gap
1. Math
- a. DFM for Hispanic students will decrease the baseline of -58.9 (Orange) from 2024 by a total of 3.0 (To reach Yellow) with a stretch goal of 33.9 or more (To reach Green) to end at -55.9 or higher by the end of the 2025-26 school year.
- b. DFM for African-American students will decrease the baseline of -84.3 (Orange) from 2024 by a total of 3.0 (To reach Yellow) with a stretch goal of 59.7 or more (To reach Green) to end at -81.3 or higher by the end of the 2025-26 school year
- c. DFM for English Learners will decrease the baseline of -93.5 (Orange) from 2024 by a total of 3.0 (To reach Yellow) with a stretch goal of 68.5 or more (To reach Green) to end at -91.9 or higher by the end of the 2025-26 school year.
- d. DFM for Socio-Economically Disadvantaged students will decrease the baseline of -30.8 (Orange) from 2024 by a total of 3.0 (To reach Yellow) with a stretch goal of 5.8 or more (To reach Green) to end at -25 or higher by the end of the 2025-26 school year.
2. ELA
- a. DFM for Hispanic students will increase the baseline of -8.9 (Orange) from 2024 by a total of 3.0 (To reach Yellow) with a stretch goal of 3.9 or more (To reach Green) to end at -5.9 or higher by the end of the 2025-26 school year.
- b. DFM for African-American students will decrease the baseline of -15.4 (Orange) from 2024 by a total of 3.0 (To reach Yellow) with a stretch goal of 10.4 or more (To reach Green) to end at -12.4 or higher by the end of the 2025-26 school year
- c. DFM for English Learners will will decrease the baseline of -48.8 (Yellow) from 2024 by a total of 3 (To reach Yellow) with a stretch goal of 43.8 or more (To reach Green) to end at -45.8 or lower by the end of the 2025-26 school year
- d. DFM for Socio-Economically Disadvantage students will increase the baseline of +11 (Yellow) from 2024 by a total of 3.0 (To reach Green) with a stretch goal of 15 or more (To reach Blue) to end at +14 or higher by the end of the 2025-26 school year.
3. 20% of English Learners will reclassify annually

Identified Need

1. On the 2023-24 CAASPP ELA Assessment, 32.4% of All Students did not meet standard.
 - a. 60.0% of Hispanic Students did not meet standard.
 - b. 53.8% of African American Students did not meet standard.
 - c. 43.8% of Socio-Economically Disadvantaged Students did not meet standard.
2. On the 2023-24 CAASPP Math Assessment, 41.5% of All Students did not meet standard.
 - a. 62.2% of Hispanic Students did not meet standard.
 - b. 84.6% of African American Students did not meet standard.
 - c. 55.1% of Socio-Economically Disadvantaged Students did not meet standard.
3. On the 2024-25 iReady Reading Diagnostic II, 39.0% of All Students scored one or more grades below grade level.
 - a. 58% of Hispanic Students scored one or more grades below grade level.
 - b. 68% of African American students scored one or more grades below grade level.
4. On the 2024-25 iReady Reading Diagnostic II, All Students demonstrated 14% growth overall from the 2024-25 iReady Reading Diagnostic I
 - a. Hispanic students demonstrated 124% growth overall
 - b. African American students demonstrated 53% growth overall
5. On the 2024-25 iReady Math Diagnostic II, 36% of All Students scored one or more grades below grade level.
 - a. 55% of Hispanic Students scored one or more grades below grade level.
 - b. 57% of African American students scored one or more grades below grade level.
6. On the 2024-25 Math iReady Diagnostic II, All Students demonstrated 127% growth overall from the 2024-25 Math iReady Diagnostic I
 - a. Hispanic students demonstrated 93% growth overall
 - b. African American students demonstrated 104% growth overall

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Mathematics	DFM for Hispanic students was -458.9 on the 2024 CAASPP Math assessment.	DFM for Hispanic students will decrease the baseline of -58.9 (Orange) from 2024 by a total of 3.0 (To reach Yellow) with a stretch goal of 33.9 or more (To reach Green) to end at -55.9 or higher by the end of the 2025-26 school year.
CAASPP Mathematics	DFM for African-American students was -84.3 on the 2024 CAASPP Math assessment.	DFM for African-American students will decrease the baseline of -84.3 (Orange) from 2024 by a total of 3.0 (To reach Yellow) with a stretch goal of 59.7 or more (To reach Green) to end at -81.3 or higher by the end of

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		the 2025-26 school year
CAASPP Mathematics	DFM for English Learners was -93.5 on the 2024 CAASPP Math assessment.	DFM for English Learners will decrease the baseline of -93.5 (Orange) from 2024 by a total of 3.0 (To reach Yellow) with a stretch goal of 68.5 or more (To reach Green) to end at -91.9 or higher by the end of the 2025-26 school year.
CAASPP Mathematics	DFM for Socio-economically Disadvantaged students was -30.8 on the 2024 CAASPP Math assessment	DFM for Socio-Economically Disadvantaged students will decrease the baseline of -30.8 (Orange) from 2024 by a total of 3.0 (To reach Yellow) with a stretch goal of 5.8 or more (To reach Green) to end at -25 or higher by the end of the 2025-26 school year.
CAASPP ELA	DFM for Hispanic Students was -8.9 on the 2024 CAASPP ELA assessment	DFM for Hispanic students will increase the baseline of -8.9 (Orange) from 2024 by a total of 3.0 (To reach Yellow) with a stretch goal of 3.9 or more (To reach Green) to end at -5.9 or higher by the end of the 2025-26 school year.
CAASPP ELA	DFM for African American Students was -15.4 on the 2024 CAASPP ELA assessment	DFM for African-American students will decrease the baseline of -15.4 (Orange) from 2024 by a total of 3.0 (To reach Yellow) with a stretch goal of 10.4 or more (To reach Green) to end at -12.4 or higher by the end of the 2025-26 school year
CAASPP ELA	DFM for English Learners was -48.8 on the 2024 CAASPP ELA assessment	DFM for English Learners will decrease the baseline of -48.8 (Yellow) from 2024 by a total of 3 (To reach Yellow) with a stretch goal of 43.8 or more (To reach Green) to end at -45.8 or lower by the end of the 2025-26 school year

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	DFM for Socio-economically Disadvantaged students was +11 on the 2024 CAASPP ELA assessment	DFM for Socio-Economically Disadvantage students will increase the baseline of +11 (Yellow) from 2024 by a total of 3.0 (To reach Green) with a stretch goal of 15 or more (To reach Blue) to end at +14 or higher by the end of the 2025-26 school year.
iReady Math Diagnostic II	45% of Hispanic Students scored on or above grade level on the 2024-25 iReady Math Diagnostic II	Hispanic students will increase the baseline of 45% from 2024-25 by a total of 10% with a stretch goal of 20% to end at 55% or higher on the 2025-26 iReady Math Diagnostic II
iReady Math Diagnostic II	43% of African American students scored on or above grade level on the 2024-25 iReady Math Diagnostic II	African American students will increase the baseline of 43% from 2024-25 by a total of 10% with a stretch goal of 20% to end at 53% or higher on the 2025-26 iReady Math Diagnostic II
iReady Math Diagnostic II	Hispanic students demonstrated 93% growth on the 2024-25 iReady Math Diagnostic II	Hispanic students will increase the baseline of 93% from 2024-25 by a total of 10% with a stretch goal of 20% to end at 103% or higher on the 2025-26 iReady Math Diagnostic II
iReady Math Diagnostic II	African American students demonstrated 104% growth on the 2024-25 iReady Math Diagnostic II	African American students will increase the baseline of 104% from 2024-25 by a total of 10% with a stretch goal of 20% to end at 114% or higher on the 2025-26 iReady Math Diagnostic II
iReady Reading Diagnostic II	42% of Hispanic Students scored on or above grade level on the 2024-25 iReady Reading Diagnostic II	Hispanic students will increase the baseline of 42% from 2024-25 by a total of 10% with a stretch goal of 20% to end at 52% or higher on the 2025-26 iReady Reading Diagnostic II
iReady Reading Diagnostic II	32% of African American Students scored on or above grade level on the 2024-25 iReady Reading Diagnostic II	African American students will increase the baseline of 32% from 2024-25 by a total of 10% with a stretch goal of 20% to end at 42% or higher on the

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		2025-26 iReady Reading Diagnostic II
iReady Reading Diagnostic II	Hispanic students demonstrated 124% growth on the 2024-25 iReady Reading Diagnostic II	Hispanic students will increase the baseline of 124% from 2024-25 by a total of 10% with a stretch goal of 20% to end at 134% or higher on the 2025-26 iReady Reading Diagnostic II
iReady Reading Diagnostic II	African American students demonstrated 53% growth on the 2024-25 iReady Reading Diagnostic II	African American students will increase the baseline of 53% from 2024-25 by a total of 10% with a stretch goal of 20% to end at 63% or higher on the 2025-26 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 2025-26 ELPAC assessment.

Annual Review

SPSA Year Reviewed: 2024-25

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. 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.

The workshop model was employed and adapted to the unique needs of most classrooms. Results from i-Ready diagnostics are communicated to teachers and used to inform instruction, and parents have access to the results of i-Ready diagnostics. Growth on i-Ready is factored into decisions for spotlight awards. For the most part, teachers and classrooms were provided with necessary supplies in a timely manner.

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.

At risk (based on SBAC, diagnostics, grades, attendance) students can participate in afterschool tutoring. Credit recovery is also available after school. PAPER tutorial has not been effective in certain areas (i.e. science fair), Teachers regularly collaborate to identify at risk students and schedule SSTs.

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).

Release half-days have been beneficial in sharing best practices and collaborative planning for student growth. A Monday meetings have emphasized self analysis and goal setting to meet students' SEL needs. Teachers across all curricular areas have access to their students i-Ready results.

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

Multiple sports (including Cheer) are offered through LEARNs. GSA and Christian Club are two examples of student-driven extra-curricular activities to support a variety of students. History Day office hours, robotics, and Science Olympiad support a variety of learners and learning styles.

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. Training for GenEd teachers working with SpEd students was limited regarding specific strategies for SpEd students.
2. Anti-Racism training was eliminated due to budget cuts, but a team attended Diversity & Equity training.

3. Opportunities for collaboration amongst SpEd and GenEd teachers were informal and inconsistent.

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. Include RSP teachers in our Departmental Release Days.
3. Continue Diversity and Equity Team training and incorporate into Staff Professional Development

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. Implement Data-Driven Instruction and Multi-Tiered Systems of Support (MTSS)
Use diagnostic and formative assessments (e.g., iReady) to identify learning gaps and deliver timely, targeted interventions through Tier 1 (whole class), Tier 2 (small group), and Tier 3 (individualized) supports. Review and reteach key concepts as needed.
2. Promote Student Ownership Through Goal Setting and Data Chats
Integrate student goal setting into instruction after each iReady Diagnostic. Conduct regular data chats to build student agency, increase motivation, and foster responsibility for academic progress.
3. Strengthen Family Engagement Through Transparent Communication
Share individual iReady results with parents after each administration. Partner with families to support academic growth and build trust through clear, consistent communication.
4. Utilize High-Impact Instructional Strategies
Incorporate explicit instruction, modeling, retrieval practice, and structured student discourse. Use scaffolding tools such as sentence starters and graphic organizers to support all learners, especially English Learners and students with special needs.
5. Use Flexible and Personalized Learning Models
Apply flipped classroom techniques and variations (e.g., recorded mini-lessons, preview homework) to provide personalized support and ensure students are prepared for in-class application.
6. Support Executive Functioning and Project Management
"Chunk" large assignments into manageable parts with regular check-ins. Provide progress monitoring to reduce overwhelm, identify areas of confusion, and build student confidence and independence.
7. Promote a Culture of Reading and Critical Thinking Through Library Access

A staffed library fosters a love of reading, supports critical thinking, and nurtures creativity and imagination. Regular library use enhances literacy and provides equitable access to diverse texts and learning resources.

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)
17,126	Title I Part A: Allocation
	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. Facilitate Student Data Chats and Strategic Goal Setting

Engage students in regular data chats using iReady or formative assessment results to review scores, reflect on strategies, and set individual learning goals. Foster classroom-wide conversations around growth mindset and shared academic strategies.

2. Implement Mixed-Readiness Center Groups

Design small group rotations that intentionally group students of varying achievement levels to promote peer modeling, academic discourse, and collaborative problem-solving. Provide targeted support within these groups based on diagnostic data.

3. Leverage PAPER for On-Demand Tutoring Support

Encourage students to access PAPER's 24/7 online tutoring from home for individualized help with assignments, reading comprehension, and math concepts. Teachers can monitor usage and recommend it as a Tier 2 or Tier 3 intervention.

4. Provide Differentiated Instruction with Scaffolds

Use sentence frames, graphic organizers, and guided templates to support students struggling with academic language and complex tasks. Tailor scaffolds based on student needs identified through MTSS data.

5. Use Progress Monitoring to Adjust Interventions

Regularly monitor student growth through iReady progress checks or formative assessments to evaluate the effectiveness of interventions and make timely instructional adjustments.

6. 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)
10,000	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.Expand Teacher Access to High-Quality External Professional Learning
Teachers will be encouraged and supported to attend conferences and workshops outside the district, such as those offered by CABE, CUE, NCTE, and ASCD. These opportunities will expose staff to innovative, research-based strategies proven to improve outcomes for diverse learners.
- 2.Establish Grade-Level and Department-Wide Pacing Alignment
Grade-level and content-area teams will collaborate to align pacing guides and scope and sequence documents. This ensures consistent, equitable coverage of essential standards and instructional strategies across classrooms, minimizing gaps and redundancies in instruction.
- 3.Conduct Regular Learning Walks with a Focus on Equity and Engagement
Teachers and site leaders will participate in non-evaluative Learning Walks to observe effective instructional practices, share feedback, and reflect on strategies that support inclusive classrooms. A special focus will be placed on engagement, scaffolding, and culturally responsive teaching.
- 4.Provide Ongoing Professional Development Aligned to MTSS, UDL, and Data-Driven Instruction
Site-based PD will emphasize Tiered Intervention strategies, Universal Design for Learning, and formative assessment practices. Teachers will use student data to plan lessons that differentiate instruction and provide just-in-time supports for struggling learners

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)
19000	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
4. Enrich Student Learning Through Engaging, Real-World Experiences (i.e STEAM Day, Career Day, the Science Fair, and History Day) and provide relevant field trips that connect classroom learning to real-world applications, spark curiosity, and deepen student engagement.

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)
13,816	LCFF Supplemental and Concentration (S/C)
2,000	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 -130.2 (Red) from 2024 by a total of 3.0 (To reach Orange) with a stretch goal of 105.1 or more (To reach Yellow) to end at -127.2 or lower by the end of the 2025-26 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 77% from 2024-25 by a total of 10% with a stretch goal of 20% to end at 87% or higher on the 2025-26 iReady Math Diagnostic II
- 3. ELA DFM for Students with Disabilities will decrease the baseline of -77.2 (Red) from 2024 by a total of 3.0 (To reach Orange) with a stretch goal of 72.1 or more (To reach Yellow) to end at -74.2 or lower by the end of the 2025-26 school year.
- 4. Diagnostic growth for Special Education Students from the iReady Reading Diagnostic I to the iReady Reading Diagnostic II, will increase the baseline of 92% from 2024-25 by a total of 10% with a stretch goal of 20% to end at 102% or higher on the 2025-26 iReady ELA Diagnostic II

Identified Need

- 1. On the 2023-24 CAASPP Math Assessment, 81.2% of Students with Disabilities did not meet standard.
 - a. At Grade 6, 84.0% of Students with Disabilities did not meet standard.
 - b. At Grade 7, 83.3% of Students with Disabilities did not meet standard.
 - c. At Grade 8, 76.9% of Students with Disabilities did not meet standard
- 2. On the 2024-25 iReady Math Diagnostic II, 75% of Special Education Students scored one or more grades below grade level.
 - a. At Grade 6, 83% of Students with Disabilities scored one or more grades below grade level.
 - b. At Grade 7, 66% of Students with Disabilities scored one or more grades below grade level.
 - c. At Grade 8, 72% of Students with Disabilities scored one or more grades below grade level.
- 3. On the 2024-25 iReady Math Diagnostic II, Special Education Students demonstrated 77% growth overall from the 2024-25 Math iReady Diagnostic I
 - a. At Grade 6, Students with Disabilities demonstrated 22% growth overall
 - b. At Grade 7, Students with Disabilities demonstrated 131% growth overall
 - c. At Grade 8, Students with Disabilities demonstrated 119% growth overall
- 4. On the 2023-24 CAASPP ELA Assessment, 74.6% of Students with Disabilities did not meet standard.
 - a. At Grade 6, 80.0% of Students with Disabilities did not meet standard.
 - b. At Grade 7, 72.2% of Students with Disabilities did not meet standard.
 - c. At Grade 8, 71.4% of Students with Disabilities did not meet standard

5. On the 2024-25 iReady Reading Diagnostic II, 78% of Special Education Students scored one or more grades below grade level.
- a. At Grade 6, 83% of Students with Disabilities scored one or more grades below grade level.
 - b. At Grade 7, 74% of Students with Disabilities scored one or more grades below grade level.
 - c. At Grade 8, 76% of Students with Disabilities scored one or more grades below grade level.
6. On the 2024-25 iReady Reading Diagnostic II, Special Education Students demonstrated 92% growth overall from the 2024-25 iReady Reading Diagnostic I
- a. At Grade 6, Special Education Students demonstrated 95% growth overall
 - b. At Grade 7, Special Education Students demonstrated 82% growth overall
 - c. At Grade 8, Special Education Students demonstrated 119% growth overall

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	DFM for Students with Disabilities was -130.2 on the 2024 CAASPP Math assessment	Math DFM for Students with Disabilities (SWD) will decrease the baseline of -130.2 (Red) from 2024 by a total of 3.0 (To reach Orange) with a stretch goal of 105.1 or more (To reach Yellow) to end at -127.2 or lower by the end of the 2025-26 school year..
CAASPP ELA	DFM for Students with Disabilities was -77.2 on the 2024 CAASPP ELA assessment	ELA DFM for Students with Disabilities will decrease the baseline of -77.2 (Red) from 2024 by a total of 3.0 (To reach Orange) with a stretch goal of 72.1 or more (To reach Yellow) to end at -74.2 or lower by the end of the 2025-26 school year.
iReady Math Diagnostic II	75% of Special Education Students scored one or more grade levels below on the 2024-25 iReady Math Diagnostic II	Special Education Students will decrease the baseline of 75% from 2024-25 by a total of 10% with a stretch goal of 20% to end at 65% or lower on the 2025-26 iReady Math Diagnostic II
iReady Math Diagnostic II	Special Education Students demonstrated 77% growth on the 2024-25 iReady Math Diagnostic II	Special Education Students will increase the baseline of 77% from 2024-25 by a total of 10% with a stretch goal of 20% to end at 87% or higher on the 2025-26 iReady Math Diagnostic II

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Reading Diagnostic II	78% of Special Education Students scored one or more grade levels below on the 2024-25 iReady Reading Diagnostic II	Special Education Students will decrease the baseline of 78% from 2024-25 by a total of 10% with a stretch goal of 20% to end at 68% or lower on the 2025-26 iReady Reading Diagnostic II
iReady Reading Diagnostic II	Special Education Students demonstrated 92% growth on the 2024-25 iReady Reading Diagnostic II	Special Education Students will increase the baseline of 92% from 2024-25 by a total of 10% with a stretch goal of 20% to end at 102% or higher on the 2025-26 iReady Reading Diagnostic III

Annual Review

SPSA Year Reviewed: 2024-25

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 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.

SDC teachers continued to use the workshop model to differentiate instruction. ELA and History classes had one long-term substitute teacher for the 2024-2025 school year who implemented the new ELA program, Study Sync. Previous grade-level standards were utilized to facilitate and enhance students' understanding of the current grade-level lesson. Furthermore, scaffolding and accommodations were integrated throughout the lesson. Modifications were also established to support students with moderate to severe placements as outlined in their IEPs.

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).

Our SpEd team met before the start of the school to assign caseloads and give sufficient time to plan, schedule, and prepare for IEPs for multiple students on our caseload. SpEd teachers also had two additional release days to collaborate as a team. Limited training was provided for GenEd teachers working with SpEd students. SpEd and GenEd teachers were provided with opportunities to collaborate and participate in professional development opportunities together.

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.

Specific planning time with GEN/ED teachers has been provided within SAI program. Frequent informal communications with GEN/ED teachers (i.e. Lunch, prep periods, phone conversations, texts, email, and in-person communication have continued throughout the school year) have been consistent. Communication with STAR program and current long term substitute teachers have not been consistent with case carriers. The SPED team clustered specific services however, this year there have been many challenges with behaviors due to the overpopulation of students, and overall behavioral concerns with individual students. (Condensed classrooms led to two RSP tracks, a cluster of combo grade level classes in SAI). Special Education and 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 GEND/ED by having consistent communication, balanced authority in the classroom, and equitable and differentiated approaches for students. Current opportunities for inclusion included Hawk Talk, GSA Club, Student Council, Choir, Art Club, Cheer Leading, Inclusion lunch art activities, and lunch bunch (pending). SAI classes from various grade levels have been combined to enhance support services. However, it has been challenging to effectively teach students from different grade levels within the designated period. Before the next academic school year, SAI teachers would like to know the classroom roster so that teachers can plan for the next school year. Special education teachers hold K-12 credentials in Special Education. It is suggested that special education teachers focus on teaching one grade level across all subjects. This approach could help efficiently support each grade level and prevent overcrowding in self-contained special education classes. To enhance the learning experience, we need to provide a dedicated full-time aide for each class period. This support will not only assist the teacher but also foster academic success and promote positive classroom behaviors

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 teacher was out on medical leave for the entire school year.
2. The SPED team clustered specific services, but now that there are two RSP tracks, students on track 2 are not aligned with the SAI classes.

3. Opportunities for collaboration between SpEd & Gen Ed were expanded as part our departmental release days, and "A" Monday Meeting professional development activities.

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. Include RSP teachers as part of our departmental release days.
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. Average Daily Attendance rate for All Students will increase the baseline of 94.9% from 2024-25 by 2.1% with a stretch goal of 2.6% to end at 97% by the end of the 2025-26 school year.
- 2. Chronic Absenteeism for All Students will decrease the baseline of 12.3% from 2024-25 by 2.3% with a stretch goal of 7.3% or more to end at 10% or lower by the end of the 2025-26 school year.
- 3. Suspension Rate All Students will decrease the baseline of 0.4% from 2024-25 by 0.4% to end at 0% by the end of the 2025-26 school yea
- 4. Expulsion Rate for All Students will decrease the baseline of 0.2% from 2024-25 by 0.2% to end at 0% by the end of the 2025-26 school year.
- 5. All Students will maintain a Drop-out Rate of 0.0% by the end of the 2025-26 school year

Identified Need

- 1. Hispanic Students (20.7%) and Students with Disabilities (27.2%) are identified as Chronically Absent (Red) on the 2024 California School Dashboard
- 2. Socio-Economically Disadvantaged Students are identified as Chronically Absent (Yellow) on the 2024 California School Dashboard
- 3. Average Daily Attendance for All Students for 2024-25 was 94.9%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Daily Attendance Rate	The 2024-25 average daily attendance rate was 94.9% Month 1 95.6% Month 2: 95.6% Month 3: 95.4% Month 4: 95.2% Month 5: 95.0% Month 6: 94.9% Month 7: 94.8% Month 8: 94.9% Month 9: 94.9%	Average Daily Attendance rate for All Students will increase the baseline of 94.9% from 2024-25 by 2.1% with a stretch goal of 2.6% to end at 97% by the end of the 2025-26 school year.
Chronic Absenteeism Rate	Chronic Absenteeism Rate for All Students for 2024-25 was 12.3%	Chronic Absenteeism for All Students will decrease the baseline of 12.3% from 2024-25 by 2.3% with a stretch goal of 7.3% or more to end at 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		or lower by the end of the 2025-26 school year.
Suspension Rate	Suspension Rate for All Students for 2023-24 is 0.4% Overall	Suspension Rate All Students will decrease the baseline of 0.4% from 2024-25 by 0.4% to end at 0% by the end of the 2025-26 school year .
Expulsion Rate	Expulsion Rate for All Students for 2024-25 is 0.2% Overall	Expulsion Rate for All Students will decrease the baseline of 0.2% from 2024-25 by 0.2% to end at 0% by the end of the 2025-26 school 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 2025-26 school year

Annual Review

SPSA Year Reviewed: 2024-25

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

SART team meets monthly to review student attendance data. Attendance data is monitored and reviewed to identify chronically absent students and reach out to parents and students. Independent study is also offered to students who need to be absent for up to 15 days. The importance of attendance and the district's attendance policies were emphasized and communicated throughout the year through District emails, principal weekly newsletters and Hawk News. Attendance clerk and counselors will discuss with students/parents of chronically absent students. The attendance clerk on campus is not full time. Per District directives attendance adjustments were made for the Eaton Fire school closures, as well as for fire and displaced victims.

Strategies to increase the implementation of Multiple Tier Systems of Support (MTSS)

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

Our Sped team provides teachers with information to help teachers identify and avoid triggers for students with behavioral and emotional needs along with strategies to remedy any negative or disruptive behavior. Our RTI team has implemented digital referrals in order to facilitate teacher response to negative student behavior. The team relies on a tier system if behaviors persist. The tier system has two teams consisting of parents, counselors, security, guidance, office staff, rti, and the principal and consists of interventions such as daily check in's, SLP meetings, etc. Our school maintains 2 counselors to check in with students and parents. The Second Step online program that is taught during Advisory helps to teach and expose students to a variety of tools to address social and societal discourse within a school setting.

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

Campus aides and administrators continue to monitor and supervise high traffic areas to ensure campus safety with the addition of a bathroom monitor this year. A Team from SMMS will be attending active shooter training on March 27. Lockdown drills were held as part of our monthly drills to help identify strategies for emergency preparedness. Drills are communicated through email, text messages, radio, and intercom. Monthly safety meeting with appropriate team members to discuss immediate safety concerns.

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 established, and our school counselors worked with our chronically absent students
2. SART conferences were temporarily put on hold due to the Eaton fire
3. Additional funding allowed us to add one more campus aide to provide for increased supervision.

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. Implement practice of SART conferences, emphasizing Students with Disabilities who are chronically absent.
2. Continue to develop and refine a comprehensive emergency response plan for our site.

3. Continue to refine our implementation of PUSD's Multiple Tier Systems of Support (MTSS)

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Strategies to increase student attendance and reduce chronic absenteeism:

1. Conduct monthly SART team meetings to closely monitor and review data from Every Day Labs attendance system.
2. Implement SART Conferences (individual and group) 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 with disabilities who are chronically absent
5. Provide funding so that our attendance clerk continues to be 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)

11,792

Source(s)

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 provide appropriate professional development to support.
2. Utilize Rtl Wellness Teacher to oversee MTSS implementation and enhance Rtl Tier I & Tier II Interventions
3. Establish Rtl Team to review areas of concern, identify Rtl II interventions and supports, and track and monitor individual student progress
4. Continue to develop and refine our Peer Mediation program.
5. Provide conflict resolution training for teachers through the Western Justice Center

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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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. Continue to develop and refine a comprehensive emergency management plan for our site to include training for teachers, students & staff
4. Convene monthly safety committee meetings with representatives from UTP, CSEA, Teamsters, and Administration.
- 5 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)
7,157	LCFF Supplemental and Concentration (S/C)
1,912	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 # 5

Goal 5: Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with knowledge and skills to successfully support and advocate for their child.

Goal 6

- 1. By October 2025, 100% of SMMS families will be registered to access the Aeries Parent Portal.
- 2. By June 2026, SMMS will offer four parent workshops with the option to attend both in-person & virtually
- 3. By June 2026, 10% of SMMS parents will have attended at least one parent workshop
- 4. By June 2026, 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. 96.44% of SMMS families are connected to the Parent Portal
- 2. Our % of socio-economically disadvantaged students has increased to 46%
- 3. Our parents and families need support 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 2024-25 school year 96.44% of SMMS families were connected to the Parent Portal.	SMMS families will increase the baseline of 96.44% by 1.56%, with a stretch goal of 3.56% to end at 98% by October, 2025
Parent Information Night/Workshop Offerings	During the 2024-25 school year, SMMS offered 4 opportunities for Parent Information Nights/Workshops	SMMS will increase the baseline of 4 opportunities for Parent Information Nights/Workshops by 100%, with a stretch goal of 150% to end at 8 opportunities or higher by June 2026

Annual Review

SPSA Year Reviewed: 2024-25

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 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

Coffees with the Principal did not occur at the beginning of each semester. However the Principal did present at the first PTSA meeting of the year, and hosted a community forum in response to the fires. We hosted information nights for our PTSA & our 8th Grade trip to Catalina, as well as a community forum, and information was regularly provided to parents regarding parent workshops and information nights offered throughout the district. In addition, SMMS had the 2nd highest % of Parent Portal accounts at 96.3%. We also successfully navigated the transition into our new website and maintained an active Facebook presence and yearbook.

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 least 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.

We did not establish quarterly workshops through Young & Healthy this year

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

Parent volunteer opportunities were communicated through a variety of means throughout the entire year, and our Community Assistant successfully guided parents through the clearance process. Parent volunteers ran our Cross Country Team, as well as our Science Olympiad Team and Speech and Debate Club. Parent volunteers' support of our efforts were once again celebrated with a special Volunteer Appreciation Breakfast.

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. Coffees with the Principal did not occur at the beginning of each semester, but the Principal presented at the first PTSA meeting of the year, and hosted a community forum in response to the fires.
2. Quarterly workshops through Young & Healthy were not established this year
3. Coordination of at least one parent workshop to support PTSA 's membership efforts did not occur.

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. Continue to provide opportunities for parents to connect and engage with the school.
2. Continue to provide opportunities for increased parent volunteerism.
3. Coordinate 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 online presence (Website, Facebook and Instagram) as well as 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)

6,523

LCFF Supplemental and Concentration (S/C)

1,432

Title I Part A: Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Strategies for providing ongoing Parent Information Night/Workshops throughout the year

1. Provide opportunities for parents to attend parent workshops both in-person and virtually.
2. Coordinate site specific parent workshops with PTSA's effort to gain more members through in-person meetings
3. Collaborate with Young & Healthy to provide parent workshops that address the needs of the adolescent child
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 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)

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	\$50558
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	\$50558
Other State/Local Funds provided to the school	\$43200

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

Total of federal, state, and/or local funds available for this school: \$93,758

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	43200	0.00
Title I Part A: Parent Involvement	1432	0.00
Title I Part A: Allocation	49126	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	43,200.00
Title I Part A: Allocation	49,126.00
Title I Part A: Parent Involvement	1,432.00

School Site Council Membership

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

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

Name of Members	Role
Garrett Newsom	Principal
Gina Davis	Classroom Teacher
Daniel Martinez	Classroom Teacher
Maria Medina	Other School Staff
Calvin Ramirez	Classroom Teacher
Julie Flad	Parent or Community Member
Charles Frey	Parent or Community Member
Brooklyn Sample	Parent or Community Member
Teresa Tubera	Parent or Community Member
Kinga Volkan-Kacso	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

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

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

This SPSA was adopted by the SSC at a public meeting on 5/21/25.

Attested:

Principal, Garrett Newsom on 5/21/25
SSC Chairperson, Charles Frey on 5/21/25

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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/guidanceusesinvestment.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/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Recommendations and Assurances

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

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

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

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

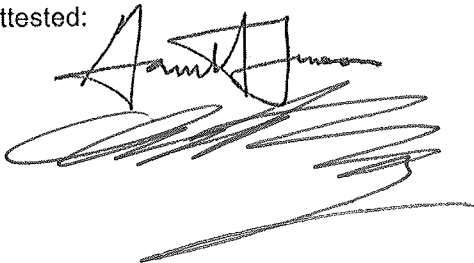
Signature	Committee or Advisory Group Name
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The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies 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 5/21/25.

Attested:



Principal, Garrett Newsom on 5/21/25
SSC Chairperson, Charles Frey on 5/21/25

Sierra Madre Middle School School Site Council (SSC)



May 17, 2025
6:00 p.m.

I. Welcome

- Approval of Minutes from April 2, 2025

II. Principals' Report

III. New Business

- Budget & Expenditures Update
- 2025-26 School Plan Approval
- 2025-26 Budget Priorities Approval
- SSC Elections

IV. Announcements

- Next SSC Meeting: September 3, 2025
- Future Events:

MAY

- **20-21** Variety Show 1:20pm
- **20** PTSA Meeting 6pm
- **22** Variety Show 1:20pm, 6:30pm
- **23** 8th Grade Float Your Boat
- **26** Memorial Day Holiday, No School
- **29** Volunteer Appreciation Breakfast
- **30** 6th Grade Picnic

JUNE

- **2-3** 8th Grade Promotion Rehearsal
- **3** 7th Grade Picnic
- **3** 8th Grade Promotion 6pm
- **4** 8th Grade Picnic
- **5** Last Day of School
- **5** Early Dismissal 1:00pm
- **6** Last Day for Teachers

V. Open Discussion



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 the District Central Office to provide direct services to school sites. This amount does NOT include the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2025-26, PUSD will provide the following services to the school sites as part of the Title I Other Authorized Activities Reservations total amount of \$2,853,685.00:

- MTSS 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;
- District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on instructional services to the teachers and students at school sites;
- Families in transition/ Foster Youth support staff and services including transportation;
- Parent and Community Engagement;

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 2025-26 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	Central Intervention Activities For Sites	\$2,853,685	7,990	\$357.16	234	\$83,574.75

Sierra Madre Middle School School Site Council (SSC)



May 21, 2025
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 21, 2025. 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: Gina Davis, Charlie Frey, Daniel Martinez, Maria Medina, Garrett Newsom, Teresa Tubera and Kinga Volkan-Kacso.

I. Welcome

- Approval of Minutes from April 2, 2025
 - Mr. Newsom reviewed the minutes of our last meeting
 - Motion to Approve: Charles Frey, 2nd: Maria Medina
 - Unanimous approval

II. Principals' Report

- Mr. Newsom reviewed the end of the year activities and the success of the Catalina Trip.

III. New Business

- Budget & Expenditures Update
 - Mr. Newsom reviewed the most recent expenditures and budget updates
 - SSC reviewed the expenditures for two teachers who traveled to the State level History Day competition.
 - Motion to Approve \$1,500: Charles Frey, 2nd: Gina Davis
 - Unanimous approval
- 2025-26 School Plan Approval
 - Mr. Newsom reviewed and discussed the activities/strategies for each of our SPSA's 6 Goals
 - ✓ Math
 - ✓ ELA/Literacy
 - ✓ Closing the Gap
 - ✓ Special Education
 - ✓ School Safety
 - ✓ Parent Community Involvement
 - Motion to Approve: Charles Frey, 2nd: Maria Medina
 - Unanimous approval
- 2025-26 Budget Priorities Approval
 - Mr. Newsom reviewed the results of our Budget Priorities Motion to Approve: Charles Frey, 2nd: Garrett Newsom
 - Unanimous approval
- SSC Elections
 - Mr. Newsom shared that our SSC election for next year would be held in May
 - 4 parent/community members have served for two years

IV. Announcements

- Next SSC Meeting: September 3, 2025
- Future Events:

MAY

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V. Open Discussion



Pasadena Unified School District Student Wellness and Support Services

PUSD School-Site Attendance Improvement Plan

School:	SMMS	Principal:	Garrett Newsom
School Number:	052	Counselor:	Alexandra Gonzales/Maureen Klauschie
Date Completed:	5/26/25	Principal Signature:	Garrett Newsom

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

2024-2025 Current Chronic Absentee Rate	2024-2025 Chronic Absentee End-Of-Year Goal	2025-2026 Chronic Absentee Goal
11.5%	5%	<10%

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 from Every Day Labs 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 at that point in the school year.	Monthly	Record of monthly SART team meetings

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Pasadena Unified School District Student Wellness and Support Services

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 continue to meet on a monthly basis and provide direct support through our school counselors. SART team will increase the number of SART Conferences for students who are chronically absent	As Needed	Record of SST/SART meetings throughout the year
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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. 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



Pasadena Unified School District Student Wellness and Support Services

Goal Item	Strategy & Activity Description	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
a. Attendance Intervention: Does the school have intervention strategies to address the specific barriers and needs of students struggling with attendance?	SART Team will apply the appropriate interventions (i.e. Truancy Letters, SART/SST, Tier II Interventions, Counseling, Mentoring, Alt Ed Placement etc.)	Monthly	Students at high-risk for chronic absenteeism will 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?	MTSS Coach will oversee implementation of PUSD's MTSS Framework	Daily	Students showing improvement in attendance will maintain or continue to improve.

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