School Year: **2026-27**

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 13, 2026	June 26, 2026

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 4/30/26, SSC members also received a completed version of the SPSA to review individually, and on 5/13/26 our SSC met for a final review and approval of the SMMS 2026-27 SPSA.

2. SMMS Faculty: The SMMS faculty meets twice a month throughout the school year. The meeting agendas include issues related to student academic achievement, school safety, and special education. Feedback and input from these meanings supported the development of recommendations to the School Site Council that were embedded within the SMMS 2025-26 SPSA. SMMS faculty took part in team meetings (3/9, 3/23, 4/20) to review and draft the year end analysis for each of their goals from last year's SPSA and to provide feedback for next year's plan. At our "A" meeting on 5/4/26, 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 2026-27 SPSA's goals, strategies, and activities.

4. Pasadena Unified School District Central Office Staff received a draft copy of the SMMS 2025-26 SPSA on 4/13/26 and provided feedback via the SPSA checklist. This feedback was incorporated into the final draft submitted on 5/14/26

Resource Inequities

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

For the 2026-27 School Year, Sierra Madre Middle School will receive $48,249 in Unrestricted funds, $48,060 in LCFF funds and $55,519 inTitle I funds. In order to fully fund our priorities we will need to supplement our budget with approximately $100,000 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/Pacifc 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

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Sierra Madre Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	%	%	0.17%			1
African American	4.89%	4.69%	4.39%	29	28	26
Asian	15.68%	16.42%	19.09%	93	98	113
Filipino	2.19%	3.02%	2.87%	13	18	17
Hispanic/Latino	31.20%	30.32%	28.72%	185	181	170
Pacific Islander	0.34%	0.34%	0.17%	2	2	1
White	34.74%	33.17%	30.41%	206	198	180
Multiple/No Response	9.27%	9.72%	11.82%	55	58	70
			Total Enrollment	593	597	592

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	207	208	192
Grade 7	187	205	209
Grade 8	199	184	191
Total Enrollment	593	597	592

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

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	11	12	20	1.4%	1.9%	3.4%
Fluent English Proficient (FEP)	127	125	131	19.3%	21.4%	22.1%

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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	189	201	211	188	198	210	188	198	210	99.5	98.5	99.5
Grade 7	196	184	194	193	183	192	193	183	192	98.5	99.5	99
Grade 8	170	197	176	165	193	176	165	193	176	97.1	98	100
All Grades	555	582	581	546	574	578	546	574	578	98.4	98.6	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2557.	2553.	2559.	25.53	24.75	32.86	38.83	36.87	34.29	19.68	20.71	17.14	15.96	17.68	15.71
Grade 7	2610.	2600.	2594.	40.93	33.88	32.81	33.16	36.07	38.54	14.51	16.94	14.58	11.40	13.11	14.06
Grade 8	2622.	2606.	2616.	32.12	31.61	38.64	40.61	39.90	27.84	16.97	12.95	21.02	10.30	15.54	12.50
All Grades	N/A	N/A	N/A	32.97	29.97	34.60	37.36	37.63	33.74	17.03	16.90	17.47	12.64	15.51	14.19

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	25.53	28.79	33.81	57.98	54.04	50.00	16.49	17.17	16.19
Grade 7	39.38	34.97	34.90	51.30	54.64	52.08	9.33	10.38	13.02
Grade 8	36.97	33.16	36.36	51.52	52.85	52.27	11.52	13.99	11.36
All Grades	33.88	32.23	34.95	53.66	53.83	51.38	12.45	13.94	13.67

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	25.00	18.69	19.05	56.38	64.14	65.24	18.62	17.17	15.71
Grade 7	43.52	37.70	36.46	44.04	52.46	51.56	12.44	9.84	11.98
Grade 8	36.97	27.98	33.52	50.30	56.99	52.27	12.73	15.03	14.20
All Grades	35.16	27.87	29.24	50.18	58.01	56.75	14.65	14.11	14.01

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	17.02	20.71	18.10	76.06	73.23	73.33	6.91	6.06	8.57
Grade 7	24.87	20.77	19.27	67.88	72.13	72.92	7.25	7.10	7.81
Grade 8	23.64	29.53	29.55	68.48	60.62	64.77	7.88	9.84	5.68
All Grades	21.79	23.69	21.97	70.88	68.64	70.59	7.33	7.67	7.44

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	19.15	22.22	29.52	69.15	67.68	56.67	11.70	10.10	13.81
Grade 7	34.72	27.32	31.25	56.99	62.84	58.85	8.29	9.84	9.90
Grade 8	33.33	27.46	28.98	61.21	61.14	62.50	5.45	11.40	8.52
All Grades	28.94	25.61	29.93	62.45	63.94	59.17	8.61	10.45	10.90

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, Listenting & 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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	189	201	211	188	196	210	188	196	210	99.5	97.5	99.5
Grade 7	196	184	194	193	182	192	193	182	192	98.5	98.9	99
Grade 8	170	197	176	166	191	176	166	191	176	97.6	97	100
All Grades	555	582	581	547	569	578	547	569	578	98.6	97.8	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2556.	2551.	2573.	34.04	36.73	43.81	19.15	17.35	15.71	22.87	22.96	23.33	23.94	22.96	17.14
Grade 7	2588.	2584.	2578.	41.97	37.36	38.02	21.76	24.73	19.27	11.92	16.48	21.35	24.35	21.43	21.35
Grade 8	2620.	2609.	2617.	46.99	41.88	40.91	18.07	17.80	20.45	16.27	16.23	15.34	18.67	24.08	23.30
Grade 11															
All Grades	N/A	N/A	N/A	40.77	38.66	41.00	19.74	19.86	18.34	17.00	18.63	20.24	22.49	22.85	20.42

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	32.45	31.12	35.71	44.15	44.39	43.33	23.40	24.49	20.95
Grade 7	41.45	37.36	33.33	36.79	43.41	43.75	21.76	19.23	22.92
Grade 8	40.36	37.70	34.09	44.58	38.74	47.73	15.06	23.56	18.18
Grade 11									
All Grades	38.03	35.33	34.43	41.68	42.18	44.81	20.29	22.50	20.76

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	26.60	29.08	35.71	53.19	45.41	44.76	20.21	25.51	19.52
Grade 7	38.34	30.77	33.85	44.04	51.65	43.75	17.62	17.58	22.40
Grade 8	40.96	41.36	34.66	46.99	43.98	42.61	12.05	14.66	22.73
All Grades	35.10	33.74	34.78	48.08	46.92	43.77	16.82	19.33	21.45

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	31.38	31.12	36.19	52.66	49.49	51.43	15.96	19.39	12.38
Grade 7	39.38	32.42	30.21	45.08	52.75	48.96	15.54	14.84	20.83
Grade 8	36.14	34.03	34.09	48.80	50.79	53.41	15.06	15.18	12.50
All Grades	35.65	32.51	33.56	48.81	50.97	51.21	15.54	16.52	15.22

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

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	7
7	*	*	*	*	*	*	*	*	*	*	*	4
8	*		*	*		*	*		*	*		*
All Grades										5	*	13

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	46.15	*	*	53.85	*	*	0.00	*	*	0.00	*	*	13

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	69.23	*	*	30.77	*	*	0.00	*	*	0.00	*	*	13

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	23.08	*	*	38.46	*	*	38.46	*	*	0.00	*	*	13

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*		*	*		*	*		*	*		*
All Grades	*	*	23.08	*	*	76.92	*	*	0.00	*	*	13

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*		*	*		*	*		*	*		*
All Grades	*	*	100.00	*	*	0.00	*	*	0.00	*	*	13

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*		*	*		*	*		*	*		*
All Grades	*	*	30.77	*	*	61.54	*	*	7.69	*	*	13

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*		*	*		*	*		*	*		*
All Grades	*	*	0.00	*	*	100.00	*	*	0.00	*	*	13

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 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
597	**39.4%**	**2%**	**0.2%**
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	12	2%
Foster Youth	1	0.2%
Homeless	2	0.3%
Socioeconomically Disadvantaged	235	39.4%
Students with Disabilities	80	13.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	28	4.7%
American Indian	0	0.0%
Asian	98	16.4%
Filipino	18	3%
Hispanic	181	30.3%
Two or More Races	58	9.7%
Pacific Islander	2	0.3%
White	198	33.2%

Conclusions based on this data:

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

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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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Our African American Students decreased into a Red rating in ELA & Math.
2. Our Suspension Rate improved into a Blue rating by maintaining a 0.2% suspension rate.
3. Our Chronic Absenteeism rate decreased by 0.3% to 11.7% overall, but our Students with Disabilities remained with a Red rating.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	1	1	2

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
39.5 points above standard	41.4 points below standard	Fewer than 11 students - No Data for Privacy
Increased 3.6 points	Increased 7.4 points	4 Students
574 Students	30 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	1 points below standard
1 Student	2 Students	Declined 8 points
		233 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
80.8 points below standard	50.3 points below standard	0 Students
Declined 3.6 points	Declined 35 points	
77 Students	28 Students	

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Orange
88.2 points above standard	48.2 points above standard	6.7 points below standard
Declined 7.6 points	Increased 37.5 points	Maintained 2.3 points
96 Students	18 Students	169 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Blue
70.5 points above standard	Fewer than 11 students - No Data for Privacy	59.5 points above standard
Increased 7.1 points	2 Students	Increased 10 points
58 Students		191 Students

Conclusions based on this data:

1. SMMS' ELA remained in the Green, but demonstrated a decline for Asian, African American and Students with Disabilities
2. SMMS' Hispanic Students maintained with an increase of 2.3 points.
3. SMMS' English Learners demonstrated an overall increase of 7.4 points

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	2	1	0	3

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
21.5 points above standard	63.9 points below standard	Fewer than 11 students - No Data for Privacy
Increased 8.9 points	Increased 29.7 points	4 Students
574 Students	30 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	29.4 points below standard
1 Student	2 Students	Maintained 1.4 points
		233 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
107.2 points below standard	98.8 points below standard	0 Students
Increased 23 points	Declined 14.6 points	
77 Students	28 Students	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Yellow
96.4 points above standard	18.9 points above standard	44.2 points below standard
Maintained 2.1 points	Declined 13.9 points	Increased 14.7 points
96 Students	18 Students	169 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Blue
44.9 points above standard	Fewer than 11 students - No Data for Privacy	51.8 points above standard
Increased 12.5 points	2 Students	Increased 7.2 points
58 Students		191 Students

Conclusions based on this data:

1. SMMS' ELA remained in the Green, but our African American students declined by 14.6 points
2. SMMS' Hispanic Students increased by 14.7 points into a Yellow Rating.
3. SMMS' English Learners increased by 29.7 points.

School and Student Performance Data

Academic Performance
Science

The 2025 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.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	0	1

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 No Performance Color	 No Performance Color
65.3 science points	Fewer than 11 students - No Data for Privacy	0 Students
Maintained 0.1 points	3 Students	
176 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	0 Students	54.6 science points
1 Student		Declined 4.2 points
		66 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
42.5 science points	Fewer than 11 students - No Data for Privacy	0 Students
Maintained 0.9 points	8 Students	
22 Students		

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	Yellow
80.8 science points	Fewer than 11 students - No Data for Privacy	51.9 science points
Increased 5 points	6 Students	Declined 2.5 points
26 Students		48 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	Blue
69.8 science points	Fewer than 11 students - No Data for Privacy	72.2 science points
Declined 5.3 points	1 Student	Increased 5.6 points
17 Students		65 Students

Conclusions based on this data:

1. SMMS' Science remained in the Blue, but our Hispanic, Two or More Races, and Socio-economically disadvantaged students declined.
2. Asian students increased by 5 points, and our White Students increased by 5.6 points
3. Students with Disabilities maintained with an increase of 0.9 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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
No Performance Color	No Performance Color
72.7 making progress.	making progress.
Number Students: 11 Students	Number Students: 4 Students

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.

2025 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**
9.1%	18.2%	0%	72.7%

Conclusions based on this data:

1. 72.7% of our EL students progressed at least one ELPI Level
2. 18.2% of our EL students maintained ELPI Level 1, 2L, 2H, 3L, or 3H
3. 9.1% of our EL students decreased one ELPI level.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 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 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 No Performance Color	 No Performance Color
11.7% Chronically Absent	15.4% Chronically Absent	Fewer than 11 students - No Data for Privacy
Maintained -0.2	Declined 30.1	5 Students
605 Students	13 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	19% Chronically Absent
2 Students	2 Students	Declined 1.3
		253 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
28.1% Chronically Absent	27.6% Chronically Absent	0 Students
Increased 0.9	Increased 24.1	
89 Students	29 Students	

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Yellow
3% Chronically Absent	5.6% Chronically Absent	16.3% Chronically Absent
Declined 1.3	Declined 2.1	Declined 4.4
100 Students	18 Students	184 Students

Two or More Races	Pacific Islander	White
 Green	 No Performance Color	 Orange
6.9% Chronically Absent	Fewer than 11 students - No Data for Privacy	12% Chronically Absent
Declined 2.1	2 Students	Increased 2
72 Students		200 Students

Conclusions based on this data:

1. SMMS' Chronic Absenteeism rate maintained with a decrease of 0.2%
2. SMMS' Chronic Absenteeism rate for Students with Disabilites inreased by 0.9%
3. SMMS' Chronic Absenteeism rate for African American Students inreased by 24.1%

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 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

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	1	4

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 No Performance Color	 No Performance Color
0.5% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Maintained -0.2%	Maintained 0%	5 Students
610 Students	13 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	0.8% suspended at least one day
2 Students	2 Students	Maintained 0.1%
		255 Students

Students with Disabilities	African American	American Indian
 Blue	 No Performance Color	 No Performance Color
0% suspended at least one day	0% suspended at least one day	0 Students
Declined 2.2%	Maintained 0%	
89 Students	29 Students	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Yellow
0% suspended at least one day	0% suspended at least one day	1.1% suspended at least one day
Declined 1.1%	Maintained 0%	Increased 0.6%
101 Students	18 Students	185 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Blue
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0.5% suspended at least one day
Declined 1.5%	2 Students	Maintained 0%
73 Students		202 Students

Conclusions based on this data:

1. The overall suspension rate maintained with a decrease of 0.2%
2. Our suspension rate for Hispanic students increased by 0.6%
3. The suspension rate for every other subgroup maintained or declined.

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 +21.5 (Green) from 2025 by a total of 13.5 (to reach Blue) with a stretch goal of 20 (To reach highest Blue) to end at +35.0 or higher by the end of the 2026-27 school year
2. Diagnostic growth from the Math iReady Diagnostic I to the Math iReady Diagnostic II will increase the baseline of 62% from 2025-26 by a total of 13% with a stretch goal of 38% to end at 75% or higher on the 2026-27 iReady Math Diagnostic II

Identified Need

1. On the 2024.25 CAASPP Math Assessment, 40.7% of All Students did not meet standard.
a. At Grade 6, 40.5% of All Students did not meet standard.
b. At Grade 7, 42.7% of All Students did not meet standard
c. At Grade 8, 38.6% of All Student did not meet standard

2. On the 2024-25 CAASPP Math Assessment, All Students demonstrated the greatest need in the area of Communicating Reasoning, as demonstrated by 66.4% of All Students scoring near or below standard
a. At Grade 6, 63.8% of All Students scored near or below standard
b. At Grade 7, 69.8% of All Students scored near or below standard
c. At Grade 8, 65.9% of All Students scored near or below standard

3. On the 2024-25 CAASPP Math Assessment, 7th Grade Students demonstrated the greatest need in each category.
a. Concepts & Procedures, 66.7% of All Students scored near or below standard
b. Problem Solving & Data Analysis, 66.2% of All Students scored near or below standard
c. Communicating Reasoning, 69.8% of All Students scored near or below standard

4. On the 2025-26 iReady Math Diagnostic II, 36% of All Students scored one or more grades below grade level.
a. At Grade 6, 32% of All Students scored one or more grades below grade level.
b. At Grade 7, 38% of All Students scored one or more grades below grade level.
c. At Grade 8, 37% of All Students scored one or more grades below grade level.

5. On the 2025-26 iReady Math Diagnostic II, All Students demonstrated 62% growth overall from the 2025-26 iReady Math Diagnostic I
a. At Grade 6, students demonstrated 62% growth overall
b. At Grade 7, students demonstrated 57% growth overall
c. At Grade 8, students demonstrated 77% growth overall

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	DFM for All Students was +21.5 on the 2025 CAASPP Math assessment	Math DFM for All Students will increase the baseline of +21.5 (Green) from 2025 by a total of 13.5 (to reach Blue) with a stretch goal of 20 (To reach highest Blue) to end at +35.0 or higher by the end of the 2026-27school year
CAASPP Math	66.4% of All Students scored near or below standard in Communicating Reasoning on the 2025 CAASPP Math assessment.	All Students will decrease the baseline of 66.4% by 6.4% with a stretch of goal of 15% to end at 60% or lower in Communicating Reasoning by the end of the 2026-27 school year.
iReady Math Diagnostic II	64% of All Students scored on or above grade level on the 2025-26 iReady Math Diagnostic II	All Students will increase the baseline of 64% from 2025-26 by a total of 6% with a stretch goal of 15% to end at 70% or higher on the 2026-27 iReady Math Diagnostic II
iReady Math Diagnostic II	Overall, students demonstrated 62% growth from the 2025-26 iReady Math Diagnostic I to the 2025-26 iReady Math Diagnostic II	Overall, students will increase the baseline of 62% from 2025-26 by a total of 13% with a stretch goal of 38% to end at 75% or higher on the 2026-27 iReady Math Diagnostic II
iReady Personalized Instruction	80.4% of All Students participated in the iReady Personalized Instruction lessons during the 2025-26 school year.	All Students will increase the baseline of of 80.4% from 2025-26 by a total of 4.6% with a stretch goal of 19.6% to end at 85.0% or higher by the end of the 2026-27 school year.
iReady Personalized Instruction	96.3% of All Students passed 70-100% of their iReady lessons during the 2025-26 school year.	All Students will increase the baseline of 96.3% from 2025-26 by a total of 3.7% to end at 100% by the end of the 2026-27 school year

Annual Review

SPSA Year Reviewed: 2025-26

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. 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.

We are all using the district provided curriculum, following the pacing guide and are finding the learning walk feedback encouraging and useful. All teachers implement Tier 1 instruction. In order to effectively implement Tier 2 and Tier 3, a second adult in the classroom is necessary. iReady math personal instruction is being implemented effectively at all grade levels.

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.

The math release days are effective and useful for collaborating vertically and within grade level. We will use the iReady assessments diagnostic data to review for the SBAC math test. The MTSS coach had data chats with all the math classes. The Special Education department should be given the option to attend the release days.

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.

We use a variety of assessment tools to monitor student progress. The MTSS coach conducts data chats with all math classes.

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. Programs other than iReady are not cost effective for students who graduate from our adopted curriculum.
2. After school free tutoring was not offered this year for students to receive extra math help.
3. Special Education teacher were able to partially attend department release days.

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.

Each teacher will conduct their own data chats due to the loss of our MTSS coach.

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 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 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)

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 four 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.Include Special Education Staff in Math Department Planning
Invite (optional) special education teachers to participate in departmental release days to promote co-planning, inclusive practices, and alignment of support 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 +39.5 (Green) from 2025 by a total of 5.5 (to reach Blue) with a stretch goal of 15 or higher (To reach highest Blue) to end at +45 or higher by the end of the 2026-27 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 2024-25 CAASPP ELA Assessment, 31.7% of All Students did not meet standard.
a. At Grade 6, 32.9% of All Students did not meet standard.
b. At Grade 7, 28.7% of All Students did not meet standard.
c. At Grade 8, 33.5.5% of All Student did not meet standard

2. On the 2024-25 CAASPP ELA Assessment, All Students demonstrated the greatest need in the area of Listening, as demonstrated by 78.1% of All Students scoring near or below standard
a. At Grade 6, 81.9% of All Students scored near or below standard.
b. At Grade 7, 80.7% 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 2024-25 CAASPP ELA Assessmentt, 6th Grade Students demonstrated the greatest need in each category
a. Reading, 76.2% of All Students scored near or below standard
b. Writing, 81% of All Students scored near or below standard
c. Listening, 81.9% of All Students scored near or below standard
d. Research/Inquiry, 70.5% of All Students scored near or below standard

4. On the 2025-26 iReady Reading Diagnostic II, 34% of All Students scored one or more grades below grade level.
a. At Grade 6, 32% of All Students scored one or more grades below grade level.
b. At Grade 7, 33% 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 2025-26 iReady Reading Diagnostic II All Students demonstrated 152% growth overall from the 2025-26 iReady Reading Diagnostic I
a. At Grade 6, students demonstrated 125% growth overall
b. At Grade 7, students demonstrated 150% growth overall
c. At Grade 8, students demonstrated 214% growth overal

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	DFM for All Students was +39.5 on the 2025 CAASPP ELA assessment	English Language Arts (DFM) for All Students will increase the baseline of +39.5 (Green) from 2025 by a total of 5.5 (to reach Blue) with a stretch goal of 15 or higher (To reach highest Blue) to end at +45 or higher by the end of the 2026-27 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	67% of All Students scored on or above grade level as measured by the 2025-26 iReady Reading Diagnostic II	All Students will increase the baseline of 67% from 2025-26 by a total of 8% with a stretch goal of 15% or more to end at 75% or higher as measured by the 2026-27 iReady Reading Diagnostic II
iReady Reading Diagnostic II	Overall students demonstrated 152% growth from the 2025-26 iReady Reading Diagnostic I to the 2025-26 iReady Reading Diagnostic II	Overall, students will increase the baseline of 152% from 2025-26 by a total of 23% with a stretch goal of 50% to end at 175% or higher on the 2026-27 iReady Reading Diagnostic II
iReady Individualized Instruction	91.8% of All Students participated in the iReady online lessons during the 2025-26 school year.	All Students will increase the baseline of of 91.8% from 2025-26 by a total of 3.2% with a stretch goal of 10% to end at 95% or higher by the end of the 2026-27 school year.
iReady Individualized Instruction	84% of All Students passed 70-100% of their iReady lessons during the 2025-26 school year.	All Students will increase the baseline of 84% from 2025-26 by a total of 6% with a stretch goal of 16% to end at 90% or higher by the end of the 2026-27 school year.

Annual Review

SPSA Year Reviewed: 2025-26

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. 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.

Successfully integrated StudySync's systematic approach to vocabulary, fluency, and comprehension instruction. The platform's collaborative conversations and discussion questions provided explicit instruction while ensuring students accessed grade-level content through structured dialogue and peer interaction. Effectively applied UDL principles through StudySync's built-in differentiation resources and multiple means of representation. Culturally responsive practices were embedded through diverse text selections and collaborative peer review opportunities via StudySync Blasts, creating inclusive learning experiences for all students including ELs and SPED learners. Sentence frames used in ELD classes and ELA classes, adjusting individual levels for iReady lessons, using Study Sync Blasts for responses and peer reviews Maintained consistent library visits focused on AI and digital literacy instruction alongside leveled book checkout systems to support personalized reading levels. Successfully sustained iReady Mondays with weekly lesson completion requirements, ensuring regular engagement with adaptive literacy instruction. Literature circles were implemented during library time, while the expanded library programming contributed to building a stronger schoolwide reading culture through systematic weekly engagement and diverse learning opportunities.The librarian gave lessons on how to construct bibliographies, plagiarism, etc.

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.

Successfully implemented release half-days that provided essential collaboration opportunities between teachers and instructional coaches. These sessions facilitated meaningful professional exchange, with individual teachers sharing innovative strategies, including AI integration in classroom instruction and successful lesson designs that generated high student engagement. The structured time supported both lesson planning and the development of aligned instructional practices across the department. Promethean board training was provided, focused on iReady integration to enhance student engagement through interactive instruction in ELA classrooms. NCTE memberships were not provided to ELA teachers during this implementation period. This remains an area for future consideration to support access to research-based instructional strategies, professional webinars, and national community of practice opportunities. Made progress in SEL implementation with the instructional coach delivering targeted Social-Emotional Learning lessons to 8th-grade students. This direct classroom support model provided both student instruction and teacher modeling of SEL strategies in practice.

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.

Successfully distributed iReady Diagnostic results through staff meetings, enabling teachers to analyze student growth patterns and adjust individualized iReady lessons accordingly. The consistent Monday instructional practice resulted in the highest iReady reading growth across all grade levels, with notable achievement of some students reaching high school reading levels and testing out of the program entirely. Conducted structured data chats at both the beginning and midpoint of the school year. Students actively engaged with their data through completion of data chat sheets, setting personal learning goals, and reflecting on stretch growth targets. This process fostered student ownership by having them identify specific strategies they would implement differently to achieve their goals. Established clear communication pathways by providing families with access codes for individual iReady Diagnostic reports. Administration facilitated parent engagement by ensuring families could independently access and review their student's assessment results and progress data. Developed a comprehensive approach to tiered intervention by aligning academic data with behavioral outcomes. This data-driven system enabled targeted support decisions across Tier 1, 2, and 3 levels, creating a holistic view of student needs that informed both academic and behavioral interventions

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

1. We were able to provide 4 1/2 day departmental release days for ELA teachers to meet and collaborate.
2. NCTE memberships were not provided to ELA teachers during this implementation period
3. Funding for Book Taco reading program was procured through a PEF schoolwide grant.

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.

The budget will impact our release days & coaches, provided that they facilitate our meetings. We will not be provided with a librarian; therefore, impeding access to books, projects, and lessons that have been provided by our current librarian. Due to the loss of a librarian position, research and digital literacy instruction will need to be integrated into regular ELA classroom instruction. Teachers will need to receive additional training on plagiarism prevention and digital literacy skills. Teachers will need further support and time to collaborate as colleagues and create functioning plans that will be reasonably actionable.

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 four 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 2025–2026 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 forFree Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 3

Closing the Gap
1. Math
a. DFM for Hispanic students will decrease the baseline of -47.2 (Yellow) from 2025 by a total of 22.2 (To reach Green) with a stretch goal of 47 or more (To reach Blue) to end at -25 or higher by the end of the 2026-
27 school year.
b. DFM for African-American students will decrease the baseline of -98.8 (Red) from 2025 by a total of 3.0 (To reach Orange) with a stretch goal of 4.8 or more (To reach Yellow) to end at -895.8 or higher by the end of
the 2026-27 school year
c. DFM for English Learners will decrease the baseline of -63.9 (Yellow) from 2025 by a total of 38.8 (To reach Green) with a stretch goal of 40 or more (To reach Blue) to end at -25.1 or higher by the end of the 2026-
27 school year.
d. DFM for Socio-Economically Disadvantaged students will decrease the baseline of -29.4 (Orange) from 2025 by a total of 3.0 (To reach Yellow) with a stretch goal of 4.4 or more (To reach Green) to end at -26.4 or higher
by the end of the 2026-27 school year.

2. ELA
a. DFM for Hispanic students will increase the baseline of -6.7 (Orange) from 2025 by a total of 1.7 (To reach Yellow) with a stretch goal of 3.0 or more (To reach Green) to end at -5.0 or higher by the end of the 2026-27
school year.
b. DFM for African-American students will decrease the baseline of -50.3 (Orange) from 2025 by a total of 3.0 (To reach Yellow) with a stretch goal of 45.3 or more (To reach Green) to end at -47.3 or higher by the end of the
2026-27 school year
c. DFM for English Learners will will decrease the baseline of -41.4 (Yellow) from 2025 by a total of 36.4 (To reach Green) with a stretch goal of 51.4 or more (To reach Blue) to end at -5.0 or lower by the end of the 2026-
27 school year
d. DFM for Socio-Economically Disadvantage students will increase the baseline of -1.0 (Yellow) from 2025 by a total of 3.0 (To reach Green) with a stretch goal of 11 or more (To reach Blue) to end at +2 or higher by the
end of the 2026-27 school year.

3. 20% of English Learners will reclassify annually

Identified Need

1. On the 2024-25 CAASPP ELA Assessment, 31.7% of All Students did not meet standard.
a. 47.1% of Hispanic Students did not meet standard.
b. 71.4% of African American Students did not meet standard.
c. 46.0% of Socio-Economically Disadvantaged Students did not meet standard.

2. On the 2024-25 CAASPP Math Assessment, 40.7% of All Students did not meet standard.
a. 61.8% of Hispanic Students did not meet standard.
b. 92.9% of African American Students did not meet standard.
c. 57.4% of Socio-Economically Disadvantaged Students did not meet standard.

3. On the 2025-26 iReady Reading Diagnostic II, 39.0% of All Students scored one or more grades below grade level.
a. 48% of Hispanic Students scored one or more grades below grade level.
b. 58% of African American students scored one or more grades below grade level.

4. On the 2025-26 iReady Reading Diagnostic II, All Students demonstrated 152% growth overall from the 2025-26 iReady Reading Diagnostic I
a. Hispanic students demonstrated 124% growth overall
b. African American students demonstrated 163% growth overall

5. On the 2025-26 iReady Math Diagnostic II, 37% of All Students scored one or more grades below grade level.
a. 57% of Hispanic Students scored one or more grades below grade level.
b. 63% of African American students scored one or more grades below grade level.

6. On the 2025-26 Math iReady Diagnostic II, All Students demonstrated 62% growth overall from the 2025-26 Math iReady Diagnostic I
a. Hispanic students demonstrated 44% growth overall
b. African American students demonstrated 12% growth overal

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Mathematics	DFM for Hispanic students was -47.2 on the 2025 CAASPP Math assessment.	DFM for Hispanic students will decrease the baseline of -47.2 (Yellow) from 2025 by a total of 22.2 (To reach Green) with a stretch goal of 47 or more (To reach Blue) to end at -25 or higher by the end of the 2026-27 school year.
CAASPP Mathematics	DFM for African-American students was -98.8 on the 2025 CAASPP Math assessment.	DFM for African-American students will decrease the baseline of -98.8 (Red) from 2025 by a total of 3.0 (To reach Orange) with a stretch goal of 4.8 or more (To reach Yellow) to end at -895.8 or higher by the end of the 2026-27 school year

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Mathematics	DFM for English Learners was -63.9 on the 2025 CAASPP Math assessment.	DFM for English Learners will decrease the baseline of -63.9 (Yellow) from 2025 by a total of 38.8 (To reach Green) with a stretch goal of 40 or more (To reach Blue) to end at -25.1 or higher by the end of the 2026-27 school year.
CAASPP Mathematics	DFM for Socio-economically Disadvantaged students was -29.4 on the 2025 CAASPP Math assessment	DFM for Socio-Economically Disadvantaged students will decrease the baseline of -29.4 (Orange) from 2025 by a total of 3.0 (To reach Yellow) with a stretch goal of 4.4 or more (To reach Green) to end at -26.4 or higher by the end of the 2026-27 school year.
CAASPP ELA	DFM for Hispanic Students was -6.7 on the 2025 CAASPP ELA assessment	DFM for Hispanic students will increase the baseline of -6.7 (Orange) from 2025 by a total of 1.7 (To reach Yellow) with a stretch goal of 3.0 or more (To reach Green) to end at -5.0 or higher by the end of the 2026-27 school year.
CAASPP ELA	DFM for African American Students was -50.3 on the 2025 CAASPP ELA assessment	DFM for African-American students will decrease the baseline of -50.3 (Orange) from 2025 by a total of 3.0 (To reach Yellow) with a stretch goal of 45.3 or more (To reach Green) to end at -47.3 or higher by the end of the 2026-27 school year
CAASPP ELA	DFM for English Learners was -41.4 on the 2025 CAASPP ELA assessment	DFM for English Learners will will decrease the baseline of -41.4 (Yellow) from 2025 by a total of 36.4 (To reach Green) with a stretch goal of 51.4 or more (To reach Blue) to end at -5.0 or lower by the end of the 2026- 27 school year
CAASPP ELA	DFM for Socio-economically Disadvantaged students was -1.0 on the 2025 CAASPP ELA assessment	DFM for Socio-Economically Disadvantage students will increase the baseline of -1.0 (Yellow) from 2025 by a total of 3.0 (To reach Green) with a stretch goal of 11 or more (To

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		reach Blue) to end at +2 or higher by the end of the 2026-27 school year.
iReady Math Diagnostic II	43% of Hispanic Students scored on or above grade level on the 2025-26 iReady Math Diagnostic II	Hispanic students will increase the baseline of 43% from 2025-26 by a total of 10% with a stretch goal of 20% to end at 53% or higher on the 2026-27 iReady Math Diagnostic II
iReady Math Diagnostic II	37% of African American students scored scored on or above grade level on the 2025-26 iReady Math Diagnostic II	African American students will increase the baseline of 37% from 2025-26 by a total of 10% with a stretch goal of 20% to end at 47% or higher on the 2026-27 iReady Math Diagnostic II
iReady Math Diagnostic II	Hispanic students demonstrated 44% growth on the 2025-26 iReady Math Diagnostic II	Hispanic students will increase the baseline of 44% from 2024-25 by a total of 10% with a stretch goal of 20% to end at 54% or higher on the 2026-27 iReady Math Diagnostic II
iReady Math Diagnostic II	African American students demonstrated 12% growth on the 2025-26 iReady Math Diagnostic II	African American students will increase the baseline of 12% from 2025-26 by a total of 10% with a stretch goal of 20% to end at 22% or higher on the 2026-27 iReady Math Diagnostic II
iReady Reading Diagnostic II	52% of Hispanic Students scored on or above grade level on the 2025-26 iReady Reading Diagnostic II	Hispanic students will increase the baseline of 52% from 2025-26 by a total of 10% with a stretch goal of 20% to end at 62% or higher on the 2026-27 iReady Reading Diagnostic II
iReady Reading Diagnostic II	42% of African American Students scored on or above grade level on the 2025-26 iReady Reading Diagnostic II	African American students will increase the baseline of 42% from 2025-26 by a total of 10% with a stretch goal of 20% to end at 52% or higher on the 2026-27 iReady Reading Diagnostic II
iReady Reading Diagnostic II	Hispanic students demonstrated 124% growth on the 2025-26 iReady Reading Diagnostic II	Hispanic students will increase the baseline of 124% from 2025-26 by a total of 10% with a stretch goal of 20% to end at

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		134% or higher on the 2026-27 iReady Reading Diagnostic II
iReady Reading Diagnostic II	African American students demonstrated 163% growth on the 2025-26 iReady Reading Diagnostic II	African American students will increase the baseline of 163% from 2025-26 by a total of 10% with a stretch goal of 20% to end at 173% 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: 2025-26

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. 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.

In order to succeed at the goals and implement the strategies outlined in our 2024/2025 annual review, the school provides adequate training on new instructional tools, provides time for faculty to review data information (such as iReady), use meeting time to collaborate with grade/subject level to align our strategies to help meet the needs of diverse learners. To achieve the school's goals, the implementation focuses on a multi-tiered support system that blends rigorous academic data with behavioral incentives. Teachers utilize i-Ready data and regular data chats to foster student ownership, while Individual Learning Plans (ILPs) and SSTs provide targeted intervention for Tier 2 and 3 students. This data-driven approach is reinforced by instructional scaffolding, such as chunking large assignments and using modeling and discourse to lower cognitive barriers. Motivation is sustained through a robust PBIS framework, where tangible rewards like Hawk bucks, spirit days, and town trips create immediate engagement and a positive school culture. The effectiveness of these strategies is further amplified by a school-wide commitment to literacy and active learning. Regular Cafe-style library sessions and the use of Book Taco gamify reading, transforming it into a social and rewarding activity rather than a chore. By requiring annotation across the curriculum, the school ensures that critical thinking skills are applied consistently in every subject. This cohesive strategy, balancing high-tech data tracking with high-touch social incentives, successfully moves students from passive learners to active participants who take genuine responsibility for their academic growth.

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.

Across all grade levels in ELA and Math, our intervention strategy centers on data-driven personalization and fostering a growth mindset. We engage students in regular data chats using i-Ready and formative assessment results to help them reflect on their progress and set individual learning goals. To support these goals, we utilize small-group rotations that intentionally mix

achievement levels, promoting peer modeling and academic discourse while providing targeted support based on diagnostic data. For students requiring additional assistance, we provide after-school tutoring via Paper—facilitated by a teacher—alongside tailored scaffolds like sentence frames and graphic organizers to bridge gaps in academic language. The effectiveness of this model is sustained through consistent MTSS progress monitoring, allowing for timely instructional adjustments based on real-time growth checks. For students identified as at-risk, the implementation of Individual Learning Plans (ILPs) and Student Success Team (SST) meetings ensures a high-dosage, individualized safety net. By combining these structured academic interventions with classroom-wide conversations on shared strategies, we create a cohesive environment that prioritizes both measurable achievement and the student ownership necessary for long-term success.

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

To support school-wide goals across all grade levels, our professional development strategy integrates high-level external expertise with collaborative, site-based refinement. Teachers are encouraged to attend premier conferences such as CABE, CUE, NCTE, and ASCD to bring innovative, research-based practices back to their classrooms, while grade-level and content-area teams collaborate to align pacing guides and scope and sequence documents for consistent, equitable instruction. This work is reinforced by non-evaluative Learning Walks and site-based training focused on Universal Design for Learning (UDL), tiered interventions, and formative assessment. By utilizing student data to design differentiated lessons and "just-in-time" supports, this comprehensive PD model ensures that all staff are equipped to deliver inclusive, high-impact instruction that directly addresses the needs of our diverse learners.

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.

The school offers a variety of enrichment opportunities for students to participate in, including classes and activities that address a wide range of interests, academic needs, and intervention support. These opportunities allow students to explore new skills, deepen their understanding of content, and engage in learning experiences beyond the traditional classroom setting. These programs mostly occur with LEARNS and provide a safe place for students to explore. In addition, teachers are encouraged to organize field trips that align with the curriculum, reinforce classroom instruction, and promote connections to the community. The implementation of these enrichment opportunities and field experiences is effective in increasing student engagement and supporting diverse learning styles. Many students participate in afterschool clubs and enrichment programs that take place outside of regular school hours and occasionally on weekends. For example, students recently participated in a History Day event where 5 student/groups advanced to state.

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. Additional MDLIP support was needed to provided afterschool tutoring for students in need of intervention.
2. Afterschool Robotics shifted to being a part of the afterschool LEARNs program, and Drama & Glee Club were paid for through Arts Department.
3. Opportunities for collaboration amongst SpEd and GenEd teachers dontinued to be 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. Provide additional support through afterschool tutoring for all grade levels and subject areas
3. Incorporate Diversity and Equity Team training 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)
2609	LCFF Supplemental and Concentration (S/C)
18395	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. Create ILPs for identified at-risk students as needed throughout the year.
7. Provide after school tutoring for at-risk students.

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

Amount(s)	Source(s)
17763	Title I Part A: Allocation
9000	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
5. Provide Release Days for teachers to collaborate within their departments.

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)
22000	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 -107.2 (Orange) from 2025 by a total of 12.2 (To reach Yellow) with a stretch goal of 82.1 or more (To reach Green) to end at -95.0 or lower by the end of the 2026-27 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 12% from 2025-26 by a total of 13% with a stretch goal of 25% to end at 25% or higher on the 2026-27 iReady Math Diagnostic II
3. ELA DFM for Students with Disabilities will decrease the baseline of -80.8 (Red) from 2025 by a total of 3.0 (To reach Orange) with a stretch goal of 10.8 or more (To reach Yellow) to end at -70.0 or lower by the end of the 2026-27 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 137% from 2025-26 by a total of 10% with a stretch goal of 20% to end at 147% or higher on the 2026-27 iReady ELA Diagnostic II

Identified Need

1. On the 2024-25 CAASPP Math Assessment, 85.5% of Students with Disabilities did not meet standard.
a. At Grade 6, 84.6% of Students with Disabilities did not meet standard.
b. At Grade 7, 88.5% of Students with Disabilities did not meet standard.
c. At Grade 8, 82.4% of Students with Disabilities did not meet standard

2. On the 2025-26 iReady Math Diagnostic II, 75% of Special Education Students scored one or more grades below grade level.
a. At Grade 6, 73% of Students with Disabilities scored one or more grades below grade level.
b. At Grade 7, 77% 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.

3. On the 2025-26 iReady Math Diagnostic II, Special Education Students demonstrated 12% growth overall from the 2025-26 Math iReady Diagnostic I
a. At Grade 6, Students with Disabilities demonstrated 7% growth overall
b. At Grade 7, Students with Disabilities demonstrated 23% growth overall
c. At Grade 8, Students with Disabilities demonstrated 4% growth overall

4. On the 2024-25 CAASPP ELA Assessment, 81.2% of Students with Disabilities did not meet standard.
a. At Grade 6, 80.8% of Students with Disabilities did not meet standard.
b. At Grade 7, 76.9% of Students with Disabilities did not meet standard.
c. At Grade 8, 88.2% of Students with Disabilities did not meet standard

5. On the 2025-26 iReady Reading Diagnostic II, 72% of Special Education Students scored one or more grades below grade level.
a. At Grade 6, 70% of Students with Disabilities scored one or more grades below grade level.
b. At Grade 7, 77% of Students with Disabilities scored one or more grades below grade level.
c. At Grade 8, 65% of Students with Disabilities scored one or more grades below grade level.

6. On the 2025-26 iReady Reading Diagnostic II, Special Education Students demonstrated 137% growth overall from the 2025-26 iReady Reading Diagnostic I
a. At Grade 6, Special Education Students demonstrated 137% growth overall
b. At Grade 7, Special Education Students demonstrated 113% growth overall
c. At Grade 8, Special Education Students demonstrated 270% growth overall

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	DFM for Students with Disabilities was -107.2 on the 2025 CAASPP Math assessment	Math DFM for Students with Disabilities (SWD) will decrease the baseline of -107.2 (Orange) from 2025 by a total of 12.2 (To reach Yellow) with a stretch goal of 82.1 or more (To reach Green) to end at -95.0 or lower by the end of the 2026-27 school year.
CAASPP ELA	DFM for Students with Disabilities was -80.8 on the 2025 CAASPP ELA assessment	ELA DFM for Students with Disabilities will decrease the baseline of -80.8 (Red) from 2025 by a total of 3.0 (To reach Orange) with a stretch goal of 10.8 or more (To reach Yellow) to end at -70.0 or lower by the end of the 2026-27 school year.
iReady Math Diagnostic II	75% of Special Education Students scored one or more grade levels below on the 2025-26 iReady Math Diagnostic II	Special Education Students will decrease the baseline of 75% from 2025-26 by a total of 10% with a stretch goal of 20% to end at 65% or lower on the 2026-27 iReacy Math Diagnostic II
iReady Math Diagnostic II	Special Education Students demonstrated 12% growth on the 2025-26 iReady Math Diagnostic II	Special Education Students will increase the baseline of 12% from 2025-26 by a total of 13% with a stretch goal of 25% to end at 25% or higher on the 2026-27 iReady Math Diagnostic II
iReady Reading Diagnostic II	72% of Special Education Students scored one or more	Special Education Students will decrease the baseline of 72%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	grade levels below on the 2025-26 iReady Reading Diagnostic II	from 2025-26 by a total of 10% with a stretch goal of 20% to end at 62% or lower on the 2026-27 iReady Reading Diagnostic II
iReady Reading Diagnostic II	Special Education Students demonstrated 137% growth on the 2025-26 iReady Reading Diagnostic II	Special Education Students will increase the baseline of 137% from 2025-26 by a total of 10% with a stretch goal of 20% to end at 147% or higher on the 2026-27 iReady Reading Diagnostic II

Annual Review

SPSA Year Reviewed: 2025-26

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.

Consistency within the department and across content areas was increased through the practice of learning walks. Teachers utilizeded the prometheum board, graphic organizer, google classroom, posted agendas etc to provide greater context for students. iReady lessons were utilized on Mondays and some Fridays. Instructional Coach provided personal goal setting opportunities.

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)

Time was provided for the SpEd team to review and organize their caseloads before the start of the year. Special Ed teams had two reelase days throughout the year to coolaborate. Collaboration between Gen Ed & SpEd teachers occurred on an informal basis. Collaboration was provided during pull-out days through general education and is only beneficial if we are given direct time in the session to complete related tasks. It is not beneficial for an RSP teacher to be at the pull-out days to see an outside presenter.

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.

Planning time for SpEd & GenEd teachers to collaborate around student progress occurred informally. Per mandate, IEP progress reports were sent home for every grading period. SpEd teachers differentiated for different styles of formative & summative assessments. The development of a team teaching model/relationships between RSP & GenEd teachers is ongoing and in need of restructuring to better support teachers and students.

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. Collaborations between teachers occurred mainly on an informal basis.
2. It is not beneficial for an RSP teacher to be at the pull-out days to see an outside presenter.
3. The development of a team teaching model/relationships between RSP & GenEd teachers is ongoing

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. Expand formal opportunities for SpEd & GenEd teachers to collaborate.
2. Provide targeted PD for SpEd teachers regarding current trends in special education, new laws and procedures, and KTEA support for case managers.
3. Restructure 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 three 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 96.2% from 2025-26 by 0.8% with a stretch goal of 1.3% to end at 97% by the end of the 2026-27 school year.
2. Chronic Absenteeism for All Students will decrease the baseline of 9.1% from 2025-26 by 1.1% with a stretch goal of 4.1% or more to end at 8.0% or lower by the end of the 2026-27 school year.
3. Suspension Rate All Students will decrease the baseline of 0.02% from 2025-26 by 0.02% to end at 0% by the end of the 2026-27 school year
4. Expulsion Rate for All Students will maintain the baseline of 0% from 2025-26 to end at 0% by the end of the 2026-27 school year.
5. All Students will maintain a Drop-out Rate of 0.0% by the end of the 2026-27 school year

Identified Need

1. Students with Disabilities (28.1%) are identified in the Red for Chronic Absenteeism on the 2025 California School Dashboard
2. White Students (12.1%) are identified in the Orange for Chronic Absenteeism on the 2025 California School Dashboard
3. Average Daily Attendance for All Students for 2025-26 was 95.3%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Daily Attendance Rate	The 2025-26 average daily attandance rate was 95.3% Month 1 97.3% Month 2: 96.6% Month 3: 96.8% Month 4: 96.5% Month 5: 96.3% Month 6: 96.1% Month 7: 95.6% Month 8: 95.3%	Average Daily Attendance rate for All Students will increase the baselnine of 95.3% from 2025-26 by 1.7% with a stretch goal of 2.2% to end at 97% by the end of the 2026-27 school year.
Chronic Absenteeism Rate	Chronic Absenteeism Rate for All Students for 2025-26 was 9.1%	Chronic Absenteeism for All Students will decrease the baseline of 9.1% from 2025-26 by 1.1% with a stretch goal of 4.1% or more to end at 8.0% or lower by the end of the 2026-27 school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	Suspension Rate for All Students for 2025-26 is 0.5% Overall	Suspension Rate All Students will decrease the baseline of 0.5% from 2025-26 by 0.5% to end at 0% by the end of the 2026-27 school year .
Expulsion Rate	Expulsion Rate for All Students for 2025-26 is 0% Overall	Expulsion Rate for All Students will maintain the baseline of 0% from 2025-26 to end at 0% by the end of the 2026-27 school year.
Drop-out Rate	Drop-out Rate for All Students for 2025-26 is 0.0% Overall	All Students will maintain a Drop-out Rate of 0.0% by the end of the 2026-27 school year

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

Strategies to increase student attendance and reduce chronic absenteeism:
1. Conduct 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.

SART was identified and included Administration, Counselors, and Attendance clerk. Meetings were held monthly on the last Wednesday of the month. Some individual SART conferences were held and the team restructured process to include group SART conferences. The importance of attendance and our District’s policies were communicated via email and the Principal’s Weekly Update. Support was provided for families as neededFunding was provided for a full time attendance clerk, but this position has been cut for the 26-27.

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 and refine our Peer Mediation program.
5. Provide conflict resolution training for teachers through the Western Justice Center

Trauma-informed care practices were embedded into all phases of our work with students, and teachers receive PD throughout the year.
MTSS Coach oversaw the implementation of RtI Tier I & Tier II Interventions and provided a Wellness Room for students to access during the day. RtI I Team met on the 1st Wednesday of each month to review our progress towards implementing the MTSS Handbook. RtI II & III teams met every other week to review individual students and plan interventions to support. We continued our work with the WJC to develop a Peer Mediation program and provided training to students. Several teachers took part in the conflict resolution training with WJC during the summer

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.

Maintained a comprehensive student support team for campus supervision. Collaborated with SMPD and District consultants regarding emergency response procedures. Continued to develop and refine a comprehensive emergency management plan to include Command Post model and common nomenclature. Monthly safety committee meetings were held to review employee concerns from each of the bargaining groups. Administration took part in District-wide trainings, collaborated with other schools, and took participated in multiple drills at different sites.

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

1. A handful of individual SART conferences were conducted, and one group SART conference was held.
2. Peer Mediation was partially implemented through counseling intern.
3. Structure of RtI meetings was established but not consistently implemented

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. Refine SART Conference process to include group and individual SART Conferences.
2. Define and delineate the work of MTSS & RtI teams.
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, 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

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

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 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

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. Establish RtI Team to review areas of concern, identify RtI II interventions and supports, and track and monitor individual student progress
3. Continue to develop and refine our Peer Mediation program.
4. Provide conflict resolution training for teachers through the Western Justice Center
5. Maintain a comprehensive student support team for campus supervision
6. Maintain a comprehensive set of safety supplies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
27961	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Strategies for providing opportunities for parents to connect and engage with the school.
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 chile
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.
6. 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)
6523	LCFF Supplemental and Concentration (S/C)
1,798	Title I Part A: Parent Involvement

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 & Activities
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. 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)

2741	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 # 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 6

1. All students will increase the baseline of 72% in listening by 10% with a stretch goal of 20% to end at 82% or higher on the 2026-27 AAPL Test
2. All students will increase the baseline of 46% in speaking by 10% with a stretch goal of 20% to end at 56% or higher on the 2026-27 AAPL Test
3. All Students will increase the baseline of 48% in reading by 10% with a stretch goal of 20% to end at 58% or higher on the 2026-27 AAPL Test
4. All Students will increase the baseline of 54% in writing by 10% with a stretch goal of 20% to end at 64% or higher on the 2026-27 AAPL Test

Identified Need

1. On the 2025-26 AAPPL Test, 28% of All Students did not meet standard in Listening:
a. At Grade 6, 30.4% of All Students did not meet standard
b. At Grade 7, 30.4% of All Students did not meet standard
c. At Grade 8, 23.3% of All Students did not meet standard.

2. On the 2025-26 AAPPL Test, 54% of All Students did not meet standard in Speaking:
a. At Grade 6, 51.3% of All Students did not meet standard
b. At Grade 7, 45.6% of All Students did not meet standard
c. At Grade 8, 65.7% of All Students did not meet standard.

3. On the 2025-26 AAPPL Test, 52% of All Students did not meet standard in Reading:
a. At Grade 6, 44.1% of All Students did not meet standard
b. At Grade 7, 50.9% of All Students did not meet standard
c. At Grade 8, 60.0% of All Students did not meet standard.

4. On the 2025-26 AAPPL Test, 46% of All Students did not meet standard in Writing:
a. At Grade 6, 36.2% of All Students did not meet standard
b. At Grade 7, 36.4% of All Students did not meet standard
c. At Grade 8, 65.6% of All Students did not meet standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AAPPL Test (Listening)	72% of students were proficient on the 2025-26 AAPPL Test in Listening	All students will increase the baseline of 72% in listening by 10% with a stretch goal of 20% to end at 82% or higher on the 2026-27 AAPPL Test

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AAPPL Test (Speaking)	46% of students were proficient on the 2024-25 AAPPL Test in Speaking	All students will increase the baseline of 46% in speaking by 10% with a stretch goal of 20% to end at 56% or higher on the 2026-27 AAPPLTest
AAPPLTest (Reading)	48% of students were proficient on the 2024-25 AAPPL Test in Reading	All Students will increase the baseline of 48% in reading by 10% with a stretch goal of 20% to end at 58% or higher on the 2026-27 AAPPL Test
AAPPL Test (Writing)	54% of students were proficient on the 2024-25 AAPPL Test in Writing	All Students will increase the baseline of 54% in writing by 10% with a stretch goal of 20% to end at 64% or higher on the 2026-27 AAPPL

Annual Review

SPSA Year Reviewed: 2025-26

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.

This is the first year for this goal

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

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

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.By the end of the school year, design and implement standards-aligned Mandarin units that follow the PUSD 6–8 Priority Standards and pacing guide, with each unit intentionally incorporating Proficiency Level Targets (PLTs) and all three modes of communication (interpretive, interpersonal, and presentational), as evidenced by lesson plans, student work samples, and walkthrough observations.
2. Use history content to support students' language and literacy development by integrating Mandarin language learning with history instruction, including vocabulary development, sentence frames, and structured discussions, and requiring students to complete text-based responses, in order to reduce cognitive load, avoid separating language and content materials, and develop language and literacy skills through content learning.
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.Conduct data chats three times per term to analyze student performance, identify learning gaps, and provide targeted instruction to address specific student 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)
8226	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 2

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

All students, targeting students in highest-needs subgroups including those 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. Schedule three full-day MDLIP collaboration sessions per year with a clear agenda shared one week in advance, focusing on curriculum planning, data analysis, and program alignment.
2. Conduct data analysis 3–4 times per year using AAPPL, Level Learning, and classroom data to identify learning gaps and plan targeted instruction.
3. Hold monthly collaboration meetings with MTSS coach and Special Education staff to support differentiation, small group instruction, and alignment of supports for 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)
5000	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 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 MDLIP teachers with students' AAPPL and Level Learning data from the 2025–2026 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 AAPPL and Level Learning 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)

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 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

Intervention Strategies:
1.Implement MTSS by providing Tier 2 small group intervention at least once per week based on assessment data, and Tier 3 individualized support with progress monitoring every 2–4 weeks, using AAPPL, Level Learning, and classroom data to identify needs and adjust instruction.
2. Provide Mandarin after school intervention 2–3 times per week for students needing additional support, focusing on targeted skill development based on AAPPL, Level Learning, and classroom data.

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)
11842	Title I Part A: Allocation

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	$85798
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	$85798
Other State/Local Funds provided to the school	$48060

Other Federal, State, and Local Funds

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

Federal Programs Funding Sources	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs Funding Sources	Allocation ($)

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

Total of federal, state, and/or local funds available for this school: $133,858

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	48060	0.00
Title I Part A: Parent Involvement	1798	0.00
Title I Part A: Allocation	84000	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	48,060.00
Title I Part A: Allocation	84,000.00
Title I Part A: Parent Involvement	1,798.00

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
Erik Delgadillo	Classroom Teacher
Jennifer Graves	Classroom Teacher
Maria Medina	Other School Staff
Keisha Wallace	Classroom Teacher
Julie Flad	Parent or Community Member
Charles Frey	Parent or Community Member
May Shung	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 5/13/26.

Attested:

Principal, Garrett Newsom on 5/13/26

SSC Chairperson, Charles Frey on 5/13/26

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

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:

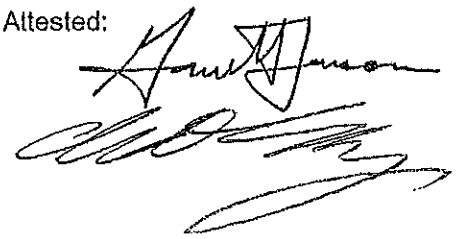
Signature	Committee or Advisory Group Name

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 5/13/26.

Attested:



Principal, Garrett Newsom on 5/13/26

SSC Chairperson, Charles Frey on 5/13/26

Sierra Madre Middle School
School Site Council (SSC)

May 13, 2026
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 6:00 P.M. On May 13, 2026 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: Julie Flad, Charlie Frey, Jennifer Graves, Maria Medina, Garrett Newsom, May Shung, Teresa Tubera

I. Welcome

Unanimous Approval of Minutes: 3/31/26

i. Motion to approve: Teresa Tubera

ii. 2nd: Jennifer Graves

II. Principals' Report

- Mr. Newsom reviews End of Year Events
- Mr. Newsome reports on a successful Open House

III. New Business

• Mr. Newsom provides a Budget & Expenditures Update

Mr Newsom reviews the school plan and key elements that impacted our school community

Unanimous Approval of School Plan

i. Motion to approve: Charlie Frey

ii. 2nd: Julie Flad

Mr Newsom reviews the Budget Priorities Survey

Unanimous Approval of 2026-27 Budget Priorities

i. Motion to approve: Teresa Turbera

ii. 2nd: Charlie Frey

Unanimous Approval of School Plan

i. Motion to approve: Charlie Frey

ii. 2nd: Julie Flad

• 2026-27 SSC Elections

Mr Newsom reviews membership terms and election process for next years' SSC.

IV. Announcements

Announcements

- Next SSC Meeting: September 2, 2026
- Future Events:
    - Early Dismissal: May 14
    - Open House: May 14
    - PTSA Meeting: May 19
    - Variety Show: May 21
- 8th Grade Float the Boat: May 22
- Memorial Day Holiday: May 25
- iPAK Spring Concert: May 28
- Volunteer Appreciation Breakfast: May 28
- 6th Grade Picnic: June 2
- 8th Grade Promotion: June 2
- 7th Grade Picnic: June 3
- 8th Grade Picnic: June 3
- Last Day of School: June 4

There Was No Further Business. The Meeting Was Adjourned At 7:01 P.M. Submitted by: Julie Flad, Secretary

Sierra Madre Middle School
School Site Council (SSC)

May 13, 2026
6:00 p.m.

I. Welcome
- Approval of Minutes from March 31, 2026

II. Principals' Report
- End of Year Events
- Open House

III. New Business
- Budget & Expenditures Update
- 2026-27 School Plan Approval
- 2026-27 Budget Priorities Approval
- 2026-27 SSC Elections

IV. Announcements
- Next SSC Meeting: September 2, 2026
- Future Events:
  - Early Dismissal: May 14
  - Open House: May 14
  - PTSA Meeting: May 19
  - Variety Show: May 21
  - 8th Grade Float the Boat: May 22
  - Memorial Day Holiday: May 25
  - iPAK Spring Concert: May 28
  - Volunteer Appreciation Breakfast: May 28
  - 6th Grade Picnic: June 2
  - 8th Grade Promotion: June 2
  - 7th Grade Picnic: June 3
  - 8th Grade Picnic: June 3
  - Last Day of School: June 4

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:	5/1/26	**Principal Signature:**	Garrett Newsom

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

2025-2026 Current Chronic Absentee Rate	2025-2026 Chronic Absentee End-Of-Year Goal	2026-2027 Chronic Absentee Goal
<10%	8.9%	7%

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

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

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 ILP 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?	Principal will oversee implementation of PUSD's MTSS Framework	Daily	Students showing improvement in attendance will maintain or continue to improve.

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 2026-27, PUSD will provide the following services to the school sites as part of the Title I Other Authorized Activities Reservations total amount of $2,405,280.00:

a. Roving MTSS Coaches paid by the District who work at school sites, providing direct services/supports to teachers and students to increase the unduplicated group's academic achievements;
b. Contracted services to provide intensive direct academic support at the elementary / middle school level and to provide academic and graduation support at the secondary level;
c. 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;
d. Families in transition/ Foster Youth support staff and services including transportation;
e. Parent and Community Engagement;
f. District staff to support sites with intensive programmatic support and monitoring of student achievement

Title I guidelines require consultation and input from School Site Councils, not approval.

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2026-27 is as below:

School: Sierra Madre Middle School

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Central Intervention Activities For Sites	$2,405,280	7,447	$322.99	250	$80,747.50