

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
Morada Middle	3968586042196	May 14, 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 Morada Middle 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 Morada Middle 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:

- Parents/guardians: August 10th, 2023; November 16th, 2023; February 22nd, 2024; Newsletters (agenda's, minutes, School Plan).
- School faculty and staff: April 3rd Staff Meeting, Emails, Agenda, Minutes, School Plan
- Community members: August 10th, 2023; Newsletters (agenda, minutes, School Plan, Title 1 Presentation)
- Advisory committees (e.g., English Learner Advisory Committee, student advisory groups,)-April 11th, 2024

Communication Plan: A comprehensive communication plan developed to inform all stakeholders about the SPSA

development and review process includes:

- Communication channels (e.g., newsletters, emails, school website, social media)
- Meeting schedules and agendas
- Opportunities for feedback and input

Consultation Meetings: Consultation meetings scheduled to gather input from various stakeholder groups include:

- Parent and community forums: August 10th, 2023; November 16th, 2023; February 22nd, 2024; Newsletters (agenda's, minutes, School Plan).
- Faculty and staff meetings: April 3rd Staff Meeting, Emails, Agenda, Minutes, School Plan
- Advisory committee meetings: April 11th, 2024

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: Collaborative planning sessions are held with representatives from different stakeholder groups to develop and review the SPSA involved:

- Brainstorming and idea generation
- Goal setting and action planning
- Reviewing progress towards goals from previous years

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
- District administration
- Advisory committees

Annual Review and Update: The SPSA is reviewed and updated annually to reflect changes in student needs, school priorities, and external factors. This process involves:

- Data analysis
- Stakeholder consultation
- Revision of goals and action plans

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, Morada Middle 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, Homeroom activities, conflict mediation, counseling groups, On Campus Intervention, and Mental Health counseling. Morada's 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.

Based on the needs assessment, we have identified the following areas in ELA, Math(orange), Suspension rate (red) that need significant improvement based on a review of the California School Dashboard and local data. Referring to the Dashboard we do not have any student groups that were two or more performance levels that were below the all-student performance level.

To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented. Descriptions of how we will address these needs can be found in the Goals, Strategies/Activities, and Expenditures.

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.

None Apply

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

Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Morada 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.

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 ELA needs assessment and disaggregated data from the below-listed assessments, there are several areas emerged that require significant improvement. Specifically, we have identified "All" students performed in the Orange and English Learners performed in the (Red) We did not have any performance gaps among student groups on Dashboard indicators.

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.

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

- The 2022-2023 3rd - 7th and 8th grade CAASPP ELA Assessment
- The 2023 California Dashboard: ELA
- The 2023-2024 2nd - 8th grade 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	<p>The ALL-student group as demonstrated on the 2023 CA Dashboard report scored 39.9 points below standard.</p> <p>The performance color for the ALL-student group is orange.</p>	<p>The ALL-student group as demonstrated on the 2024 CA Dashboard report will increase by 5 points towards standard.</p> <p>The performance color for the ALL-student group will move from orange to yellow.</p>
iReady MOY ELA Assessment	<p>During the 2023-24 school year, 26% of 7th & 8th-grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p> <p>Grade 7-25% Grade 8- 27%</p>	<p>During the 2024-2025 school year, 31% of 7th & 8th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p> <p>Grade 7- 30% Grade 8- 32%</p>
CAASPP English Language Arts	<p>During the 2022-2023 school year, 33.47% of 7th & 8th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA.</p> <p>Grade 7-44.44% Grade 8-26.09%</p>	<p>During the 2023-2024 school year, 42% of 7th & 8th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA.</p> <p>Grade 7- 45 % Grade 8- 40%</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	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers (substitutes) 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>MTSS Data Conferences and Analysis</p>	All	<p>25,415 Title I 1150 Teacher Sub Subs for MTSS Data Conferences by subject area 6,750 Title I 3000 Benefits Sub Benefits</p>

	<p>Throughout the year during scheduled PLC Meetings and department meetings, and common planning days teachers will:</p> <p>Analyze universal screeners and state/local data to identify trends and areas for improvement.</p> <p>Collaborate, plan, and respond with best practices.</p> <p>Foster collaboration among teachers to develop targeted intervention strategies.</p> <p>Tailor instructional practices based on data insights to address diverse student needs.</p> <p>Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child.</p> <p>Use Data Collection Sheets to track individual student progress.</p> <p>Evaluate intervention effectiveness and instructional strategies for continuous improvement.</p>		
1.2	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>Quizzizz-Math Gimkit-ELA/ELD Choral Tracks-music RAZ kids for SDC Quizlet Plus for ELA and ELD</p> <p>Class novels</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 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.</p> <p>Colored folders, binders, paper, highlighters, 3 x5 cards, notebooks(spiral/composition), pencils, erasers, glue sticks, metric rulers, post-its, pens(red/blue), scissors, dividers, calculators, pencil pouches, small bag to carry supplies. Copy paper for AVID note taking and supplemental assignments.</p>	All	<p>2,065 Title I 4200 Books</p> <p>2,001 Title I 5715 Print Shop</p> <p>35,000 Title I 4300 Materials AVID Supplies-800 Title I 4328 Warehouse Supplies Supplemental Copy Paper 14,395 Title I 5875 Technology Licenses</p>
1.3	<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</p>	All	<p>25,000 Title I 1120 Teacher Temp Teacher Timecards for afterschool intervention/instructional support 5,844 Title I</p>

	equitable access to resources and strategies that promote academic success in ELA.		3000 Benefits Benefits for Teacher Timecards 1,800 Title I: Parent Involvement 1120 Teacher Temp Parent Teacher Conference Night 453 Title I: Parent Involvement 3000 Benefits Parent Teacher Conference Night
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>Purchase additional Promethean Boards to supplement instruction and increase student engagement.</p>	All	<p>0 Title I 4400 Equipment (\$500- \$9,999) Additional Promethean Boards to supplement instruction and increase student engagement. 2,000 Title I 4375 Technology (under \$500) keyboard for Promethean Boards, HMI cables, mouse's</p>
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>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,</p>	All	<p>1,000 Title I 5872 Field Trips Entrance Fees 1,000 Title I 5872 Field Trips Vendor coming to Site (Example: STEAM Mobile Lab) 0 Title I 5712 Transportation Charter Busses 1000 Title I 5872 Field Trips District Transportation 0 Title I 1150 Teacher Sub See ELA 1.1</p>

	<p>group discussions, or presentations to process their experiences and make connections to the core curriculum.</p> <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>		
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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
CAASPP test scores in ELA	40% of students will meet or exceed the standard on the ELA CAASPP assessment for the school year 22/23.	Not Met: 33.47% of students met/exceeded the standard on the ELA CAASPP assessment for the 2022/23 school year.
i-Ready Bi-annual for 2022/23 School Year	To increase early on grade level or mid or above grade level on the EOY I-READY assessment to 40%. To decrease the 3 or more grade levels on the EOY of the year i-READY assessment to below to 24% of all students	Not Met: 33.88% of students scored early on grade level or mid/above grade level on the 2023 EOY i-Ready ELA assessment. 24.99% of all studnets scored 3 or more grade levels below on the 2023 End of the Year i-Ready assessment..
AVID Certification	Renew AVID Certification 2023/24 school year.	Data unavailable at time of plan submission.

Analysis

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

All strategies were implemented for Goal 1. Teachers met for collaboration, classroom observations, and training. After school, ELA tutoring was offered weekly. Technology site licenses, library books, classroom and student materials, and supplies were ordered.

For the 2022/23 school year, our goal was for all students' percent of proficiency to be at 40%, however, we only achieved 33.47%. Our 7th-grade students met the goal with 44% of students met/exceeded. The 8th grade students only had 26% meet proficiency. Our ELA department experienced three vacancies for the 2022/23 school year which could be a factor in students achieving proficiency.

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

Morada Middle School did not meet or exceed the articulated goal of 4% growth of the stated universal measures in English Language Arts on 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 Year (BOY) 2023 to the Middle of the Year (MOY) 2024. The funds from the 2023/24 school year in the area of ELA tutoring and books we did not spend the allotted amount. We only provided tutoring on Monday and books and novels were not purchased.

7th & 8th Grade ELA iReady Universal Screener - 22% (2023 BOY) to 28% (2024 MOY) of students at or above grade level. This is an increase of 4%.

7th & 8th Grade CAASPP English Language Arts - 36% in 2021/22 to 33% in 2022-2023. This is a decrease of 3%.

Overall, the data shows we have grown the most for the 2023/24 school year measurement of I-Ready, but not the CAASPP from 2022/23.

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.

For the 2024-25 school year, the focus and metrics used for Goal 1 will be to achieve an increase in proficiency in English Language Arts using the 7th/8th grade i-Ready Universal Screener, CAASPP English Language Arts test, 2024 California Dashboard.

All strategies will remain the same. We will work closer with the after-school program to identify students in need of ELA tutoring and order books for the library versus class novels.

Interventions and student achievement will continue to be more aligned in the ongoing implementation of the Multi-Tier Systems and Supports Model in the area of English Language Arts. Administration, teachers, and staff will continue to closely examine data through the PLC process to determine goals for achievement and decipher ongoing best teaching practices and needs of students to support in achieving goals for ELA. The continuing support and needed changes will be reflected in the 2023-2024 SPSA under Goal 1: English Language Arts Goals and Strategies.

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

Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Morada 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 Mathematics:

- 7th -8th Grade Math iReady Universal Screener
- 7th-8th Grade CAASPP Mathematics
- 7-8th Grade CAST

In addition, a decrease in points below standard to move the identified targeted subgroups from orange to yellow. 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 the needs assessment, we have identified the following areas in Math that need improvement based on a review of the California School Dashboard and local data. The Math metrics/ indicators not met for the 2023-2024 school year are based on a comprehensive review of Math needs assessments and disaggregated data from the below-listed assessments, there are several areas that emerged that require improvement. In addition, we have identified areas of low performance among English Learners (Red) and "All" students performed in the (Orange) on the CA Dashboard. 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. This goal is based on disaggregated data from the following sources:

- The 2022-2023 7th-8th grade CAASPP Math Assessment
- The 2023 California Dashboard: Mathematics
- The 2023-2024 7th-8th grade iReady MOY Mathematics Assessment
- The 2022-2023 8th grade 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 Math	During the 2022-23 school year, 18.33% of 7th/8th grade students who met or exceeded the state standards on CAASPP/SBAC Assessments in Math. Grade 7- 17.44% Grade 8-19.21%	During the 2023-24 school year, 23% of 7th/8th grade students will meet or exceed the standards on CAASPP/SBAC Assessments in Math. Grade 7- 22% Grade 8- 24%
iReady Middle of the Year (MOY) Math Assessment	During the 2023-24 school year, 24% of 7th/8th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Math. Grade 7- 29.86% Grade 8- 19.6 %	During the 2024-25 school year, 29% of 7th/8th-grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Math. Grade 7- 33% Grade 8- 24%
California Dashboard: Math	The ALL-student group as demonstrated on the 2023 CA Dashboard report scored 89.3 points below standard. The performance color for the ALL-student group is orange.	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 orange to yellow.
California Science Test: CAST Science	During the 2022-2023 school year, 11.36% of 8th grade students met or exceeded the state standards for science as demonstrated on the CAST assessment.	During the 2023-2024 school year, 16% of 8th grade students will meet or exceed the state standards for science as demonstrated on the CAST assessment.

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, and 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 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</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.</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>All</p>	<p>0 Title I 4300 Materials 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>All</p>	<p>0 Title I 1120 Teacher Temp See ELA Goal 1.3 0 Title I 3000 Benefits Benefits for Teacher Timecards- See ELA Goal 1.3 0 Title I 1920 Other Cert Temp Timecards for Intervention Teacher or TOSA- See ELA Goal 1.3 0 Title I 3000 Benefits Benefits for Intervention Teacher or TOSA- See ELA Goal 1.3 0 Title I 2120 Para Temp Paraeducator Timecards- See ELA Goal 1.3 0 Title I 2120 Para Temp Benefits for Paraeducator Timecards- See ELA Goal 1.3</p>
<p>1.4</p>	<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>Promethean Boards for direct teaching and student engagement. IPads for instruction and student engagement.</p>	<p>All</p>	<p>0 Title I 4375 Technology (under \$500) Technology items under \$500- See ELA Goal 1.4 0 Title I 4400 Equipment (\$500- \$9,999)</p>

			Ipads- See ELA Goal 1.4 9,500 Title I 4400 Equipment (\$500-\$9,999) Supplemental Promethean Boards- See ELA Goal 1.4
1.5	STEAM/STEM materials and mathematics manipulatives to support instruction and increase student interaction and student engagement to improve student achievement in math. Instructional lab supplies and material for science and STEAM to supplement hands-on learning in science.	All	10,000 Title I 4300 Materials
1.6	Provide supplemental instruction and labs to our SDC students monthly. Introduce grade level labs and instruction via our science teacher.	Students participating in Special Education	1235 Title I 1150 Teacher Sub Certificated Substitutes 308 Title I 3000 Benefits Benefits for Certificated Substitutes

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
CAASPP test scores in Mathematics	The goal for the 2022/23 school year will be for 22% of all students to meet or exceed standards on the CAASPP test.	During the 2022-23 school year, 18.33% of 7th/8th grade students met or exceeded the standards on CAASPP/SBAC Assessments in Math. Grade 7- 17.44% Grade 8-19.21%
i-Ready Diagnostic Test	Using i-Ready data from the end of the school year, the goal will be to increase early on grade level or mid or above grade level to 25% of all students, and to decrease 3 or more grade levels below to 30% of all students.	For the 2022-23 school year, 24.93% of all students were at or above grade level. The students that were 3 levels or below was 37%.
California Science Test- CAST	The goal for the 2022/23 school year will be 20% of all students to meet or exceed standards on the CAST.	During the 2022/23 school year 12% of 8th grade students met or exceeded standards on the CAST assessment.

Analysis

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

All strategies were implemented for Goal 2. Teachers met for collaboration, classroom observations, and training in i-Ready. After-school tutoring was offered 3 days a week. Teachers were available in both 7th and 8th grade. All students were provided with a calculator to help with completion of math work/assignments.

For the 2022/23 school year, our goal was for all students' percent of proficiency to be 26%, however, we only achieved 18.33%. Our 8th graders were 2% higher than our 7th graders. Math continues to be a struggle for our students. Many come to middle school without the basic skills needed to be proficient in the 7th and 8th grade curriculum.

All strategies were implemented to achieve Goal 6; however, we had 2 long-term subs in the science department. Supplemental lab materials were purchased to provide hands-on learning for students to increase their knowledge in the area of science.

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

For Action 2 the expenditures were implemented. There were no major differences between the intended implementation and the budgeted expenditures.

For Action 6 the expenditures were implemented. There were no major differences between the intended implementation and the budgeted 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.

For the 2024-25 school year, the focus and metrics used for Goal 2 will be to achieve an increase in proficiency in Mathematics using the 7th-8th grade Math i-Ready Universal Screener, the 7th grade-8th grade CAASPP Mathematics test, and the California Dashboard: All Math strategies will remain the same.

We will continue to develop and enhance our math instruction, by continuing to provide targeted professional development in mathematics using the Multi-Tiered System of Support (MTSS) framework. Morada will continue to implement the evidenced-based iReady mathematics program and use the data to teach and reteach concepts.

Teachers will continue to participate in ongoing professional development at regular intervals throughout the school year, with an increased emphasis on collaboration, building capacity, and 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. Morada 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 Learners

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 ELA, Math performance, and Suspension as areas of low performance. To address these concerns, we have implemented several strategic steps. These include multi-tiered systems of support aimed at closing these performance gaps and improving outcomes for English Learners.

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

- The 2022-23 -7th and 8th grade CAASPP ELA Assessment
- The 2022-23-California Dashboard: ELA and Math
- The 2022-23-7th-8th grade iReady MOY ELA Assessment
- The 2022-23 English Learner Progress Indicator

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	59.7% making progress towards English language proficiency as demonstrated by the 2023 CA Dashboard.	For the 2023-24 school year 64.7% of Morada Middle English Learners will make progress on the 2024 CA Dashboard.
CAASPP EL	EL students 4.27% of students met the ELA standard on the CAASPP.	For the 2023-24 school year 8% of EL students will meet the ELA standard on the CAASPP.
California Dashboard-ELA	EL students as demonstrated on the California Dashboard report 78.6 below standard in ELA. The EL students were in the Red.	The EL students group will demonstrate on the 2023-24 CA Dashboard will increase by 5 points in ELA on the CAASPP.

California Dashboard-Math	EL students as demonstrated on the California Dashboard report 103.3 points below standard in math. The EL students were in the Red.	The EL students will demonstrate on the 2023-24 CA Dashboard will increase by 5 points in Math.
i-Ready MOY ELA Assessment	During the 2023-24 school year 19.32% of EL students performed at or above on the MOY iReady screener in ELA.	During the 2024-25 school year 23% of EL students will perform at or above on the Middle of the Year (MOY) screener.

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	EL 3.1 Provide additional services to students in their ELA and core classes that are classified as English Learners. Provide communication to parents of English Learner students.	Students parents who speak a different language other than English.	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	EL 3.2 Provide additional English acquisition support and practice for students new to our country utilizing the software curriculum Rosetta Stone.	Students new to the country or level one's on their ELPAC scores.	0 Title I 5715 Print Shop 0 Title I 4300 Materials Title I 5875 Technology Licenses 100 Title I 4328 Warehouse Supplies 0 Title I 4300 Materials AVID Supplies- See ELA Goal 1.2
1.3	EL 3.3 Purchase state adopted curriculum designated for English Learners.	English Language Learners	Title I Teacher Timecards - See ELA Goal 1.3 Title I 3000 Benefits Benefits for Teacher Timecards- See ELA Goal 1.3
1.4	EL 3.4 English Language Arts teachers will meet 3 times a year to collaborate and discuss EL	English Language Learners	

	curriculum, ELPAC testing strategies, and assessments of EL learners.		
1.5	EL 3.5 Provide after school tutoring specific to English Learner students to increase reading levels to move towards RFEP.	Provide after school tutoring for EL students.	

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
English Language Proficiency Assessment for California and Reclassification list.	To RFEP 20 English Language Learners by the end of the 2022/23 school year.	For the 2022/23 school year we RFEP'd 27 EL to students to RFEP.

Analysis

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

Morada Middle School did reclassify 27 students for the 2022/23 school year. During the 2022-23 all English Learner students were provided with instruction utilizing standards-based curriculum, supplementary technology programs, teachers with collaboration and release time to map out curriculum and analyze ELPAC tests have made a significant impact on instruction and increased the number of Morada Middle students to be re-designated in the 2022-23 school year.

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

Morada Middle School did reach the goal of reclassification. Funds for EL were not all expended due to Morada starting mid-year with EL tutoring.

7th and 8th Grade California Dashboard, CAASPP, and iReady will be used to monitor progress for the 2024-25 school year.

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.

For the 2024-25 school year, the focus and metrics used for Goal 3 will be to achieve an increase in proficiency in English Language Arts, and EL status using the iReady Universal Screener, CAASPP English Language Arts, and the 2024 California Dashboard.

All strategies will remain the same. We will be closer to the after-school program and Migrant department to identify students in need of ELA tutoring.

Interventions and student achievement will continue to be more aligned in the ongoing implementation of the Multi-Tier Systems and Supports Model in the area of English Language Arts. Administration, teachers, and staff will continue to closely examine data through the PLC process to determine goals for achievement and decipher ongoing best teaching practices and needs of students to support in achieving goals for ELA. The continuing support and needed changes will be reflected in the 2023-2024 SPSA under Goal 3: English Learners Goals and Strategies.

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.

Current levels of parent involvement are inconsistent and often limited to occasional events or meetings, resulting in missed opportunities for sustained collaboration between parents and educators. This gap hinders the holistic support of students' educational journey and the establishment of a strong school community.

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
ELAC Attendance	Attendance for ELAC meetings averaged 12 parent/guardian attendees.	Increase ELAC average attendance to 15 parent/guardian attendees for the 2024/25 school year.
Parent Conference Night Attendance	60 Parent/Guardians attended the 2023 Parent/Teacher Conference Night (7th and 8th).	Increase Parent/Teacher Conference Night attendance to 45 or more Parent/Guardians for 7th grade only.
Back to School Night Parent Attendance	156 Parent/Guardians attended the 2023 Back to School Night event.	Increase Parent/Guardian Back to School Night attendance to 170 or more attendees.
7th Grade Orientation	Baseline to be determined during the 2024/25 school year	N/A

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	All	600 Title I: Parent Involvement

	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.		5800 Prof and Operating/Consultants Insert outside vendors for events such as math or science night etc. Title I: Parent Involvement 5800 Prof and Operating/Consultants Optional Fingerprinting Vendor 500 Title I: Parent Involvement 4325 Food For Meetings Open PO for Parent Involvement Meetings 1,340 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, School Planners, parent portals, and mobile apps. Communication will include school events, academic progress, and important announcements.	All	145 Title I: Parent Involvement 2120 Para Temp Paraeducator Timecards for Translations 55 Title I: Parent Involvement 3000 Benefits Paraeducator Timecard Benefits 8,500 Title I 4300 Materials 2024-25 Student Planners Title I: Parent Involvement 5800 Prof and Operating/Consultants Use 5800 for 24-25 Planners from the Vendor Datebooks 500 Title I 5715 Print Shop Notification of school events

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

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Conferences for the 2023/2024 school year for students with a 2.0 or below GPA.	100 parents attend parent conferences for students with a GPA of 2.0 or below.	Total parent conferences during school hours is 72.
Number of Parents attending ELAC Meetings	ELAC meeting is to increase from 4 to 10 parents in attendance.	For the meetings held at the Migrant camp we met our goal. Meetings held on campus we did not meet our goal.
Parent Conference Night- Parent Attendance	Attendance at the night conferences for the 2023/24 school year to an average of 60 parents for the night.	For the 2023-24 school year 62 parents attended the evening PTC's.

Analysis

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

All strategies were implemented for Goal 4. ELAC meetings included on-site as well as at the Harney Lane Migrant camp. Families are notified quarterly if students are not making progress towards promotion, and have the opportunity to schedule a PTC. Newsletters were sent out weekly with school information and upcoming events. Parents had the opportunity to attend 7th-grade orientation, which also included a presentation on Social Media.

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

ELAC continues to provide meetings at the Migrant Camp, as well as try to increase parent participation on campus. Provide ELAC meetings in conjunction with our Lunch on the Lawns.

Continue to have counselors notify by mail and phone of students not meeting the promotion criteria.

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.

For the 2024-25 school year, the focus and metrics used for Goal 4 will be sign-in sheets, monthly calendars, and newsletters to inform parents and parent participation.

All strategies will remain the same, but continue to look at ways of increasing parent participation.

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

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, Morada Middle 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 ongoing 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 a standards-based curriculum taught by well-trained, highly qualified teachers in well-maintained facilities.

All students will demonstrate growth toward 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 English Learners (red-ELA and math), All students performed in the orange (ELA and math). To address these concerns, we have implemented several strategic steps. These include multi-tiered systems of support aimed at closing these performance gaps and improving outcomes across all student groups. We did not have any performance gaps among student groups on Dashboard indicators.

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 Training, Meetings, and PLCs	New Metric	95% of Certificated Staff will attend all PD, Meetings, and PLCs throughout the calendared work year as determined by sign-in sheets.
ELA	1 out of 3 Metrics Met or Exceeded Expected Outcomes	2 out of 2 Metrics will Meet or Exceed Expected Outcomes
Mathematics	0 out of 3 Metrics Met or Exceeded Expected Outcomes	2 out of 2 Metrics will Meet or 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. (During the contracted school day)</p> <p>District Initiative Professional Developments Include: * iREADY * ELD Trainings</p> <p>Site Based Initiative Professional Developments Include: *ELA collaboration days *Math collaboration days *Science collaboration days</p>	All	<p>7,000 Title I 5220 Conference Name of intended conferences</p> <p>Title I 5800 Prof and Operating/Consultants Names of Outside Vendors Doing In-House Consulting-Here 0</p> <p>Title I 1150 Teacher Sub Teacher release days for classroom observations. See ELA 1.1 0</p> <p>Title I 3000 Benefits Teacher Sub Benefits-See ELA .1.1 0</p> <p>Title I 1120 Teacher Temp Teacher Timecards-See ELA 1.3 0</p> <p>Title I 3000 Benefits Benefits for Teacher Timecards-See ELA 1.3</p>
1.2	<p>MTSS (Multi-Tiered System of Supports) Collaboration (Timecards outside of contracted time)</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</p>	All	<p>0 Title I 1120 Teacher Temp Certificated Timecards-See ELA 1.1 0</p> <p>Title I 3000 Benefits Certificated Timecard Benefits-See ELA 1.1 0</p> <p>Title I 1920 Other Cert Temp Site Intervention Teacher or TOSA Timecards 0</p> <p>Title I 3000 Benefits Site Intervention Teacher or TOSA Timecard Benefits 0</p>

	<p>involves brainstorming strategies, sharing expertise, and leveraging resources to support student success.</p> <p>Curriculum Planning and Differentiation: Teams collaborate to align curriculum with intervention goals, ensuring that instruction is differentiated to 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>Title I 2120 Para Temp Paraeducator Timecards 0</p> <p>Title I 3000 Benefits Paraeducator Timecards Benefits</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</p>	<p>All</p>	<p>Title I 5800 Prof and Operating/Consultants List Assemblies here</p>

	<p>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>1.4</p>	<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>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.</p> <p>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> <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>	<p>All</p>	<p>Title I 5872 Field Trips Entrance Fees</p> <p>Title I 5800 Prof and Operating/Consultants Vendor Coming to Site (Example: STEAM Lab)</p> <p>Title I 5872 Field Trips District Transportation</p> <p>Title I 5712 Transportation Charter Busses</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
CAST-state test scores	25% of students will meet or exceed the standard on the 2022/23 CAST state test.	During the 2023-2024 school year, 16% of 8th grade students will meet or exceed the state standards for science as demonstrated on the CAST assessment.
CAASPP test scores in English Language Arts	40% of students will meet or exceed the standard on the 2022/23 CAASPP test.	During the 2023-2024 school year, 42% of 7th & 8th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA. Grade 7- 45 % Grade 8- 40%
CAASPP test score in Mathematics	22% of the students will meet or exceed standards on the 2022/23 CAASPP test.	During the 2023-24 school year, 23% of 7th/8th grade students will meet or exceed the standards on CAASPP/SBAC Assessments in Math. Grade 7- 22% Grade 8- 24%
i-READY data	In ELA increase early on grade level or mid or above grade level to 40%. To decrease the 3 or more grade levels below 24% of all students by the end of the school year. In math increase early on grade level or mid or above grade level to 25% of all students, and decrease 3 or more grade levels below to 30% of all students by the end of the school year.	During the 2024-25 school year, 29% of 7th/8th-grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Math. Grade 7- 33% Grade 8- 24%

Analysis

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

Morada Middle School did not meet or exceed the articulated goal of 4% growth of the stated universal measures in English Language Arts on 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 Year (MOY) 2023 to the Middle of the Year (MOY) 2024.

7th & 8th Grade ELA iReady Universal Screener - 22% (2023 BOY) to 28% (2024 MOY) of students at or above grade level. This is an increase of 4%.

7th & 8th Grade CAASPP English Language Arts - 36% in 2021/22 to 33% in 2022-2023. This is a decrease of 3%.

Overall, the data shows we have grown the most for the 2023/24 school year measurement of I-Ready, but not the CAASPP from 2022/23.

For the 2024-25 school year, the focus and metrics used for Goal 2 will be to achieve an increase in proficiency in Mathematics using the 7th-8th grade Math i-Ready Universal Screener, the 7th grade-8th grade CAASPP Mathematics test, and the California Dashboard: All Math strategies will remain the same.

We will 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.

Morada will continue to implement the evidenced-based iReady mathematics program and use the data to teach and reteach concepts.

Teachers will continue to participate in ongoing professional development at regular intervals throughout the school year, with an increased emphasis on collaboration, building capacity, and 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. Morada will continue to develop and align instructional strategies and teaching practices aligned to the CA state standards.

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

The district would not allow teachers to attend conferences on school days and teachers did not want to attend conferences on their breaks or weekends. Teachers in the areas of ELA did meet during the school day to discuss iReady data, curriculum, rubrics, and teaching strategies. Math teachers met with iReady consultants to discuss curriculum, data, implementing the curriculum, lesson planning, and teaching strategies. Science met once during the school day to discuss the curriculum, pacing guide, interim state testing, and labs. ELD teachers attending district-provided training.

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.

Continue to work with iReady consultants in math to strengthen the delivery of lessons and data results. Provide time for ELA teachers to continue to collaborate in the areas of curriculum, use iReady data to help with curriculum development, and looking for common writing strategies.

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

Morada 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.

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.

Based on a comprehensive review of the needs assessments (chronic absenteeism and suspension rate) and state and local data, there are several areas that emerged that require significant improvement. Specifically, we have identified notable performance gaps among Chronic Absenteeism: African American, Filipino, Two or more races, Students with Disabilities, White (all in the Orange) and Suspension: African Americans, English Learners, Two or more races, Socioeconomically Disadvantaged and White in red on the CA Dashboard.

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.

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	ALL Student Group in Yellow - 28.4% chronically absent as demonstrated on the 2023 CA Dashboard. This is a decrease of 6.7% points.	ALL Student group will meet a yellow performance level by decreasing absenteeism to 23% or less.
CA Dashboard - Suspension Rate	ALL Student Group Red -14.7% suspended one day on the 2023 CA Dashboard. This is an increase of 1.4% points.	ALL Student will meet or exceed an orange performance level decreasing the suspension rate to 10% or less. This is a decrease of 4.7% points.
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2023-2024 Local Data: Tier 1 TFI Score __83% Tier 2 TIF Score ____% Tier 2 TIF Score ____% Or New Metric	TFI scores of 90%
PBIS Recognition	Platinum for the 2023-2024 School Year	Continued Platinum 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
1.1	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.	All	0 Title I 1150 Teacher Sub See ELA 1.1
1.2	<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. 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.</p>	All	0 Title I 1150 Teacher Sub See ELA1.1

	<p>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>		
1.3	<p>Assemblies to support the school's curriculum and culture.</p> <p>The assemblies should include one or more of the following components; 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. 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. 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. 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. 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. 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. 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>	All	<p>2,897 Title I 4300 Materials PBIS Recognition 4,000 Title I 5800 Prof and Operating/Consultants PBIS Assemblies 1,000 Title I 5715 Print Shop Student Recognition</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

Analysis

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

New Goal

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

New Goal

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

New Goal

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 and Improvement (ATSI)

The educational outcomes of our African American and Students of Two or More Races will mirror that of the general population (All Students group on the 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.

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 Morada Middle School is either in the red or orange in each of the following indicators for the following student groups: English Learners Math, ELA, Suspension (Red) & Students of Two or More Races-

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- English Language Arts- CA Dashboard	English Learners performed 78.6pts below standard (Red) as reported on the 2023 CA Dashboard.	The EL students group will demonstrate on the 2023-24 CA Dashboard will decrease and move toward standard by 5 points in ELA as reported on the California Dashboard.
CAASPP/SBAC- Mathematics- CA Dashboard	English Learners performed 130.3 pts below standard (Red) as reported on the 2023 CA Dashboard.	The EL students will demonstrate on the 2023-24 CA Dashboard will decrease and move toward standard by 5 points in Math as reported on the California Dashboard.
Chronic Absenteeism- CA Dashboard	37.5% (Orange) of students identified as Two or More Races were chronically absent as reported on the 2023 CA Dashboard.	Sub-group of Two or more races based on the 2023-24 will decrease by 5% which would move toward fewer students being absent as reported on the California Dashboard.
Suspension Rate- CA Dashboard	17.2% (Red) of English Learners were suspended at least one day as reported on the 2023 CA Dashboard.	The EL students will decrease the suspension rate by 5%.

	17.6% (Red) of students identified as Two or More Races were suspended at least one day as reported on the 2023 CA Dashboard.	Sub-group of Two or more races will decrease by 5% as reported on the California Dashboard.
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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	All students are required to attend the weekly Homeroom Class, where they will receive essential information on various topics, including the significance of regular attendance, school rules and policies, social and emotional development, college preparedness, and academic performance	ALL	0
1.2	Upon reentry following an out-of-school suspension, students will convene with their school counselor to address the circumstances surrounding the suspension and develop effective strategies to prevent recurrence of the behaviors in question	ALL	0
1.3	<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>		0 See Goal 1- ELA, Math, & Science
1.4	<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>		0 See Goal 1- ELA, Math, & Science

1.5	Provide after school tutoring specific to English Learner students to increase reading levels to move towards RFEP.		0 See Goal 1- ELA, Math, & Science
1.6	Provide additional services to students in their ELA and core classes that classified as English Learners. Provide communication to parents of English Learner students.		0

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
Chronic Absenteeism	English Learners, African American, Students with Disabilities, Asian, Hispanic, Socially Disadvantaged, White, 2 or more races- High	Performance Band and Percent of Morada Students Chronically Absent as reported on the 2023 CA Dashboard: All Students- Yellow- 28.4% English Learner- Yellow- 28.7% African American- Orange- 47.6% Asian- Yellow- 18% Hispanic- Yellow- 32.7% Socio-Economically Disadvantaged- Yellow-29.1% White- Orange- 34.5% Two or More Races- Orange- 37.5%
Suspension Rate	English, Learners, African American, Students with Disabilities, Hispanic, Socially Disadvantaged, White-High 2 or more races to move to medium	Performance Band and Percent of Morada Students Suspended at least one day as reported on the 2023 CA Dashboard: All Students- Red- 14.7% English Learner- Red-17.2% African American- Red- 32.3% Asian- Orange- 9.5% Hispanic- Orange- 14.6% Socio-Economically Disadvantaged- Red- 16.3% White- Red- 22.8% Two or More Races- Red- 17.6% Students' w/Disabilities- Orange- 20.4%
English Language Arts	English Learners, African American, Students with Disabilities,- Low	Performance Band and distance from standard for ELA as reported on the 2023 CA Dashboard for the following student groups:

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Asian, Socially Disadvantaged, White, Hispanic-Medium	All Students- 39.9 pts below standard - Orange English Learners- 78.6 pts below standard- Red African American- 78.2 pts below standard- Orange Students' w/Disabilities- 120.2 pts below standard- Orange Asian- 21 pts below standard- Orange White- 29 pts below standard- Orange Hispanic-54.5 pts below standard- Orange
Mathematics	English Learners, African American, Students with Disabilities, Hispanic, Socially Disadvantaged- Low Asian, White, Filipino-Medium	Performance Band and distance from standard for Math as reported on the 2023 CA Dashboard for the following student groups: All Students- 89.3pts below standard- Orange English Learners- 130.3pts below standard - Red African American- 128.4 pts below standard - Orange Students w/Disabilities- 163.9 pts below standard- Orange Hispanic- 108.5 pts below standard- Orange Socio-economically Disadvantaged- 95.9 pts below standard- Orange White- 79 pts below standard- Orange Asian- 67.8pts below standard- Orange

Analysis

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

Students participated in Homeroom activities. Students with Chronic Absenteeism met weekly with our Vice Principal to discuss strategies to increase attendance and discuss issues which is causing the Chronic Absenteeism. Vice-Principal made contact with families to provide resources to help increase attendance. Our attendance clerk worked with our School Resource Officer to complete visits of students who are Chronic Absenteeism is an issue.

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

None

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.

Work with the counselors to identify students with Chronic Absenteeism or suspensions to directly discuss with students strategies. Provide ELD tutoring from the start of the year and identify students who will benefit from the additional support.

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	\$172,203.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$172,203.00
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	\$167,310.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$167,310.00

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 (\$)
	\$0.00
Title I: Parent Involvement	\$4,893.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$4,893.00

Total of federal, state, and/or local funds for this school: \$172,203.00

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
	0.00
Title I	167,310.00
Title I: Parent Involvement	4,893.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1120 Teacher Temp	26,800.00
1150 Teacher Sub	26,650.00
1920 Other Cert Temp	0.00
2120 Para Temp	145.00
3000 Benefits	13,410.00
4200 Books	2,065.00
4300 Materials	57,737.00
4325 Food For Meetings	500.00
4328 Warehouse Supplies	900.00
4375 Technology (under \$500)	2,000.00
4400 Equipment (\$500-\$9,999)	9,500.00
5220 Conference	7,000.00
5712 Transportation	0.00
5715 Print Shop	3,501.00
5800 Prof and Operating/Consultants	4,600.00

5872 Field Trips	3,000.00
5875 Technology Licenses	14,395.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1120 Teacher Temp	Title I	25,000.00
1150 Teacher Sub	Title I	26,650.00
1920 Other Cert Temp	Title I	0.00
2120 Para Temp	Title I	0.00
3000 Benefits	Title I	12,902.00
4200 Books	Title I	2,065.00
4300 Materials	Title I	56,397.00
4328 Warehouse Supplies	Title I	900.00
4375 Technology (under \$500)	Title I	2,000.00
4400 Equipment (\$500-\$9,999)	Title I	9,500.00
5220 Conference	Title I	7,000.00
5712 Transportation	Title I	0.00
5715 Print Shop	Title I	3,501.00
5800 Prof and Operating/Consultants	Title I	4,000.00
5872 Field Trips	Title I	3,000.00
5875 Technology Licenses	Title I	14,395.00
1120 Teacher Temp	Title I: Parent Involvement	1,800.00
2120 Para Temp	Title I: Parent Involvement	145.00
3000 Benefits	Title I: Parent Involvement	508.00
4300 Materials	Title I: Parent Involvement	1,340.00
4325 Food For Meetings	Title I: Parent Involvement	500.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	600.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	124,523.00
Goal 2	21,043.00
Goal 3	100.00
Goal 4	11,640.00
Goal 5	7,000.00
Goal 6	7,897.00
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
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Janet Godina Perez	Principal
Jana Bird	Classroom Teacher
Sadie Bowman	Classroom Teacher
Elizabeth Huynh	Classroom Teacher
Jessica Kempker	Parent or Community Member
Magenda Cruz	Parent or Community Member
Tamara Woods-Bailey	Parent or Community Member
Kim-Anh Nguyen	Parent or Community Member
Lisa Heffington	Parent or Community Member
Heather Ayers	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

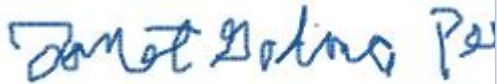
Committee or Advisory Group Name

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 14, 2024.

Attested:



Principal, Janet Godina Perez on May 14, 2024



SSC Chairperson, Heather Ayers on May 14, 2024