

Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Delta Sierra Middle School	39685856107114	May 2, 2024	June 18, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Delta Sierra Middle School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To effectively meet the requirements of the Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, and #3:

Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities

To achieve this goal, our school ensures that all students have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.

Strategies to Address Goal #1 for ESSA Compliance:

- * Regularly review and align curriculum with state standards.
- * Provide targeted professional development opportunities for teachers to enhance their instructional practices..

Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency

Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.

Strategies to Address Goal #2 for ESSA Compliance:

- * Implement data-driven instructional practices to monitor student progress in ELA and Math.
- * Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

Goal #3: Safe and Connected School Environment

We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.

Strategies to Address Goal #3 for ESSA Compliance:

- * Conduct regular climate surveys to gather feedback from students, families, and staff.
- * Analyze attendance and behavioral data to identify trends and implement interventions as needed.
- * Offer family engagement activities and resources to foster stronger connections between school and home.

By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

Educational Partner Involvement

How, when, and with whom did your Delta Sierra Middle 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

Identification of Stakeholders: The key stakeholders who are involved in the development and review of the School Plan for Student Achievement (SPSA) include:

Communication Plan: A comprehensive communication plan developed to inform all stakeholders about the SPSA development and review process includes:

Faculty and staff meetings - January 10, 2024 at Faculty/Staff Meetings and January 31, 2024, Department Meeting
Advisory committees - English Learner Advisory committee - April 19, 2024

Communication channels - April and May 2024 parent newsletters

Consultation Meetings: Consultation meetings scheduled to gather input from various stakeholder groups include: Parent and community forums - August 24, 2023, Back to School & Title 1 Parent Involvement Night - SPSA and ELAC nominations / April 18, 2024, Open House - SPSA implementation

Data Review and Analysis: Relevant data, including student achievement data, demographic information, and stakeholder feedback, are collected and analyzed to inform the development and review of the SPSA.

Collaborative Planning Sessions: Goal Setting and Action Planning: held with representatives from different stakeholder groups to develop and review the SPSA involve the Faculty/Staff Meeting on January 10, 2024, and School Site Council on February 22, 2024.

Feedback and Revision: Drafts of the SPSA are shared with stakeholders for feedback and revision. This feedback is carefully considered, and revisions are made as necessary to ensure the plan reflects the needs and priorities of the school community.

Approval Process: The finalized SPSA is presented to relevant stakeholders for approval. This includes: School site council - Council Meeting on April 23, 2024 and May 2, 2024, and District Office staff in the Educational Services Department.

Ongoing Communication: Throughout the year, ongoing communication and engagement with stakeholders ensure that they remain informed about the progress of the SPSA and have opportunities to provide input and feedback.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI only.

Based upon the California School Dashboard state indicators, Delta Sierra Middle School has been identified for Additional Targeted Support and Improvement ATSI. The following subgroups, English Learners and Two or More Races entered ATSI due to meeting the criteria based on the following indicators: English Learners - ELPI (Orange), Chronic Absenteeism, Suspension Rate, ELA and Math (Red). Two or More races met ATSI criteria based on the following indicators: Chronic Absenteeism (Red) Suspension Rate (Orange) as reported on the 2023 CA Dashboard release. In order to move the performance levels on each of the indicators for our qualifying students, it is necessary to address the needs of students, staff, and the school community. The school needs will be addressed through the use of supplemental funding sources for the development and implementation of instructional strategies, programs, and support systems before, during, and/or after school. Delta Sierra Middle School professional development will be centered on three core areas to include instruction, community, and accountability to ensure all students are provided with the opportunity to work towards mastery of grade-level standards in a safe, engaging and nurturing community.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Orange- Chronic Absenteeism, Suspension, English Learner Progress
Red- English Language Arts & Mathematics

Based on the needs assessment, we have identified the following areas: English Learner Progress, Chronic Absenteeism, Suspension Rate, ELA, and Math that need significant improvement based on a review of the California School Dashboard and local data. Areas for significant improvement will focus on moving students from 3 or more grade

levels below on SBAC to 2 or less grade levels below to meeting standard. To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented. as described in the Goals, Strategies/Activities, and Expenditures in this SPSA.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Delta Sierra did not have a state indicator for which performance for any student group was two or more performance levels below the "all" performance.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Arts- ELA

Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Delta Sierra Middle School aims to enhance academic and social-emotional instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students. The goal is to achieve a 5% increase in proficiency on the following universal measures in English Language Arts:

- 7th-8th Grade ELA iReady Universal Screener
- 7th-8th Grade CAASPP English Language Arts

In addition, a decrease in points below standard to move the identified targeted subgroups from orange to yellow on the California Dashboard in ELA. This targeted improvement will contribute to the overall academic growth and success of our students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a comprehensive review of the ELA needs assessment and disaggregated data from the below listed assessments, there are several areas that emerged that require significant improvement. Specifically, we have identified ELA, Math, Suspension rate, English Learners, and Chronic Absenteeism. There were no notable performance gaps among student groups on the CA Dashboard indicators.

To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at improving outcomes across all student groups.

This goal is based on disaggregated data from the following sources:

- The 2022-2023 7th-8th CAASPP ELA Assessment
- The 2023 California Dashboard: ELA
- The 2023-2024 7th-8th iReady MOY ELA Assessment

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard: ELA	The ALL-student group as demonstrated on the 2023 CA Dashboard report scored 77.1 points below standard. The performance color for the ALL-student group is Red.	The ALL-student group as demonstrated on the 2024 CA Dashboard report will increase by 5 points towards standard. The performance color for the ALL-student group will move from (Red) to (Orange).
iReady MOY ELA Assessment	During the 2023/24 school year, 7.88% of 7th & 10.79% of 8th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. Grade 7- 22.82% Grade 8- 19.5%	During the 2024-2025 school year, 7th & 8th grade students will demonstrate a 5% performance growth, at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. Grade 7- 27.82% Grade 8- 24.5%
CAASPP English Language Arts	During the 2022-2023 school year, 22.63 % of 7th & 8th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA. Grade 7- 22.3% Grade 8- 23%	During the 2023-2024 school year, 5 % of 7th & 8th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA. Grade 7- 27.3% Grade 8- 28%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to: Analyze universal screeners and state/local data to identify trends and areas for improvement. Collaborate, plan, and respond with best practices. Foster collaboration among teachers to develop targeted intervention strategies. Tailor instructional practices based on data insights to address diverse student needs. Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child. Use Data Collection Sheets to track individual student progress. Evaluate intervention effectiveness and instructional strategies for continuous improvement.</p>	All	<p>0</p> <p>Title I 1150 Teacher Sub Subs for MTSS Data Conference- Subject Area specific- See PD 5.1 for Funding Allocation</p> <p>0</p> <p>Title I 3000 Benefits Sub Benefits- See PD 5.1 for Funding Allocation</p>
1.2	Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies	All	<p>0</p> <p>Title I 4200 Books</p>

	<p>All resources must be specific in detail.</p> <p>Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions.</p> <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All 7th & 8th classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.</p> <p>Sample Items that may be listed: Review AVID Supply Support Document Binders Dividers Pencil boxes Notebooks Planners Student Supplies</p>			<p>1153 Title I 5715 Print Shop Banners and Posters 0 Title I 4300 Materials Binders, Dividers, Pencil boxes, Notebooks, Planners and student supplies 0 Title I 5875 Technology Licenses</p> <p>750 Title I 4328 Warehouse Supplies Supplemental Copy Paper</p>
1.3	<p>Site-Based Intervention Teacher Time - (2) 120 contracts to implement Co-Teaching Instructional Model:</p> <p>Student Support: Provide targeted assistance to 7th & 8th students who need extra help with literacy skills, such as reading and writing in core, multi-lingual, and support classes.</p> <p>Collaboration with District coaches: Collaborate on developing and implementing effective literacy interventions based on District Coaches</p> <p>Data Analysis and Progress Monitoring: [compile and review I-Ready Diagnostic (BOY, MOY, EOY), SBA and all data related to the Mid-Year Instructional Analysis] Professional Development: Participate in professional development opportunities provided by the district to enhance literacy instruction skills.</p>	All- Targeted Intervention	Tiered	<p>48,000 Title I 1920 Other Cert Temp 120 contract for Intervention Teacher Salary 23981 Title I 3000 Benefits Benefits for Intervention Teacher</p>
1.4	<p>After-School Interventions for ELA</p> <p>Certificated and Classified staff to provide targeted academic support and enrichment activities that foster students' language proficiency, reading comprehension, writing skills, and overall literacy development. These interventions aim to address specific learning needs identified during regular school hours, ensuring that all students have equitable access to resources and strategies that promote academic success in ELA.</p>	All- Targeted Support		<p>0 Title I 1120 Teacher Temp Certificated Timecards 0 Title I 3000 Benefits Certificated Benefits 0 Title I 1920 Other Cert Temp</p>

			Site Intervention or TOSA Timecard 0 Title I 3000 Benefits Site Intervention Teacher or TOSA Benefits 0 Title I 2120 Para Temp Paraeducator Timecards 0 Title I 3000 Benefits Para educator Timecard Benefits
1.5	<p>Study Trips Supplementing Grade-Level Core Curriculum:</p> <p>Study trips to supplement grade-level core curriculum is to provide students with experiential learning opportunities that deepen their understanding of academic concepts and enrich their educational experiences. The following activities outline the framework for these study trips:</p> <p>Study Trips to the following: CSU Sacramento, UC Davis, UOP, Delta College, Mokelumne River Hatchery, Sacramento Zoo, San Francisco Zoo, California Academy of Science, California State Railroad Museum, State Capitol, Museum of Science and Curiosity - MOSAC, California Museums, Angel Island and other Title I funded points of interest.</p> <p>Pre-Trip Preparation: Educators plan and prepare students for the study trip by aligning the objectives with grade-level core curriculum standards.</p> <p>Curriculum Integration: Study trips will be carefully designed to integrate with the core curriculum of each grade level. Hands-On Learning Experiences: Students will engage in hands-on activities, experiments, or demonstrations during the trip that complement classroom learning.</p> <p>Guided Exploration: Educators will facilitate guided exploration of the study trip location, pointing out relevant connections to classroom topics and encouraging students to make observations and ask questions.</p> <p>Interdisciplinary Connections: Study trips may incorporate interdisciplinary connections by exploring how different subject areas intersect in real-life settings.</p> <p>Reflective Activities: After the trip, students will participate in reflective activities such as journaling, group discussions, or presentations to process their experiences and make connections to the core curriculum.</p>	All	1,800 Title I 5872 Field Trips Entrance Fees 0 Title I 5800 Prof and Operating/Consultants Vendor coming to site (example: STEAM Mobile Lab) 0 Title I 5712 Transportation Charter Buses 3,200 Title I 5872 Field Trips District Transportation

	<p>Skill Development: Study trips will provide opportunities for students to develop essential skills such as critical thinking, communication, collaboration, and problem-solving in authentic settings.</p> <p>Follow-Up Learning: Educators will incorporate follow-up activities and assessments back in the classroom to reinforce learning from the study trip and assess its impact on student understanding and retention of core curriculum concepts.</p>		
1.6	<p>Technology Supporting Core Instruction:</p> <p>Technology to support core instruction involves a variety of activities aimed at enhancing teaching effectiveness, student engagement, access and learning outcomes across academic subjects.</p> <p>All technology must be specific in detail and must be noted here for the purpose</p>	All	<p>0 Title I 4375 Technology (under \$500) List Technology resources 0 Title I 4475 Technology (\$500-\$9,999) 0 Title I 4400 Equipment (\$500-\$9,999)</p>

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
I-Ready Diagnostic Assessment	5% expected increase in the Early On to Mid/Above Grade Level to reach 23%	33.02 increase in average scale score change for ELA
Smarter Balanced Assessments	5% percent increase in standard met/exceeded for 7th and 8th graders to reach 33%	22.63 percent scored at the standard met or above in ELA

Analysis

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

The local diagnostic test (i-Ready Diagnostic Screener) which serves as a benchmark for the Beginning of the Year (BOY) and Mid-Year (MOY) indicated marginal academic growth. However, the end of the year (EOY) is omitted due to the May 2024 timeline. It was through the ongoing implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, that Delta Sierra Middle School would show a 5% increase in proficiency on the following universal measures in English Language Arts:

7th & 8th Grade ELA iReady Universal Screener
7th & 8th Grade CAASPP English Language Arts

During Quarter 3, teachers and staff participated in the Mid-year Instructional Analysis to determine student achievement levels based on data sources from the state, district, and school. The Mid-Year Instructional Analysis took place over 2. Professional Learning Community - PLC on January 10, 2024, during Faculty/Staff meeting and in Department Meeting on January 31, 2024. Teachers reviewed data sources from I-Ready, Reading Inventory, Grade Distribution Reports, Student Survey/Staff Survey, discipline distribution reports, student progress reports, attendance reports, and Panorama Survey data. Progress was made in the growth reports in I-Ready in particular. Teachers focused on teaching essential standards and helping students to document their learning using multiple sources of information.

In measuring the SPSA, the overall articulated goal was not fully implemented as measured by the current year's CAASPP due to a change by the Lodi Unified School District for submitting the School Plan for Student Achievement - SPSA for Title 1 Schools for the 2024-2025, School Year to the Board of Education for approval in June 2024. This change has resulted in the omission of data from the April 2024 administration of the Smarter Balanced Assessment - SBA (and the CAA for students with exceptional needs) which School Plan for Student Achievement (SPSA) Page 8 of 54 Delta Sierra Middle School gets reported in August 2023, and thus, is not available for consideration in the academic analysis of the school. Delta Sierra Middle School is a participant in the Multi-Tiered System of Support - MTSS Cohort 1 to establish baseline data metrics.

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

Delta Sierra Middle School did not meet or exceed the articulated goal of 5% growth of the stated universal measures in English Language Arts by the middle of the year, with the exception of the CAASPP data. During the 2022-2023 school year, the following universal measures increased or decreased the number of students at or above grade level/students proficient from the Beginning of the Year (MOY) 2023 to the Middle of the Year (MOY) 2024.

7th & 8th Grade ELA iReady Universal Screener - 13% (2023 BOY) to 22% (2024 MOY) of students at or above grade level. This is an increase of 9%.

7th & 8th Grade CAASPP English Language Arts - 23.96% in 2021-2022 to 22.63% in 2022-2023. This is a decrease of 1.33%.

Overall, the data shows growth on the iReady universal measures.

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.

At our site, we have determined that the material differences threshold will be \$20,000.00, to cover the costs of a 120. FTE for ELA intervention teacher. There was no material difference. All proposed expenditures for materials/supplies were used to reach the articulated goal, however, expenditure amounts were adjusted to meet unanticipated cost increases due to delays in shipping.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Mathematics & Science

With the implementation of Multi-Tiered System of Support (MTSS), Delta Sierra Middle School will show a 5% increase in proficiency on the following common diagnostic measures:

- 7th -8th Grade CAASPP Mathematics
- 7th -8th Grade Mathematics iReady Diagnostic
- 8th Grade CAST Science Assessment

In addition, a decrease in points below standard to move the identified targeted subgroups from red to orange on the California Dashboard in Math. This targeted improvement will contribute to the overall academic growth and success of our students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a comprehensive review of the Math needs assessment and disaggregated data from the below listed assessments, there are several areas that emerged that require significant improvement. Specifically, we have identified (ELA, math, Suspension rate, English Learners, and Chronic Absenteeism). There were no notable performance gaps among student groups on the CA Dashboard indicators.

To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups. This goal is based on disaggregated data from the following sources:

The 2022-2023 7th- 8th CAASPP Math Assessment

The 2023 California Dashboard: Mathematics

Identified Targeted Subgroups:

- African American
- Asian
- English Learners
- Socio-Economically Disadvantaged

The 2023-2024 7th- 8th grade i-Ready MOY Mathematics Assessment

The 2023- California Science Test CAST

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP/SBAC Math	During the 2022-23 school year, 6.59% of 7th- 8th grade students who met or exceeded the standards on CAASPP/SBAC assessment in math. 6.59 percent scored at the standard met or above in Math Grade 7- 7.64% Grade 8- 5.43%	During the 2023-24 school year, 7th-8th grade students who meet or exceed the standards on CAASPP/SBAC assessment in math will increase by 5%. Grade 7- 12.64% Grade 8- 10.43%
iReady MOY Math Assessment	During the 2023-24 school year, 10% of 7th & 8th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Math. Grade 7- 9.55% Grade 8- 10.46%	During the 2024-25 school year, 7th & 8th grade students performing at or above on the Middle of the Year (MOY) iReady Universal Screener in Math will increase by 5%. Grade 7- 14.55% Grade 8- 15.46%
California Dashboard: Math	The ALL-student group as demonstrated on the 2023 CA Dashboard report scored 153.3 points below standard. The performance color for the ALL-student group is Red.	The ALL-student group as demonstrated on the 2024 CA Dashboard report will increase by 10 points towards standard. The performance color for the ALL-student group will move from (Red) to (Orange).
CA Dashboard: Math Identified Targeted Subgroups Identified Targeted Subgroups: African American Asian English Learners Socio-Economically Disadvantaged	2023 CA Dashboard: Mathematics results for Identified Targeted Subgroups: African American- 173.3 points below standard (Red) Asian- 141.1 points below standard (Red) English Learners- 168.7 points below standard (Red) Socio-Economically Disadvantaged- 152.4 points below standard (Red)	2023 CA Dashboard: Mathematics results for Identified Targeted Subgroups will increase by 5 points towards standard and one performance indicator: African American- from 173.3 to 168 points below standard (orange) Asian- from 141.1 to 135 points below standard (Red) English Learners- from 168.7 to 163.7 points below standard (Red) Socio-Economically Disadvantaged- from 152.4 to 147.4 points below standard (Red)
California Science Test: CAST	During the 2022-23 school year, 6.27% of Delta Sierra 8th grade students met or exceeded the standard on the California Science Test CAST.	During the 2023-24 school year, 8th grade students who meet or exceed the standards on the CAST assessment in will increase by 5% to 11.27%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

<p>1.1</p>	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to: Analyze universal screeners and state/local data to identify trends and areas for improvement. Collaborate, plan, and respond with best practices. Foster collaboration among teachers to develop targeted intervention strategies. Tailor instructional practices based on data insights to address diverse student needs. Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child. Use Data Collection Sheets to track individual student progress. Evaluate intervention effectiveness and instructional strategies for continuous improvement.</p>	<p>All</p>	<p>0 Title I 1150 Teacher Sub Subs for MTSS Data Conferences- See PD 5.1 for Funding Allocation 0 Title I 3000 Benefits Sub Benefits - See PD 5.1 for Funding Allocation</p>
<p>1.2</p>	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>All resources must be specific in detail Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions.</p> <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All 7th & 8th classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.</p> <p>Sample Items that may be listed: Review AVID Supply Support Document Binders Dividers Pencil boxes Notebooks Planners</p>	<p>All</p>	<p>0 Title I 4200 Books See ELA goal 1.2 0 Title I 5715 Print Shop See ELA Goal 1.2 3000 Title I 4300 Materials AVID Supplies- See ELA 1.2 0 Title I 4300 Materials List supplemental resources- See ELA 1.2 0 Title I 5875 Technology Licenses List Technology resources- See ELA Goal 1.2</p>
<p>1.3</p>	<p>After-School Interventions for Math</p> <p>Certificated and Classified staff will provide targeted academic support and enrichment activities in alignment with the CA Common Core Standards for Mathematics. These interventions aim to enhance students' mathematical proficiency, higher-level problem-solving skills, and overall numeracy development. Equitable access to resources and strategies will be provided to promote mathematical success for all students.</p>	<p>Students performing below grade level in Mathematics</p>	<p>0 Title I 1120 Teacher Temp Certificated Timecards- See ELA Goal 1.3 0 Title I 3000 Benefits Benefits for Teacher Timecards- See ELA Goal 1.3 0 Title I 2120 Para Temp Paraeducator Timecards - See ELA Goal 1.3 0</p>

			<p>Title I 3000 Benefits Paraeducator Benefits- See ELA Goal 1.3 0</p> <p>Title I 1920 Other Cert Temp Intervention on Teacher or TOSA Timecards - See ELA 1.3 0</p> <p>Title I 3000 Benefits Intervention Teacher or TOSA Benefits - See ELA 1.3</p>
1.4	<p>Technology Supporting Core Instruction:</p> <p>Technology to support core instruction involves a variety of activities aimed at enhancing teaching effectiveness, student engagement, access and learning outcomes across academic subjects.</p> <p>All technology must be specific in detail and must be noted here for the purpose</p>	All	<p>0</p> <p>Title I 4375 Technology (under \$500) List Technology Here 0</p> <p>Title I 4475 Technology (\$500- \$9,999) List Technology Here 0</p> <p>Title I 4400 Equipment (\$500- \$9,999) List technology in specific detail Here 0</p> <p>Title I 4275 E-Books</p>
1.5	<p>STEAM/STEM materials and mathematics manipulatives to support instruction and increase student interaction and student engagement to improve student achievement in math and science.</p>	All	<p>0</p> <p>Title I</p>
1.6	<p>Site-Based Intervention Teacher Time - (2) 120 contracts to implement Co-Teaching Instructional Model:</p> <p>Student Support: Provide targeted assistance to 7th & 8th students who need extra help with literacy skills, such as reading and writing in core, multi-lingual, and support classes.</p> <p>Collaboration with District coaches: Collaborate on developing and implementing effective literacy interventions based on District Coaches</p> <p>Data Analysis and Progress Monitoring: [compile and review I-Ready Diagnostic (BOY, MOY, EOY), SBA and all data related to the Mid-Year Instructional Analysis]</p> <p>Professional Development:</p>	All	<p>48,000</p> <p>Title I 1920 Other Cert Temp 120 contract for Intervention Teacher Salary</p> <p>Title I 3000 Benefits Benefits for Intervention Teacher</p>

	Participate in professional development opportunities provided by the district to enhance literacy instruction skills.		
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
iReady Diagnostic Assessments	50% percent of student moving from one grade level below to higher	22.21 increase in average scale score change
CAASPP/SBAC Math Assessment	During the 2022-23 school year, 17% of 7th/8th grade students will meet/exceed the standards on CAASPP/SBAC assessment in math.	During the 2022-23 school year, 6.59% of 7th- 8th grade students met or exceeded the standards on CAASPP/SBAC assessment in math. Grade 7- 7.64% Grade 8- 5.43%

Analysis

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

The local diagnostic test (i-Ready Diagnostic Screener) which serves as a benchmark for the Beginning of the Year (BOY) and Mid-Year (MOY) indicated marginal academic growth. However the end of the year (EOY) is omitted due to the May 2024 timeline. It was through the ongoing implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, that Delta Sierra Middle School would show a 5% increase in proficiency on the following universal measures in English Language Arts:

7th & 8th Grade ELA iReady Universal Screener
 7th & 8th Grade CAASPP English Language Arts

During Quarter 3, teachers and staff participated in the Mid-year Instructional Analysis to determine student achievement levels based on data sources from the state, district, and school. The Mid-Year Instructional Analysis took place over 2 Professional Learning Community - PLC on January 10, 2024, during Faculty/Staff meeting and in Department Meeting on January 31, 2024. Teachers reviewed data sources from I-Ready, Reading Inventory, Grade Distribution Reports, Student Survey/Staff Survey, discipline distribution reports, student progress reports, attendance reports, and Panorama Survey data. Progress was made in the growth reports in I-Ready in particular. Teachers focused on teaching essential standards and helping students to document their learning using multiple sources of information.

In measuring the SPSA, the overall articulated goal was not fully implemented as measured by the current year’s CAASPP due to a change by the Lodi Unified School District for submitting the School Plan for Student Achievement - SPSA for Title 1 Schools for the 2024-2025, School Year to the Board of Education for approval in June 2024. This change has resulted in the omission of data from the April 2024 administration of the Smarter Balanced Assessment - SBA (and the CAA for students with exceptional needs) which School Plan for Student Achievement (SPSA) Page 8 of 54 Delta Sierra Middle School gets reported in August 2023, and thus, is not available for consideration in the academic analysis of the school. Delta Sierra Middle School is a participant in the Multi-Tiered System of Support - MTSS Cohort 1 to establish baseline data metrics.

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

Data from I-Ready showed a 7% Score at the beginning of the year (BOY) administration to the diagnostic. The middle of the year (MOY) rose to 17% at the middle of the year (MOY) which represents a 10% growth. Data from the most recent Smarter Balanced Assessment - SBA (2023) showed 6.59 percent of students Met or Achieved Standard compared to a slightly higher figure of 7.75 percent in 2022.

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.

After careful analysis, we need to continue to build upon and strengthen the actions/strategies that are outlined in the school plan. In addition, we need to continue to develop and enhance our math instruction, by continuing to provide targeted professional development in mathematics using the Multi-Tiered System of Support framework. Delta Sierra will continue to implement the evidenced-based iReady mathematics program. The identified actions and services are designed to develop and promote a cohesive program across grade levels 7th & 8th with a primary focus on high quality first instruction, student engagement, and differentiation. Teachers will continue to participate in ongoing professional development at regular intervals throughout the school year, with an increased emphasis on collaboration, building capacity, sustaining the developed consistency and confidence in the iReady Mathematics curricular program. Teachers will continue to work with mathematics coaches and iReady consultants to build capacity and confidence. Instructional groupings will be utilized to support Tiered support within the classroom learning space. Delta Sierra will continue to develop and align instructional strategies and teaching practices aligned to the CA state standards.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Learner

By December 2024, with an implementation of Multi-Tiered System of Support (MTSS), Delta Sierra Middle School's English Learners will show a 5% increase in progress toward English proficiency as measured by the following by the English Learner Progress Indicator (ELPI) as reported on the California Dashboard.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a comprehensive review of the needs assessments and state and local data, English Learner growth and achievement emerged as an area for improvement. Specifically, we have identified notable low performance among English Learners on Metrics/Dashboard indicators such as Chronic Absenteeism, Suspension Rate, ELA & Math. To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of support aimed at closing these performance gaps and improving outcomes for English Learners.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress Indicator reported by the California Dashboard	46.5% making progress towards English language proficiency for 2023-2024.	51.5% making progress towards English language proficiency for 2024-2025

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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.	English Learners in general education, special education, and Section 504	0 Title I 1150 Teacher Sub Subs for MTSS data conferences: See ELA Goal 1.1 0 Title I 3000 Benefits

			Sub Benefits: See ELA Goal 1.1
1.2	<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 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.</p>	English Learners	<p>0</p> <p>Title I</p> <p>1100 Teacher</p> <p>See ELA Goal 1.2</p>
1.3	<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>	School-wide	<p>3,000</p> <p>Title III</p> <p>4300 Materials</p> <p>District ELD coaching support</p>
1.4	<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>	English Learners	<p>0</p> <p>Title I</p> <p>See ELA Goal 1.6</p>
1.5	<p>ELD 5</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>	English Learners	<p>0</p> <p>Title III</p> <p>Bilingual Paraeducators</p>
1.6	<p>ELD 6</p> <p>Provide technology to support multi-lingual learners in classroom with translation services.</p>	English Learners	<p>0</p> <p>Title III</p> <p>4300 Materials</p> <p>Rosetta Stone</p>

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
I-Ready Diagnostic Assessment in English Language Arts and Mathematics	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.	29.74 increase in average scale score change in ELA 22.21 increase in average scale score change in Math
Smarter Balanced Assessments	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	16.46% scored in the standard nearly met in ELA 6.33% scored in the standard nearly met in Math
RFEP Reclassification Census Report	Increase reclassifying of English Learners to 15 students more in 2023-2024 compared to baseline.	7 students met reclassification criteria at MOY

Analysis

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

The overall articulated goal was not fully implemented due to a change by the Lodi Unified School District for submitting the School Plan for Student Achievement - SPSA for Title 1 Schools for the 2024-2025, School Year to the Board of Education for approval by June 2024. This change has resulted in the omission of data from the April 2024 administration of the Smarter Balanced Assessment - SBA (and the CAA for students with exceptional needs) which gets reported in August 2024, and thus, is not available for consideration in the academic analysis of the school. Delta Sierra Middle School is a participant in the Multi-Tiered System of Support - MTSS Cohort 1, and data is available from the administration of the local diagnostic test (i-Ready Diagnostic Screener) which serves as a benchmark for Quarters 1,3, and 4.

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

Any differences between the intended implementation compared to the budgeted expenditures were minor.

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 target numbers in the goal will be adjusted on the 2024-2025 goals. In addition, we will use data from i-Ready 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 Instructional Program for the 2023-2024, School Year.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Parent Involvement

Strengthen parent involvement by implementing a structured communication plan that fosters regular updates, provides opportunities for parent-teacher collaboration, and encourages active participation in activities and decision-making processes.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Many parents express a desire to be more engaged in their children's education and school community, but face barriers such as conflicting schedules, limited communication channels, and unclear expectations regarding their involvement. This gap highlights the need for a more accessible and inclusive approach to parent engagement that accommodates diverse schedules and preferences while clearly defining the roles and benefits of active involvement in the educational process.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey	10% of parents completed the annual Parent Survey.	Increase Parent Survey participation to 15%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	School-Community Organized Events/Activities Throughout the school year, there will be organized activities such as parent-teacher conferences, workshops, educational and social parent/student events, ELAC and SSC meetings, and volunteer opportunities to facilitate parent participation in the school community.	All	0 Title I: Parent Involvement 5800 Prof and Operating/Consultants Outside vendors for events such as Math or Science Night 1684 Title I: Parent Involvement 4325 Food For Meetings Open PO - light snacks for Parent meetings 1000

			Title I: Parent Involvement 4300 Materials Materials to support Parent events..
1.2	Communication Dedicated to fostering clear and effective communication with parents, we will provide regular updates and important information through various channels, including flyers, email newsletters, parent portals, and mobile apps. Communication will include school events, academic progress, and important announcements.	All	900 Title I: Parent Involvement 2120 Para Temp Paraeducator Timecard for Translations 358 Title I: Parent Involvement 3000 Benefits Paraeducator Timecard Benefits 0 Title I: Parent Involvement 4300 Materials 2024-2025 Student Planners 0 Title I: Parent Involvement 5800 Prof and Operating/Consultants Use 5800 for 24-25 Planners from the Vendor Datebooks

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Survey Sign-In Logs	Increase completion of LUSD LCAP Survey related to Family/School Connectivity by 50 parents to reach the goal of 57 parent responders	13 parents took Survey with the CCEIS Program during Open House on April 18, 2024

Analysis

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

The overall articulated goal was not fully implemented due to a change by the Lodi Unified School District for submitting the School Plan for Student Achievement - SPSA for Title 1 Schools for the 2024-2025, School Year to the Board of Education for approval by June 2024. This change has resulted in the omission of data from the last parent involvement activity during 8th Grade Promotion on May 31, 2024.

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

No major differences between the intended implementation and the budgeted expenditure. The last two scheduled parent activities planned for the 2022-2023 school year are Open House (Wednesday, April 18, 2024) and 8th Grade Promotion on May 31, 2024 will allow for remaining fund expenditures.

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 school will explore involving organizations that implement programs and services for parents, such as site community liaison, Teen 180 Center and Consultants for CCEIS Program to host Parent Information Nights.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Professional Development and Student Training

To increase student success metrics for academic proficiency levels, behavior incidents, and social-emotional well-being assessments by 5% compared to baseline data from the previous academic year, Delta Sierra will provide comprehensive training and professional development opportunities for all staff members, including the school community, to ensure they are equipped with the knowledge and skills necessary to effectively implement and support the MTSS framework.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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 standards. (Compensatory Education: 18)

LUSD LCAP GOALS:

All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.

All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a comprehensive review of the needs assessments and state and local data, there are several areas that emerged that require significant improvement. Specifically, we have identified the following areas of low performance: English Learner progress, Chronic Absenteeism, Suspension Rate, ELA, and Math. Delta Sierra did not have any notable performance gaps between student groups. To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of support aimed at closing these performance gaps and improving outcomes across all student groups.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development Trainings, Meetings, and PLCs	New Metric	95% of Certificated Staff will attend all PD, Meetings, and PLCs throughout the calendared work year.
ELA	0 out of 3 Metrics Met or Exceeded Expected Outcomes	2 out of 3 Metrics will Meet/Exceed Expected Outcomes
Mathematics	0 out of 3 Metrics Met or Exceeded Expected Outcomes	2 out of 3 Metrics will Meet/Exceed Expected Outcomes

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.</p> <p>District Initiative Professional Developments Include: * LT3 * Measuring Student Learning Program - MSLP *I-Ready Math and ELA, Multilingual learners Site Based Initiative Professional Developments Include: * PBIS , MTSS, Social Emotional Learning, Crisis, Restorative Practices, Conflict Mediation, AVID, VAPA and STEM *Instructional Strategies, Learning Theory, College/Career *Co-Teaching Instructional Support Model</p>	All	<p>2,000 Title I 5220 Conference Out of town conferences 0 Title I 5800 Prof and Operating/Consultants Conference Vendor- In House PD 0 Title I 1150 Teacher Sub Substitute Teachers 0 Title I 1120 Teacher Temp Teacher Timecards for PD beyond the School Day 0 Title I 3000 Benefits Certificated Benefits for Subs 0 Title I 3000 Benefits Benefits for Teacher Timecards</p>
1.2	<p>MTSS (Multi-Tiered System of Supports) Collaboration</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to intervention and instruction. Some key activities that may occur during MTSS collaboration time include: Data Review and Analysis: Educators examine student data to identify patterns, trends, and areas of need across academic, behavioral, and social-emotional domains. This analysis informs decision-making for tiered interventions. Progress Monitoring: Teams review progress monitoring data to assess the effectiveness of current interventions and determine if adjustments are needed to support student growth. Problem-Solving Discussions: Educators engage in collaborative problem-solving to address challenges faced by students within the MTSS framework. This involves brainstorming strategies, sharing expertise, and leveraging resources to support student success. Curriculum Planning and Differentiation: Teams collaborate to align curriculum with intervention goals, ensuring that instruction is differentiated to</p>	All	<p>0 Title I 1150 Teacher Sub Teacher Substitutes for MTSS Data Conferences 0 Title I 3000 Benefits Benefits for Substitute Teachers</p>

	<p>meet the diverse needs of students across tiers of support.</p> <p>Professional Learning and Development: Educators participate in professional development sessions focused on evidence-based practices, intervention strategies, and data-driven decision-making within the MTSS framework.</p> <p>Parent and Community Engagement Planning: Teams discuss strategies for involving parents and community stakeholders in supporting student success within the MTSS model, including communication strategies and outreach efforts.</p> <p>Implementation Review and Reflection: Educators reflect on the implementation of interventions, sharing successes and challenges, and refining strategies based on ongoing feedback and evaluation.</p> <p>Collaborative Team Meetings: Grade-level or subject-specific teams come together to coordinate efforts, share insights, and align interventions to ensure continuity and coherence in support provided to students.</p> <p>Resource Allocation and Coordination: Teams discuss resource allocation, including staffing, materials, and technology, to optimize support for students at different tiers of the MTSS framework.</p> <p>Documentation and Record-Keeping: Educators maintain detailed documentation of interventions, progress monitoring data, and outcomes to ensure accountability and inform future decision-making.</p>		
<p>1.3</p>	<p>Quarterly Advisory Lessons and Educational Assemblies to support the school's curriculum and culture.</p> <p>The assemblies should include one or more of the following components.</p> <p>Real-World Connections: 6-Week Advisory Lessons during Quarters 1-3 and Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom.</p> <p>Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees.</p> <p>Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams.</p> <p>Addressing Important Topics: Assemblies provide a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students.</p> <p>Skill Development: Assemblies can be designed to focus on specific skills such as leadership,</p>	<p>All</p>	<p>1,500 Title I 5800 Prof and Operating/Consultants List assemblies here</p>

	<p>communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills.</p> <p>Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel.</p> <p>Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Google Classroom - Agendas from Faculty/Staff Meetings, Interdisciplinary Teams Meeting, Department Meetings, Common Planning Time, Student Surveys	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 Increase student participating in LCAP School Culture Survey by 20 students	40 hours of professional development held as of May 1, 2024. 4 hours of PD held for classified employees 18 hours of training during Quarters 1-3 for students in the areas of PBIS and Social Emotional Learning - SEL.

Analysis

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

The format for training teachers and staff in the Professional Learning Community - PLC Model that consists of 9 hours for Faculty/Staff Meetings, 9 hours for Interdisciplinary Team Meetings, 9 hours for Department Meetings, 9 hours for Common Planning Time, and 14 hours of District provided Professional Development training as part of Teacher Pre-Service. Certificated and classified employees completed an estimate of 4-6 hours of Keenan Training.

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

A major difference occurred in the amount of additional professional development between the intended implementation and/or budgeted due to a shortage of substitute teachers.

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.

Activities related to professional development will continue to reach measurable goals.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social-Emotional/Behavioral

Delta Sierra Middle School will increase its tiered supports to strengthen social-emotional and behavioral interventions, ensuring a more comprehensive and effective system for addressing student needs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUUSD LCAP GOAL 3 - All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Chronic absences rates and Suspension Rate: Steps taken to address this need include but not limited to - Child Welfare and Attendance Advisory holding School Attendance Review Team Meetings with Students and Parents; SARB Hearings held with students and parents. Check-in-Check-Out Mentoring with Community Liaison Assistant; discussion at ELAC Meeting with parents regarding student attendance; 6-Week Advisory Lesson taught to students during Quarters 1-3; Teen 180 counselor and Consultant to hold parent meetings; and rewards/incentives for students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Chronic Absenteeism	48.4% of Delta Sierra students we're chronically absent during the 2022-23 school year.	The 2023-24 Chronic Absenteeism rate will decline by 5% from 48.4% to 43.4%.
CA Dashboard - Suspension Rate	17.5% of Delta Sierra students we're suspended during the 2022-23 school year.	The 2023-24 Suspension rate will decline by 5% from 17.5% to 12.5%.
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2023-2024 Local Data: Tier 1 TFI Score <u>97</u> % Tier 2 TFI Score <u>96</u> % Tier 3 TFI Score <u>100</u> %	2024-2025 Local Data: Tier 1 TFI Score <u>95</u> % Tier 2 TFI Score <u>95</u> % Tier 3 TFI Score <u>95</u> %
PBIS Recognition	Silver for the 2023-2024 School Year	Gold for the 2024-2025 School Year

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

<p>1.1</p>	<p>Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.</p>	<p>All</p>	<p>1,400 Title I 5220 Conference See PD Goal 5.1 0 Title I 5800 Prof and Operating/Consultants See PD Goal 5.1 0 Title I 1150 Teacher Sub See PD Goal 5.1 0 Title I 1100 Teacher See PD Goal 5.1</p>
<p>1.2</p>	<p>Positive Behavioral Intervention and Supports Collaboration</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include:</p> <p>Leadership and Coordination: Lead the implementation of PBIS within the school. Coordinate efforts across the school community including administrators, teachers, staff, students, and families. Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives.</p> <p>Data Collection and Analysis: Collect and analyze behavior data to identify trends and areas of concern. Use data to make informed decisions about interventions and supports. Monitor the effectiveness of PBIS strategies and interventions over time.</p> <p>Developing and Implementing PBIS Systems: Establish clear behavioral expectations (behavioral matrix) for all areas of the school. Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs. Design and implement proactive strategies to prevent challenging behaviors.</p> <p>Training and Professional Development: Provide training to staff on PBIS principles, strategies, and practices. Support staff in implementing PBIS strategies in their classrooms and across the school environment. Collaborate with outside experts and resources to improve staff training.</p> <p>Supporting Staff and Students: Offer guidance and resources to teachers and staff for implementing behavior interventions. Provide direct support and guidance to students who require additional behavioral support.</p>	<p>All</p>	<p>0 Title I 1120 Teacher Temp See PD Goal 5.2 0 Title I 3000 Benefits See PD Goal 5.2</p>

	<p>Foster a positive and inclusive school culture through PBIS initiatives.</p> <p>Family and Community Engagement: Involve families in PBIS activities and initiatives. Communicate PBIS principles and expectations to families and gather their input and support. Collaborate with community organizations</p> <p>Evaluation and Continuous Improvement: Regularly evaluate the effectiveness of PBIS practices and interventions. Use evaluation findings to make data-driven decisions and improvements to the PBIS framework. Ensure ongoing fidelity and sustainability of PBIS implementation.</p>		
<p>1.3</p>	<p>Educational Assemblies to support the school's curriculum and culture.</p> <p>The assemblies should include one or more of the following components;</p> <p>Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom.</p> <p>Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees.</p> <p>Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams.</p> <p>Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students.</p> <p>Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills.</p> <p>Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel.</p> <p>Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.</p>	<p>All</p>	<p>0 Title I 5800 Prof and Operating/Consultants See PD Goal 5.3</p>

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
I-Ready Diagnostic Assessments	5% percent increase in standard met/exceed for 7th grade and 8th grade.	33.02 increase in average scale score change for ELA 22.21 increase in average scale score change
Smarter Balanced Assessments	5% percent increase in standard met/exceed for 7th grade and 8th grade CAASPP/SBAC Results 2022: ELA- 23.97% Met/Exceeds Math- 7.75% Met/Exceeds	CAASPP/SBAC Results 2023: ELA- 22.62% Met/Exceeds Math- 6.59% Met/Exceeds
2023 CA Dashboard Suspension Rate for Targeted Subgroup	Reduce over-representation of suspensions of African-American students to 7 percent	African American suspension rate is currently 30.3%.
School Attendance Report	Increase Monthly Average by 4 percent to 95 percent	89% is the monthly average daily attendance as of April 23, 2024.

Analysis

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

The overall articulated goal was not fully implemented due to a change by the Lodi Unified School District for submitting the School Plan for Student Achievement - SPSA for Title 1 Schools for the 2024-2025, School Year to the Board of Education for approval by June 2024. This change has resulted in the omission of data from the April 2024 administration of the Smarter Balanced Assessment - SBA (and the CAA for students with exceptional needs) which gets reported in August 2024, and thus, is not available for consideration in the academic analysis of the school. Delta Sierra Middle School is a participant in the Multi-Tiered System of Support - MTSS Cohort 1, and data is available from the administration of the local diagnostic test (i-Ready Diagnostic Screener) which serves as a benchmark for Quarters 1,3, and 4. To date, I-Ready data has been compiled for Quarters 1 (BOY) and 3 (MOY) and serves as two of the three diagnostics, with the last (EOY) to be administered in May 2024.

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

At our site, we have determined that the material differences threshold will be \$50,000.00, for two 120 FTE intervention teachers working in CSI. There were no material differences in this area but there was a difference of \$2,000.00, that was allocated but not spent for counselors to attend conferences due to the cancellation of events. A portion (\$25,000) of the proposed expenditures for technology were not used due to funds being made available from the District.

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 target numbers in the goal will be adjusted on the 2024-2025 goals to include ATSI since the school has successfully completed the growth requirements (as indicated in the CA Dashboard) and no longer is designated as a Comprehensive Support and Improvement - CSI site.. In addition, we will use data from i-Ready 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 Instructional Program for the 2024-2025, School Year.

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Additional Targeted Support & Improvement ATSI

Provide all students with academic and behavioral support including ATSI subgroups to improve the proficiency levels as measured by I-Ready Diagnostic and the CAASPP.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #1 - All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

CDE CA Dashboard Data for the 2022-23 school year indicates that Delta Sierra Middle School overall performance was in the Red or Orange in each of the following indicators: All students in ELA (Red) Math (Red) Chronic Absenteeism (Orange) & Suspension Rate (Orange).

All services in the School Plan for Student Achievement will be geared toward improving the academic performance of all students & our targeted subgroups for ATSI including English Learners and Two or More Races.

Based upon the California School Dashboard state indicators, Delta Sierra Middle School has been identified for Additional Targeted Support and Improvement ATSI. The following subgroups, English Learners and Two or more races entered ATSI due to meeting the criteria based on the following indicators: English Learners: suspension, ELA and Math(red) and Two or more races: suspension(red) as reported on the 2023 CA Dashboard release. In order to move the performance levels on each of the indicators for our qualifying students, it is necessary to address the needs of students, staff, and the school community. The school needs will be addressed through ELD tutoring, intervention classes, para educator support in ELA and core classes, Co-Teaching Instructional Model support, conflict mediation, counseling groups, On Campus Intervention, and Mental Health counseling. Delta Sierra Middle School's professional development will include the site-based Co-Teaching Instructional Model, AVID, MTSS and PBIS, Social Emotional Learning, English Learners, and accountability systems to ensure all students are provided with the opportunity to work towards mastery of grade-level standards in a safe, engaging and nurturing school environment.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>CA Dashboard - Chronic Absenteeism</p> <p>All Students English Learners Two or More Races</p>	<p>48.4% of Delta Sierra students were chronically absent as reported on the 2023 CA Dashboard (Orange)</p> <p>46.4% of English Learner students were chronically absent as reported on the 2023 CA Dashboard (Red)</p> <p>50% of Two or More Races students were chronically absent as reported on the 2023 CA Dashboard (Red)</p>	<p>Delta Sierra school will reduce the chronic absenteeism rate by 5% for the following student groups:</p> <ol style="list-style-type: none"> 1. All students- 48.4%- 43.4% (Orange to Yellow) 2. English Learners- 46.4% - 41.4% (Red to Orange) 3. Two or More Races- 50%- 45% (Red to Orange)
<p>CA Dashboard - Suspension Rate</p> <p>All Students English Learners Two or More Races</p>	<p>17.5% of all Delta Sierra students were suspended at least one day as demonstrated on the 2023 CA Dashboard. (Orange)</p> <p>15.3% of all English Learners were suspended at least one day as demonstrated on the 2023 CA Dashboard (Red)</p> <p>20% of all Two or More Races students were suspended at least one day as demonstrated on the 2023 CA Dashboard (Orange)</p>	<p>Delta Sierra school will reduce the Suspension rate by 5% for the following student groups:</p> <ol style="list-style-type: none"> 1. All students- 17.5%- 12.5% (Orange to Yellow) 2. English Learners- 15.3% - 10.3% (Red to Orange) 3. Two or More Races- 20%- 15% (Orange to Yellow)
<p>English Language Arts CAASPP (distance from standard) *</p> <p>All Students English Learners</p>	<p>As reported on the 2023 CA Dashboard the following student groups performance:</p> <ol style="list-style-type: none"> 1. All Students- 77.1 points below standard (Red) 2. English Learner- 98.5 points below standard (Red) 	<p>The 2024 CA Dashboard will demonstrate a decrease in distance from standard in English Language Arts for the following groups:</p> <ol style="list-style-type: none"> 1. All students will increase by one performance band: from Red to Orange and a minimum of 3 points. 2. English Learner students will increase by one performance band: from Red to Orange and a minimum of 3 points.
<p>Mathematics CAASPP (distance from standard)</p> <p>All Students English Learners</p>	<p>As reported on the 2023 CA Dashboard the following student groups performance:</p> <ol style="list-style-type: none"> 1. All Students- 153.3 points below standard (Red) 2. English Learners- 168.7 points below standard (Red) 	<p>The 2024 CA Dashboard will demonstrate a decrease in distance from standard in Mathematics for the following groups:</p> <ol style="list-style-type: none"> 1) All students will increase by one performance band: from Red to Orange and a minimum of 3 points. 2) English Learner students will increase by one performance band: from Red to Orange and a minimum of 3 points.
<p>English Language Proficiency Indicator ELPI</p>	<p>2023 English Learner Progress Baseline Data: 46.5% making progress towards English language proficiency. (Orange)</p>	<p>Increase the proficiency levels by one level, from Orange to Yellow (2 percentage points) as measured by the ELPI on the 2024 CA Dashboard.</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide timecards, release time, pay for consultants to provide services to teachers, staff, and students in the School-wide ATSI efforts. These include but are not limited to the development of an Instructional Hub; a Co-Teaching Instructional Model, Intervention Programs, Ensemble Learning Program, Mentoring Programs., Supplemental Tutoring & Intersession, how to use Classroom Kits for STEM, AVID, and PBIS School P.R.I.D.E Improvement; purchase of Technology and Multi-Tiered System of Support (MTSS) Cohort 1.	All students	0 Title I

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Analysis

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

The approval of the 2024-2025 school plan for student achievement - SPSA for form the base line for all ATSI activities since Delta Sierra Middle has exited CSI and is now in ATSI.

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

All budgeted activities will be evaluated in 2025 when the SPSA will be analyzed in preparation of the 2025-2026 SPSA.

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.

Once data has been received and analyzed from all metrics, the data will be included in the SPSA for evaluation.

Goals, Strategies, & Proposed Expenditures

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$138,726.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$141,726.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$134,784.00
Title III	\$3,000.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$137,784.00

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

State or Local Programs	Allocation (\$)
Title I: Parent Involvement	\$3,942.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$3,942.00

Total of federal, state, and/or local funds for this school: \$141,726.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I	134,784.00
Title I: Parent Involvement	3,942.00
Title III	3,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1100 Teacher	0.00
1120 Teacher Temp	0.00
1150 Teacher Sub	0.00
1920 Other Cert Temp	96,000.00
2120 Para Temp	900.00
3000 Benefits	24,339.00
4200 Books	0.00
4275 E-Books	0.00
4300 Materials	7,000.00
4325 Food For Meetings	1,684.00
4328 Warehouse Supplies	750.00
4375 Technology (under \$500)	0.00
4400 Equipment (\$500-\$9,999)	0.00
4475 Technology (\$500-\$9,999)	0.00
5220 Conference	3,400.00

5712 Transportation	0.00
5715 Print Shop	1,153.00
5800 Prof and Operating/Consultants	1,500.00
5872 Field Trips	5,000.00
5875 Technology Licenses	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I	0.00
1100 Teacher	Title I	0.00
1120 Teacher Temp	Title I	0.00
1150 Teacher Sub	Title I	0.00
1920 Other Cert Temp	Title I	96,000.00
2120 Para Temp	Title I	0.00
3000 Benefits	Title I	23,981.00
4200 Books	Title I	0.00
4275 E-Books	Title I	0.00
4300 Materials	Title I	3,000.00
4328 Warehouse Supplies	Title I	750.00
4375 Technology (under \$500)	Title I	0.00
4400 Equipment (\$500-\$9,999)	Title I	0.00
4475 Technology (\$500-\$9,999)	Title I	0.00
5220 Conference	Title I	3,400.00
5712 Transportation	Title I	0.00
5715 Print Shop	Title I	1,153.00
5800 Prof and Operating/Consultants	Title I	1,500.00
5872 Field Trips	Title I	5,000.00
5875 Technology Licenses	Title I	0.00
2120 Para Temp	Title I: Parent Involvement	900.00

3000 Benefits	Title I: Parent Involvement	358.00
4300 Materials	Title I: Parent Involvement	1,000.00
4325 Food For Meetings	Title I: Parent Involvement	1,684.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	0.00
	Title III	0.00
4300 Materials	Title III	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	78,884.00
Goal 2	51,000.00
Goal 3	3,000.00
Goal 4	3,942.00
Goal 5	3,500.00
Goal 6	1,400.00
Goal 7	0.00

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
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Brad Watson	Principal
Kyle Toledo	Classroom Teacher
Ariel Alden	Classroom Teacher
Khou Lor	Classroom Teacher
Todd Parizo	Classroom Teacher
Stone Lor	Parent or Community Member
Juan Avila	Parent or Community Member
Teresa Emairi	Parent or Community Member
Khloe Lutrania-Tim	Secondary Student
Zuke Kearney	Secondary Student
Sycelia Cerrato	Secondary Student
Alex Trujillo	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 2, 2024.

Attested:



Principal, Brad Watson on 5-2-24

SSC Chairperson, Alex Trujillo on 5-2-24