

School Year: **2021-22**

# School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

<b>School Name</b>	Delta Sierra Middle School
<b>Address</b>	2255 Wagner Heights Road Stockton, CA. 95209
<b>County-District-School (CDS) Code</b>	39685856107114
<b>Principal</b>	Mr. Brad Watson
<b>District Name</b>	Lodi Unified School District
<b>SPSA Revision Date</b>	09/13/2021
<b>Schoolsite Council (SSC) Approval Date</b>	09/27/2021
<b>Local Board Approval Date</b>	12/14/2021

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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## School Vision and Mission

The Delta Sierra community believes all students can persevere and be successful through explicit modeling of respectful behaviors and expectations, work cooperatively and support one another.

## 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  
Comprehensive Support and Improvement

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 School Plan for Student Achievement (SPSA) outlines all site goals and actions to raise the academic performance of all students. California Education Codes sections 41507, 41572, and 64002 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Delta Sierra Middle School will use the School Plan for Student Achievement - SPSA to align programs and services in the six goals areas: 1) English Language Arts, 2) Mathematics, 3) English Learners, 4) Parent Involvement, and 5) Professional Development and Student Training, and 6) Comprehensive Support and Improvement - CSI. Each goal contains a statement with measurable academic growth targets for student achievement as well as planned strategies/activities that outlines support services and funding sources for Title 1. The School Site Council will coordinate the school program to better align services funded by LCAP, SAS, and other funds.

## School Profile

Delta Sierra is offering an exciting STEM Academy that is designed to challenge the highest performing students on campus. This specialized field of study offers students who are advanced in Science and/or Mathematics, who are recommended by their 6th grade teacher (for incoming seventh graders) or are recommended by their 7th grade science or mathematics teacher (for next year's eight graders): who complete an application (that includes parent/guardian permission), an interview process, and lastly, who are approved by the school principal, may take any or all combinations of projects in STEM Elective classes in order to maximize their ability to explore the concepts within Science, Technology, Engineering, Mathematics - STEM. All other eligible students who participate in the STEM Career Tech Labs/classrooms benefit from the field of study and project-based learning model that they share in with academy students. In addition, students not in a STEM class are enrolled in AVID (Advancement Via Individual Determination) Music Program (either beginning or advanced Band, Strings, Choir) or a class such as Study Skills, Daily Living (SDC moderate/severe) or English Learner Support. These elective programs supplement the common core academic subjects like: Mathematics, Social Studies, Science, and English Language Arts as well as the academic requirement of Physical Education. For any student who may be struggling academically, socially, behaviorally, and emotionally, Delta Sierra offers an array of support services from academic and behavioral interventions, clinical counseling/mental health, and after school Tutoring as part of the Comprehensive Support Improvement - CSI efforts.

## Stakeholder Involvement

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

## **Involvement Process for the SPSA and Annual Review and Update**

Delta Sierra uses three primary stakeholder groups that serve as partners in providing input into the School Plan for Student Achievement - SPSA. These are students who are voted in by their peers and represented by Student Government/Leadership; parents who are voted in by their peer group to serve on School Site Council (SSC); teachers representatives who are on the SSC as well as other school personnel who is represented by one member on the SSC. Annually during "Back to School & Title 1 Parent Information Night" families are informed of Delta Sierra's academic performance indicators, parent involvement policy and student, parent, school compact and given opportunities for parent input and decision-making by voting in up to three parent reps to serve on the School Site Council, in addition to recruiting parents to participate on the English Learner Advisory Committee. Parent input is gathered during Course Selection Seminar Nights, Open House, Parent University Sessions, and Lunch on the Lawn activities. In addition, Parent Focus Groups of parents/guardians meet to discuss special topics that include school-wide culture and climate, student disciplinary issues, AVID, STEM, and Bridge Program activities. During the First Quarter of the 2021-2022, School Year, special efforts were made to hold parent involvement activities online using ZOOM, GoToMeeting, and other video-conferencing systems due to restrictions related to COVID-19 and County and District Protocols.

## **Resource Inequities**

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

The Needs Assessment/Data Analysis shows resource inequities for numerically significant subgroups, such as Socio-Disadvantaged, Special Education, English Learners, and ethnic groups. The assessment showed that additional support is needed for students enrolled in English Language Arts, Mathematics, Science, and Social Studies courses, and READ 180 intervention for General Education and Special Education students. To address resource inequities, students who are on an IEP will have access to an After School Program for support, namely After School Intervention for tutoring in the four content areas (English Language Arts, Mathematics, Social Studies, and Science) taught by a special education teacher. General Education students will have access to the After School Intervention Program and taught by credentialed teachers. All students will have access to the After School Bridge Program for homework assistance and enrichment. Students who are English Learners receive services in addition to their core ELA class by being enrolled concurrently in the ELL Reading Support elective. Lastly, the Needs Assessment Data shows that additional professional development for teachers and staff is needed in the areas of Social Emotional Learning - SEL; English Learners, and training in order to work effectively with African-American, Hispanic/Latino, and Asian students from various subgroups.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 1

- By June 2021, increase a total of 5% percent the school-wide “Smarter Balanced Assessment - SBA: Percent Standard Met and Above” to a target goal of (33 percent) in 2020-2021 which is the same level as in 2019-2020 due to SBA being waived due to COVID-19, compared to the 27% percent in 2018-2019, 31% percent in 2017-2018; 22 percent in 2016-2017; and 18 percent met in 2015-2016.

Student Target Area: 36% of students (250 students) in the Nearly Met Level will move to the Standard Met Level. (This represents 250 students school-wide divided by 7 teachers equaling 35 students per teacher will move. Teachers will focus on an average of 7 students per class period that are in the Nearly Met Level)

STRATEGY: Provide support to all student to increase reading and writing proficiency and performance levels on standardized tests.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Benchmark Assessments	5% percent increase in standard met/exceed for 7th grade and 8th grade.	Goal Not Met: All District Quarterly Pilot Benchmark Tests were given during Distance Learning Model during Quarters 1-3 and In-Person Hybrid Model during 4th Quarter. Site Benchmark Data is inconclusive due to teachers needing more time to enter scores outside of the testing window closure. What was posted is - Quarterly Pilot 3 in ELA: 7th grade test takers scored at the 50.4% mastered level
Smarter Balanced Assessments	5% percent increase in standard met/exceeded for 7th and 8th graders.	Goal Not Met: All State Smarter Balanced Assessments were given during In-Person Hybrid Model during 4th Quarter ELA scores for 2020-2021 was 23% proficient/advanced which was down 4% from 2019-2020 school year

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELA 1  Identify instructional material needs by department	Implemented as Planned	New books for school library 4200 Books Title I 5000	New books for school library 4200 Books Title I 5,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Upgrade the school library by purchasing new books, journals, and materials that supplemental core textbooks for content areas on campus			
<p>ELA 2</p> <p>Schedule instructional activities. Provide transportation (and entrance fees when applicable) for AVID, STEM, Honor Roll, and Leadership students to take Study Trips.</p>	Not Implemented due to COVID-19 Restrictions	Study Trips 5872 Field Trips Title I 5000	Study Trips 5872 Field Trips Title I 5,000
		Transportation 5712 Transportation Title I 2500	Transportation 5712 Transportation Title I 2,500
<p>ELA 3</p> <p>Coordinate with Delta College Humanities Department</p> <p>Arrange college students to serve as AVID Tutors to 7th and 8th grade AVID students as a supplement.</p>	Not Implemented due to COVID-19 Restrictions	AVID Tutor timecards 2200 Class Support Temp Title I 500	AVID Tutor time cards 2200 Class Support Temp Title I 500
		Additional AVID Tutor timecards 2200 Class Support Temp Title I 33	Additional AVID Tutor time cards 2200 Class Support Temp Title I 33
		Support 2420 Clerical Temp Title I 650	Support 2420 Clerical Temp Title I 650
		Support 2920 Other Class Temp Title I 1303	Support 2920 Other Class Temp Title I 1,303
		Benefits for Certificated and Classified staff 3000 Benefits Title I 11000	
<p>ELA 4</p> <p>Equip classrooms with materials, supplies &amp; technology to implement the common core strategy: Project-based learning to supplement instructional projects that teachers provide students within common core classes, academic/intervention programs by incorporating and/or expanding these projects in AVID and STEM Academy classes to provide real-world</p>	Fully Implemented	Materials and supplies, classroom supplies and student supplies for STEM and AVID 4300 Materials Title I 29908	Materials and supplies, classroom supplies and student supplies 4300 Materials Title I 27,500
		Technology equipment for classroom/labs: robotics, forensics, mobile video production, design lab studio, engineering, and coding 4475 Technology (\$500-\$9,999) Title I 5000	Technology equipment for classrooms/labs: robotics, forensics, mobile video production, design lab studio, engineering, and coding 4475 Technology (\$500-\$9,999) Title I 5,000
		Technology equipment for classroom/labs: robotics, forensics, mobile video production,	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>application of knowledge and skills.</p> <p>Purchase instructional materials for students - 3 ring binders, school planner, 5 tab dividers/folders, pencils, highlighters, pencil pouch and earbuds.</p>		<p>design lab studio, engineering, and coding. 4400 Equipment (\$500-\$9,999) Title I 12245</p>	
<p>ELA 5</p> <p>Provide additional time for teachers and staff to assist students in After School Tutoring/Intervention Programs; provide additional time for teachers and staff to assist students and parents in the selection of classes during Course Selection Seminar Nights using Chromebook Technology to access the Aries Portal for submitting course requests. Provide additional time for teachers and staff to work on evidence-based educational projects in - instruction, data analysis, use of technology, peer coaching, use of on-line resources for Distance Learning as a result of COVID-19; research-based approaches to student learning. As part of Title 1 Vertical Alignment, provide time for teachers to collaborate with feeder schools to address Board's goals for 7th grade and 9th grade transition.</p>	<p>Fully Implemented</p>	<p>Time cards 1120 Teacher Temp Title I 6210</p> <p>Time cards 2120 Para Temp Title I 500</p> <p>Time cards 2200 Class Support Temp Title I 1976</p> <p>materials 5715 Print Shop Title I 1000</p> <p>Time Cards 1150 Teacher Sub Title I 4500</p>	<p>Time cards 1120 Teacher Temp Title I 1,605</p> <p>Time cards 2120 Para Temp Title I 500</p> <p>Time cards 2200 Class Support Temp Title I 1,976</p> <p>materials 5715 Print Shop Title I 1,000</p>

## Analysis

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

The overall articulated goal was not implemented due to COVID-19. However, the strategies/activities will be developed during the 2021-2022 school year to address ELA goal for all students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The most recent Smarter Balanced Assessment from the 2020-2021 school year shows a drop of 3 percentage points (24 percent in 20-21 from 27 percent in 19-20 school year) of students reaching proficiency standard in ELA. Due to COVID-19, the Smarter Balanced Assessments were cancelled by the CDE. Student subgroups still need to receive intervention services. 2020-2021 School-wide Performance on the Benchmarks shows 43% of students fall in the Nearly Met Standard with 7% meeting Standards.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At our Site, we have determined that the material differences threshold will be \$25,000.00. All proposed expenditures were used to reach the articulated goal, however, expenditure amounts were adjusted to meet unanticipated cost increases.

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 changes in the ELA goals will be to reduce the number of actions/activities by rewording actions that will be kept. The target numbers in the goal will be adjusted based on 20-21 goals. In addition, we will use data from iReady Diagnostic as a result of being in the District's Multi-Tiered System of Support (MTSS) for Quarters 1, 3, and 4 as part of the In-Person Instructional Program for the 2021-2022, School Year.



# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 2

- By June 2021, increase a total of 5% percent the school-wide on Smarter Balanced Assessment - SBA: Percent Standard Met and Above to a target goal of 17% percent in 2020-2021 which is the same level as in 2019-2020 (however, due to COVID-19 the SBA was eliminated), compared to 12% percent in 2018-2019, 12% percent in 2017-2018 and 17 percent in 2016-2017.
- Student Target Area: 50% of students (60 students) in the Nearly Met Standard Level will move to the Standard Met Level. (This represents 60 students school-wide divided by 5 teachers equaling 12 students per teacher will move. Teachers will focus on 3 students per class period that are in the Nearly Met Level)
- Increase offerings to students in STEM – Science, Technology, Engineering, Mathematics: Include 8 STEM Career Technology Labs in the areas of: Coding/App Development, Atmospheric Sciences, Urban Garden Project for the School Lunch Program, MESA, Forensics, Robotics, Mobile Video Production, and teaching Engineering Principles using a Deign Lab Studio in order to incorporate math skills in real-world learning environments.

STRATEGY: Provide support to all student to increase math proficiency and performance levels on standardized tests.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Benchmarks	Increase both 7th and 8th grades in the Met Standards level by 5%	Goal Not Met: All District Quarterly Pilot Benchmark Tests were given during Distance Learning Model during Quarters 1-3 and In-Person Hybrid Model during 4th Quarter. Site Benchmark Data is inconclusive due to teachers needing more time to enter scores outside of the testing window closure. What was posted is - Quarterly Pilot 2 in Math 7th grade test takers scored at the 13.7% mastered level
Smarter Balanced Assessments	17% percent of students meeting/exceeding standard	Goal Not Met: All State Smarter Balanced Assessments were given during In-Person Hybrid Model during 4th Quarter Math scores for 2020-2021 was 8% proficient/advanced which was down 4% from 2019-2020 school year

### Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
M1	Fully Implemented	Reducing class size 1103 Prep Period	Reducing class size 1103 Prep Period

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Assign .2FTE for 1 teacher to pick up additional sections of math classes to assist students in their acquisition of knowledge and standards using the CMP framework and materials.		Teacher 120% Title I 13100	Teacher 120% Title I 12,713
<p>M 2</p> <p>Provide classroom materials for students</p> <p>Equip classrooms/library with supplemental materials/supplies &amp; equipment to implement Common Core instructional strategy: Project-based learning to connect the instructional projects that teachers provide to students within core classes, and link these projects to STEM Academy classes in order to increase real-world application of knowledge and skills Classroom kits in: robotics, forensics, engineering, Urban Garden, coding, design lab studio/makers space, and mobile video production to reinforce mathematics concepts and mathematical practices.</p>	Fully Implemented	technology 4475 Technology (\$500-\$9,999) Title I 4250	<p>technology 4475 Technology (\$500-\$9,999) Title I 4,250</p>
<p>M3</p> <p>Improve student learning by providing additional time for teachers to collaborate together in department, work with an instructional coach in math and Title 1; and/or work on evidence-based instructional projects as a supplemental support</p>	Partially Implemented due to COVID-19 Quarantine Protocols	Materials and Supplies 4300 Materials Title I 1808	Materials and Supplies 4300 Materials Title I 2,000
		Release Time for Teachers 1150 Teacher Sub Title I 500	Release Time for Teachers 1150 Teacher Sub Title I 1,886

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>service to students. Additional time for teachers and staff to work with students in the After School Tutoring/Intervention Program. Provide supplemental materials to students during Distance Learning, In-Person instruction, and in After School Tutoring/Intervention and Bridge Programs. As part of Title 1 Vertical Alignment, provide time for teachers to collaborate with feeder schools to address Board's goals for 7th grade and 9th grade transition.</p>			
<p>M4 Provide Release Time for Professional Development and Testing in order to implement Common Core &amp; Smarter Balanced Assessments</p>	<p>Partially Implemented due to COVID-19 Quarantine Protocols</p>	<p>Substitute teachers 1150 Teacher Sub Title I 500</p>	<p>Substitute teachers 1150 Teacher Sub Title I 1,000</p>
<p>M 5 Purchase instructional materials for students for students - 3 Ring Binder, School Planner, 5 tab Dividers, pencils, highlighters, pencil pouch and earbuds. Add additional materials, supplies, and technology kits for students to use during Distance Learning due to COVID-19.</p>	<p>Fully Implemented</p>	<p>Materials and Supplies 4300 Materials Title I 5000 Student Planners 4300 Materials Title I 3000</p>	<p>Materials and Supplies 4300 Materials Title I 7,348 Student Planners 4300 Materials Title I 4,056</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>M 6</p> <p>Help students and parents access Aries Portal to submit Course Requests. Provide addition time for teachers and staff to assist students and parents at Course Selection Seminar for selection classes using Chromebooks to enter courses.</p>	<p>Not Implemented due to COVID-19 Protocols</p>	<p>Time cards 1120 Teacher Temp Title I 2890</p>	<p>Time cards 1120 Teacher Temp Title I 1,605</p>
		<p>Time cards 2200 Class Support Temp Title I 1976</p>	<p>Time cards 2200 Class Support Temp Title I 1,976</p>

## Analysis

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

5 of 6 actions were implemented to address the articulated goal. The overall articulated goal was not implemented due to COVID-19. However, the strategies/activities will be developed during the 2021-2022 school year to address Math goal for all students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The most recent Smarter Balanced Assessment from the 2020-2021 school year shows a drop of 4 percentage points (9 percent in 20-21 from 13 percent in 19-20 school year) of students reaching proficiency standard in Mathematics. Due to COVID-19, the Smarter Balanced Assessments for the 19-20 school year were cancelled by the CDE. Most recent Benchmark Data shows that all subgroups should be helped to improve skills to to move into the Standards Met proficiency level. 2020-2021 Benchmark: School-wide Performance shows that student scores are 33% in the Nearly Met Standard, 20% of students score in the Standard Met level, and with 5% of students Exceeding Standards.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At our Site, we have determined that the material differences threshold will be \$25,000.00. Action item not implemented (M6) was due to COVID-19 which prohibited parents and students from being on campus.

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 action items in the Mathematics goal will be reduced and/or rewarded, combined. Both target numbers and annual outcomes will remain the same due to COVID-19 which prevented the Smarter Balanced Assessment being given. In addition, we will use data from iReady Diagnostic as a result of being in the District's Multi-Tiered System of Support (MTSS) for Quarters 1, 3, and 4 as part of the In-Person Instructional Program for the 2021-2022, School Year.

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 3

The focus of this goal is to increase student achievement for English Learners:

By June 2021, increase a rate of 10 percent (13 students) each year in order to move students to the Standard Met and Above on the SBA.

- Continue to increase the number of Fluent English Proficient reclassified English Learners by 11 students to reach the target of 52 students in 19-20, representing 20% of total English Learners.

By June 2021, Monitor RFEP 52 students who met Criteria and assist 20 RFEP students who did not meet Criteria.

STRATEGY: Assist each English Learner to become proficient in their acquisition of the English language and all subject areas.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Benchmarks	Increase of 3% percent scoring at the standards met/exceeded levels in ELA to 6% percent. Increase of 3% percent scoring at the standards met/exceeded levels in Math to 14% percent.	<p>Goal Not Met: All District Quarterly Pilot Benchmark Tests were given during Distance Learning Model during Quarters 1-3 and In-Person Hybrid Model during 4th Quarter. Site Benchmark Data is inconclusive due to teachers needing more time to enter scores outside of the testing window closure. What was posted is -</p> <p>All District Quarterly Pilot Benchmark Tests were given during Distance Learning Model during Quarters 1-3 and In-Person Hybrid Model during 4th Quarter. Site Benchmark Data is inconclusive due to teachers needing more time to enter scores outside of the testing window closure. What was posted is -</p> <p>Quarterly Pilot 2 in Math 7th grade test takers scored at the 8.4% mastered level for Initial Fluent English Proficient; 2.9% not mastered for English Learners; and 4.1% mastered for REFEP students</p> <p>Quarterly Pilot 3 in ELA: 7th grade test takers scored at the 9.3% for EL Initial Fluent English Proficient, 17.7% not mastered for English Learners, 17.7% mastered for RFEP students</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
Smarter Balanced Assessments	Increase of 3 percent in ELA to 8 percent. Increase of 3 percent in Math to 5 percent.	Goal Not Met: Due to COVID-19, Data is incomplete
ELAP Comparison Census Report	Increase by a rate of 11 students to be Reclassified in 2020-2021	Goal Not Met: Reclassification Data is being provided by District ARE

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ELD 1</p> <p>Improve student learning by increasing teacher/support. Provide time cards to teachers and staff to work English Learners in the Tutoring Program Before/After School.</p>	Fully Implemented	<p>Timecards 1120 Teacher Temp Title I 2000</p> <p>Timecards 2200 Class Support Temp Title I 250</p>	<p>Timecards 1120 Teacher Temp Title I 1,000</p> <p>Timecards 2200 Class Support Temp Title I 250</p>
<p>ELD 2</p> <p>Provide time cards for Title 1 teacher/coach and teacher leaders to develop and provide curriculum models for new and veteran teachers in the areas on instruction, student learning, monitoring, classroom management, and assessment of student performance of English Learners. Funds for release time for teachers to implement 2 Learning Cycles using the Ensemble Learning Program for English Learners; collaborate together within departments and with colleagues. As part of Title 1 Vertical Alignment, provide time for teachers to collaborate with feeder schools to address Board's goals for 7th grade and 9th grade transition.</p>	Partially Implemented	<p>Timecards 1120 Teacher Temp Title I 1000</p>	<p>Timecards 1120 Teacher Temp Title I 2,000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ELD 3</p> <p>Purchase instructional materials for students for students - 3 Ring Binder, School Planner, 5 tab Dividers, pencils, highlighters, pencil pouch and earbuds.</p>	<p>Fully Implemented</p>	<p>Student Planners 4300 Materials Title I 500</p> <p>(Binders, Pencil Pouch, Pencils, Highlighters, 5-Tab Dividers, Erasers, etc.) 4300 Materials Title I 500</p>	<p>Student Planner 4300 Materials Title I 3,000</p> <p>(Binders, Pencil Pouch, Highlighters, 5-Tab Dividers, Erasers, etc.) 4300 Materials Title I 2,493</p>
<p>ELD 4</p> <p>Provide classroom materials for students. Equip classrooms with books and materials/supplies in order to implement the Common Core instructional strategy: Project-Based Learning which is designed to connect the instructional projects that teachers provide to students within core classes, and link these projects to the STEM Academy Classes in order to increase real-world application of knowledge and skills.</p>	<p>Fully Implemented</p>	<p>0</p> <p>0</p>	<p>Technology 4400 Equipment (\$500-\$9,999) Title I 6,348</p> <p>(Classroom Robotics, Forensics, Mobile Video Production, Design Lab Studio Kits) 4475 Technology (\$500-\$9,999) Title I 6,348</p>
<p>ELD 6</p> <p>Help Students/Parents Access Technology in order to Select Courses. Provide additional time for teachers and staff to assist students and parents in the selection of classes using Chromebook Technology within the Aeries Program</p>	<p>Not Implemented due to COVID-19 Protocols</p>	<p>Timecards 1120 Teacher Temp Title I 1000</p> <p>Timecards 2120 Para Temp Title I 1,000</p>	<p>Timecards 1120 Teacher Temp Title I 2,000</p> <p>Timecards 2120 Para Temp Title I 1,000</p>

**Planned  
Actions/Services**

**Actual  
Actions/Services**

**Proposed  
Expenditures**

**Estimated Actual  
Expenditures**

## Analysis

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

The overall articulated goal along with the planned strategies/activities were not fully implemented due to COVID-19. However, the strategies/activities will be developed during the 2021-2022 school year to address the English Learner goal. The supports include by not limited to: 1) providing Professional Development with Ensemble Learning, Inc. to design 3 Learning Cycles for teachers and EL students. After school tutoring in core academic areas will continue to support EL students. A push-in pull-out intervention model will be used by the Math and ELA Department Chairs to provide strategic academic intervention as a supplement to core content in ELA and Math. Students will meet at selected times to review iReady Diagnostic data from Quarters 1, 3, and 4 and received prescriptive academic scaffolding to include preview and reteaching of academic vocabulary along with standards and concepts.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Due to COVID-19, State of California eliminated the Smarter Balanced Assessment. This resulted in a loss of student performance data for the 2019-2020 school year. Smarter Balanced Assessments from 2018-2019 shows on-going need form improvement and support. School-wide Performance on the Benchmarks shows 32% of students fall in the Nearly Met Standard with 12% of students meeting Standards. English Learners will be helped to continue to make academic progress.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At our Site, we have determined that the material differences threshold will be \$25,000.00. Action item (ELD 6) not completed due to COVID-19 which prohibited parents and students from being on campus.

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 action items in the English Language Learners Goal will be reduced, reworded, and/or combined. Both target numbers and annual outcomes will remain the same for the 2021-2022 school year. In addition, we will use data from iReady Diagnostic as a result of being in the District's Multi-Tiered System of Support (MTSS) for Quarters 1, 3, and 4 as part of the In-Person Instructional Program for the 2021-2022, School Year.



# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 4

- Assist teachers, counselors, administration, and other school staff members, in developing, maintaining, and reinforcing positive relationships with parents in order to increase student achievement.
- Use Title 1 Parent Involvement and other appropriate categorical/general funds to help increase parent involvement by 10% at IEP, IST, 504, Parent Conferences, Course Selection Seminars, ELAC, SSC, Back-to-School Night, Open House, Music/Choir & Fine Arts Program, Lunch-on-the-Lawn, Title 1 Parent/Guardian Information Night, and Chaperone on Student Field Trips, Farmer’s Market Nutritional Program, and End-of-Year Promotion.
- Increase parents who take the Parent Survey by 100 students by working with Assessment, Research, Evaluation – ARE Department to allow for Parent Survey to open at the beginning of 4th Quarter in conjunction with Course Selection Seminars so that parents can take the survey increasing input while on campus.

STRATEGY: Implement strategies to increase Parent and Community Involvement.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Survey Sign-In Logs	Increase completion by 25 parents. Increase by 25 percent positive parent responses to Survey Categories related to Family/School Connectivity	Goal Not Met: LUSD Parent Survey: Less than 20 participants took the survey. Test sample is too few to calculate.

### Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PI 1 Make copies available for public. School Site Council will make materials available for SSC and ELAC meetings in Spanish, Hmong, and other languages appropriate for Delta Sierra parents	Partially Implemented due to COVID-19 Protocols	Materials 4300 Materials Title I: Parent Involvement 1140	Materials 4300 Materials Title I: Parent Involvement 1,140
PI 2 Provide technology for staff and parents to communicate together. Set up computer terminal(s) and/or	Not Implemented due to COVID-19 Partial School Closure	Technology 4375 Technology (under \$500) Title I: Parent Involvement 615	Technology 4375 Technology (under \$500) Title I: Parent Involvement 615

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Television Monitor(s) in school lobby for parents to use to access information related to school activities.			
PI 3 Increase parent involvement on campus during the school day and in the after school Bridge Program in support of their students' activities; and parent attendance at the Parent University Evening Sessions. Provide light refreshments for parents at: Back to School Night, Lunch on the Lawn, Parent University sessions, Honor Roll, Open House, Music/Choir Fine Arts Programs, Art Showcase, Community Reading Nights, Course Selection Seminar Registration Nights, ELAC and SSC meetings.	Not Implemented due to COVID-19 Protocols	Materials for meetings 4300 Materials Title I: Parent Involvement 599	Materials for meetings 4300 Materials Title I: Parent Involvement 599
		Light Refreshments 4325 Food For Meetings Title I: Parent Involvement 703	Light Refreshments 4325 Food For Meetings Title I: Parent Involvement 703

## Analysis

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

2 out of the 3 actions were implemented to address the goal. 1 action out of 3 was partially implemented during Quarters 1-3 of the 2020-2021 school year, however due to COVID-19 Quarter 4 parent activities were cancelled.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Parent Involvement activities were held during Quarters 1-3 of the of the 2020-2021 School Year. Sign-in Logs were used by parents to document their presence at all activities. Due to COVID-19, all Quarter 4 parent involvement activities were cancelled.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At our Site, we have determined that the material differences threshold will be \$25,000.00. No material difference to report.

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.

While the goal will remain the same, attempts will be made to install a data collection device to make it easier for parents to complete a survey that is tailored to site. In addition, we will use data from iReady Diagnostic as a result of being in the District's Multi-Tiered System of Support (MTSS) for Quarters 1, 3, and 4 as part of the In-Person Instructional Program for the 2021-2022, School Year. Parents will have the opportunity to provide feedback about their students' academic performance on the iReady Diagnostic.

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 5

Delta Sierra Middle School has been a school that utilized resources from the Quality Education Investment Act – QEIA that provided funding for class size reduction and professional development.

- Though Delta Sierra is no longer a QEIA school, the school will continue to use the professional development model of 40 hours of professional development for teachers and 5 hours for para-educators. The model that will be utilized is the site Professional Learning Community – PLC, which will incorporate Pre-Service Days, Faculty/Staff, Department Meetings, Interdisciplinary Teams, and teacher led Common Planning Time. During the 2019-2020 school year, Delta Sierra was designated a Comprehensive Support Improvement - CSI school with the goal of full implementation during the 2020-2021 school year.
- In addition, Delta Sierra is in its fourth year of additional training in Positive Behavior Intervention Support – PBIS, 5th year of additional training in the implementation of the 1:1 Chromebook Technology, and department training in Google Docs, instructional technology on the use of Promethean Active Panels to help English Learners, students who have a Section 504 or Individual Education Plan, and students enrolled in READ 180, MATH 180 (SDC), Physical Education as well as training for the science department in NGSS and Science Technology Engineering Mathematics – STEM. Delta Sierra completed a second year of Classroom Management Training by a consultant from SJCOE and is beginning its second year of training in School Culture & Climate program. Focus Area: Work with consultants in the area of Classroom Management and School Culture & Climate to increase support to administrators, counselors, teachers, and staff.

Students receive training for 18 weeks through teacher led Advisory Program (6 one hour sessions quarters 1-3) as well as a training during assemblies in such areas as Social Emotional Learning and Anti-Bullying Social Media Program

STRATEGY: Provide professional development using a Training of Trainers model.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Google Classroom - Agendas from Faculty/Staff Meetings, Interdisciplinary Teams Meeting, Department Meetings, Common Planning Time, Student Surveys</p>	<p>40 hours of Professional Development per teacher                      4 hours of Professional Development per classified employee                      6 hours of training for students during Quarters 1-3</p>	<p>Goal Met with Teachers: All teachers received professional development training during the following:</p> <p>Pre-Service Days in July 2020 (30 hours)                      Faculty/Staff Meetings - Monthly (8 hours)                      Interdisciplinary Teams Meeting - Monthly (8 hours)                      Department Meetings - Monthly (8 hours)</p> <p>In addition to instructional methodology, technology, and assessments, teachers received training topics related to COVID-19 Protocols, Quarantine, and Testing</p> <p>Goal Not Met with Classified Staff: Due to COVID-19, classified staff were not available for additional training</p>

## Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>PD1</p> <p>Administration, Selected teachers and staff to attend training throughout the State in either their respective subject areas, and/or in Classroom Management, PBIS, STEM, AVID, Instructional Strategies &amp; Technology, School Culture &amp; Climate and provide professional development to colleagues using the Professional Learning Community Model. Provide training to teachers and staff in Social Emotional Learning curricula (Caring School Communities)</p> <p>Students to attend on-site training and training as part of Study Trips in Northern California in the area of: Teen Development, Conflict Management, School Culture and Climate, AVID, STEM, Anti-bullying Programs, Mentoring, Cross-Age Tutoring, Support Groups, College/University Entrance Requirements, and Career Technical Education</p>	<p>Not Implemented due to COVID-19 Restrictions, Protocols and Quarantine</p>	<p>Substitutes 1150 Teacher Sub Title I 500</p> <p>Provide funds to pay for conferences, workshops, seminars, and training 5220 Conference Title I 6710</p> <p>Arrange to have consultants to work with teachers in Classroom Management. Arrange to have consultants work with administration, counselors, teachers/staff and students in School Culture &amp; Climate efforts 5800 Prof and Operating/Consultants Title I 8000</p>	<p>Substitutes 1150 Teacher Sub Title I 2,000</p> <p>Provide funds to pay for conferences, workshops, seminars, and training 5220 Conference Title I 6,210</p> <p>Arrange to have consultants to work with teachers in Classroom Management. Arrange to have consultants work with administration, counselors, teachers/staff, and students in School Culture &amp; Climate efforts 5800 Prof and Operating/Consultants Title I 8,000</p>

## Analysis

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

All functions related to the single activity were implemented to address the goal during Quarters 1-3 for the School Year. All Quarter 4 functions were put on hold due to State/County mandates related to COVID-19

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Time was provided to teachers (40 hours) and staff to receive training and time to collaborate to address student achievement needs. Classified staff were offered (on average) 3 hours of Professional Development the included on-line modules.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At our Site, we have determined that the material differences threshold will be \$25,000.00. All on-site PLC training was completed. However, off-site conferences were eliminated due to COVID-19.

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

Based on the survey data from teachers and staff, site administrators, observations from District PLC team, District OCR Resolution, additional training will be provided to include Social Emotional Learning to improve School Culture and Climate as part of the school-wide PBIS efforts. In addition, we will use data from iReady Diagnostic as a result of being in the District's Multi-Tiered System of Support (MTSS) for Quarters 1, 3, and 4 as part of the In-Person Instructional Program for the 2021-2022, School Year. The District is providing Cohort 1 professional development to teachers, staff, and administration as part of the MTSS Framework.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 6

Provide additional support to subgroups who need to improve academic performance: Subgroups are: Hispanic-Latino, African-American, Asian, English Learners, and Socio-Disadvantaged. Goal is to increase the performance for all subgroups by 5% points on Smarter Balanced Assessments - SBA Reading and SBA Math scores.

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 6

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Provide time cards, release time, pay for consultants to provide services to teachers, staff, and students in the School-wide Comprehensive School Support and Improvement efforts. These include but are not limited to: Development of Instructional Hub for Distance Learning and In-Person Instruction; Intervention Programs, Ensemble Learning Program, Improve Your Tomorrow, Inc., Supplemental Tutoring &amp; Intersession, Classroom (Take home for Distance Learning) Kits for STEM, AVID, PBIS Banners for School P.R.I.D.E. Improvement; purchase of Technology</p>	<p>Partially Implemented due to COVID-19 Protocols</p>	<p>Teacher time cards: 10 teachers x 44 dollars x 10 hours for 2 months (adjunct hourly rate) 1100 Teacher Comprehensive Support and Improvement 20,000.00</p>	<p>Time cards were made available to support teachers in the Intervention Program, After School Tutoring Program, and teacher compensation for work on curriculum, instruction, assessment, CSI, PBIS, and technology 1150 Teacher Sub Title I 20,000</p>
		<p>Counselor time cards at adjunct hourly overtime rate for Crisis Counseling in See Something/Say Something Reporting; Social Emotional Learning during After School Programs 1900 Other Cert Salaries Comprehensive Support and Improvement 2,000.00</p>	<p>Time cards for counselors to support students were not used. 1920 Other Cert Temp Title I 0</p>
		<p>Purchase of Technology for Labs and Project-Based Learning activities 4400 Equipment (\$500-\$9,999) Comprehensive Support and Improvement 28,000.00</p>	<p>Technology Purchases 4400 Equipment (\$500-\$9,999) Title I 3,000</p>

## Analysis

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

The implementation of the strategies consisted of School-wide Comprehensive School Support and Improvement initiatives. An instructional hub was developed and provided to teachers and parents in order to centralize resources for our Distance Learning Model. The push-in pull-out intervention was partial implemented due to a percentage of students in the Nearly Met category on the SBA omitting the log in process for the service during Distance Learning.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The overall effectiveness of services in the form of Professional Development for teachers in the ELL Program was enhanced by utilizing an outside consultant from Ensemble Learning. The focus of the PD was to conduct two 3-Day Learning Cycles to assist students who are English Learners gain great access to the instructional standards in the English Learner Support Class that supplements the ELA core curriculum. The Math Department conducted professional development activities with teachers as part of a Differentiated Assistance Model in conjunction with math coaches from LUSD and the San Joaquin County Office of Education.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At our Site, we have determined that the material differences threshold will be \$25,000.00. The material differences in the estimated actual expenditures was due to receiving additional funding support from the District Office for student supplies, technology, STEM equipment, and some teachers materials. Portion of unused site funds were redirected back to the District Office.

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.

Due to COVID-19 Restrictions and Protocols, all other Professional Development activities for STEM, AVID, and PBIS were rescheduled to the 2021-2022, School Year. In addition, we will use data from iReady Diagnostic as a result of being in the District's Multi-Tiered System of Support (MTSS) for Quarters 1, 3, and 4 as part of the In-Person Instructional Program for the 2021-2022, School Year. The District is providing Cohort 1 professional development to teachers, staff, and administration as part of the MTSS Framework. Four Core academic subjects (English Language Arts, Math, Science, Social Studies) for general education, special education, and English Learners.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

English Language Arts

### Goal Statement

- By June 2022, increase a total of 5% percent the school-wide “Smarter Balanced Assessment - SBA: Percent Standard Met and Above” to a target goal of (28 percent) in 2021-2022 compared to the 27% percent in 2018-2019, 31% percent in 2017-2018; 22 percent in 2016-2017; and 18 percent met in 2015-2016. Due to COVID-19, the State cancelled the Smarter Balanced Assessment for the 2019-2020 school year.

Student Target Area: 36% of students (209 students) in the Nearly Met Level will move to the Standard Met Level. (This represents 209 students school-wide divided by 5 teachers equaling 42 students per teacher will move. Teachers will focus on an average of 8 students per class period that are in the Nearly Met Level)

STRATEGY: Provide support to all student to increase reading and writing proficiency and performance levels on standardized tests.

### LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare student to be college and career ready. (LCAP Goal 2)

### Basis for this Goal

- An analysis of the Reading Inventory Scores of students and sections developed in the Master Schedule
- An analysis of Benchmark Assessments for Quarters 1-3
- An analysis of Smarter Balanced Assessment in June 2019 (SBA data from 2019-2020 was waived by the CDE due to COVID-19)

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
iReady Diagnostic Assessment	The base line data is being gathered for the 2021-2022 school year in May 2022 when all 3 iReady Diagnostic Assessments will be compiled.	New baseline will be established in the 2022-2023 school year as part of Multi-Tiered System of Support (MTSS)
Smarter Balanced Assessments	23% percent standard met/exceeded	5% percent increase in standard met/exceeded for 7th and 8th graders.

### Planned Strategies/Activities

#### Strategy/Activity 1

ELA 1



Assign .2FTE for 1 teacher to pick up additional sections of English classes to assist students in their acquisition of knowledge and standards.

### Students to be Served by this Strategy/Activity

All students

### Timeline

August 2021 - May 2022

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

Amount	20,210
Source	Title I
Budget Reference	1103 Prep Period Teacher 120%
Description	Providing Intervention
Amount	11449
Source	Title I
Budget Reference	3000 Benefits
Description	Providing Intervention

### Strategy/Activity 2

ELA 2

Identify instructional material needs by department

Upgrade the school library by purchasing new books, journals, and materials that supplemental core textbooks for content areas on campus

### Students to be Served by this Strategy/Activity

All students

### Timeline

August 2021 - May 2022

### Person(s) Responsible

Principal  
Principal's Secretary  
Library Media Assistant

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5000
<b>Source</b>	Title I
<b>Budget Reference</b>	4200 Books
<b>Description</b>	New books for library
<b>Amount</b>	3500
<b>Source</b>	Title I
<b>Budget Reference</b>	5875 Technology Licenses
<b>Description</b>	Licenses
<b>Amount</b>	1940
<b>Source</b>	Title I
<b>Budget Reference</b>	5800 Prof and Operating/Consultants
<b>Description</b>	Prof and operating/consultants for staff

### Strategy/Activity 3

ELA 3

Coordinate with Delta College Humanities Department

Arrange college students to serve as AVID Tutors to 7th and 8th grade AVID students as a supplement.

### Students to be Served by this Strategy/Activity

Students in AVID program

### Timeline

Fall Semester in 2021 & Spring Semester in 2022

### Person(s) Responsible

AVID Teacher/Coordinator

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	33
<b>Source</b>	Title I
<b>Budget Reference</b>	2200 Class Support Temp
<b>Description</b>	Additional AVID Tutor timecards
<b>Amount</b>	650
<b>Source</b>	Title I

<b>Budget Reference</b>	2420 Clerical Temp
<b>Description</b>	Support
<b>Amount</b>	1303
<b>Source</b>	Title I
<b>Budget Reference</b>	2920 Other Class Temp
<b>Description</b>	Support

## Strategy/Activity 4

ELA 4

Equip classrooms with materials, supplies & technology to implement the common core strategy: Project-based learning to supplement instructional projects that teachers provide students within common core classes, academic/intervention programs by incorporating and/or expanding these projects in AVID and STEM Academy classes to provide real-world application of knowledge and skills.

Purchase instructional materials for students - 3 ring binders, school planner, 5 tab dividers/folders, pencils, highlighters, pencil pouch and earbuds.

### Students to be Served by this Strategy/Activity

All students

### Timeline

August 2021 - May 2022

### Person(s) Responsible

Principal  
Principal's Secretary

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	29908
<b>Source</b>	Title I
<b>Budget Reference</b>	4300 Materials
<b>Description</b>	Materials and supplies, classroom supplies and student supplies for STEM and AVID
<b>Amount</b>	5000
<b>Source</b>	Title I
<b>Budget Reference</b>	4475 Technology (\$500-\$9,999)
<b>Description</b>	Technology equipment for classroom/labs: robotics, forensics, mobile video production, design lab studio, engineering, and coding
<b>Amount</b>	8745

<b>Source</b>	Title I
<b>Budget Reference</b>	4400 Equipment (\$500-\$9,999)
<b>Description</b>	Technology equipment for classroom/labs: robotics, forensics, mobile video production, design lab studio, engineering, and coding.
<b>Amount</b>	3423
<b>Source</b>	Title I
<b>Budget Reference</b>	4328 Warehouse Supplies
<b>Description</b>	Materials and supplies, classroom supplies and student supplies for STEM and AVID

## Strategy/Activity 5

ELA 5

Provide additional time for teachers and staff to assist students in After School Tutoring/Intervention Programs; provide additional time for teachers and staff to assist students and parents in the selection of classes during Course Selection Seminar Nights using Chromebook Technology to access the Aries Portal for submitting course requests. Provide additional time for teachers and staff to work on evidence-based educational projects in - instruction, data analysis, use of technology, peer coaching, use of on-line resources for returning to In-Person as a result of COVID-19; research-based approaches to student learning. As part of Title 1 Vertical Alignment, provide time for teachers to collaborate with feeder schools to address Board's goals for 7th grade and 9th grade transition.

## Students to be Served by this Strategy/Activity

All students school-wide

## Timeline

August to May 2022

## Person(s) Responsible

Counselors  
Principal  
Teachers  
Staff  
Vice Principals

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1000
<b>Source</b>	Title I
<b>Budget Reference</b>	5715 Print Shop
<b>Description</b>	materials
<b>Amount</b>	6500
<b>Source</b>	Title I
<b>Budget Reference</b>	1150 Teacher Sub
<b>Description</b>	Time Cards



# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Mathematics

### Goal Statement

- By June 2022, increase a total of 8% percent on the school-wide on Smarter Balanced Assessment - SBA: Percent Standard Met and Above to a target goal of 16% percent in 2021-2022 compared to 12% percent in 2018-2019, 12% percent in 2017-2018 and 17 percent in 2016-2017. Smarter Balanced Assessment data from 2010-2020 was not available due to CDE cancelling the SBA.
- Student Target Area: 36% of students (208 students) in the Nearly Met Standard Level will move to the Standard Met Level. (This represents 209 students school-wide divided by 5 teachers equaling 42 students per teacher will move. Teachers will focus on an average of 8 students per class period that are in the Nearly Met Level)
- Maintain students enrolled in STEM – Science, Technology, Engineering, Mathematics: Include 6 STEM Career Technology Labs in the areas of: Coding/App Development, Atmospheric Sciences, Outdoor Classroom & Urban Garden Project for the School Lunch Program, Atmospheric Sciences High Altitude Balloon Launches and ExoLab Experiments; MESA, Forensics, Robotics, Mobile Video Production, and teaching Engineering Principles using a Deign Lab Studio in order to incorporate math skills in real-world learning environments.

STRATEGY: Provide support to all student to increase math proficiency and performance levels on standardized tests.

### LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare student to be college and career ready. (LCAP Goal 2)

### Basis for this Goal

- An analysis of Benchmark Assessments scores for Quarters 1-4
- An analysis of Smarter Balanced Assessment scores started with preliminary reports in June 2021
- Student Course Request Forms for STEM Academy Classes

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
iReady Diagnostic Assessments	The base line data is being gathered for the 2021-2022 school year in May 2022 when all 3 iReady Diagnostic Assessments will be compiled.	New baseline will be established in the 2022-2023 school year as part of Multi-Tiered System of Support (MTSS)
Smarter Balanced Assessments	8% percent of meeting/exceeding standard	17% percent of students meeting/exceeding standard

### Planned Strategies/Activities

## Strategy/Activity 6

M 2

Provide classroom materials for students

Equip classrooms/library with supplemental materials/supplies & equipment to implement Common Core instructional strategy: Project-based learning to connect the instructional projects that teachers provide to students within core classes, and link these projects to STEM Academy classes in order to increase real-world application of knowledge and skills. Classroom kits in: robotics, forensics, engineering, Urban Garden, coding, design lab studio/makers space, and mobile video production to reinforce mathematics concepts and mathematical practices.

### Students to be Served by this Strategy/Activity

school-wide

### Timeline

August 2021 - May 2022

### Person(s) Responsible

Principal  
Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4250
<b>Source</b>	Title I
<b>Budget Reference</b>	4475 Technology (\$500-\$9,999)
<b>Description</b>	technology such as tablets, computers, and cameras

## Strategy/Activity 7

M3

Improve student learning by providing additional time for teachers to collaborate together in department, work with an instructional coach in math and Title 1; and/or work on evidence-based instructional projects as a supplemental support service to students. Additional time for teachers and staff to work with students in the After School Tutoring/Intervention Program. Provide supplemental materials to students during Distance Learning, In-Person instruction, and in After School Tutoring/Intervention and Bridge Programs. As part of Title 1 Vertical Alignment, provide time for teachers to collaborate with feeder schools to address Board's goals for 7th grade and 9th grade transition.

### Students to be Served by this Strategy/Activity

School-wide support

### Timeline

Quarterly

**Person(s) Responsible**

Principal's Secretary  
 Library Media Assistant

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	1808
<b>Source</b>	Title I
<b>Budget Reference</b>	4300 Materials
<b>Description</b>	Materials and Supplies
<b>Amount</b>	500
<b>Source</b>	Title I
<b>Budget Reference</b>	1150 Teacher Sub
<b>Description</b>	Release Time for Teachers
<b>Amount</b>	2000
<b>Source</b>	Title I
<b>Budget Reference</b>	5220 Conference
<b>Description</b>	Trainings for teachers

**Strategy/Activity 8**

M4  
 Provide Release Time for Professional Development and Testing in order to implement Common Core & Smarter Balanced Assessments

**Students to be Served by this Strategy/Activity**

School-wide

**Timeline**

Third and Fourth Quarters

**Person(s) Responsible**

Vice Principal  
 Department Chairperson

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	500
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<b>Source</b>	Title I
<b>Budget Reference</b>	1150 Teacher Sub
<b>Description</b>	Substitute teachers

### Strategy/Activity 9

M 5

Purchase instructional materials for students for students - 3 Ring Binder, School Planner, 5 tab Dividers, pencils, highlighters, pencil pouch and earbuds. Add additional materials, supplies, and technology kits for students to use during Distance Learning due to COVID-19.

#### Students to be Served by this Strategy/Activity

School-wide

#### Timeline

August 2021 - May 2022

#### Person(s) Responsible

Principal Secretary

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	7417
<b>Source</b>	Title I
<b>Budget Reference</b>	4300 Materials
<b>Description</b>	Materials and Supplies
<b>Amount</b>	3000
<b>Source</b>	Title I
<b>Budget Reference</b>	4300 Materials
<b>Description</b>	Student Planners

### Strategy/Activity 10

M 6

Help students and parents access Aries Portal to submit Course Requests. Provide addition time for teachers and staff to assist students and parents at Course Selection Seminar for selection classes using Chromebooks to enter courses.

#### Students to be Served by this Strategy/Activity

School-wide

#### Timeline

February - May 2022

**Person(s) Responsible**

Counselors  
Principal  
classified staff

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	2890
<b>Source</b>	Title I
<b>Budget Reference</b>	1120 Teacher Temp
<b>Description</b>	Time cards
<b>Amount</b>	1976
<b>Source</b>	Title I
<b>Budget Reference</b>	2200 Class Support Temp
<b>Description</b>	Time cards

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

English Learners

### Goal Statement

The focus of this goal is to increase student achievement for English Learners:

By June 2022, increase by 10 percent (12 students) of English Learner students to score on the Smarter Balanced Assessment at the Standard Met and Above level.

- Continue 100 percent of RFEP monitoring.

STRATEGY: Assist each English Learner to become proficient in their acquisition of the English language and all subject areas.

### LCAP Goal

A. All English Learners will demonstrate proficiency in English in order to meet the Annual Measurable Achievement Objectives targets. (Title III Plan) B. All English Learners will meet benchmarks toward Reclassification. (LCAP Goal 2)

### Basis for this Goal

- MATH Inventory & Reading Inventory
- iReady Diagnostic Assessment
- Smarter Balanced Assessment
- ELPAC Comparison Census Report

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
iReady Diagnostic Assessment in English Language Arts and Mathematics	The base line data is being gathered for the 2021-2022 school year in May 2022 when all 3 iReady Diagnostic Assessments will be compiled.	Increase of 3% percent scoring at the standards met/exceeded levels in ELA to 6% percent. Increase of 3% percent scoring at the standards met/exceeded levels in Math to 14% percent.
Smarter Balanced Assessments	5 percent in ELA scored at the Standards Met Level and 2 percent in Math scored at the Standards Met Level	Increase of 4 percent in ELA from 6 percent to 10 percent in the Standards Met/Exceed Level. Increase of 3 percent in Math from 2 percent to 5 percent in the Standards Met/Exceed level
ELAP Comparison Census Report	9 students were reclassified in 2020-2021	Increase reclassifying of English Learners to 10 students more in 2021-2022 compared to baseline.

### Planned Strategies/Activities

## Strategy/Activity 1

ELD 1

Improve student learning by increasing teacher/ support. Provide time cards to teachers and staff to work English Learners in the Tutoring Program Before/After School.

### Students to be Served by this Strategy/Activity

English Learners in general education, special education, and Section 504

### Timeline

Quarterly

### Person(s) Responsible

Library Media Assistant,  
Vice Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2000
<b>Source</b>	Title I
<b>Budget Reference</b>	1120 Teacher Temp
<b>Description</b>	Timecards
<b>Amount</b>	250
<b>Source</b>	Title I
<b>Budget Reference</b>	2200 Class Support Temp
<b>Description</b>	Timecards

## Strategy/Activity 2

ELD 2

Provide time cards for Title 1 teacher/coach and teacher leaders to develop and provide curriculum models for new and veteran teachers in the areas on instruction, student learning, monitoring, classroom management, and assessment of student performance of English Learners. Funds for release time for teachers to implement 3 Learning Cycles using the Ensemble Learning Program for English Learners; collaborate together within departments and with colleagues. As part of Title 1 Vertical Alignment, provide time for teachers to collaborate with feeder schools to address Board's goals for 7th grade and 9th grade transition.

### Students to be Served by this Strategy/Activity

ELL subgroup

## Timeline

August 2021 - May 2022

## Person(s) Responsible

Principal  
ELA Teacher/Title 1 Coach

## Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Timecards

## Strategy/Activity 3

ELD 3

Purchase instructional materials for students for students - 3 Ring Binder, School Planner, 5 tab Dividers, pencils, highlighters, pencil pouch and earbuds.

## Students to be Served by this Strategy/Activity

School-wide

## Timeline

August 2021 - May 2022

## Person(s) Responsible

School Site Council

## Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Title I
Budget Reference	4300 Materials
Description	Student Planners

Amount	500
Source	Title I
Budget Reference	4300 Materials
Description	(Binders, Pencil Pouch, Pencils, Highlighters, 5-Tab Dividers, Erasers, etc.)

## Strategy/Activity 4

ELD 4

Provide classroom materials for students. Equip classrooms with books and materials/supplies in order to implement the Common Core instructional strategy: Project-Based Learning which is designed to connect the instructional projects that teachers provide to students within core classes, and link these projects to the STEM Academy Classes in order to increase real-world application of knowledge and skills.

**Students to be Served by this Strategy/Activity**

ELL subgroup

**Timeline**

August 2021 - May 2022

**Person(s) Responsible**

School Site Council

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	3423
<b>Source</b>	Title I
<b>Budget Reference</b>	4328 Warehouse Supplies
<b>Description</b>	Classroom supplies for students
<b>Amount</b>	2924
<b>Source</b>	Title I
<b>Budget Reference</b>	4300 Materials
<b>Description</b>	Classroom supplies for students

**Strategy/Activity 5**

ELD 6

Help Students/Parents Access Technology in order to Select Courses. Provide additional time for teachers and staff to assist students and parents in the selection of classes using Chromebook Technology within the Aeries Program

**Students to be Served by this Strategy/Activity**

ELL subgroup

**Timeline**

February – May 2022

**Person(s) Responsible**

Counselor,  
Principal,

Vice Principal,  
Teachers,  
Clerical Staff

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	1000
<b>Source</b>	Title I
<b>Budget Reference</b>	1120 Teacher Temp
<b>Description</b>	Timecards

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Parent Involvement

### Goal Statement

- Assist teachers, counselors, administration, and other school staff members, in developing, maintaining, and reinforcing positive relationships with parents in order to increase student achievement.
- Use Title 1 Parent Involvement and other appropriate categorical/general funds to help increase parent involvement by 10% at IEP, SST, 504, Parent Conferences, Course Selection Seminars, ELAC, SSC, Back-to-School Night, Open House, Music/Choir & Fine Arts Program, Lunch-on-the-Lawn, Title 1 Parent/Guardian Information Night, and Chaperone on Student Field Trips, Farmer’s Market Nutritional Program, and End-of-Year Promotion.
- Increase parents who take the Parent Survey by 100 students by working with Assessment, Research, Evaluation – ARE Department to allow for Parent Survey to open at the beginning of 4th Quarter in conjunction with Course Selection Seminars so that parents can take the survey increasing input while on campus.

STRATEGY: Implement strategies to increase Parent and Community Involvement.

### LCAP Goal

Improve the engagement of parents/guardians as partners in their children’s education. (LEAP Goal B)

### Basis for this Goal

- LUSD Parent Survey for 2019-2020, School Year
- “Back-to-School Night” & Title 1 Parent Meeting Survey (August 19, 2021)
- Agenda Minutes from School Site Council and English Learner Advisory Committee Meetings

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent Survey Sign-In Logs	20 parents completed Parent Survey in 19-20 compared to 8 parents completed Parent Survey in 18-19 school year. 5 Parent Sign-In Logs (Back to School Night, Open House, Course Selection Seminars, Lunch on the Lawn and Parent University)	Increase completion of LUSD LCAP Survey related to Family/School Connectivity by 25 parents. Due to COVID-19 Protocols, it is unclear if parent events will be allowed on campus in 2021-2022.

### Planned Strategies/Activities



## Strategy/Activity 1

PI 1

Make copies available for public. School Site Council will make materials available for SSC and ELAC meetings in Spanish, Hmong, and other languages appropriate for Delta Sierra parents

### Students to be Served by this Strategy/Activity

School-wide

### Timeline

August 2021 - May 2022

### Person(s) Responsible

School Site Council Chairperson,  
Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1140
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	4300 Materials
<b>Description</b>	Materials

## Strategy/Activity 2

PI 2 Provide technology for staff and parents to communicate together. Set up computer terminal(s) and/or Television Monitor(s) in school lobby for parents to use to access information related to school activities.

### Students to be Served by this Strategy/Activity

All students

### Timeline

August 2021 - May 2022

### Person(s) Responsible

Site Administration  
District Technology Department

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	615
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	4375 Technology (under \$500)

**Description**

technology for students

**Strategy/Activity 3**

PI 3 Increase parent involvement on campus during the school day and in the after school Bridge Program in support of their students' activities; and parent attendance at the Parent University Evening Sessions. Provide light refreshments for parents at: Back to School Night, Lunch on the Lawn, Parent University sessions, Honor Roll, Open House, Music/Choir Fine Arts Programs, Art Showcase, Community Reading Nights, Course Selection Seminar Registration Nights, ELAC and SSC meetings.

**Students to be Served by this Strategy/Activity**

All students

**Timeline**

August 2021 - May 2022

**Person(s) Responsible**

Principal  
Principal's Secretary

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	599
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	4300 Materials
<b>Description</b>	Materials for meetings
<b>Amount</b>	703
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	4325 Food For Meetings
<b>Description</b>	Light Refreshments

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Professional Development and Student Training

### Goal Statement

Delta Sierra Middle School has been a school that utilized resources from the Quality Education Investment Act – QEIA that provided funding for class size reduction and professional development.

- Though Delta Sierra is no longer a QEIA school, the school will continue to use the professional development model of 40 hours of professional development for teachers and 5 hours for para-educators. The model that will be utilized is the site Professional Learning Community – PLC, which will incorporate Pre-Service Days, Faculty/Staff, Department Meetings, Interdisciplinary Teams, and teacher led Common Planning Time. During the 2019-2020 school year, Delta Sierra was designated a Comprehensive Support Improvement - CSI school with the goal of full implementation during the 2020-2021 school year.
- In addition, Delta Sierra completed its 6th year of additional training in Positive Behavior Intervention Support – PBIS as well as provided training in the implementation of the 1:1 Chromebook Technology, and department training in Google Docs, instructional technology on the use of Promethean Active Panels to help English Learners, students who have a Section 504 or Individual Education Plan, and students enrolled in READ 180, MATH 180 (SDC), Physical Education as well as training for the science department in NGSS and Science Technology Engineering Mathematics – STEM. Delta Sierra completed a second year of Classroom Management Training by a consultant from Novak Consulting and is beginning its first year of training in Multi-Tiered System of Support - MTSS Cohort 1 training. Focus Area: Work with consultants in the area of Classroom Management and School Culture & Climate to increase support to administrators, counselors, teachers, staff in support of student achievement.

\* Students will receive one hour training for 18 weeks through teacher led Advisory Program (6 one hour sessions quarters 1-3) as well as a training during assemblies/and or classroom presentations in such areas as School-wide Expectations and Rewards, Social Emotional Learning and Anti-Bullying Social Media Program.

STRATEGY: Provide professional development using a Training of Trainers model.

### LCAP Goal

High quality and on-going professional development for teachers and staff will be provided to improve instruction and enable students to reach proficiency on state academic content standard. (Compensatory Education: 18) Additional training for students in various topics related to teen development, Conflict Resolution, School Climate and Culture, AVID, STEM, Anti-bullying Program, Mentoring, Cross-Age Tutoring, and Support Groups.

### Basis for this Goal

LUSD Professional Learning Community - PLC Site Visit Report  
Student Discipline Reports  
Teacher Referral Tracker Data

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Google Classroom - Agendas from Faculty/Staff Meetings, Interdisciplinary Teams Meeting,	40 hours of Professional Development per teacher 4 hours of Professional Development per classified employee	40 hours of Professional Development per teacher 4 hours of Professional Development per classified employee

Metric/Indicator	Baseline	Expected Outcome
Department Meetings, Common Planning Time, Student Surveys	6 hour of training for students during Quarters 1-3	6 hours of training for students during Quarters 1-3 Increase student participating in LCAP School Culture Survey by 20 students

## Planned Strategies/Activities

### Strategy/Activity 1

PD1

Administration, Selected teachers and staff to attend training through-out the State in either their respective subject areas, and/or in Classroom Management, PBIS, STEM, AVID, Instructional Strategies & Technology, School Culture & Climate and provide professional development to colleagues using the Professional Learning Community Model. Provide training to teachers and staff in Social Emotional Learning curricula (Caring School Communities)

Students to attend on-site training and training as part of Study Trips in Northern California in the area of: Teen Development, Conflict Management, School Culture and Climate, AVID, STEM, Anti-bullying Programs, Mentoring, Cross-Age Tutoring, Support Groups, College/University Entrance Requirements, and Career Technical Education

### Students to be Served by this Strategy/Activity

Will impact all students

### Timeline

August 2021 - May 2022

### Person(s) Responsible

Principal

Vice Principals

Department Chairs and Selected Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	500
<b>Source</b>	Title I
<b>Budget Reference</b>	1150 Teacher Sub
<b>Description</b>	Substitutes
<b>Amount</b>	6710
<b>Source</b>	Title I
<b>Budget Reference</b>	5220 Conference

**Description**

Provide funds to pay for conferences, workshops, seminars, and training

# Goals, Strategies, & Proposed Expenditures

## Goal 6

### Subject

Comprehensive Support and Improvement - CSI

### Goal Statement

Improve scores for all students and subgroups on Smarter Balanced Assessments -

#### ENGLISH LANGUAGE ARTS:

By June 2022, increase a total of 5% percent the school-wide “Smarter Balanced Assessment - SBA: Percent Standard Met and Above” to a target goal of (33 percent) in 2021-2022 which is the same level as in 2018-2019 compared to the 27% percent in 2018-2019, 31% percent in 2017-2018; 22 percent in 2016-2017; and 18 percent met in 2015-2016. Due to COVID-19, the State cancelled the Smarter Balanced Assessment for the 2019-2020 school year.

\* Student Target Area: 36% of students (250 students) in the Nearly Met Level will move to the Standard Met Level. (This represents 250 students school-wide divided by 6 teachers equaling 42 students per teacher will move. Teachers will focus on an average of 8 students per class period that are in the Nearly Met Level)

STRATEGY: Provide support to all student to increase reading and writing proficiency and performance levels on standardized tests.

#### MATHEMATICS:

By June 2022, increase a total of 8% percent on the school-wide on Smarter Balanced Assessment - SBA: Percent Standard Met and Above to a target goal of 17% percent in 2021-2022 which is the same level as in 2019-2020 (however, due to COVID-19 the SBA was eliminated), compared to 12% percent in 2018-2019, 12% percent in 2017-2018 and 17 percent in 2016-2017.

- Student Target Area: 50% of students (70 students) in the Nearly Met Standard Level will move to the Standard Met Level. (This represents 70 students school-wide divided by 5 teachers equaling 14 students per teacher will move. Teachers will focus on 3 students per class period that are in the Nearly Met Level)
- Maintain students enrolled in STEM – Science, Technology, Engineering, Mathematics: Include 6 STEM Career Technology Labs in the areas of: Coding/App Development, Atmospheric Sciences, Outdoor Classroom & Urban Garden Project for the School Lunch Program, Atmospheric Sciences High Altitude Balloon Launches and ExoLab Experiments; MESA, Forensics, Robotics, Mobile Video Production, and teaching Engineering Principles using a Deign Lab Studio in order to incorporate math skills in real-world learning environments.

STRATEGY: Provide support to all student to increase math proficiency and performance levels on standardized tests.

#### ENGLISH LANGUAGE LEARNERS:

By June 2022, increase by 10 percent (12 students) of English Learner students to score on the Smarter Balanced Assessment at the Standard Met and Above level.

- Continue 100 percent of RFEP monitoring.

STRATEGY: Assist each English Learner to become proficient in their acquisition of the English language and all subject areas.

#### SCIENCE:

By June 2022, on Smarter Balanced Assessment: establish a target baseline in the Percent Standard Met and Above to a target goal of (20 percent) in 2021-2022.

#### SUSPENSION AND DISCIPLINE:

Reduce the disproportionate number of home suspensions of African-American students by 5% compared to the overall number of school suspensions

#### ATTENDANCE:

Increase daily attendance by 4% from an average of 91% to 95%

STRATEGY: Provide support to all students to increase their reading, vocabulary development, writing, math, and science proficiency in the Standards Met/Exceed Performance Levels on standardized tests.

## LCAP Goal

Prepare student with the integrity and skills required to adapt and succeed as responsible citizens in an ever-changing world

## Basis for this Goal

An analysis of the Reading Inventory, Math Inventory Scores, Science NGSS, Suspension/Attendance data of students

- An analysis of Benchmark Assessments for Quarters 1-3
- An analysis of Smarter Balanced Assessment in June 2021

## Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
iReady Diagnostic Assessments	<p>English Language Arts; Mathematics; and students who are English Language Learners:</p> <p>The base line data is being gathered for the 2021-2022 school year in May 2022 when all 3 iReady Diagnostic Assessments will be compiled.</p>	5% percent increase in standard met/exceed for 7th grade and 8th grade.
Smarter Balanced Assessments	<p>English Language Arts: 23% of students scored at the standard met/exceeded for School-wide</p> <p>Mathematics: 8% of students scored at the meeting/exceeding standard for School-wide</p> <p>English Language Learners: 6 percent of ELL students in ELA scored at the Standards Met Level and 2 percent of ELL in Math scored at the Standards Met Level</p> <p>Science: Percent Standard Met and Above to a target goal of (20 percent)</p>	5% percent increase in standard met/exceed for 7th grade and 8th grade
Student Discipline Report	17 percent over-represented of suspension of African-American students in 2019-2020. Data was not provided by the LUSD Assessment,	Reduce over-representation of suspensions of African-American students to 7 percent

Metric/Indicator	Baseline	Expected Outcome
	Research, Evaluation (ARE) Department due to COVID-19 and Distance Learning for Quarters 1-3 of the 2020-2021 school year	
School Attendance Report	Monthly Average: 91 percent	Increase Monthly Average by 4 percent to 95 percent

## Planned Strategies/Activities

### Strategy/Activity 1

Provide time cards, release time, pay for consultants to provide services to teachers, staff, and students in the School-wide Comprehensive School Support and Improvement efforts. These include but are not limited to: Development of Instructional Hub for Distance Learning and In-Person Instruction; Intervention Programs, Ensemble Learning Program, Improve Your Tomorrow, Inc., Supplemental Tutoring & Intersession, Classroom Kits for STEM, AVID, PBIS Banners for School P.R.I.D.E. Improvement; purchase of Technology and Multi-Tiered System of Support (MTSS) Cohort 1

### Students to be Served by this Strategy/Activity

All students are the focus of support

### Timeline

August 2021 thru June 2022

### Person(s) Responsible

Principal  
School Site Council  
Teachers  
Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	20,000.00
<b>Source</b>	Comprehensive Support and Improvement
<b>Budget Reference</b>	1100 Teacher
<b>Description</b>	Teacher time cards: 10 teachers x 44 dollars x 10 hours for 2 months (adjunct hourly rate)
<b>Amount</b>	2,000.00
<b>Source</b>	Comprehensive Support and Improvement
<b>Budget Reference</b>	1900 Other Cert Salaries
<b>Description</b>	Counselor time cards at adjunct hourly overtime rate for Crisis Counseling in See Something/Say Something Reporting; Social Emotional Learning during After School Programs
<b>Amount</b>	28,000.00
<b>Source</b>	Comprehensive Support and Improvement



**Budget Reference**

4400 Equipment (\$500-\$9,999)

**Description**

Purchase of Technology for Labs and Project-Based Learning activities

# Form C: Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	194,866.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	141,809.00	0.00
Title I: Parent Involvement	3,057.00	0.00
Comprehensive Support and Improvement	50,000	0.00

# Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement	50,000.00
Title I	141,809.00
Title I: Parent Involvement	3,057.00

## Preliminary Plan

## Final Plan

*David Wark* 09/27/2021 03:00 pm

*Principal*

*Date*

*Principal*

*Date*

*Jyker* 09/27/2021 03:00 pm

*SSC Chairperson*

*Date*

*SSC Chairperson*

*Date*

*Rafael* 10/22/2021 03:45 pm

*Program Manager*

*Date*

*Program Manager*

*Date*

# Expenditures by Budget Reference and Funding Source

## FORM F: FISCAL WORKSHEET

Budget Reference	Funding Source	Amount
1100 Teacher	Comprehensive Support and Improvement	20,000.00
1900 Other Cert Salaries	Comprehensive Support and Improvement	2,000.00
4400 Equipment (\$500-\$9,999)	Comprehensive Support and Improvement	28,000.00
1103 Prep Period Teacher 120%	Title I	20,210.00
1120 Teacher Temp	Title I	6,890.00
1150 Teacher Sub	Title I	8,000.00
2200 Class Support Temp	Title I	2,259.00
2420 Clerical Temp	Title I	650.00
2920 Other Class Temp	Title I	1,303.00
3000 Benefits	Title I	11,449.00
4200 Books	Title I	5,000.00
4300 Materials	Title I	46,057.00
4328 Warehouse Supplies	Title I	6,846.00
4400 Equipment (\$500-\$9,999)	Title I	8,745.00
4475 Technology (\$500-\$9,999)	Title I	9,250.00
5220 Conference	Title I	8,710.00
5715 Print Shop	Title I	1,000.00
5800 Prof and Operating/Consultants	Title I	1,940.00
5875 Technology Licenses	Title I	3,500.00
4300 Materials	Title I: Parent Involvement	1,739.00
4325 Food For Meetings	Title I: Parent Involvement	703.00
4375 Technology (under \$500)	Title I: Parent Involvement	615.00

# FORM D: 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
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students
- 12 Total

Name of Members	Role
Brad Watson, Principal	Principal
Maria Mack, (Other School Staff)	Other School Staff
Maria Valdovinos, Teacher	Classroom Teacher
John Collier, Teacher	Classroom Teacher
Tyler Stark, Teacher	Classroom Teacher
Todd Parizo, Teacher	Classroom Teacher
Lukia Scott, Parent	Parent or Community Member
Rommy Estrada, Parent	Parent or Community Member
Michelle Hicks, Parent	Parent or Community Member
Karissa Thao, Student	Secondary Student
Iqra Naseer, Student	Secondary Student
Uyen Le, Student	Secondary Student

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.


# FORM E: Recommendations and Assurances

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

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

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

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




Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 09/27/2021 03:00 pm.

Attested:

Preliminary Plan		Final Plan	
	09/27/2021 03:00 pm		
<i>Principal</i>	<i>Date</i>	<i>Principal</i>	<i>Date</i>
	09/27/2021 03:00 pm		
<i>SSC Chairperson</i>	<i>Date</i>	<i>SSC Chairperson</i>	<i>Date</i>
	10/22/2021 03:45 pm		
<i>Program Manager</i>	<i>Date</i>	<i>Program Manager</i>	<i>Date</i>