

School Year: **2021-22**

# School Plan for Student Achievement (SPSA) Template

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

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

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

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

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Morada Middle School
<b>Address</b>	5001 Eastview Stockton CA, 95212
<b>County-District-School (CDS) Code</b>	3968586042196
<b>Principal</b>	Janet Godina Perez
<b>District Name</b>	Lodi Unified School District
<b>SPSA Revision Date</b>	October 28th, 2021
<b>Schoolsite Council (SSC) Approval Date</b>	October 28th, 2021
<b>Local Board Approval Date</b>	December 14, 2021

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

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# School Vision and Mission

The mission of Morada Middle School is to address the physical, social, intellectual, and emotional needs of students at this crucial age through a variety of instructional techniques strategies and interventions. Students are all provided with a daily planner to monitor daily assignments for work completion and parent communication. Parents have the ability to access students' current grades and assignments with the online AERIES system, as well as communicate with teachers via their email or by phone. Students are taught academic strategies to assist in daily assignments and test taking techniques.

## Purpose and Description

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

Schoolwide Program

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

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

## School Profile

Morada Middle School is located in the Northeast area of Stockton. Our boundaries encompass areas between Hammer Lane and Morada Lane, Harney Lane Migrant Camp, and a new development area of South Lodi. Over 1/2 of our students are provided with transportation via the school district busing. Throughout the school year, Morada's enrollment is continually changing, in which close to 200 students enter or leave the school site during the year. Morada Middle has a very diverse population of students, with the largest representation being of Asian descent, then Hispanic. Morada is a Title 1 school based on our 2020.21 based on the family's income survey.

## Stakeholder Involvement

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

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

The Title 1 Program was presented to parents at Back to School Night. Parents were informed they can provide input via School Site Council Meetings. School Site Council meeting agendas are posted prior to meetings. Title 1 Plan is shared with all staff, and asked for input on spending funds. The School Plan is shared with our ELAC parent group, and input on how to spend the funds are discussed during the meeting.

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 1

English Language Arts (Goals should be prioritized, measurable, and focused on identified student learning needs.)

1. Increase school-wide, students that have Met or Exceeded the standard on the state assessment SBAC on ELA by 2%, which would be a target of 48.8%, compared to 46.4% in 2018/19. Will leave the year 18/19 as the baseline, due to COVID, as no tests were taken in 2019/20.
2. Quarterly ELA benchmarks- For the 2020/21 the school district is adopting new quarterly benchmarks in English. First quarter benchmarks were not provided, so the goal will be based on 3 quarters. Baseline will 25% proficient for all students in Core ELA on the new district benchmark.
3. To earn AVID certification for the 2020/21 school year.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC scores from the 2020/2021 school year.	SBAC- 48.4% proficient	SBAC- ELA 26% proficient. SBAC was not met due to various impacts of COVID. First off, the SBAC test is not comparable to past years as this particular test was shortened due to COVID and some questions were altered. Other limiting factors would be the fact the all students received remote instruction for three-quarters of the schools and 1/3 of the student population remained in remote learning for the entire school year, some students had technical issues accessing the curriculum during remote learning, there were also technical issues accessing the test, and students were testing from their home environments. Also, the number of students tested was 371 and our school population is around 720.
Quarterly Benchmarks	Benchmarks-25% proficient	Benchmarks- For the 20/21 School Year the district administered new pilot benchmarks. The benchmarks are comparable due to the change in the assessment.
AVID Certification	AVID Certification 2020/21 school year.	AVID Certification was not completed due to COVID.

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. ELA 1.1 Purchase supplemental reading materials for ELA and SDC classrooms.	Purchased \$2,248.12 on reading books to supplement ELA classrooms, library and SDC curriculum.	Purchase reading books to supplement ELA classrooms, library, and SDC curriculum.  4200 Books Title I 6,599	Purchased books for library, and SDC. 4200 Books Title I 2,248.12
ELA 1.2 Purchase AVID Supplies: colored folders for student organization, binders, paper, highlighters, 3x5 cards, notebooks and paper for all students.	AVID supplies were purchased in the amount of \$594.26	Purchase colored folders for student organization. Student supplies-binders, paper, highlighters, 3x5 cards, notebooks and paper. 4300 Materials Title I 1020	Purchase colored folders for student organization. Student supplies-binders, paper, highlighters, 3x5 cards, notebooks and paper. 4300 Materials Title I 594.26
ELA 1.3 Purchase supplies from the warehouse for student classroom supplies/paper.	Purchased paper in the amount of \$1,094.98	Purchase supplies from the warehouse to supplemental supplies/paper for the classrooms 4328 Warehouse Supplies Title I 3,000	Purchase supplies from the warehouse to supplemental supplies/paper for the classrooms 4328 Warehouse Supplies Title I 1,094.98
4. ELA 1.4 District Coaches to provide support for English and READ 180 programs and teachers.	District coaches provided support to the English teacher in the area of ELA and READ 180.	Provide support to teachers in the area of Common Core English (StudySync), READ 180, and EL component of StudySync LCFF	Provide support to teachers in the area of Common Core English (StudySync), READ 180, and EL component of StudySync LCFF 0
ELA 1.5 Headphones for students to access online programs for curriculum needs. Due to COVID students will need to have their own headphones to access curriculum at school and home.	Purchased headphones for students to use for instruction in the amount of \$3495.35.	Headphones with mics.  4375 Technology (under \$500) Title I 3500	Headphones with mics. 4375 Technology (under \$500) Title I 3,495.35
ELA 1.6 Purchase technology programs to provide additional support for student learning, as well as provides for review and assessment.	Purchased Kahoot Premium, WeVideo and Gimkit in the amount of \$4917.71.	Purchase technology licenses for Screen Castify, Kahoot Premium, Newsela, WeVideo, or other supplemental programs.	. Purchase technology licenses for Screen Castify, Kahoot Premium, Newsela, WeVideo or other supplemental programs. 5875 Technology Licenses Title I 4164.37

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		5875 Technology Licenses Title I 12,000	
Provide one on one tutoring for students in our SDC program.	Tutoring support was provided for students in the SDC program in the amount of \$1,000.	Pay SDC teachers to provide after-school tutoring in the SDC program  1120 Teacher Temp Title I 3,000	Pay SDC teachers to provide after-school tutoring in the SDC program 1120 Teacher Temp Title I 500.00
ELA 1.7 Teachers will meet during school hours to analyze data, develop curriculum, and review SBAC release questions and standards. We have 3 new teachers to our ELA department as well as 2 other teachers are now teaching a different grade level. This will provide time for teachers to collobarte and disucss curriclum.	This was not done due to COVID and lack of substitutes.	Provide collaboration time for ELA teachers to establish quarterly curriculum via time card or substitute coverage. 1150 Teacher Sub Title I 2,000	Provide collaboration time for ELA teachers to establish quarterly curriculum via time card or substitute. 1150 Teacher Sub Title I 0
ELA 1.8 Provide Mental Health counseling for students struggling with academics or personal issues. Students will receive counseling via the Mental Health Counselor to help with increasing academic success and mental health stability. The district provides 4 hours for Title 1 sites. Morada will purchase an additonal 4 hours per week due to an increase of students in need of mental health services.	Additional hours were provided in mental health to students in the amount of \$9,800.	Provide 4 hours of mental health counseling per week. Paid by District Title 1. 5800 Prof and Operating/Consultants Title I 0  Provide an additional 4 hours per week of mental health for students in need of services. 5800 Prof and Operating/Consultants Title I 9,800	Provide 4 hours of mental health counseling per week. Paid by District Title 1. 5800 Prof and Operating/Consultants Title I 0  To add 2 additional hours of Mental Health counseling. 5800 Prof and Operating/Consultants Title I 9,800
ELA 1.9 Purchase a Promethean Board for Library	Purchase Promethean Board for lessons that take place in the library setting and parent meetings. The actual cost was 4757.00	Purchase Promethean Board for lessons that take place in the library setting and parent meetings 4475 Technology (\$500-\$9,999) Title I 4757.00	Purchase Promethean Board for lessons that take place in the library setting and parent meetings 4475 Technology (\$500-\$9,999) Title I 4757

## Analysis

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

Strategies were implemented well in almost all areas however some of the strategies were not implemented due to COVID restraints. We purchased reading books to supplement ELA classrooms, library, and SDC curriculum, which teachers and students needed to help broaden the reading texts available to teachers. The reading books were hand-selected by ELA and READ 180 teachers for the content and themes of the books, which we believe helps with teacher buy-in for teaching this new content that they are passionate about. We purchased colored folders for student organization and purchased other student supplies- binders, paper, highlighters, 3x5 cards, notebooks, and paper, but these supplies were not handed to students until they arrived back on campus 4th quarter Tutoring support was provided for students in the SDC program, which was implemented after school on a one-on-one basis with students rotating daily. This tutoring support provided students help better understanding concepts and helped students who were behind catch up on missing school work. The additional Mental Health assisted students with both school and home issues. Students that have a positive outlook in their lives are more apt to be successful in the classroom. AVID certification and analyzing/teaching collaboration were not completed due to COVID.

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

We believe the strategies were effective, but the effectiveness of the strategies are hard to fully measure as the assessments used to measure are not comparable due to the benchmarks being a pilot year and SBAC being impacted by COVID.

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

We did not purchase as many books for ELA as we proposed. Some of this was due to reading book purchasing restraints allowed by state/district and teachers not being fully aware of the restraints. We also did not purchase as much instructional technology as we had anticipated as the district provided some of the instructional technology that teachers wanted. There was a sub shortage in the district and we did not use money allocated for subs.

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.

Benchmarks were pilots during this school year. COVID dramatically changed how students take the SBAC and also the SBAC test itself was modified due to COVID (not as many test questions and the test questions themselves had been changed or altered from prior years). With students returning to campus we expect to see a dramatic increase in our scores. Tutoring will continue for EL Learners and SDC students. The district provided funds for a department chair who will be able to provide a stronger PLC within the department. ELA to develop curriculum and writing strategies to increase student benchmark and SBAC scores.

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 2

Mathematics (Goals should be prioritized, measurable, and focused on identified student learning needs.)

1. Increase school-wide students that have Met or Exceeded the standard on the state assessment (SBAC) by 3%, which would be a target of 28.8%, compared to 25.8% in 2018/19. We will use the scores from 2018/19, due to COVID SBAC tests did not occur in 2019/2020.
2. LUSD Benchmarks-For the 2020/21 school year new benchmarks for math are being developed. Benchmarks are supposed to mirror questions that are more similar to the SBAC questions. First-quarter students did not take the benchmark, as they were not ready to be released by the district. The goal will be 30% proficient.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC scores from 2020/2021 school year.	Increase SBAC scores by 3% to 28.8% meet or exceeded.	SBAC- SBAC-19% proficient. The goal was not met due to various impacts of COVID. First off, the SBAC test is not comparable to past years as this particular test was shortened due to COVID and some questions were altered. Other limiting factors would be the fact the all students received remote instruction for three-quarters of the schools and 1/3 of the student population remained in remote learning for the entire school year, some students had technical issues accessing the curriculum during remote learning, there were also technical issues accessing the test, and students were testing from their home environments. Also, the number of students tested was 566 and our school population is around 720.
District Benchmarks-New district benchmarks.	New district benchmark to more aligned with SBAC. Baseline year.	Benchmarks- Scores are not comparable to the previous school due to the tests being new and a pilot year. Also, very few students actually took the benchmark. For example, 422 students at our site took the 3Q benchmark out of 720 students.

### Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Math 1.1 To decrease class sizes for math to allow for more teacher student interaction.	Provide supplemental staffing in the area of mathematics, to provide smaller class sizes.	Provide supplemental staffing in the area of mathematics, to provide smaller class sizes.	Provide supplemental staffing in the area of mathematics, to provide smaller class sizes.



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
District ratio is 31 to 1. Math will be 27 to 1.		1100 Teacher Title I 63,686	1100 Teacher Title I 81,179
Math 2.2 Purchase technology to provide support for student curriculum. Provide student practice and assessment through technology.	Purchase Heart Monitors-Due to students not being on campus the items were not purchased.	Purchase Heart Monitors 4375 Technology (under \$500) Title I 1,500	Purchase Heart Monitors 4375 Technology (under \$500) Title I 0
Math 2.3 Provide coaching in the area of Common Core and teaching strategies.	District Coaches for Core Math	District Coaches for Core Math LCFF	District Coaches for Core Math LCFF
Math 2.4 Provide after-school tutoring to assist with Common Core curriculum.	Provide math tutoring after-school. Time card teachers. Due to COVID not as many sessions were able to be offered. Students did not log in at home to access the tutoring.	Provide math tutoring after-school. Time card teachers. 1120 Teacher Temp Title I 14,000	Provide math tutoring after-school. Time card teachers. 1120 Teacher Temp Title I 2,684
Math 2.5 Provide time for teachers to develop curriculum and evaluate the SBAC questions and standards. Time Card or substitute costs.	Due to COVID teachers did not have an opportunity to meet to articulate. Due to a sub shortage proved to make it difficult to set up times to meet.	Provide articulation time for Math Teachers/District Coaches and outside agencies. Substitute pay.  1150 Teacher Sub Title I 2,000	Provide time for teachers to develop curriculum. Time Card or substitute costs. 1150 Teacher Sub Title I 0
		Time card teachers to articulate beyond regular hours. 1120 Teacher Temp Title I 500	Time card teachers to articulate beyond regular hours 1120 Teacher Temp Title I 0
Math 2.6 Purchase calculators for all students. Due to COVID students will need to have their own calculator.	Calculators for all students. Purchased calculators for all students.	Calculators for all students. 4300 Materials Title I 1,000	Promethean Board Pens 4300 Materials Title I 600
Math 2.7 Teachers and para educators will provide Intersession in the area of mathematics.	Due to COVID intersession was not provided.	Provide math instruction to students not proficient on the SBAC or struggling in math classes. 1120 Teacher Temp Title I	Provide math instruction to students enrolled in our strategic mathematics classes. 1120 Teacher Temp Title I 1584

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Provide transportation to students attending March intersession. 5712 Transportation Title I	Provide transportation to students attending October intercession. 5712 Transportation Title I 1088
		Provide math instruction to students not proficient on the SBAC or struggling in math classes. 2120 Para Temp Title I	Provide math instruction during fall break to students enrolled in our strategic mathematics classes. 2120 Para Temp Title I 400

## Analysis

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

Additional staffing was provided to the math department to decrease class sizes. Due to COVID many of the actions were not implemented to the full extent. Math tutoring was provided virtually, but attendance was not at the levels we had in the past years. Heart monitors were not ordered due to COVID restrictions of sharing equipment. Due to COVID, our October intersession was not offered. Calculators for all student's use were purchased for student pick up and use for the school year. Articulation for math teachers was not able to take place, however, the math department did collaborate on how to deliver lessons virtually, as well as purchase online programs for students to access at home.

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

We believe the strategies were effective, but the effectiveness of the strategies are hard to fully measure as the assessments used to measure are not comparable due to the benchmarks being a pilot year and SBAC being impacted by COVID. The smaller class sizes with the additional teacher was met, which in turn allows for more student teacher interactions.

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

Due to COVID items or services were not able to be accomplished.

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.

We will continue to have the additional math teacher in the department to keep the class sizes ratio lower than other departments. We will be able to compare the benchmarks to last year, however the evidence still might be off due to students ability to take the benchmark last year or lack of online instruction. SBAC scores need to be evaluated with caution due to the fact that students were unable to complete due to online testing/completion. Also, the lack of in person instruction is a factor. Math teachers are working together to develop lessons to try and get students back on track. Math tutoring is available afterschool. Teachers are going to provide instructions/lesson on the usage of Tutor.com for students to access at home.

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 3

English Learners (Goals should be prioritized, measurable, and focused on identified student learning needs.)

Goal #1 To Reclassify 20 English Language Learners by the end of the 2020/21 school year, which would maintain our reclassification of 20 from 2019/20.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
English Language Proficiency Assessment for California	To RFEP 20 English Language Learners by the end of the 2020/2021 school year.	For the 2020/21 school year we RFEP'd 5 students.

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
EL 3.1 Provide additional services to students who are EL. Provide communication to parents of EL students.	Provide additional communication with parents with the use of Bi-Lingual aides. We currently have one Spanish Bi-Lingual aide. We have had job posting in the languages of Khmer and Hmong.	Provide additional communication with parents with the use of Bi-Lingual aides. LCFF	Provide additional communication with parents with the use of Bi-Lingual aides. LCFF
EL 3.2 Purchase READ 180 workbooks for student curriculum.	Purchase READ 180 and 3D curriculum for students	Purchase READ 180 and 3D curriculum for students. LCFF	Purchase READ 180 and 3D curriculum for students.
EL 3.3 After- School Tutoring for EL students	After School tutoring in the area of core subjects.	After School tutoring in the area of core subjects for EL students. 1120 Teacher Temp Title I 5,000	After School tutoring in the area of core subjects. 1120 Teacher Temp Title I 1,720

### Analysis

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

The Bi-lingual aide provided school to home communication for the school. Due to COVID the Bi-lingual aides were unable to provide the same services as a normal year. When students returned to site Bi-lingual aide was able to provide services to students in their classes. Students were all provided with READ 180 and 3D curriculum. After school tutoring was provide by Ms. Mettler to her EL students. Students were able to log in after-school to get assistance with their school work.

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

Due to COVID students did not receive as much Bi-lingual support in their core academic areas Although it was via ZOOM EL students had access to after-school tutoring. In non-COVID years we have between 10-20 students attending.

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

Due to COVID fewer hours of tutoring hours were provided.

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.

With students back on campus students will full access to the core programs, tutoring and EL services. Bi-lingual aide will be able to provide services in the core subjects. Continue after-school tutoring for EL students. RFEP monitoring and reclassification of students. ELPAC was administered via on-line, this year students will test in person.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 4

Parent Involvement - Provide quarterly parent conference nights, and parent conferences to discuss the needs of students, not meeting the 1.5 graduation requirement. Conferences can help with strategies for students and parents, to increase GPA. To increase number of English Language Parents attending our ELAC meetings.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Maintain or increase number of parents attending student conferences, based on the need. (during the school day or high conferences)	Attendance at Evening Parent Conferences to average 50 plus per quarter. Before and After School Conferences to be offered on a as needed basis. The number will vary based on student academic needs.	Goal Meet-Parent conferences were held via ZOOM. Before and after schools continued to take place. Two-parent conference nights were held virtual.
Sign in sheets from our ELAC meetings	Average 10 plus parents out our ELAC meetings at each meeting.	Due to COVID ELAC meetings were limited. Meeting attendance was an average of 5.

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PI 4.1 At the conclusion of the 1st and 2nd quarters provide a parent conference night for parents to attend of those students not meeting graduation criteria of 1.5. One night will be set aside for 7th and one for 8th. All parents are welcome to attend.	Parent conference nights were held twice during the school year.	Time card teachers and counselors for evening Parent Conferences for students at risk of not promoting; or access to teachers otherwise not available during school hours. 1120 Teacher Temp Title I: Parent Involvement 3385	Time card teachers and counselors for evening Parent Conferences for students at risk of not promoting; or access to teachers otherwise not available during school hours. 1120 Teacher Temp Title I: Parent Involvement 3385
		Provide translation at Parent Teacher conference night 2120 Para Temp Title I: Parent Involvement 275	Provide translation at Parent Teacher conference night 2120 Para Temp Title I: Parent Involvement 190
PI 4.2 Provide a light snack for parents that attend parent activities on site.	Due to COVID restrictions snacks were not purchased.	Increase parent involvement in night conferences by providing light snacks for meetings.  4325 Food For	Increase Parent Involvement by providing light snacks for meetings. 4325 Food For Meetings Title I: Parent Involvement 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Meetings Title I: Parent Involvement 0	
PI 4.3 Monthly lunch on the lawn with students and families. Provide activities, as well as provide resources for parents regarding student activities. Hand-outs, AERIES access, or others as needed. Purchase paper.	Due to COVID Monthly Lunches did not take place.	Monthly Parent Lunch on the Lawns	Monthly Parent Lunches
PI 4.4 Back to School Night to provide parents with teachers grading policies and curriculum, Open House - provides an opportunity for parents to view student work. 7th Grade Orientation- Parents are given an overview of the school and policies.	Back to School Night was held virtually due to COVID. Due to restrictions Open House did not take place.	7th Grade Orientation, Back to School and Open House	7th Grade Orientation, Back to School and Open House Nights.
PI 4.5 Parents are encouraged to access students grades, and communicate with teachers via e-mail for updates on student progress. E-mails are enlisted from parents to set-up the AERIES access.	Parents were provided information regarding AERIES system through parent meetings, administration or counselors.	Parents are encouraged to access the on-line grading system provided by the district. AERIES	Parents are encouraged to access the on-line grading system provided by the district.
PI 4.6 The district provides a mailed copy of the progress report and report card. A printed copy is also provided for the students to take home with the student and returned with a parent signature.	Mailed copies were sent to parents for progress reports and report cards.	Students are provided with a printout of progress grades quarterly, as well as a mailed copy.	Students are provided with a printout of progress grades quarterly, as well as a mailed copy.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PI 4.7 Purchase student planners for teacher to home communication. Teachers require students to write their assignments in the planner daily.	Student Planners were purchased.	Student planners for all students. 4300 Materials Title I 4,800	Student Planners 4300 Materials Title I 4544

## Analysis

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

Many of our actions were not implemented due to COVID. However administration made many parent phone calls to discuss connection issues, students attending classes, and students staying on task during distance learning with the use of BLOCKSI.

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

Parents were still able to access the Parent Conference Nights and Back to School. Due to restrictions parents were not allowed onto site for other activities.

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

Funds were used for the Parent Conference Nights. Food was not purchased.

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.

Parent Conferences Nights will continue to be offered either virtual or on campus when permitted. Student/parent conferences are taking place this year in person.

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 5

Increase our SBAC scores in ELA, Science, EL scores, and Math by providing opportunities for professional development for our teachers .

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Science CAST scores,	Increase CAST Scores to 26% for the 20/21 school year.	SBAC-CAST 14.07% proficient. CAST was not met due to various impacts of COVID. First off, the CAST test is not comparable to past years as this particular test was shortened due to COVID and some questions were altered. Other limiting factors would be the fact the all students received remote instruction for three-quarters of the schools and 1/3 of the student population remained in remote learning for the entire school year, some students had technical issues accessing the curriculum during remote learning, there were also technical issues accessing the test, and students were testing from their home environments. Also, the number of students tested was 199 and our school population is around 420 8th graders.
ELA SBAC scores	Increase SBAC ELA to 48.4% for the 20/21 school year.	SBAC- ELA 26% proficient. SBAC was not met due to various impacts of COVID. First off, the SBAC test is not comparable to past years as this particular test was shortened due to COVID and some questions were altered. Other limiting factors would be the fact the all students received remote instruction for three-quarters of the schools and 1/3 of the student population remained in remote learning for the entire school year, some students had technical issues accessing the curriculum during remote learning, there were also technical issues accessing the test, and students were testing from their home environments. Also, the number of students tested was 371 and our school population is around 720.
Math SBAC scores	Increase SBAC Math to 28.7% for the 20/21 school year.	SBAC- SBAC-19% proficient. The goal was not met due to various impacts of COVID. First off, the



Metric/Indicator	Expected Outcomes	Actual Outcomes
		SBAC test is not comparable to past years as this particular test was shortened due to COVID and some questions were altered. Other limiting factors would be the fact the all students received remote instruction for three-quarters of the schools and 1/3 of the student population remained in remote learning for the entire school year, some students had technical issues accessing the curriculum during remote learning, there were also technical issues accessing the test, and students were testing from their home environments. Also, the number of students tested was 566 and our school population is around 720.

### Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PD 5.1 Provide opportunities for teachers/departments to articulate curriculum, pacing guides, assessments and teaching strategies.	Due to COVID, and the lack of coverage of classes. Teachers did not use substitutes to cover classes to articulate.	Provide substitutes for teachers to meet. 1150 Teacher Sub Title I 1000	Provide substitutes for teachers to meet. 1150 Teacher Sub Title I 0
PD 5.2 Teachers to attend conferences to help with teaching strategies, curriculum development and classroom management strategies.	Due to COVID restrictions teachers did not attend conferences.	Registration and travel cost.  5220 Conference Title I 5,000  Reimbursement for teacher conferences. 5712 Transportation Title I 1,000  Substitute coverage for conferences. 1150 Teacher Sub Title I 2,000	Registration and hotel cost 5220 Conference Title I 0  Reimbursement for teacher conferences. 5712 Transportation Title I 0  Substitute coverage for conferences. 1150 Teacher Sub Title I 0
PD 5.3 Substitute and conference costs for teachers to attend Special Education Conference to assist with teaching strategies, Individualized Education Plan writing	Due to COVID restrictions teachers did not attend conferences.	Substitute coverage for conference 1150 Teacher Sub Title I 1000  Conferences for special education teachers to assist with teaching	Substitute coverage for conference 1150 Teacher Sub Title I 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and behavioral interventions.		strategies, Individualized Education Plan writing and behavioral interventions. 5220 Conference Title I 1,000	
PD 5.4 Provide opportunities for Administrators to attend conferences.	Due to COVID restrictions administrators did not attend conferences.	Provide opportunities for administrators to attend conferences to support the learning environment and school wide positive programs. 5220 Conference Title I 500	Provide opportunities for administrators to attend conferences to support the learning environment in classes. 5220 Conference Title I 0

## Analysis

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

Due to COVID teachers were unable to meet during contract hours to articulate. Conferences were not available for teachers and administration to attend.

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

Overall the effectiveness of meeting the goal was not achieved due to COVID restrictions and lack of substitute teachers.

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

Funds were not used due to COVID restrictions and lack of substitutes.

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.

If conferences are allowed teachers will be encouraged to attend. Articulation of departments will have to be adjusted due to the substitute shortage. Teachers might need to find different times to meet to articulate and share curriculum strategies.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 6

2018/19 CAST Scores-23.69%met or exceeded proficiency.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2018/19 CAST scores	CAST Scores-25% met or exceed.	SBAC-CAST 14.07% proficient. CAST was not met due to various impacts of COVID. First off, the CAST test is not comparable to past years as this particular test was shortened due to COVID and some questions were altered. Other limiting factors would be the fact the all students received remote instruction for three-quarters of the schools and 1/3 of the student population remained in remote learning for the entire school year, some students had technical issues accessing the curriculum during remote learning, there were also technical issues accessing the test, and students were testing from their home environments. Also, the number of students tested was 199 and our school population is around 420 8th graders.

## Strategies/Activities for Goal 6

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
S 6.1 Increase labs in the science classrooms to provide hands on learning.	Purchased catapult for students to complete at home, roller coaster kit, rock collections, magnets, shake tables, o chem models, earthquake labs, battery holders, brain builders, supplies, plastic bins for storage.	Provide materials for students to participate in labs to increase student engagement. With COVID restrictions some lab material will need to purchased for student learning at home. 4300 Materials Title I 7,482	Provide materials for students to participate in labs to increase student engagement 4300 Materials Title I 5332
S 6.2 Increase student engagement in the STEAM classrooms with hands on experiments and opportunities.	Purchased 3D printer, filament, and drones.	Classroom supplies for STEM class 4300 Materials Title I 6,000 Purchase a 3D printer and drones for student	Classroom supplies for STEM class 4300 Materials Title I 5498

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		work output. 4400 Equipment (\$500-\$9,999) Title I 6,000	
S 6.3 Purchase Science/Brain Pop for student engagement via the computer. Virtual labs.	Renewed Brain Pop - online science interaction program.	Brain Pop/Science Pop-on-line program 5875 Technology Licenses Title I 2,500	Brain Pop/Science Pop 5875 Technology Licenses Title I 2365

## Analysis

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

Due to COVID many of the labs or STEAM activities were limited. Students did pick up science supplies to use at home during the school year.

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

Due to COVID services were limited. Some projects were able to be sent home and Brain Pop was used as an online lab instruction.

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

Items purchased were close to what we proposed. Due to students not being on campus and the ability to share equipment not as much equipment needed to be purchased or replaced.

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.

Department to inventory supplies, and prioritize items needed for the school year. Students are able to participate in lab activities for the school year, which increases knowledge of concepts. Will review CASSPP scores when they become available.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 7

Provide outside opportunities to supplement and enrich classroom learning experiences, in an environment outside the classroom in the areas of: English, Math, AVID, Science, and Social Studies. Attendance to college campuses for students to experience college atmosphere and learn about attending college.

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 7

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
FT 7.1 Provide opportunities to students to enhance curriculum by visiting places related to what they are studying. Visit college campuses to expand students interest in attending college or career schools.	Due to COVID students were unable to attend fieldtrips.	Provide students with Educational Study Trips to expand the curriculum, experience College Campuses, and Career Exploration. Cost of entrance fees 5872 Field Trips Title I	Provide students with Educational Study Trips to expand the curriculum, experience College Campuses, and Career Exploration. Cost of entrance fees 5872 Field Trips Title I 0
			Cost of subs while teachers attend field trips 1150 Teacher Sub Title I 0
FT 7.2 Provide transportation for field trips.	Due to COVID students were unable to attend fieldtrips.	Busing for educational field trips. 5712 Transportation Title I	Busing for educational field trips. 5712 Transportation Title I 0

## Analysis

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

Due to COVID students were unable to attend fieldtrips.

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

Due to COVID students were unable to attend fieldtrips.

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

Due to COVID students were unable to attend fieldtrips.

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 2021.22 school year the district has provided funds for students to attend fieldtrips or for the school to provide assemblies.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

English Language Arts

### Goal Statement

English Language Arts (Goals should be prioritized, measurable, and focused on identified student learning needs.)

1. For the 2021/22 school year,

The school-wide goal of, students that have Met or Exceeded the standard on the state assessment SBAC at 45%, SBAC scores for the 2020/21 school year showed only 26% of students met or exceeded standards. However, only 371 students completed the testing for the school year of 2020/21. Data in previous years showed school-wide in the 40 percentile.

2. Quarterly ELA benchmarks-

7th Grade: Quarter 1- 25% ;

Quarter 2- 40 % ;

Quarter 3- 40%. -

4th quarter not testing due to SBAC testing.

8th Grade:

Quarter 1 25% ;

Quarter 2- 40% ;

Quarter 3-40%

- 4th quarter not testing due to SBAC testing.

3. To earn AVID certification for the 2021/22 school year. For the 2021/22 school year, we added an additional section of 7th grade AVID.

### LCAP Goal

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

### Basis for this Goal

Goal 1- SBAC scores for 2018/19 showed 46.4% of students met or exceed the state standard for ELA. In the 20/21 school year, only 26% of students met/exceeded, and only 371 out of 720 students completed the test. In previous years our SBAC ELA scores have been in the 40 percentile range. So, using those scores is a more accurate account of how the students perform.

Goal2- The benchmarks scores for the 20/21 school year are based on the new pilot tests. In the first quarter, not all students took the benchmarks. Also, with the 20/21 school year being virtual for the majority of the year, scores may not be valid or not all students completed.

The quarterly benchmarks are a way to provide a short-term evaluation of student proficiency.

To continue to achieve AVID certification. The AVID program is meant to help students develop skills of organization, college awareness, and to be successful in ELA and other subject areas.

## Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC scores from the 20/21 school year	SBAC- 26% students met/exceeded the SBAC. Only 371/720 completed the test for the 20/21 school year.  Overall-26 %  7th Grade- 26 % 8th Grade- 24 %	SBAC- 42% proficient school-wide  7th Grade-44.00% 8th Grade- 42.00%
Quarterly Benchmarks from the 20/21 school year	1st Quarter  7th grade-No scores 8th grade- 8.7%  2nd Quarter  7th -No Scores 8th-39.6%  3rd Quarter-  7th- 45.1% 8th-32.1%	7th Grade: Quarter 1- 25% ; Quarter 2- 40 % ; Quarter 3- 40%. - 4th quarter not testing due to SBAC testing.  8th Grade:  Quarter 1 25% ; Quarter 2- 40% ; Quarter 3-40% <ul style="list-style-type: none"> <li>4th quarter not testing due to SBAC testing</li> </ul>
AVID Certification	AVID Certification- received in 2018/19. Due to COVID certification was not completed for 20/21.	AVID Certification 2021/22 school year.

## Planned Strategies/Activities

### Strategy/Activity 1

1. ELA 1.1 Purchase supplemental reading materials for ELA and SDC classrooms.

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

All Students



## Timeline

August 2021 through June 2022.

## Person(s) Responsible

Librarian, Teachers, Administrator

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3,000
<b>Source</b>	Title I
<b>Budget Reference</b>	4200 Books
<b>Description</b>	Purchase reading books to supplement ELA classrooms, library and SDC curriculum.

## Strategy/Activity 2

ELA 1.2 Purchase AVID Supplies: colored folders for student organization, binders, paper, highlighters, 3x5 cards, notebooks and paper for all students. PSAT tests.

## Students to be Served by this Strategy/Activity

All students

## Timeline

August 2021 through June 2022.

## Person(s) Responsible

Administration and teachers

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1,000
<b>Source</b>	Title I
<b>Budget Reference</b>	4300 Materials
<b>Description</b>	Purchase colored folders for student organization. Student supplies- binders, paper, highlighters, 3x5 cards, notebooks and paper.

<b>Amount</b>	500
<b>Source</b>	Title I
<b>Budget Reference</b>	5872 Field Trips
<b>Description</b>	Purchase PSAT tests for students to complete during the 2021/22 school year.

## Strategy/Activity 3

ELA 1.3 Purchase supplies from the warehouse for student classroom supplies/paper.

## Students to be Served by this Strategy/Activity

All students

**Timeline**

August 2021 through June 2021

**Person(s) Responsible**

Administration, Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	1,000
<b>Source</b>	Title I
<b>Budget Reference</b>	4328 Warehouse Supplies
<b>Description</b>	Purchase supplies from the warehouse to supplemental supplies/paper for the classrooms

**Strategy/Activity 4**

4. ELA 1.4 District Coaches to provide support for English and READ 180 programs and teachers.

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

All Students

**Timeline**

August 2021 through June 2022.

**Person(s) Responsible**

District Coaches, Teachers, Administration

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	LCFF
<b>Description</b>	Provide support to teachers in the area of Common Core English (StudySync), READ 180, and EL component of StudySync

**Strategy/Activity 5**

ELA 1.5 Purchase Virtual Head sets to provide an exciting, engaging, and educational setting. Allow to students to engage in real life fieldtrips to gain knowledge of the content being taught.

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

All students

**Timeline**

August 2021 through June 2022.

**Person(s) Responsible**

Administration, Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	3500
Source	Title I
Budget Reference	4375 Technology (under \$500)
Description	Virtual Headsets

### Strategy/Activity 6

ELA 1.6 Purchase technology programs to provide additional support for student learning, as well as provides for review and assessment.

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

All

### Timeline

August 2021 through June 2022.

### Person(s) Responsible

Administration, Teachers, Technology Department

### Proposed Expenditures for this Strategy/Activity

Amount	9,000
Source	Title I
Budget Reference	5875 Technology Licenses
Description	Purchase technology licenses for Ginkit, Sound Trap

### Strategy/Activity 7

ELA 1.7 Teachers teachers will be given release time and/or paid at the adjunct rate to work beyond contract time to analyze data, develop curriculum, and review SBAC release questions and standards. The data collected from assessments will be used to plan for future instruction. Release time for teachers to collaborate with elementary or high school teachers for curriculum and placement.

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

All Students

### Timeline

August 2021 through June 2022.

### Person(s) Responsible

Administration, District Coaches, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	500
<b>Source</b>	Title I
<b>Budget Reference</b>	1150 Teacher Sub
<b>Description</b>	Provide collaboration time for ELA teachers to establish quarterly curriculum via time card or substitute coverage.
<b>Amount</b>	2000
<b>Source</b>	Title I
<b>Budget Reference</b>	1120 Teacher Temp
<b>Description</b>	Teachers will meet after contract hours to discuss curriculum, testing results or best practices.

### Strategy/Activity 8

ELA 1.8 Provide Mental Health counseling for students struggling with academics or personal issues. Students will receive counseling via the Mental Health Counselor to help with increasing academic success and mental health stability. The district provides 4 hours for Title 1 sites. Morada will purchase an additional 4 hours per week due to an increase of students in need of mental health services.

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

Students identified by the referral process.

### Timeline

August 2021 through June 2022.

### Person(s) Responsible

Administration, Teacher, Counselor, Mental Health Counselor, Parent

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	Title I
<b>Budget Reference</b>	5800 Prof and Operating/Consultants
<b>Description</b>	Provide 4 hours of mental health counseling per week. Paid by District Title 1.
<b>Amount</b>	10,000
<b>Source</b>	Title I
<b>Budget Reference</b>	5800 Prof and Operating/Consultants
<b>Description</b>	Provide an additional 4 hours per week of mental health for students in need of services.

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Mathematics

### Goal Statement

Mathematics (Goals should be prioritized, measurable, and focused on identified student learning needs.)

1. School-wide students will meet or Exceed the standard on the state assessment (SBAC), with a target goal of 20%. During the 2020/21 school year, only 599 or 720 students completed the modified. In prior years our SBAC percentile for math has been around 25%.

7th Grade

Overall Scores- 25 %

8th Grade

Overall Scores- 20%

School-wide- 22 %

2. LUSD Benchmarks-For the 2020/21 school year where pilot benchmarks for math and students did not complete all quarters.

7th Grade:

Quarter 1- 30%

Quarter 2- 43%

Quarter 3- 35%

8th Grade:

Quarter 1- 20%

Quarter 2- 22%

Quarter 3- 40%

7th Grade Advanced:

Quarter 1- 90%

Quarter 2- 85%

Quarter 3-90%

8th Grade Advanced

Quarter 1- 30%

Quarter 2- 40%

Quarter 3- 50%

Decrease math class sizes by adding an additional math teacher to our math department.

### LCAP Goal

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

## Basis for this Goal

1. State Reporting of SBAC from 2020/21.

7th Grade- 24%%  
 8th Grade- 13 %  
 Overall- 18 %

2. For the school year 20/21 school year students participated in pilot benchmarks. Benchmarks were not provided for all quarters, so some of the baselines are not available.

7th Grade  
 Quarter 1- No Scores  
 Quarter 2- 41.5%  
 Quarter 3- 36.5%

7th Grade Advanced  
 Quarter 1- No Scores  
 Quarter 2- 90.2%  
 Quarter 3- 81.3%

8th Grade  
 Quarter 1- No Scores  
 Quarter 2- 20.4%  
 Quarter 3- 37.9%

8th Grade Advanced  
 Quarter 1- No Scores  
 Quarter 2- 64.5%  
 Quarter 3- 96.2%

3. Core departments have 5 teachers, but math has 6 teachers to decrease class sizes in the area of math. The average class size is 27. District class size is set for 31 to 1.

## Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC scores from 20/21 School Year	SBAC-2020/21- 18% Met or Exceed. Only 599/720 completed the tests. 7th Grade- 24% 8th Grade- 13%	7th Grade Overall Scores- 25 % 8th Grade Overall Scores- 20%  School-wide- 22 %
District Benchmarks-20/21 School Year	7th Grade Quarter 1- No Benchmark Quarter 2- 41.5% Quarter 3- 36.5%  7th Grade Advanced Quarter 1- No Scores Quarter 2- 90.2% Quarter 3- 81.3%	7th Grade: Quarter 1- 30% Quarter 2- 43% Quarter 3- 35%  7th Grade Advanced: Quarter 1- 90% Quarter 2- 85% Quarter 3-90%

Metric/Indicator	Baseline	Expected Outcome
	8th Grade Quarter 1- No Scores Quarter 2- 20.4% Quarter 3- 37.9%  8th Grade Advanced Quarter 1- No Scores Quarter 2- 64.5% Quarter 3- 96.2%	8th Grade: Quarter 1- 20% Quarter 2- 22% Quarter 3- 40%  8th Grade Advanced Quarter 1- 50% Quarter 2- 70% Quarter 3- 97%

## Planned Strategies/Activities

### Strategy/Activity 1

Math 1.1 To decrease class sizes for math to allow for more teacher student interaction. District ratio is 31 to 1. Math will be 27 to 1.

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

All Students in Common Core

### Timeline

August 2021 through June 2022

### Person(s) Responsible

Administration, Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	65,966
Source	Title I
Budget Reference	1100 Teacher
Description	Provide supplemental staffing in the area of mathematics, to provide smaller class sizes.

### Strategy/Activity 2

Math 2.2 Purchase technology to provide support for student curriculum. Provide student practice and assessment through technology.

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

All Students

## Timeline

August 2021 through June 2022

## Person(s) Responsible

Administrators, Teachers,

## Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	Title I
Budget Reference	5875 Technology Licenses
Description	Purchase on-line program Mangahigh Math program or other district approved math technology.

## Strategy/Activity 3

Math 2.3 Provide coaching in the area of Common Core and teaching strategies.

## Students to be Served by this Strategy/Activity

All Students

## Timeline

August 2021 through June 2022

## Person(s) Responsible

District, District Coaches, Administration, Teachers

## Proposed Expenditures for this Strategy/Activity

Source	LCFF
Description	District Coaches for Core Math

## Strategy/Activity 4

Math 2.4 Provide after-school tutoring to assist with Common Core curriculum.

## Students to be Served by this Strategy/Activity

All Students in Common Core

## Timeline

August 2021 through June 2022

## Person(s) Responsible

Administration, Teachers, Counselors

## Proposed Expenditures for this Strategy/Activity



<b>Amount</b>	13,000
<b>Source</b>	Title I
<b>Budget Reference</b>	1120 Teacher Temp
<b>Description</b>	Provide math tutoring after-school. Time card teachers.

### Strategy/Activity 5

Math 2.5 Provide time for teachers to develop curriculum and evaluate the SBAC questions and standards. Time Card or substitute costs.

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

All Students in Common Core

#### Timeline

August 2021 through 2022

#### Person(s) Responsible

Administration, Teachers, District Coaches

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	750
<b>Source</b>	Title I
<b>Budget Reference</b>	1150 Teacher Sub
<b>Description</b>	Provide articulation time for Math Teachers/District Coaches and outside agencies. Substitute pay.

<b>Amount</b>	500
<b>Source</b>	Title I
<b>Budget Reference</b>	1120 Teacher Temp
<b>Description</b>	Time card teachers to articulate beyond regular hours.

### Strategy/Activity 6

Math 2.6 Purchase calculators for all students.

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

All

#### Timeline

August 2021 through June 2022

#### Person(s) Responsible

Administration, teachers.

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	1,000
<b>Source</b>	Title I
<b>Budget Reference</b>	4300 Materials
<b>Description</b>	Calculators for all students.

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

English Learners

### Goal Statement

English Learners

Goal 1- To Reclassify (RFEP) 10 English Language Learners by the end of the 2021/22 school year.

### LCAP Goal

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

### Basis for this Goal

For the school year we RFEP'd 5 students. Students are RREP'd based on ELPAC scores, lexilie, and grades. Student must meet all 3 criteria's.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
English Language Proficiency Assessment for California	Five students where reclassified for the 2020/21 school year.	To RFEP 10 English Language Learners by the end of the 2021/22 school year.

### Planned Strategies/Activities

#### Strategy/Activity 1

EL 3.1 Provide additional services to students who are EL. Provide communication to parents of EL students.

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

Students parents who speak a different language other than English.

#### Timeline

August 2021 through June 2022

#### Person(s) Responsible

District, Administration, Administration, Bi- Lingual Aides

#### Proposed Expenditures for this Strategy/Activity

##### Source

LCFF

**Description**

Provide additional communication with parents with the use of Bi-Lingual aides.

**Strategy/Activity 2**

EL 3.3Purchase READ 180 workbooks for reading intervention.

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

English Language Learners

**Timeline**

August 2021 through June 2022

**Person(s) Responsible**

District, Librarian, Teacher, Administrator

**Proposed Expenditures for this Strategy/Activity**

**Source**

LCFF

**Description**

Purchase READ 180 and 3D curriculum for students.

**Strategy/Activity 3**

EL 3.6 After- School Tutoring for EL students

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

Provide after-school tutoring 3 days a week to students with English Learning levels from 1 to 5 based on their ELPAC scores.

**Timeline**

August 2021 through June 2022

**Person(s) Responsible**

Administration, Teachers, Migrant Education

**Proposed Expenditures for this Strategy/Activity**

**Amount**

0

**Source**

Title I

**Budget Reference**

1120 Teacher Temp

**Description**

After School tutoring in the area of core subjects for EL students.

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Parent/Family Engagement

### Goal Statement

Parent Involvement - Provide quarterly parent conference nights, and parent conferences to discuss the needs of students, not meeting the 1.5 graduation requirement. Conferences can help with strategies for students and parents, to increase GPA. To increase number of English Language Parents attending our ELAC meetings.

### LCAP Goal

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

### Basis for this Goal

Overall student GPA's, specifically for those students not meeting the 1.5 GPA requirement for promotion. We continue to struggle with parent involvement with our EL parents. On average we have 5-6 parents attend our ELAC meetings.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent Conferences  Quarterly Night Conferences- Parent Attendance  Parent Conferences-	Night Time Parent Conference-  Quarterly Night Conferences-VIA ZOOM/Google classroom  Quarter 1-40 parents Quarter 2-40 parents  Parent Conferences- 100 parents (Based on 2018/19 parent conferences).	Night Time Parent Conference-  Quarterly Night Conferences-VIA ZOOM/Google classroom  Quarter 1-40 parents Quarter 2-40 parents  Parent Conferences- 120 parents (Based on 2018/19 parent conferences).
Number of Parents attending ELAC Meetings	ELAC-average of 6 parents per meeting	Average 10 plus parents out our ELAC meetings.
Lunch on the Lawns-	During the 2018/19 school year we averaged 50 parents per lunch period.	If COVID Restriction allow we will start the Lunch on the Lawns for families to come to campus.  50 parents per lunch period.

### Planned Strategies/Activities

#### Strategy/Activity 1

PI 4.1 At the conclusion of the 1st and 2nd quarters provide a parent conference night for parents to attend of those students not meeting graduation criteria of 1.5. One night will be set aside for 7th and one for 8th. All parents are welcome to attend.

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

All-with an emphasis on students with a 1.5 or lower G.P.A

### Timeline

November 2021 through March 2022

### Person(s) Responsible

Administration, Teachers, Counselors, Parents, Bi -Lingual Aides

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2,421
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	1120 Teacher Temp
<b>Description</b>	Time card teachers and counselors for evening Parent Conferences for students at risk of not promoting; or access to teachers otherwise not available during school hours.
<b>Amount</b>	254
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	2120 Para Temp
<b>Description</b>	Provide translation at Parent Teacher conference night
<b>Amount</b>	2,000
<b>Source</b>	Title I
<b>Budget Reference</b>	1120 Teacher Temp
<b>Description</b>	Time card teachers and counselors for evening Parent Conferences for students at risk of not promoting; or access to teachers otherwise not available during school hours.

### Strategy/Activity 2

PI 4.2 Provide a light snack for parents that attend parent activities on site.

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

All Students

### Timeline

November 2021 through June 2022

### Person(s) Responsible

Administration, Cafeteria Staff, Counselors

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	200
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	4325 Food For Meetings
<b>Description</b>	Increase parent involvement in night conferences and ELAC by providing light snacks for meetings.

### Strategy/Activity 3

PI 4.3 Monthly lunch on the lawn with students and families. Provide activities, as well as provide resources for parents regarding student activities. Hand-outs, AERIES access, or others as needed. Purchase paper.

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

All Students

### Timeline

To be determined based on COVID restrictions.

### Person(s) Responsible

Administration, Outside Agencies, Teacher, Parents

### Proposed Expenditures for this Strategy/Activity

<b>Description</b>	Monthly Parent Lunch on the Lawns
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### Strategy/Activity 4

PI 4.4 Back to School Night to provide parents with teachers grading policies and curriculum, Open House - provides an opportunity for parents to view student work. 7th Grade Orientation-Parents are given an overview of the school and policies.

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

All Students

### Timeline

To be determined based on COVID restrictions.

### Person(s) Responsible

Administration, Teachers, Counselors, Parents, Bi-Lingual Aides

### Proposed Expenditures for this Strategy/Activity

<b>Description</b>	7th Grade Orientation, Back to School and Open House
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### Strategy/Activity 5

PI 4.5 Parents are encouraged to access students grades, and communicate with teachers via e-mail for updates on student progress. E-mails are enlisted from parents to set-up the AERIES access.

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

All Students

#### Timeline

August 2021 through June 2022

#### Person(s) Responsible

Administration, Teachers, Counselors, Office Staff

#### Proposed Expenditures for this Strategy/Activity

##### Description

Parents are encouraged to access the on-line grading system provided by the district. AERIES

### Strategy/Activity 6

PI 4.6 The district provides a mailed copy of the progress report and report card. A printed copy is also provided for the students to take home with the student and returned with a parent signature.

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

All Students

#### Timeline

August 2021 through June 2022

#### Person(s) Responsible

Administration, Teachers, Counselors

#### Proposed Expenditures for this Strategy/Activity

##### Description

Students are provided with a printout of progress grades quarterly, as well as a mailed copy.

### Strategy/Activity 7

PI 4.7 Purchase student planners for teacher to home communication. Teachers require students to write their assignments in the planner daily.

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

Administration, teachers, students, parents, counselors

#### Timeline

August 2021 through June 2022

#### Person(s) Responsible



Administration

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	5,000
<b>Source</b>	Title I
<b>Budget Reference</b>	4300 Materials
<b>Description</b>	Student planners for all students.

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Professional Development

### Goal Statement

Increase our SBAC scores in ELA, Science, EL scores, and Math by providing opportunities for professional development for our teachers .

### LCAP Goal

High quality and on-going professional development for teachers and staff will be provided to improve instruction and enable students to reach proficiency on state academic content standard. (Compensatory Education: 18)

### Basis for this Goal

ELA

SBAC- 24% of students met/exceeded on the SBAC from the 20/21 school year. Only 371/720 students completed the testing for the school year.

7th Grade- 26 %

8th Grade- 24 %

Overall- 26 %

1st Quarter

7th grade-No scores

8th grade- 8.7%

2nd Quarter

7th -No Scores

8th-39.6%

3rd Quarter-

7th- 45.1%

8th-32.1%

Math SBAC- 18% of students met/exceeded on the SBAC from the 20/21 school year. Only 599/720 students completed the testing for the school year.

7th Grade- 24 %

8th Grade- 13 %

Overall- 18 %

7th Grade

Quarter 1- No Scores

Quarter 2- 41.5%

Quarter 3- 36.5%

7th Grade Advanced  
 Quarter 1- No Scores  
 Quarter 2- 90.2%  
 Quarter 3- 81.3%

8th Grade  
 Quarter 1- No Scores  
 Quarter 2- 20.4%  
 Quarter 3- 37.9%

8th Grade Advanced  
 Quarter 1- No Scores  
 Quarter 2- 64.5%  
 Quarter 3- 96.2%

CAST (Science-8th grade only)

8th Grade CAST -14.07%

## Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Science CAST scores, 2020/21	2020/21 CAST Scores- 14.07% met or exceeded proficiency.	Increase CAST Scores to 25% for the 2021/22 school year
ELA SBAC scores 2020/21	<p>SBAC- 24% of students met/exceeded on the SBAC from the 20/21 school year. Only 371/720 students completed the testing for the school year.</p> <p>7th Grade- 26 %            8th Grade- 24 %</p> <p>Overall- 26 %</p> <p>Math SBAC- 18% of students met/exceeded on the SBAC from the 20/21 school year. Only 599/720 students completed the testing for the school year.</p> <p>7th Grade- 24 %            8th Grade- 13 %            Overall- 18 %</p> <p>Benchmarks            1st Quarter</p>	<p>SBAC- 42% proficient school-wide</p> <p>7th Grade-44.00%            8th Grade- 42.00%</p> <p>7th Grade:            Quarter 1- 25% ;            Quarter 2- 40 % ;            Quarter 3- 40%. -            4th quarter not testing due to SBAC testing.</p> <p>8th Grade:            Quarter 1 25% ;            Quarter 2- 40% ;            Quarter 3-40%  <ul style="list-style-type: none"> <li>4th quarter not testing due to SBAC testing</li> </ul> </p>

Metric/Indicator	Baseline	Expected Outcome
	7th grade-No scores 8th grade- 8.7%  2nd Quarter  7th -No Scores 8th-39.6%  3rd Quarter-  7th- 45.1% 8th-32.1%	
Math SBAC scores 2020/21	Math SBAC- 18% of students met/exceeded on the SBAC from the 20/21 school year. Only 599/720 students completed the testing for the school year.  7th Grade- 24 % 8th Grade- 13 % Overall- 18 %  Benchmarks 7th Grade Quarter 1- No Scores Quarter 2- 41.5% Quarter 3- 36.5%  7th Grade Advanced Quarter 1- No Scores Quarter 2- 90.2% Quarter 3- 81.3%  8th Grade Quarter 1- No Scores Quarter 2- 20.4% Quarter 3- 37.9%  8th Grade Advanced Quarter 1- No Scores Quarter 2- 64.5% Quarter 3- 96.2%	7th Grade Overall Scores- 25 % 8th Grade Overall Scores- 20%  School-wide- 22 %  . LUSD Benchmarks-  7th Grade: Quarter 1- 30% Quarter 2- 43% Quarter 3- 35%  8th Grade: Quarter 1- 20% Quarter 2- 22% Quarter 3- 40%  7th Grade Advanced: Quarter 1- 90% Quarter 2- 85% Quarter 3-90%  8th Grade Advanced Quarter 1- 30% Quarter 2- 40% Quarter 3- 50%

## Planned Strategies/Activities

### Strategy/Activity 1

PD 5.1 Provide opportunities for teachers/departments to articulate curriculum, pacing guides, assessments and teaching strategies.

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

All Students

### Timeline

August 2021 through 2022

### Person(s) Responsible

Administrators, Teachers, District Coaches

### Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Provide substitutes for teachers to meet.

### Strategy/Activity 2

PD 5.2 Teachers to attend conferences to help with teaching strategies, curriculum development and classroom management strategies.

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

All students

### Timeline

August 2021 through June 2022

### Person(s) Responsible

Teachers, Administrator

### Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	Title I
Budget Reference	5220 Conference
Description	Registration and travel cost.
Amount	200
Source	Title I
Budget Reference	5712 Transportation

<b>Description</b>	Reimbursement for teacher conferences.
<b>Amount</b>	0
<b>Source</b>	Title I
<b>Budget Reference</b>	1150 Teacher Sub
<b>Description</b>	Substitute coverage for conferences.

### Strategy/Activity 3

Provide opportunities for Administration attend conferences for school wide practices, curriculum and teaching strategies.

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

PD 5.4 Provide opportunities for Administrators to attend conferences.

#### Timeline

August 2021 through June2022

#### Person(s) Responsible

Administration

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1,000
<b>Source</b>	Title I
<b>Budget Reference</b>	5220 Conference
<b>Description</b>	Provide opportunities for administrators to attend conferences to support the learning environment and school wide positive programs.

# Goals, Strategies, & Proposed Expenditures

## Goal 6

### Subject

Science

### Goal Statement

To increase our CAST scores for the 2021/22 school year to 26% proficient on the CAST.

### LCAP Goal

LUSD will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all including Low Income, English Learners, Reclassified, Foster Youth, and Special Education students, as well as provide enrichment opportunities to prepare our students to be college and career ready.

### Basis for this Goal

To increase student knowledge with the core curriculum of science. To provide more hands on activities for student learning of new science concepts.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2020/21 School Year CAST scores	In 2020/21 school year 14% of students met/exceeded the standard.	CAST scores- 26% met or exceed

### Planned Strategies/Activities

#### Strategy/Activity 1

S 6.1 Increase labs in the science classrooms to provide hands on learning.

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

All Students

#### Timeline

August 2021 through June 2022

#### Person(s) Responsible

Administration, Teachers

#### Proposed Expenditures for this Strategy/Activity

Amount	7,969
Source	Title I
Budget Reference	4300 Materials

**Description**

Provide materials for students to participate in labs to increase student engagement. With COVID restrictions some lab material will need to be purchased for student learning at home.

**Strategy/Activity 2**

S 6.2 Increase student engagement in the STEAM classrooms with hands on experiments and opportunities.

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

Students enrolled in STEAM class

**Timeline**

August 2021 through June 2022

**Person(s) Responsible**

Administration, Teachers

**Proposed Expenditures for this Strategy/Activity****Amount**

2,000

**Source**

Title I

**Budget Reference**

4300 Materials

**Description**

Classroom supplies for STEM class

**Strategy/Activity 3**

Purchase Brain Pop on line interactive science program

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

All students

**Timeline**

August 2021 through June 2022

**Person(s) Responsible**

Administration, teachers, district tech

**Proposed Expenditures for this Strategy/Activity****Amount**

0

**Source**

Title I

**Budget Reference**

5875 Technology Licenses

**Description**

Brain Pop/Science Pop-on-line program



# Goals, Strategies, & Proposed Expenditures

## Goal 7

### Subject

Educational Field Tips -English, Math, Social Studies, College Based, and Science

### Goal Statement

Provide outside opportunities to supplement and enrich classroom learning experiences, in an environment outside the in the areas of English, Math, AVID, Science and Social Studies. Attendance to college campuses for students to be informed of the programs and process provided.

### LCAP Goal

LUSD will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all including Low Income, English Learners, Reclassified, Foster Youth, and Special Education students, as well as provide enrichment opportunities to prepare our students to be college and career ready.

### Basis for this Goal

Increase student knowledge of college opportunities. Provide students hands on experiences as it relates to curriculum.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number of students provided the opportunity to attend an educational field trip/college visit.	150 students attended a field trip to a college setting during the 2020/21	Due to COVID field trips will be virtual or to an educational establishment based on availability. Goal for the 2021/22 school year is for our AVID students to visit at least one college.

### Planned Strategies/Activities

#### Strategy/Activity 1

FT 7.1 Provide opportunities to students to enhance curriculum by visiting places related to what they are studying. Visit college campuses to expand students interest in attending college or career schools.

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

All Students

#### Timeline

August 2021 through June 2022

#### Person(s) Responsible

Administration, Counselors, Teachers, Para-Educators,

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	Title I
<b>Budget Reference</b>	5872 Field Trips
<b>Description</b>	Provide students with Educational Study Trips to expand the curriculum, experience College Campuses, and Career Exploration. Cost of entrance fees

**Strategy/Activity 2**

FT 7.2 Provide transportation for field trips.

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

All Students

**Timeline**

August 2021 through June 2022

**Person(s) Responsible**

Administration, Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	Title I
<b>Budget Reference</b>	5712 Transportation
<b>Description</b>	Busing for educational field trips.

# Form C: Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	136,260.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	133,385	0.00
Title I: Parent Involvement	2,875	0.00

# Expenditures by Funding Source

Funding Source	Amount
LCFF	0.00
Title I	133,385.00
Title I: Parent Involvement	2,875.00

## Preliminary Plan

## Final Plan

 10/28/2021 12:00 am  
*Principal* *Date*

 10/29/2021 12:00 am  
*SSC Chairperson* *Date*

 11/02/2021 02:30 pm  
*Program Manager* *Date*

*Principal* *Date*  
*SSC Chairperson* *Date*  
*Program Manager* *Date*

# Expenditures by Budget Reference and Funding Source

## FORM F: FISCAL WORKSHEET

Budget Reference	Funding Source	Amount
	LCFF	0.00
1100 Teacher	Title I	65,966.00
1120 Teacher Temp	Title I	17,500.00
1150 Teacher Sub	Title I	1,750.00
4200 Books	Title I	3,000.00
4300 Materials	Title I	16,969.00
4328 Warehouse Supplies	Title I	1,000.00
4375 Technology (under \$500)	Title I	3,500.00
5220 Conference	Title I	3,000.00
5712 Transportation	Title I	200.00
5800 Prof and Operating/Consultants	Title I	10,000.00
5872 Field Trips	Title I	500.00
5875 Technology Licenses	Title I	10,000.00
1120 Teacher Temp	Title I: Parent Involvement	2,421.00
2120 Para Temp	Title I: Parent Involvement	254.00
4325 Food For Meetings	Title I: Parent Involvement	200.00

# FORM D: School Site Council Membership

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

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

Name of Members	Role
Janet Godina Perez	Principal
Benjamin Brown	Classroom Teacher
Aaron Sass	Classroom Teacher
Elizabeth Huynh	Classroom Teacher
Heather Ayers	Other School Staff
Angelique Johnson	Parent or Community Member
Daisy Dickens	Parent or Community Member
Sally Somera	Parent or Community Member
Kayla Woods	Parent or Community Member
Sally Somera	Parent or Community Member

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

# FORM E: Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/28/2021 12:00 am.

Attested:

**Preliminary Plan**

**Final Plan**

10/28/2021 12:00 am

*Principal*

*Date*

*Principal*

*Date*

10/28/2021 12:00 am

*SSC Chairperson*

*Date*

*SSC Chairperson*

*Date*

11/02/2021 02:30 pm

*Program Manager*

*Date*

*Program Manager*

*Date*