

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sierramont Middle School	43693776093033	November 2, 2021	December 14, 2021

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.

Every year, the Berryessa Union School District (BUSD) brings together a large committee made up of district leadership, teachers, principals, California School Employees Association (CSEA), California Teachers Association of Berryessa (CTAB), and Teamsters representatives along with students and community members to create a strategic plan whose action items are aligned to the district's Local Control Accountability Plan (LCAP). In the LCAP, the district creates action items that support our three district-wide goals. Each action item is budgeted through the district's multiple funding categories (LCAP, Title 1, Title 3, etc.). The School Plan for Student Achievement (SPSA) aligns with the district's LCAP. It outlines the goals and objectives based upon data analysis to ensure the success of each student at Sierramont Middle School.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	2
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program.....	5
Stakeholder Involvement	14
Resource Inequities	14
School and Student Performance Data	15
Student Enrollment.....	15
CAASPP Results.....	17
ELPAC Results	21
Student Population.....	24
Overall Performance	26
Academic Performance.....	27
Academic Engagement.....	38
Conditions & Climate.....	41
Goals, Strategies, & Proposed Expenditures.....	43
Goal 1.....	43
Goal 2.....	48
Goal 3.....	56
Budget Summary	59
Budget Summary	59
Other Federal, State, and Local Funds	59
Budgeted Funds and Expenditures in this Plan.....	60
Funds Budgeted to the School by Funding Source.....	60
Expenditures by Funding Source	60
Expenditures by Budget Reference	60
Expenditures by Budget Reference and Funding Source	60
Expenditures by Goal.....	61
School Site Council Membership	62
Recommendations and Assurances	63
Instructions.....	64
Instructions: Linked Table of Contents.....	64

Purpose and Description65
Stakeholder Involvement.....65
Resource Inequities65
Goals, Strategies, Expenditures, & Annual Review66
Annual Review67
Budget Summary68
Appendix A: Plan Requirements70
Appendix B:.....73
Appendix C: Select State and Federal Programs75

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Students took the Panorama surveys in the Spring of 2021.

The student survey gathers feedback from students in grades 6-8 about their classroom and school experience. Decades of research have shown that student perceptions strongly correlate with learning outcomes and can be an important improvement tool for school systems.

The survey has a series of scales—groups of survey questions for students that capture different aspects of the same underlying theme—to allow educators to customize the survey with the topics they value most.

The comprehensive survey covers nineteen key topics: from pedagogical effectiveness and school climate, to student engagement and growth mindset

Designed as a series of scales—groups of questions that capture different aspects of the same underlying theme—the Family-School Relationships Survey provides educators flexibility in measuring an array of aspects of parent attitudes.

The survey is designed to be used by principals, district staff, school boards, state departments of education, or parent/teacher organizations.

The feedback generated from this tool helps drive the academic, social and emotional programs for all students at our School. Designed as a series of scales—groups of questions that capture different aspects of the same underlying theme—the Family-School Relationships Survey provides educators flexibility in measuring an array of aspects of parent attitudes.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal lesson and informal classroom visits are conducted by the site administrator to ensure fidelity to standards-based instruction, student engagement, alignment to the Common Core State Standards, district and site implemented programs and to ensure that student academic needs are met. Information collected by classroom observations is a critical component to assess and improve teaching strategies and drive the instructional program.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The use of assessments to modify and improve student achievement is being selected and/or designed to correspond with the Common Core State Standards (CCSS). These assessments will provide information that, when integrated and examined together, creates a full picture of student achievement and school improvement. Assessments may include reading, writing, math, ELPAC, the CA Physical Fitness Test, and NGSS Science Testing this year. These assessments will assist and support with the planning for full implementation of CCSS in the 2021-2022 school year.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The school/district has a monitoring system which includes curriculum-embedded assessments available as part of the Language Arts and math adopted programs. These assessments inform teachers and principals on student progress and effectiveness of instruction in all reading/Language Arts and mathematics classrooms. The purpose of these assessments is to provide timely data to teachers and principals to make instructional decisions that will improve instruction and student achievement. As a district, we are transitioning and developing district benchmarks, which will include curriculum-embedded assessments aligned with Common Core state Standards (CCSS) in both math and Language Arts. Currently, the district requires all students in Kindergarten-2nd grade to be assessed with Fountas and Pinnell Reading assessments.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Berryessa Union School District strives to become a high performing district. In order to reach this goal, we must ensure that there is an adequate supply of highly qualified and effective teachers, paraprofessionals and administrators who are prepared to meet the challenges of teaching California's growing and diverse student population.

These efforts have resulted in significant improvements in the preparation, authorization and assignment of teachers throughout the district.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All Berryessa classrooms are staffed with highly qualified teachers. Teachers possess a bachelor's degree, hold an appropriate teaching credential, authorization, or intern certificate, and demonstrate subject matter knowledge and competence. Berryessa Union School District certifies that all classrooms have highly qualified teachers credentialed for their assignment, as documented on the annual CBEDS report.

We are utilizing SBE adopted ELA/ELD materials and a SBE adopted Common Core mathematics materials. Berryessa will also utilize our adoptions as well as supplemental materials and resources to access the Common Core State Standards (CCSS). All teachers are participating in professional development in the district and some outside of the district at SCCOE and with other professional organizations. At district trainings on and off site, all staff are learning about utilizing current textbooks while shifting instructional practices to align with CCSS, as needed, selecting and utilizing supplemental resources that align with CCSS, and understanding CCSS in depth to further develop their current teaching practices. Teacher leads are trained in Mathematics, NGSS, ELA/ELD, and Technology and provide monthly ELD and ongoing support at all sites.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional Development modules were available to all certificated staff in Alludo, an online platform for professional development in which participants earn points for participating in learning activities. The learning activities in Alludo were developed collaboratively by the Director of Curriculum and Instruction, and the Director of Technology. The customized learning platform includes beginning, intermediate and advanced activities related to all the important technology in use in our district such as: Zoom, SeeSaw, Google Classroom and Google Meet. Teachers chose the level of learning appropriate given their background experience and choose their own pathway for learning. The activities also included pedagogy related to online learning such as universal design for learning, problem based learning, and how to engage students using technology. A fourth module provided learning activities on how to use the digital aspects of district adopted curriculum including all content areas. These modules also introduced teachers to an array of supplemental online resources for distance learning. Teachers received an additional two days of per diem pay if they chose to participate in two days of training online. All the modules remain available throughout the year.

During the school year, teachers are released for additional training. At six elementary schools (BT, TY, VP, CW, LV, SD) TK - third grade teachers participate in three full days of lesson planning to create integrated units of study that support ELD instruction. New elementary teachers receive a full day of training on performance based assessments assessments for literacy. Special education teachers receive one to two days of training on the District's dyslexia programs. Middle school science and social studies teachers are released for one to two days for training and collaborative planning using newly adopted curriculum. Middle school ELA teachers are released for two days to plan and score writing assessments. Middle school math teachers are released for a day to score math benchmark assessments. Elementary pilot teachers are released for five days of training on NGSS.

Special education teachers and specialist receive monthly training related to their job specialty and specialized instructional materials.

Teacher leadership teams in math, science, ELA/ELD and technology regularly after school. The focus during the 2021-2022 school year is on building a Multi-Tiered System of Support at each school. This includes building teachers understanding of strong Tier 1 instruction and appropriate interventions in each subject area. Monthly principals' meetings and site professional development focuses on reviewing data and developing interventions to support Tier 1 and 2 instruction.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers participate in district driven professional development supported by teacher presenters who bring the information back to their sites. Each site has access to instructional coach(s) to support teachers in developing their instructional practices and support implementation of district initiatives including SEAL, new instructional materials and support in lesson implementation. The district collaborates with the SVMII (Silicon Valley Math Initiative), Sobrato Center (for SEAL) and the East Side Alliance which provide instructional assistance and support for math and ELL student strategies.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher Collaboration is an integral part of our district's culture. We understand that to improve student achievement, teachers must collaborate to make a more consistent and cohesive instructional program for our Berryessa students. Teacher collaboration varies at different school sites but is an expected part of our professional development. Our district PD days have built in collaboration times to focus on the specific topic being presented. Teacher release days by grade level are utilized by the district and school site. By having these release days, teachers can work in grade level groups that are either site specific or an entire grade level across the district. In addition to these PD times, our teachers and/or site leadership are offered various opportunities to participate in learning communities on a variety of topics. Some of these span across districts to allow for a broader scope of learning. All of our teacher collaboration has an element of data to drive conversations. Data is presented in different forms that can best relate to the ongoing work and process of these groups and topics. This data comes from state and district assessments, formative and summative assessments, and formal and informal observations. The collaboration groups work to improve instruction and increase student achievement.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The Berryessa Union School District's Board of Trustees Board Policy 6010 guides the programs and instruction delivered to all students grades K – 8th in BUSD including general education, special education and English Learner students. Among the guarantees the board has adopted, is the dedication to providing all students with the supports and education necessary to promote strong communication skills. The district office provides professional development opportunities for all teachers in both the methodologies of good teaching practices as well as how to utilize the board adopted materials for instruction. Under the guidance of the Board, BUSD has continuously adopted curricular materials which are board approved and aligned with the State of California Content standards. Those adoptions include:

LANGUAGE ARTS:

TK - 6 Benchmark Education © 2017 Benchmark Advance (BUSD 05-08-17)

6 - 8 Houghton Mifflin Harcourt © 2017 California Collections (BUSD 05-08-17)

MATH:

K - 2 Houghton Mifflin Harcourt © 2015 GO Math! (BUSD 04-11-15)

3 - 5 Scott Foresman-Addison Wesley © 2015 enVisionMath (BUSD 04-11-15)

6 - 8 CPM Educational Program © 2013 Course 1, Course 2, Course 3 (BUSD 04-11-15)

ADVANCED MATH:

The Mathematics Vision Project © 2012 Secondary One Mathematics: an Integrated Approach (BUSD 04-11-15)

SCIENCE:

K-5 Houghton Mifflin © 2007 California Science (BUSD 05-15-2007)

6 - 8 The Regents of the University of California © 2018 Amplify Science

SOCIAL SCIENCE/ HISTORY:

K - 5 Pearson Scott Foresman © 2006 (BUSD 06-13-06)

6 - 8 Glencoe/McGraw-Hill © 2006 Discovering Our Past (Basic) (BUSD 06-13-06)

6 - 8 TCI (Teachers Curriculum Institute) © 2004/2005 History Alive! (Supplemental) (BUSD 06-13-06)

VISUAL AND PERFORMING ARTS:

6 - 8 Pearson Scott Foresman - Making Music, California Edition (BUSD 04-11-08)

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Sierramont complies with and monitors implementation of instructional time for the adopted programs for core English/reading/language arts, reading intervention, core mathematics, as well as provides additional time for students needing mathematics intervention. This time should be given priority and be protected from interruptions.

The daily guidelines for reading/language arts are sixty minutes for kindergarten, ninety minutes for grades one through five, and ninety minutes for middle school.

The recommended daily instructional minutes for areas of focus include:

- Oral language ten minutes
- Word study ten to twenty minutes
- Reading ten to twenty minutes
- Writing fifteen to twenty minutes
- Small group instruction forty-five to sixty minutes.

The daily guidelines for mathematics are forty-five minutes for kindergarten, sixty minutes for grades 1 through 5, and sixty minutes for middle school

The daily guidelines for each subject in Middle School is fifty-five minutes daily and forty minutes on minimum days.

Adherences to the recommended guidelines are:

The alignment of daily classroom instruction to CCSS

Utilize state adopted texts and resources to align classroom instruction to CCSS

Weekly Lesson plans

Grade level planning and collaboration

Deep understanding of CCSS

On-going professional development

Development of units of study

Classroom assessments

School wide assessments

District assessments

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district has put together Curriculum Committees for math, ELA, and science to create frameworks, pacing guides, and assessments. The committees also discuss curriculum and areas of focus for professional development trainings.

A SST protocol has been put into place to ensure struggling students are properly identified, and are given immediate interventions.

Teachers are trained on a variety of instructional strategies to make sure all levels of students are receiving instruction at their target level through differentiation.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

To comply with California Education Code 35186 in regards to textbooks and curricular materials, BUSD must provide sufficient textbooks and instructional materials for each pupil, including English learners and students with special needs. Textbooks and/or instructional materials must be available to students to use in the classroom and to take home. All students receive SBE approved grade-level textbooks and consumable workbooks in ELA, math, and science, even though elementary science is not yet in alignment with NGSS and frameworks:

Berryessa Union School District provides State Board of Education (SBE) adopted and standard-based materials (SBM) for every student as described in California Education Code 35186. Every student in grades k-5 and middle school (6-8) is provided with grade level appropriate textbooks in core curricular areas.

CDE Price List of Adopted Instructional Materials <http://www3.cde.ca.gov/impricelist/implsearch.aspx>

CDE Schedule for Curriculum Framework and Instructional Materials Adoptions
<http://www.cde.ca.gov/ci/cr/cf/documents/frwkdevsch.doc>

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Berryessa Union School District provides State Board of Education (SBE) adopted and standard-based materials (SBM) for every student as described in California Education Code 35186. Every student in grades k-5 and middle school (6-8) is provided with grade level appropriate textbooks in core curricular areas:

English Language Arts- K through 5th grade, Houghton Mifflin/Medallions; sixth through eighth grade, Collections Edition

Mathematics - K through second grade Houghton Mifflin Go Math; third through fifth grade, Scott Foresman enVision Math; sixth through eighth grade, College Prep Math (CPM)

Science - K – 5th Houghton Mifflin © 2007 California Science; 6th – 8th The Regents of the University of California © 2018 Amplify Science.

Social Science/History - K – 5th Pearson Scott Foresman; 6th – 8th Glencoe/McGraw-Hill © 2006 Discovering our Past (Basic); 6th – 8th Teachers Curriculum Institute (TCI), History Alive (supplemental)

Visual and Performing Arts- sixth – eighth Pearson Scott Foresman – Making Music, California Edition

Intervention materials used at the K-5th include the use of the Fountas and Pinnell Leveled Literacy Intervention Kits.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers are proactive in providing a successful academic experience for all students. Services provided by the regular education program that enable underperforming students to meet standards may include, but are not limited to the following: a Common Core State Standards (CCSS) aligned curriculum in all grades which includes assessments to inform and differentiate instruction, English Language Development curriculum, Title I program assistance (if applicable), Our teachers and support staff collaborate frequently to ensure success for all students. Teachers use classroom strategies that are differentiated, which includes small group instruction to frontload, re-teach, and model concepts that support the curriculum. In addition, the teacher is supported with monthly professional development and access to Teachers on Special Assignment (TOSAs). The teacher and principal meet throughout the year to discuss and monitor student performance. Targeted students work toward academic goals one-on-one and small group support.

Evidence-based educational practices to raise student achievement

Intervention materials used at the K-5th include the use of the Fountas and Pinnell Leveled Literacy Intervention Kits, Sonday System Let's Play Learn, Sonday System 1 and Sonday System 2 for dyslexia

Our mission is to provide all students with the skills to become lifelong learners and successful twenty-first century global citizens. We work with research-based guides for developing daily instruction that meets the needs of a diverse student population using tools such as a lesson design template (with a clear objective, gradual release of responsibility, and checks for understanding); learning groups; graphic organizers, positive reinforcement and recognition.

District curriculum teams for math, English Language Arts, and science align adopted curriculum with CCSS standards, develop benchmark assessments, and develop curriculum maps. These district teams and our school community regularly review the California Dashboard, CAASPP and benchmark assessment data to review student progress. Adjustments are made to instruction as needed. Interventions are provided during and after school based on the research of student data.

Our school also monitors the social emotional health of our students through data on truancy, suspensions, Panorama student, parent and staff surveys, and the Project Cornerstone survey. We use these to develop practices that promote positive learning environments with high student engagement. In addition, we promote student engagement in academics through Projected Based Learning and integrated thematic units. We are supported in this work by training offered by the East Side Alliance, and Sobrato Early Academic Language Program.

Parents participate in shared leadership through School Site Council, PTA, and the English Language Advisory Committee. We promote parent and community involvement through many educational and fun events throughout the year.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Academic assessments are used to diagnose and differentiate student learning and address the needs of underachieving students to meet the district and state expectations. In addition, district adopted materials are utilized to adapt and support alignment with Common Core State Standards (CCSS) and facilitate student learning to master grade level standards. The school also offers extended day learning opportunities within the school year to address the needs of underachieving students.

The district and school sites design staff development and professional collaboration aligned with CCSS instructional materials to assist underachieving students. The District and schools have active parent leadership groups including the School Site Council, English Learner Advisory Committee, and the District English Learner Advisory Committee where the involvement of parents focuses on ways to assist students and monitor program effectiveness.

Additional services listed below assist students' academic needs:

- Student Study Teams provide coaching to classroom teachers and monitoring of individual student success.
- School psychologists and social workers are available at all schools to work directly with students and families most at risk of not achieving academic proficiency.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parent involvement is a district and site priority. The School Site Council (SSC), under the leadership of the principal, serves as a team through which the school improvement process moves forward. The team, which is comprised of parents, staff members and the site principal, work collaboratively to develop a school plan that has measurable objectives. These objectives are based on the school budget and seek to improve the needs of the total school population. The SSC oversees, monitors, and reviews the site plan. The team also approves any revisions to the plan when necessary. Ultimately, the SSC recommends our plan to the Berryessa Union School District Board for approval.

The English Learner Advisory Committee (ELAC) is comprised of school staff and members of the parent community. The ELAC committee helps develop and implement the plan for English Learners. With information from the principal, the committee learns about the needs of English learners in our school and ensures the EL Master Plan addresses those needs. The school also has at least one representative who participates at the district level in DELAC, the District English Learner Advisory committee. There, the representative has the opportunity to have his/her voice heard regarding effectiveness of the program, questions about implementation across the district, testing requirements, or any concerns or questions parents may have. Information is provided in the parent's home language, where possible.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds are used to provide services to assist underperforming students in meeting the standards during the instructional day and before and after school using SBE approved materials. Some of the added programs are pull-out time using instructional aides, technology support, after school intervention, homework clubs, parent meetings and workshops, and Summer school. Teachers are trained in utilizing a variety of instructional strategies to ensure all students are being serviced through differentiated instruction. Instructional coaches have been hired to support each school site with SBE adopted materials, technology, instructional models and instructional strategies.

Fiscal support (EPC)

Sierramont's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the Essential Program Components in Reading/English Language Arts, English Language Development (ELD), mathematics, and the Single Plan for Student Achievement (SPSA). Each school uses the monies that are allocated by the state to assure that the educational needs of all students are being met through a balanced academic program. The School Site Council (SSC) helps in development of the SPSA to ensure that the money is being used for all academic programs at the school.

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 school principal works throughout the year with the School Site Council (SSC), English Language Advisory Committee (ELAC), and school staff to evaluate program effectiveness and prioritize expenditures based on the school's current and anticipated needs.

Resource Inequities

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

Berryessa Union School District's funding resources have decreased this school year based on our district not meeting the 55% threshold to qualify for concentration funds. The Local Control Funding Formula (LCFF) that was created to help close the achievement gap among our English Learners, Homeless and Foster Youth, and Socioeconomically Disadvantaged students continues to persist. LCFF funding has decreased despite student population growth. In addition, sites have limited funding to provide additional resources that these specific students need in order to close the academic achievement gap.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	0.75%	0.96%	1.2%	7	9	10
Asian	62.15%	61.94%	60.4%	578	581	516
Filipino	8.49%	7.04%	7.0%	79	66	60
Hispanic/Latino	19.03%	21.11%	21.7%	177	198	185
Pacific Islander	0.54%	0.64%	0.7%	5	6	6
White	4.84%	4.48%	4.3%	45	42	37
Multiple/No Response	4.19%	3.84%	4.7%	39	36	40
	Total Enrollment			930	938	854

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	310	307	250
Grade 7	323	309	297
Grade 8	297	322	307
Total Enrollment	930	938	854

Conclusions based on this data:

1. Sierramont's Grade 6 enrollment has decreased from 310 students in 18/19 to 250 students in 20/21.
2. Sierramont's Asian population has decreased from 62.15% in 18/19 to 60.4% in 20/21. (equivalent to 62 students)
3. Sierramont's overall enrollment has decreased from 938 students in 19/20 to 854 students in 20/21.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	142	154	116	15.3%	16.4%	13.6%
Fluent English Proficient (FEP)	474	441	407	51.0%	47.0%	47.7%
Reclassified Fluent English Proficient (RFEP)	32	25	54	20.8%	17.6%	35.1%

Conclusions based on this data:

1. According to the 20-21 data, 47.7% of Sierramont students were Fluent English Proficient.
2. There was a significant increase in the percentage of students who were Reclassified Fluent English Proficient from 19-20 to 20-21. (From 17.6% to 35.1%)
3. There has been a decrease in the percentage of students identified as English Learners from 19-20 to 20-21.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	322	311	253	318	307	0	318	307	0	98.8	98.7	0.0
Grade 7	306	316	293	299	310	0	299	310	0	97.7	98.1	0.0
Grade 8	354	304	307	353	303	0	353	303	0	99.7	99.7	0.0
All Grades	982	931	853	970	920	0	970	920	0	98.8	98.8	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2564.	2567.		31.13	37.13		35.53	33.22		20.75	12.38		12.58	17.26	
Grade 7	2617.	2585.		39.80	31.61		37.12	35.48		17.06	15.48		6.02	17.42	
Grade 8	2595.	2632.		29.18	40.59		37.39	37.29		16.43	12.87		17.00	9.24	
All Grades	N/A	N/A	N/A	33.09	36.41		36.70	35.33		18.04	13.59		12.16	14.67	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	34.28	36.81		43.40	42.02		22.33	21.17	
Grade 7	47.16	34.19		41.14	41.29		11.71	24.52	
Grade 8	37.68	52.15		37.68	35.97		24.65	11.88	
All Grades	39.48	40.98		40.62	39.78		19.90	19.24	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	42.14	43.32		41.19	39.74		16.67	16.94	
Grade 7	58.19	42.26		35.79	45.81		6.02	11.94	
Grade 8	40.51	51.82		44.48	39.27		15.01	8.91	
All Grades	46.49	45.76		40.72	41.63		12.78	12.61	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	23.27	29.97		66.35	56.35		10.38	13.68	
Grade 7	27.76	21.29		63.88	64.19		8.36	14.52	
Grade 8	27.48	35.31		56.94	57.76		15.58	6.93	
All Grades	26.19	28.80		62.16	59.46		11.65	11.74	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	44.03	41.69		43.40	42.02		12.58	16.29	
Grade 7	55.18	44.52		39.80	38.71		5.02	16.77	
Grade 8	43.63	50.17		41.36	37.95		15.01	11.88	
All Grades	47.32	45.43		41.55	39.57		11.13	15.00	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- Sierramont increased in students meeting or exceeding standard by 1.62% in ELA from 2017-18 to 2018-19.
- There was not a significant change in the cohort of students who met or exceeded standard as 6th graders in 17-18 and as 7th graders in 18-19.
- In 18-19, 9% of the 8th grade students scored in the Standard Not Met category for ELA, while over 17% of both the 6th and 7th grade students scored in the Standard Not Met for ELA.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	322	311	253	320	310	0	320	310	0	99.4	99.7	0.0
Grade 7	306	316	293	302	310	0	302	310	0	98.7	98.1	0.0
Grade 8	353	304	307	353	303	0	353	303	0	100	99.7	0.0
All Grades	981	931	853	975	923	0	975	923	0	99.4	99.1	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2570.	2573.		40.00	42.26		21.56	20.65		20.00	20.00		18.44	17.10	
Grade 7	2618.	2597.		49.01	42.58		18.54	19.35		20.86	21.94		11.59	16.13	
Grade 8	2617.	2642.		46.74	51.49		18.70	18.81		14.73	16.83		19.83	12.87	
All Grades	N/A	N/A	N/A	45.23	45.40		19.59	19.61		18.36	19.61		16.82	15.38	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	48.13	48.06		27.81	28.71		24.06	23.23	
Grade 7	56.62	50.65		27.15	27.42		16.23	21.94	
Grade 8	53.54	58.09		26.06	26.73		20.40	15.18	
All Grades	52.72	52.22		26.97	27.63		20.31	20.15	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	40.31	37.10		39.38	40.32		20.31	22.58	
Grade 7	48.01	43.55		37.75	37.10		14.24	19.35	
Grade 8	43.63	49.83		39.09	33.33		17.28	16.83	
All Grades	43.90	43.45		38.77	36.94		17.33	19.61	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	41.88	47.42		35.63	34.84		22.50	17.74	
Grade 7	44.37	41.94		46.03	43.23		9.60	14.84	
Grade 8	47.31	54.79		33.99	33.99		18.70	11.22	
All Grades	44.62	48.00		38.26	37.38		17.13	14.63	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Sierramont made no overall progress from 2016-17 to 2018-19 in the percentage of students meeting and exceeding standards. 65% of the SMS students overall are meeting or exceeding the standard for Math.
2. 70% of Sierramont's 8th grade students in 18/19 met or exceeded standard in math, while approximately 62% of both the 6th graders and 7th graders in 18/19 met or exceeded standard in math.
3. There is at least a 10% differential between 6th grade students and 8th grade students in the 18/19 data in the area of % Above Standard in Concepts and Procedures and Problem Solving & Modeling/Data Analysis.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	1531.4	1521.5	1539.8	1517.8	1507.2	1544.6	1544.4	1535.2	1534.6	54	44	33
7	1547.1	1546.8	1569.4	1530.0	1541.8	1572.7	1563.7	1551.4	1565.5	32	47	33
8	1564.0	1583.2	1554.6	1558.2	1571.3	1549.0	1569.3	1594.6	1559.7	38	26	47
All Grades	1545			1533			1557			124	117	113

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	29.63	20.45	30.30	40.74	36.36	30.30	*	22.73	33.33	*	20.45	6.06	54	44	33
7	43.75	29.79	43.75	43.75	34.04	28.13	*	27.66	21.88	*	8.51	6.25	32	47	32
8	57.89	34.62	26.67	*	42.31	33.33	*	23.08	17.78	*	0.00	22.22	38	26	45
All Grades	41.94	27.35	32.73	35.48	36.75	30.91	13.71	24.79	23.64	8.87	11.11	12.73	124	117	110

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	35.19	40.91	45.45	42.59	25.00	36.36	*	15.91	15.15	*	18.18	3.03	54	44	33
7	46.88	34.04	59.38	43.75	38.30	25.00	*	21.28	9.38	*	6.38	6.25	32	47	32
8	60.53	34.62	40.00	*	61.54	26.67	*	3.85	22.22	*	0.00	11.11	38	26	45
All Grades	45.97	36.75	47.27	37.90	38.46	29.09	9.68	15.38	16.36	*	9.40	7.27	124	117	110

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	24.07	11.36	9.09	31.48	31.82	30.30	24.07	29.55	36.36	20.37	27.27	24.24	54	44	33
7	46.88	21.28	25.00	*	17.02	31.25	*	46.81	28.13	*	14.89	15.63	32	47	32
8	42.11	26.92	17.78	*	34.62	28.89	28.95	30.77	24.44	*	7.69	28.89	38	26	45
All Grades	35.48	18.80	17.27	22.58	26.50	30.00	26.61	36.75	29.09	15.32	17.95	23.64	124	117	110

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	38.89	27.27	21.21	46.30	52.27	69.70	*	20.45	9.09	54	44	33
7	*	19.15	31.25	59.38	63.83	59.38	*	17.02	9.38	32	47	32
8	50.00	15.38	33.33	42.11	73.08	44.44	*	11.54	22.22	38	26	45
All Grades	40.32	21.37	29.09	48.39	61.54	56.36	11.29	17.09	14.55	124	117	110

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	46.30	43.18	69.70	46.30	40.91	27.27	*	15.91	3.03	54	44	33
7	68.75	40.43	70.97	*	53.19	22.58	*	6.38	6.45	32	47	31
8	73.68	61.54	48.89	*	38.46	37.78	*	0.00	13.33	38	26	45
All Grades	60.48	46.15	61.47	33.06	45.30	30.28	*	8.55	8.26	124	117	109

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	27.78	13.64	15.15	29.63	40.91	36.36	42.59	45.45	48.48	54	44	33
7	37.50	19.15	28.13	*	40.43	34.38	37.50	40.43	37.50	32	47	32
8	47.37	30.77	28.89	*	46.15	28.89	42.11	23.08	42.22	38	26	45
All Grades	36.29	19.66	24.55	22.58	41.88	32.73	41.13	38.46	42.73	124	117	110

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	29.55	18.18	77.78	52.27	81.82	*	18.18	0.00	54	44	33
7	40.63	17.02	15.63	53.13	78.72	75.00	*	4.26	9.38	32	47	32
8	*	19.23	0.00	76.32	80.77	95.56	*	0.00	4.44	38	26	45
All Grades	23.39	22.22	10.00	70.97	69.23	85.45	*	8.55	4.55	124	117	110

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. There was a 12% decrease in the English Learner students who scored at Level 4 for Overall Language from 17/18 to 18/19.
2. There was a 20% decrease in the English Learner students who scored at Well Developed in the Listening Domain from 17/18 to 18/19.
3. 38% of Sierramont English Learner Students scored at Beginning in the Reading Domain during 18/19.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
854	25.4	13.6	0.1
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	116	13.6
Foster Youth	1	0.1
Homeless	2	0.2
Socioeconomically Disadvantaged	217	25.4
Students with Disabilities	69	8.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.2
American Indian or Alaska Native		
Asian	516	60.4
Filipino	60	7.0
Hispanic	185	21.7
Two or More Races	40	4.7
Native Hawaiian or Pacific Islander	6	0.7
White	37	4.3

Conclusions based on this data:

- 62% of Sierramont's population are Asian.

2. 16.4% of Sierramont's population are Socioeconomically Disadvantaged.

3. 16.4% of Sierramont's population are English Learners.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Orange	Suspension Rate  Orange
Mathematics  Blue		

Conclusions based on this data:

1. Mathematics is in the Blue Performance area.
2. Chronic Absenteeism and Suspension Rate is in the Orange Performance area.
3. English Language Arts is in the Blue Performance area.

School and Student Performance Data

Academic Performance English Language Arts

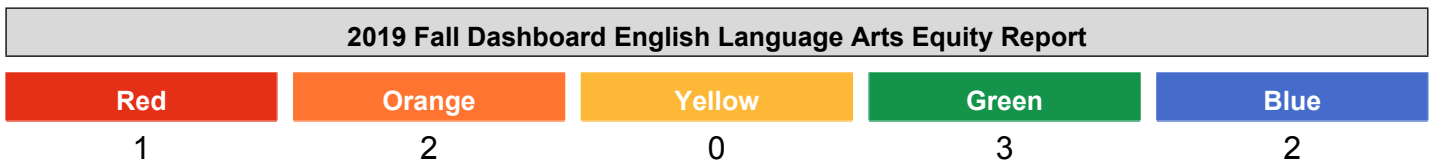
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Blue 47.7 points above standard Increased ++5.6 points 903	<p>English Learners</p> Green 15.7 points above standard Declined -5.7 points 340	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p>Socioeconomically Disadvantaged</p> Orange 8.1 points below standard Declined -11.1 points 260	<p>Students with Disabilities</p> Red 107.3 points below standard Declined -9.9 points 73

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 0 Students	 Blue 79.8 points above standard Increased ++11.2 points 566	 Green 32.9 points above standard Increased ++6.8 points 78
Hispanic	Two or More Races	Pacific Islander	White
 Orange 44.8 points below standard Declined -4.6 points 169	 Blue 52.4 points above standard Increased Significantly ++21.1 points 36	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Green 40.8 points above standard Declined -9.5 points 43

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
77 points below standard Declined -13.6 points 112	61.2 points above standard Maintained ++0.1 points 228	23.5 points above standard Increased ++5.4 points 305

Conclusions based on this data:

1. Sub-groups that are performing below the standard are: Students with Disabilities, Hispanics and Current English Learners.
2. Sierramont's Asian Sub-group performed 79.8 points above the standard
3. Sierramont's Reclassified English Learners Sub-group performed 61.2 points above the standard.

School and Student Performance Data

Academic Performance Mathematics

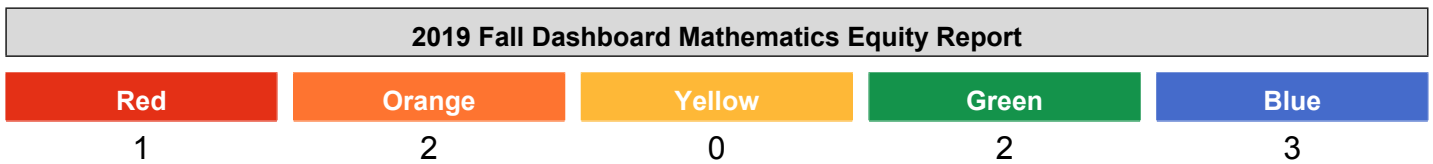
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Blue 39.9 points above standard Increased ++4.6 points 903	<p>English Learners</p> Green 11.2 points above standard Declined -8.1 points 340	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p>Socioeconomically Disadvantaged</p> Orange 25.2 points below standard Declined -10.2 points 260	<p>Students with Disabilities</p> Red 141.9 points below standard Declined -12.8 points 73

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7		 Blue 83.7 points above standard Increased ++8.7 points 566	 Green 2.3 points above standard Maintained -2.3 points 78
Hispanic	Two or More Races	Pacific Islander	White
 Orange 84.6 points below standard Declined -9.3 points 169	 Blue 41.5 points above standard Increased Significantly ++10.1 points 36	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Blue 54.9 points above standard Increased Significantly ++20.8 points 43

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
74 points below standard Declined -14 points 112	53.1 points above standard Declined -3.3 points 228	4.5 points above standard Increased ++8.3 points 305

Conclusions based on this data:

1. Three Sub-Groups that are significantly below standard in Mathematics are: Hispanics, Students with Disabilities and Current English Learners.
2. Sierramont's Asian Sub-Group is 83.7 points above the standard.
3. Sierramont's Reclassified English Learners Sub-Group is 53.1 points above the standard.

School and Student Performance Data

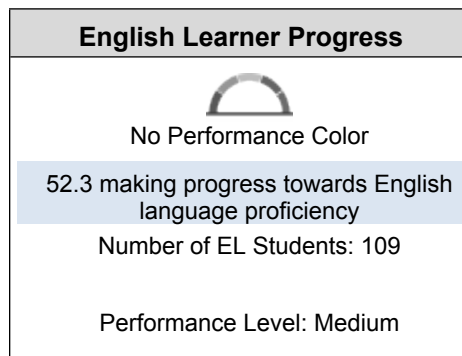
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.1	27.5	8.2	44.0

Conclusions based on this data:

1. 44% of Sierramont's English Learners progressed at least one ELPI level.
2. 27.5% of Sierramont's English Learners maintained at ELPI level 1,2 or 3.
3. 20.1% of Sierramont's English Learners decreased one ELPI level.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

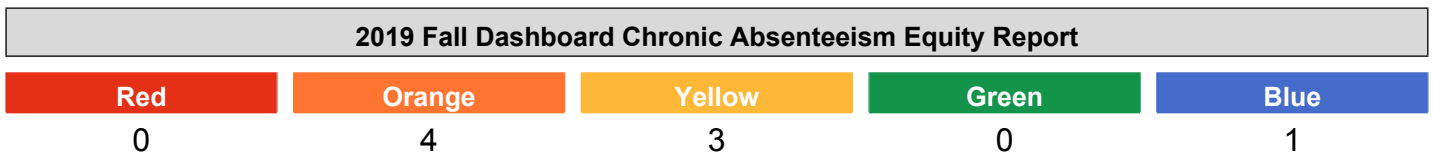
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> Orange 5.3 Increased +0.7 946	<p>English Learners</p> Orange 6.3 Increased +5 144	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p>Socioeconomically Disadvantaged</p> Orange 11.4 Increased +1.8 281	<p>Students with Disabilities</p> Yellow 18.1 Declined -0.8 83

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Blue 0.7 Maintained +0.2 582	 Yellow 4.9 Increased +3.8 81
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 17.8 Declined -2.5 185	 Orange 5.1 Increased +1 39	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Orange 10.6 Increased +6.8 47

Conclusions based on this data:

1. 1 Sub-Group is in the Blue Performance Area: Asian
2. 3 Sub-Groups are in the Yellow Performance Area: Students with Disabilities, Hispanics and Filipino.
3. 4 Sub-Groups are in the Orange Performance Area: English Learners, Socioeconomically Disadvantaged, White and Two or More Races

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

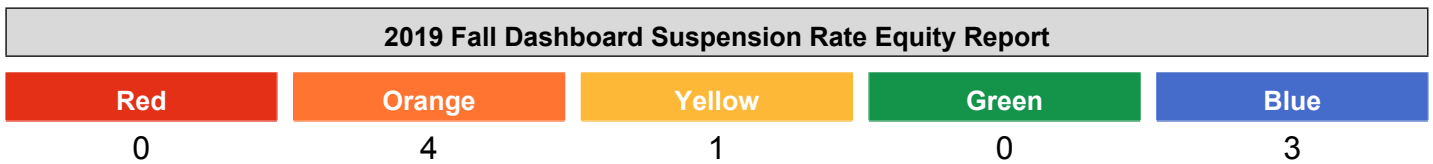
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>2.5</p> <p>Increased +0.9</p> <p>958</p>	<p>English Learners</p> <p>Orange</p> <p>5.4</p> <p>Increased +2.9</p> <p>149</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>2</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>5.9</p> <p>Increased +1.5</p> <p>289</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>11.6</p> <p>Increased +0.8</p> <p>86</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 8		 Yellow 1.9 Increased +1.2 585	 Blue 0 Maintained 0 81
Hispanic	Two or More Races	Pacific Islander	White
 Orange 6.3 Increased +0.7 192	 Blue 0 Declined -2.1 40	 No Performance Color Less than 11 Students - Data 5	 Blue 0 Declined -1.9 47

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.6	2.5

Conclusions based on this data:

1. 4 Sub-Groups are in the Orange Performance Area: Socioeconomically Disadvantaged, Students with Disabilities, English Learners and Hispanic.
2. Sierramont's Asian Sub-group is in the Yellow Performance Level.
3. 3 Sub-Groups are in the Blue Performance Area: Filipino, White and Two or More Races.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate

LEA/LCAP Goal

Ensure a safe and productive learning environment that promotes wellness and a positive school culture for all students.

Goal 1

Sierramont staff will ensure a safe and productive learning environment for all students by monitoring student behavior and academic progress, provide parent information, and after-school social and emotional opportunities.

STRATEGY:

Staff will monitor absences and tardies weekly and meet with students and parents. Student and parent meetings will focus on the importance of good attendance and correlation to positive school experiences as well as life implications. Students will receive positive recognition for Academics and positive character assets. Administrative staff will conduct school-wide safety drills and implement the Site Safety Plan. Administrators and personnel will monitor student behavior and progress. Staff will provide various after school activities/programs for students. Maintain our attendance rate at 98% attendance and lower suspension individuals/incidents from thirty to fifteen.

Identified Need

With the onset and continuance of COVID-19, the district strives to focus on wellness and positive school culture for this goal. There is an urgent need to address how to continue to engage Latino, English Learner students, students from low socioeconomic backgrounds and Special Education students in school and strengthen the relationship between home and school as indicated by the number of suspensions and expulsions for our Latino, African American, and Socioeconomically Disadvantaged youth. Staff must continue to improve school climate to promote a caring environment for all students. The identified need for attendance is to reduce the number of students being absent. Most chronic absences are at the elementary school level and for those students who are struggling at the middle schools. Additionally, according to the Spring 2021 Panorama Data

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Suspensions	30	15

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism - Hispanic Population	20.3%	15%
Attendance Rates	98% (19/20)	98%+

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

SMS - Spartan Pride - New school Mission, Vision Implementation

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1200	LCFF - Supplemental 4310 T-shirts
1000	LCFF - Supplemental 4310 Posters and Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent Information Nights dealing with Bullying and Internet Safety

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF - Supplemental 4310 Workshop/Presentations

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Social Worker

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Social worker

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Fire, earthquake, code, safety plan, drills/continuous

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5000

LCFF - Supplemental
4310

Refill and purchase Safety materials
(food,water,updated supplies)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Student Time-Trackers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000

Source(s)

LCFF - Supplemental
4310
Time Tracker outlines student behavior expectations and school support services.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Postage - Sending Parents Attendance/Truancy Letters

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

LCFF - Supplemental
None Specified
*5724 Interprogram - Postage

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

While a large percentage of students feel connected to school, there was an increase of student suspension incidents from 18/19 to 19/20. Chronic absenteeism amongst Sierramont's Hispanic and Students with Disabilities is between 18% and 20%.

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

Parent Involvement is limited at SMS. Many parents work and students are unsupervised before and/or after school. Many students are responsible to get themselves to school

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.

Administration and counseling staff will monitor and meet with students with behavioral and/or attendance issues to deter further issues.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Common Core Implementation and Professional Development

LEA/LCAP Goal

Improve student achievement for all students by providing Common Core State Standards (CCSS) instruction with the strategic use of technology and providing professional development for all staff.

Goal 2

Sierramont Middle School will provide students with Common Core and twenty-first century skills based curriculum in order to increase our SBAC scores by 5% in ELA and Math
Staff will be offered and provided Professional Development opportunities to support students in their academic growth and social/emotional needs.

Strategies:

*Teachers will implement school-wide use of on-line support programs. (NewsELA, Ed Puzzle, Pear Deck ,etc.)

*Staff will implement school-wide use of AVID strategies, as designed by the AVID program.

*Staff will identify target students for additional academic support.

*Administrators and staff will coordinate on and off site teacher collaboration during the school day

*Staff will participate in professional development on and off-site.

PD will include: AVID, MTSS, ELD strategies, use of technology in the classroom, Social Emotional Learning, working with special needs' students and Culturally Responsive Practices.

*Staff will utilize a variety of computer platforms to assist in teaching and learning.

*Teachers will provide opportunities for students to receive additional support after-school and during the summer for targeted students.

Identified Need

This goal was a carry over from the district's previous goal focusing on improving student achievement. All stakeholder groups felt that improving student academic achievement was a major goal for the district. They also understood that professional development should be folded into this goal and that the district's metrics were aligned to this goal too. The district decided to write up our actions/services to align with our Multi Tiered Systems of Support (MTSS) plan - by including supports for all students (Tier 1) - Basic Instructional Services, ELA, Math, Next Generation Science Standards, Social Studies, PE & Health, VAPA. Tier 2 and Tier 3 supports for students were also aligned to our MTSS plan and the district's CCEIS plan to support our English Language, Foster youth, and Low Income students - ELA (Tier 2 & 3), Math (Tier 2 & 3), English Language Development (ELD), Implicit Bias & Culturally Responsive Practices. In addition, the district is upgrading our Assessment platform to help administrators and teachers track their students progress through formative and summative assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Beginning of the Year Reading Inventory Scores - Overall	65%	75%
Summative ELPAC - Increase by one level	44%	55%
SBAC ELA (% proficient and advanced) -Hispanic Students	34.45%	40%
SBAC Math (% proficient and advanced) -Hispanic Students	20.44%	27%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

AVID Students

Strategy/Activity

AVID - Field-Trips, T-shirts and Professional Development for staff

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6000	LCFF - Supplemental 5220 AVID Summer Institute for staff to be trained and plan for AVID implementation.
2000	LCFF - Supplemental 5880 AVID College Field Trip - AVID is a program for 1st generation college bound students. The students attend this field trip so that they can see a campus and learn that they can attend one day.
2000	LCFF - Supplemental 4310 AVID Shirts
500	LCFF - Supplemental 4310

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

NewsELA

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

8000

Source(s)

LCFF - Supplemental

*5846 NewsELA is an Instructional Content Platform that supercharges reading engagement and learning in every subject

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Ed Puzzle, Peardeck

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1450

Source(s)

LCFF - Supplemental

*5846 Ed Puzzle is a platform where teachers can create interactive video lessons for their students.

3100

LCFF - Supplemental

*5846 Peardeck is an instructional platform where teachers develop interactive slide decks for students to engage in.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Technology

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3835

Source(s)

LCFF - Supplemental
4410
Maintain the technology needs of the school
(repair,upgrade and replace)

20500

LCFF - Supplemental
4410
Chromebooks

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Copy Machine Contracts

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000

Source(s)

LCFF - Supplemental
5610
Copy Machines used by teachers and staff to
produce materials to support CCSS. (Ongoing)

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Instructional Materials

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
25040	LCFF - Supplemental 4310 Provide teachers with supplies and materials.
5000	LCFF - Supplemental 4310 Library Allotment for Literature and Support Materials

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Program Reserve

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6362	LCFF - Supplemental None Specified 4399 Program Reserve

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

CAASPP Testing Coordinator

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCFF - Supplemental 1190

The testing coordinator will help ensure that all students are assessed and students with accommodations have what is detailed in their IEP.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Targeted Students

Strategy/Activity

Sllicon Valley Ed Foundation Summer Class

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

8000

Source(s)

LCFF - Supplemental

5830

Targeted students will participate in a computer class during the summer of 2022 to develop math and computer skills.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Targeted Students

Strategy/Activity

Supplemental Instruction - after school academic support

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4000

Source(s)

LCFF - Supplemental

1190

Staff teaching SI classes

750

LCFF - Supplemental

4310

Supplies for SI classes

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

PD Release time

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000

Source(s)

LCFF - Supplemental
1150
Allocation for Substitute Teachers

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Off-Site Trainings and Workshops

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

7000

Source(s)

LCFF - Supplemental
5830
Off-Site Trainings and Workshops. Teachers must also report what they learn at Staff Meetings

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

- 1) With the interruption of SBAC due to COVID, staff has looked at a variety of assessment data including district assessments, student grades and past state data.
- 2) Staff has attended AVID training and much of the curriculum training is provided through the District. A few teachers have taken up the offer to attend outside workshops.

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

- 1) Math Support classes at each grade level have been offered in the past two years. ELD classes have been offered also. Students who are struggling in ELA, who are not English Learners do not have any support classes offered.
- 2) Only a few teachers have taken advantage of outside workshops and trainings. Most have been subject related .

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

- 1) The administration and teachers will work together to identify students who are in need of extra support and determine what supplemental services can be offered.
- 2) Administration will look out for specific workshops and offer to teachers as necessary. These may include: Social Emotional Learning, MTSS, Math (to name a few).

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Community & Parent Engagement

LEA/LCAP Goal

Increase Parent and Community involvement and Education

Goal 3

To provide more informational nights on how to be more involved in their students education

STRATEGY:
During the 2021 - 22 school year the counselor and social worker will assist in providing informational nights for parents to assist students in their educational and social lives.

Identified Need

According to the Spring 2021 Panorama Data, only 10.1% of the Sierramont parents/guardians responded/participated in the survey. There were some areas in the survey where parents shared concerns (Sense of Belonging, Climate of Support for Academic Learning)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey (Family Response)	10.1%	25%
Panorama Survey (Climate of Support for Academic Learning)	87%	92%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent Education Events - Infinite Campus Training, Internet Safety, Strategies on assisting students with homework

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	LCFF - Supplemental 5830 Parent Informational Nights (Food - if allowed, interpreters, speakers)
500	LCFF - Supplemental 2910 Interpreters

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Career Day

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF - Supplemental 4310 Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Middle School News/Other Media to Share Information to Parents

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCFF - Supplemental 4310

	Monthly Newsletter to provide tips on how to assist their Middle Schooler
1000	LCFF - Supplemental 5716 Printing Materials for parents

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Active Parent Involvement at Sierramont is limited. We have a core of parents who come to PTSA and School Site Council. The number equates to less than 2% of students. Parents do come for Back to School Night, student music performances and some parents come out to watch their children play sports (when allowed).

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

Often parent nights are held and the parents, that you want to attend, cannot or do not. This is a major frustration. We set up particular topics to reach families and address issues (Internet Safety, Social Media), but many parents do not attend.

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.

Administration will use different media to try to share information with parents. This may include parent presentations, print media, website links and personal communication.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$127,237.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$127,237.00

Subtotal of state or local funds included for this school: \$127,237.00

Total of federal, state, and/or local funds for this school: \$127,237.00

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
LCFF - Supplemental	127237	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	127,237.00

Expenditures by Budget Reference

Budget Reference	Amount
	9,450.00
1150	3,000.00
1190	4,500.00
2910	500.00
4310	45,990.00
4410	24,335.00
5220	6,000.00
5610	3,000.00
5716	1,000.00
5830	17,000.00
5880	2,000.00
None Specified	7,362.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF - Supplemental	3,100.00

	LCFF - Supplemental	9,450.00
1150	LCFF - Supplemental	3,000.00
1190	LCFF - Supplemental	4,500.00
2910	LCFF - Supplemental	500.00
4310	LCFF - Supplemental	45,990.00
4410	LCFF - Supplemental	24,335.00
5220	LCFF - Supplemental	6,000.00
5610	LCFF - Supplemental	3,000.00
5716	LCFF - Supplemental	1,000.00
5830	LCFF - Supplemental	17,000.00
5880	LCFF - Supplemental	2,000.00
None Specified	LCFF - Supplemental	7,362.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	12,200.00
Goal 2	110,037.00
Goal 3	5,000.00

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:

- 2 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 7 Parent or Community Members

Name of Members	Role
Carol Mar	Principal
Tawiah Burroughs	Principal
Gurpreet Kaur	Other School Staff
Harninder Mehat/Arlene Andrade	Other School Staff
Laura Pfeiffer	Classroom Teacher
Huichen Chi	Classroom Teacher
Mary Figueroa	Classroom Teacher
Chris Odom	Parent or Community Member
Phuong Tran	Parent or Community Member
Betty Chen	Parent or Community Member
Meredith Studebaker	Parent or Community Member
Herb Espiritu	Parent or Community Member
Nithya Nagarajan	Parent or Community Member
Phung Tran	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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 11/02/2021.

Attested:

Principal, Carol Mar on 11/02/2021

SSC Chairperson, Nithya Nagarajan on 11/02/2021

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019