

School Year: **2023-24**

# 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 7, 2023	December 13, 2023

## 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.

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# 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).

The teachers and school community participate in a Panorama survey (Fall 2023 & Spring 2024). Surveys are sent out to staff, parents, and students (4th - 8th grade) during the fall of 2023 and spring of 2024. For parents and staff, the focus of the survey is to gauge the culture of the school and identify areas of strength and needed growth. For students, the topics include academic needs, school climate, and student engagement. The data collected from these surveys helps with the development of school goals and the identification of how to ensure the school site is a safe, welcoming environment that supports academic growth and development.

## Classroom Observations

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

Classroom walk-throughs are regularly scheduled to provide information staff reflection on best practices.

The classroom walk-through's help to ensure the following: that teachers are using standards based instruction, proactive classroom management strategies are being utilized, classroom environment is conducive to student learning, a high level of student engagement is apparent, teachers are frequently checking for understanding, lesson planning is evident, and instructional delivery is sequential and well paced.

## 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 designed to correspond with the Common Core State Standards (CCSS) are analyzed regularly to modify instruction and improve student achievement. These assessments will provide information that, when integrated and examined together, creates a full picture of student achievement and school improvement. Assessments include reading, writing, math, ELPAC, CA Physical Fitness Test, NGSS Science Testing this year. These assessments will assist and support continuous improvement and effective implementation of CCSS in the 2023 - 2024 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.

District benchmarks in language arts and math aligned with Common Core state Standards (CCSS) are administered multiple times per year and provide both progress monitoring and program effectiveness data at site and district levels.

## 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 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 continue to engage in learning related to effective instructional practices aligned with CCSS, as well as strategies for responding to students' diverse needs through the use of culturally and linguistically relevant practices, differentiated instruction, and social emotional learning.

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

The focus for professional development is Multi-Tiered Systems of Support (MTSS) this school year and reviewing student data with an instructional focus on language and literacy across content areas and social emotional learning.

There were two district wide professional development days that focused on the implementation of the newly adopted NGSS FOSS curriculum for elementary and language and literacy across content areas for middle school.

Teachers are released for additional training at 6 elementary schools (BT, TY, VP, CW, LV, SD) TK - 3rd grade teachers participate in Unit Development Days (UDD) planning lessons to create integrated units of study that support ELD instruction.

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

Site and District MTSS leadership teams were established during the 2022-2023 school year..The focus is on building a Multi-Tiered System of Support at each school. This includes building teachers' understanding of strong Tier 1 instruction and appropriate academic and social emotional/behavior interventions.

Monthly principals' meetings and site professional development focuses on reviewing data, and developing interventions to support Tier 1 and 2 instruction to meet the academic and social emotional/behavior needs of students.

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

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 and tiered supports and interventions. The district collaborates with the SVMl (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)

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.

In addition to these professional development 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 effective 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.

## 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 intervention. This time should be given priority and be protected from interruptions.

The daily guidelines for reading/language arts are 60 minutes for kindergarten and 90 minutes for grades 1 through 5.

The recommended daily instructional minutes for areas of focus include:

- Oral language 10 minutes
- Word study 10 to 20 minutes
- Reading 10 to 20 minutes
- Writing 15 to 20 minutes
- Small group instruction 45 to 60 minutes.

The daily guidelines for mathematics are 45 minutes for kindergarten and 60 minutes for grades 1 through 5

The daily guidelines for each subject in Middle School is 55 minutes daily and 40 minutes on minimum days.

Those students in need of Math or Language arts intervention is scheduled into a support class that replaces their elective

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 a Curriculum Council that supports and guides the work to create frameworks, pacing guides, and assessments. The Curriculum Council also discusses curriculum implementation, needs, and areas of focus for professional development.

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.

The district continues to work to strengthen MTSS, which includes providing tiered interventions to support the academic, behavior, and social emotional needs of students. The SST process is used to ensure struggling students are properly identified and are given immediate interventions.

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



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:

**LANGUAGE ARTS:**

TK - 5 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)

**SCIENCE:**

K-5 Delta Education © 2021 Next Generation FOSS (BUSD 04-12-2022)  
6 - 8 Amplify @ 2018 (BUSD 06-18-018)

**SOCIAL SCIENCE/ HISTORY:**

K - 5 California Studies Weekly © 2021 (BUSD 06-23-20)  
6 - 8 TCI (Teachers Curriculum Institute) © 2020 History Alive! (BUSD 04-09-19)

**VISUAL AND PERFORMING ARTS:**

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

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

Research-based educational practices to raise student achievement

The district's adopted curriculum, benchmark assessments, and curriculum maps are aligned to ensure effective implementation of CCSS standards. District committees and our school community regularly review California Dashboard, CAASPP and benchmark assessment data to review student progress. Adjustments are made to instruction as needed.

Our school also monitors and supports the social emotional health of our students through examining data on truancy, suspensions, as well as Panorama student, parent and staff surveys. We are currently using Sherman Garnet & Associates book, Guidelines on Discipline, Due Process, Suspension and Expulsion Handbook, to develop practices that promote positive learning environments with high student engagement. Instructional resources and materials are provided by the district to support social emotional learning.

## 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, and English Language Development curriculum. 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 grades 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. Intervention materials used at the middle school level include Language!, Imagine Language and Literacy, Imagine Math, IXL Math, Delta Math, N2Y Education, Nearpod, Amplify and TCI Modified.

Our mission is to provide all students with the skills to become lifelong learners and successful 21st 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 address math, English language arts, and science aligned and adapted curriculum with CCSS standards, develop benchmark assessments, and develop curriculum maps. These district teams and our school community regularly review California Dashboard, CAASPP and benchmark assessment data to monitor 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's student, parent and staff survey, and 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, HEARD 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), English Language Development standards, and content standards to facilitate student mastery of 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 standards-based instructional materials to assist underachieving students. District and the schools have active community leadership groups that promote Caregiver-School Partnership including the School Site Council, English Learner Advisory Committee, and the District English Learner Advisory Committee where the partnership with caregivers focuses on ways to assist students and monitor program effectiveness.

Additional services listed below assist students' academic needs:

Sites support individual student needs via the Multi-Tiered Systems of Support, including Student Study Teams to ensure 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, community members, 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 site 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 to support 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 is implemented to address those needs. The school also has at least one representative who participates at the district level on the DELAC, the District English Learner Advisory Committee. There, the site representative has the opportunity to bring forward input 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 whenever 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 that all students' instruction is differentiated. Instructional coaches support each school site with SBE adopted materials, technology, instructional models and instructional strategies. In addition, Instructional Coaches provide Tier II reading intervention for targeted students.

## 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 site.

## **Educational Partner 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	1.38%	1.48%	0.71%	10	10	5
Asian	60.64%	59.08%	62.00%	439	400	434
Filipino	7.04%	7.68%	7.43%	51	52	52
Hispanic/Latino	19.06%	20.97%	20.00%	138	142	140
Pacific Islander	0.41%	0.3%	0.29%	3	2	2
White	5.94%	5.61%	5.29%	43	38	37
Multiple/No Response	5.52%	4.87%	4.29%	40	33	30
<b>Total Enrollment</b>				724	677	700

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	206	227	263
Grade 7	235	203	230
Grade 8	283	247	207
<b>Total Enrollment</b>	724	677	700

### Conclusions based on this data:

1. Sierramont's Grade 7 enrollment has decreased from 297 students in 20/21 to 203 students in 22/23 (94 students).
2. Sierramont's Asian population has decreased from 516 students in 20/21 to 400 students in 22/23 (116 students).
3. Sierramont's overall enrollment has decreased from 854 students in 20/21 to 677 students in 22/23 (177 students).

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	92	85	96	13.6%	12.7%	13.7%
Fluent English Proficient (FEP)	326	298	326	47.7%	45.0%	46.6%
Reclassified Fluent English Proficient (RFEP)	N/A			29.3%	N/A	

### Conclusions based on this data:

1. According to the 22-23 data, 44%% of Sierramont students were Fluent English Proficient.
2. While the number of Fluent English Proficient students has decreased from 20/21 to 22/23 by 109 students, the Percent of Students of Fluent English Proficient were within 3.7% during the 3 years.
3. There has been a decrease in the percentage of students identified as English Learners from 20/21 to 22/23 from 13.6% to 12.6%

# 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 Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	253	214	229	0	207	222	0	207	221	0.0	96.7	96.9
Grade 7	293	239	208	0	236	201	0	236	201	0.0	98.7	96.6
Grade 8	307	282	244	0	279	239	0	279	239	0.0	98.9	98.0
All Grades	853	735	681	0	722	662	0	722	661	0.0	98.2	97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2568.	2561.		29.95	31.67		40.58	35.29		15.94	19.00		13.53	14.03
Grade 7		2610.	2605.		36.02	38.31		39.83	34.33		15.25	14.93		8.90	12.44
Grade 8		2630.	2611.		40.14	33.89		33.69	33.05		15.77	21.34		10.39	11.72
All Grades	N/A	N/A	N/A		35.87	34.49		37.67	34.19		15.65	18.61		10.80	12.71

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 6		35.27	26.70		49.76	54.75		14.98	18.55	
Grade 7		30.51	34.83		62.71	55.72		6.78	9.45	
Grade 8		38.71	32.64		46.24	51.05		15.05	16.32	
All Grades		35.04	31.32		52.63	53.71		12.33	14.98	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		28.99	29.41		54.59	52.94		16.43	17.65
Grade 7		46.19	38.31		44.07	49.75		9.75	11.94
Grade 8		37.63	33.47		49.82	54.81		12.54	11.72
All Grades		37.95	33.59		49.31	52.65		12.74	13.77



Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		19.81	20.81		75.36	70.59		4.83	8.60
Grade 7		22.88	24.38		66.95	67.16		10.17	8.46
Grade 8		24.01	20.92		70.61	74.48		5.38	4.60
All Grades		22.44	21.94		70.78	70.95		6.79	7.11

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		28.50	28.51		63.29	59.73		8.21	11.76
Grade 7		40.25	36.32		53.81	53.73		5.93	9.95
Grade 8		40.14	33.47		54.84	57.32		5.02	9.21
All Grades		36.84	32.68		56.93	57.03		6.23	10.29

**Conclusions based on this data:**

1. There was an increase in the current 8th grade cohort in exceeding standard in overall achievement between their 6th grade and 7th grade years 21/22 (29.95%) to 22/23 (38.31%)
2. There was an increase in the current 8th grade cohort in above standard in writing between their 6th grade and 7th grade years from 21/22 (28.99%) to 22/23 (38.31%).
3. There was a decrease in the overall % of students meeting or exceeding standard from 21/22 (73.54%) to 22/23 (68.68%).

# 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 Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	253	214	229	0	211	224	0	211	224	0.0	98.6	97.8
Grade 7	293	240	209	0	237	206	0	237	206	0.0	98.8	98.6
Grade 8	307	282	244	0	278	240	0	278	240	0.0	98.6	98.4
All Grades	853	736	682	0	726	670	0	726	670	0.0	98.6	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2568.	2556.		38.86	39.29		21.33	20.54		20.38	15.18		19.43	25.00
Grade 7		2600.	2596.		41.35	41.75		24.05	19.90		17.30	16.02		17.30	22.33
Grade 8		2627.	2613.		45.32	42.08		15.83	16.67		17.99	15.42		20.86	25.83
All Grades	N/A	N/A	N/A		42.15	41.04		20.11	18.96		18.46	15.52		19.28	24.48

Concepts & Procedures Applying mathematical concepts and procedures											
Grade Level	% Above Standard			% At or Near Standard			% Below Standard				
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
Grade 6		35.55	36.16		43.13	39.73		21.33	24.11		
Grade 7		47.68	46.60		34.18	33.01		18.14	20.39		
Grade 8		44.24	44.58		38.49	33.75		17.27	21.67		
All Grades		42.84	42.39		38.43	35.52		18.73	22.09		

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		28.44	25.89		53.08	51.79		18.48	22.32
Grade 7		34.18	38.35		50.21	44.66		15.61	16.99
Grade 8		40.29	37.08		45.68	46.25		14.03	16.67
All Grades		34.85	33.73		49.31	47.61		15.84	18.66

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		34.12	31.25		50.71	53.57		15.17	15.18
Grade 7		36.29	33.50		51.05	51.94		12.66	14.56
Grade 8		39.57	36.25		44.60	43.33		15.83	20.42
All Grades		36.91	33.73		48.48	49.40		14.60	16.87

**Conclusions based on this data:**

1. Sierramont had a decrease in overall performance in meeting or exceeding standard in Math from 2021/22 (62.26%) to 2022/23 (60%).
2. There was an increase in the percentage of 7th grade students in 21/22 to 8th grade students in 22/23 that did not meet standards overall. (17.3% to 25.83%). The percentage of Sierramont's 8th grade students who did not meet standards increased from 21/22 (20.86%) to 22/23 (25.83%).
3. 24.48 % of Sierramont students are performing in Standard not Met in Math.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1539.8	1522.0	1526.7	1544.6	1516.4	1528.8	1534.6	1527.0	1524.2	33	33	29
7	1569.4	1557.2	1569.8	1572.7	1555.2	1584.0	1565.5	1559.0	1555.0	33	24	35
8	1554.6	1558.4	1582.1	1549.0	1552.2	1587.9	1559.7	1564.2	1575.9	47	22	22
All Grades										113	79	86

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	30.30	15.15	27.59	30.30	48.48	41.38	33.33	27.27	13.79	6.06	9.09	17.24	33	33	29
7	43.75	37.50	51.43	28.13	33.33	22.86	21.88	29.17	8.57	6.25	0.00	17.14	32	24	35
8	26.67	31.82	45.45	33.33	36.36	36.36	17.78	18.18	13.64	22.22	13.64	4.55	45	22	22
All Grades	32.73	26.58	41.86	30.91	40.51	32.56	23.64	25.32	11.63	12.73	7.59	13.95	110	79	86

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	45.45	39.39	48.28	36.36	39.39	34.48	15.15	12.12	3.45	3.03	9.09	13.79	33	33	29
7	59.38	37.50	54.29	25.00	50.00	25.71	9.38	12.50	5.71	6.25	0.00	14.29	32	24	35
8	40.00	40.91	45.45	26.67	31.82	45.45	22.22	18.18	4.55	11.11	9.09	4.55	45	22	22
All Grades	47.27	39.24	50.00	29.09	40.51	33.72	16.36	13.92	4.65	7.27	6.33	11.63	110	79	86

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	9.09	3.03	6.90	30.30	36.36	34.48	36.36	27.27	27.59	24.24	33.33	31.03	33	33	29
7	25.00	20.83	25.71	31.25	33.33	28.57	28.13	33.33	25.71	15.63	12.50	20.00	32	24	35
8	17.78	36.36	31.82	28.89	18.18	31.82	24.44	22.73	22.73	28.89	22.73	13.64	45	22	22
All Grades	17.27	17.72	20.93	30.00	30.38	31.40	29.09	27.85	25.58	23.64	24.05	22.09	110	79	86

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	21.21	15.15	27.59	69.70	69.70	55.17	9.09	15.15	17.24	33	33	29
7	31.25	16.67	34.29	59.38	70.83	45.71	9.38	12.50	20.00	32	24	35
8	33.33	40.91	18.18	44.44	45.45	77.27	22.22	13.64	4.55	45	22	22
All Grades	29.09	22.78	27.91	56.36	63.29	56.98	14.55	13.92	15.12	110	79	86

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	69.70	54.55	62.07	27.27	33.33	27.59	3.03	12.12	10.34	33	33	29
7	70.97	75.00	65.71	22.58	25.00	20.00	6.45	0.00	14.29	31	24	35
8	48.89	45.45	77.27	37.78	50.00	18.18	13.33	4.55	4.55	45	22	22
All Grades	61.47	58.23	67.44	30.28	35.44	22.09	8.26	6.33	10.47	109	79	86

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	15.15	3.03	6.90	36.36	51.52	44.83	48.48	45.45	48.28	33	33	29
7	28.13	25.00	22.86	34.38	50.00	40.00	37.50	25.00	37.14	32	24	35
8	28.89	36.36	27.27	28.89	31.82	45.45	42.22	31.82	27.27	45	22	22
All Grades	24.55	18.99	18.60	32.73	45.57	43.02	42.73	35.44	38.37	110	79	86

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	18.18	21.21	24.14	81.82	69.70	62.07	0.00	9.09	13.79	33	33	29
7	15.63	16.67	28.57	75.00	83.33	54.29	9.38	0.00	17.14	32	24	35
8	0.00	4.55	31.82	95.56	86.36	63.64	4.44	9.09	4.55	45	22	22
All Grades	10.00	15.19	27.91	85.45	78.48	59.30	4.55	6.33	12.79	110	79	86

**Conclusions based on this data:**

1. There was a decrease in the number of English Learner students from 20/21 to 22/23 (-24 students)
2. There was a 10.78% increase in the English Learner students who scored Overall at Level 3 and Level 4 from 20/21 (63.64%) to 22/23 (74.42%).
3. 38.37% of Sierramont English Learner Students overall scored at Beginning in the Reading Domain during 22/23. 48.28% of the 6th grade English Learners scored at Beginning in the Reading Domain during 22/23.

# School and Student Performance Data

## Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>677</b>	<b>24.7</b>	<b>12.6</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Sierramont Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	85	12.6
<b>Foster Youth</b>		
<b>Homeless</b>	21	3.1
<b>Socioeconomically Disadvantaged</b>	167	24.7
<b>Students with Disabilities</b>	70	10.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	10	1.5
<b>Asian</b>	400	59.1
<b>Filipino</b>	52	7.7
<b>Hispanic</b>	142	21
<b>Two or More Races</b>	33	4.9
<b>Pacific Islander</b>	2	0.3
<b>White</b>	38	5.6

### Conclusions based on this data:

1. 60.6% of Sierramont's population are Asian.
2. 24.9% of Sierramont's population are Socioeconomically Disadvantaged.

3. 12.7% of Sierramont's population are English Learners.

# School and Student Performance Data

## Overall Performance






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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Green		
<b>English Learner Progress</b>  Blue		

#### Conclusions based on this data:

1. English Language Arts and Mathematics are in the Very High Performance area.
2. Suspension Rate is in the Medium Performance area.
3. English Learner Progress is in the High Performance area.





# School and Student Performance Data

## Academic Performance English Language Arts

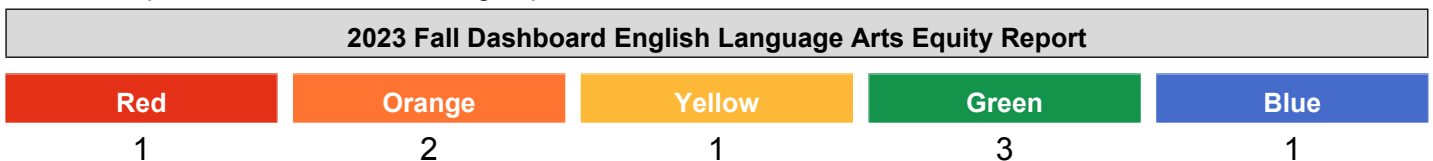
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Green 43.3 points above standard Decreased -13.5 points 651 Students	<b>English Learners</b>  Green 11.3 points above standard Decreased -13.6 points 170 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> 12.6 points above standard 23 Students	<b>Socioeconomically Disadvantaged</b>  Orange 13.9 points below standard Decreased Significantly -19 points 161 Students	<b>Students with Disabilities</b>  Red 134.2 points below standard Decreased Significantly -52.6 points 65 Students

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  8 Students	 No Performance Color 0 Students	 Blue 83.5 points above standard Maintained -1.2 points 393 Students	 Green 34.4 points above standard Decreased Significantly - 17.6 points 51 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 53 points below standard Decreased Significantly - 34.2 points 129 Students	 Yellow 0.5 points above standard Decreased Significantly - 25.4 points 33 Students	Less than 11 Students  2 Students	 Green 32.1 points above standard Decreased Significantly - 43.4 points 36 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
77.8 points below standard Decreased -9.4 points 65 Students	66.5 points above standard Maintained +0.4 points 105 Students	15.5 points above standard Decreased Significantly -21.5 points 279 Students

**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 84.8 points above the standard
3. Sierramont's Reclassified English Learners Sub-group performed 66.1 points above the standard.

# School and Student Performance Data

## Academic Performance Mathematics

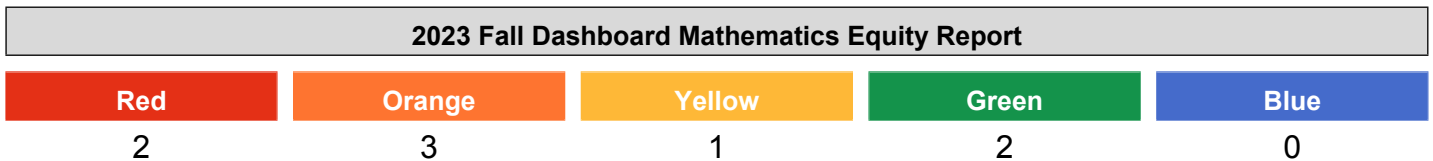
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>21.7 points above standard</p> <p>Decreased -13.8 points</p> <p>651 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>10.8 points below standard</p> <p>Decreased Significantly -19.8 points</p> <p>170 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>17.6 points below standard</p> <p>23 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>56 points below standard</p> <p>Decreased Significantly -30.9 points</p> <p>161 Students</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>168.8 points below standard</p> <p>Decreased Significantly -30.7 points</p> <p>65 Students</p>

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  8 Students	 No Performance Color 0 Students	 Green <span style="background-color: #e0f0ff; padding: 2px;">78.9 points above standard</span> Decreased -5.7 points 393 Students	 Orange <span style="background-color: #e0f0ff; padding: 2px;">35.1 points below standard</span> Decreased Significantly -22 points 51 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red <span style="background-color: #e0f0ff; padding: 2px;">109.2 points below standard</span> Decreased Significantly - 22.4 points 129 Students	 Orange <span style="background-color: #e0f0ff; padding: 2px;">43.4 points below standard</span> Decreased Significantly - 34.6 points 33 Students	Less than 11 Students  2 Students	 Green <span style="background-color: #e0f0ff; padding: 2px;">52.3 points above standard</span> Decreased -8.9 points 36 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #e0f0ff; padding: 2px;">104 points below standard</span> Decreased -8.3 points 65 Students	<span style="background-color: #e0f0ff; padding: 2px;">46.9 points above standard</span> Decreased -8.2 points 105 Students	<span style="background-color: #e0f0ff; padding: 2px;">17.3 points below standard</span> Decreased -10.1 points 279 Students

**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 84.6 points above the standard.
3. Sierramont's Reclassified English Learners Sub-Group is 55.1 points above the standard.

# School and Student Performance Data

## Academic Performance English Learner Progress

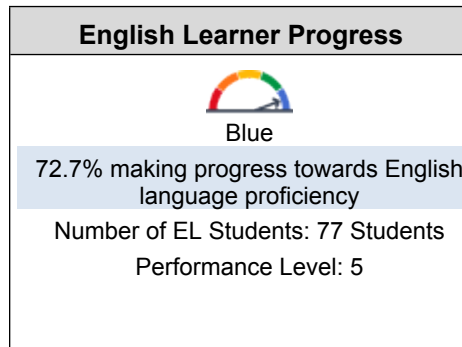
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 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.

### 2023 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
4	17	7	49

#### Conclusions based on this data:

1. 54.3% of Sierramont's English Learners progressed at least one ELPI level.
2. 22.9% of Sierramont's English Learners maintained at ELPI level 1,2 or 3.
3. 14.3% of Sierramont's English Learners decreased one ELPI level.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

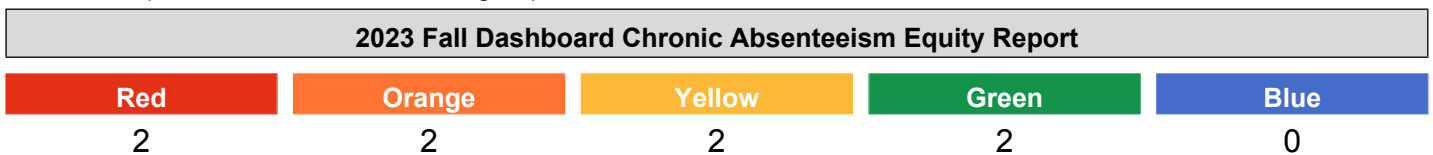
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>12.8% Chronically Absent</p> <p>Declined -1.9</p> <p>693 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>13.8% Chronically Absent</p> <p>Declined -6.2</p> <p>94 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>14.8% Chronically Absent</p> <p>0</p> <p>27 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>30.1% Chronically Absent</p> <p>Declined -2.1</p> <p>186 Students</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>42.5% Chronically Absent</p> <p>Maintained 0.4</p> <p>73 Students</p>

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
<p>45.5% Chronically Absent Increased 9.1 11 Students</p>	<p>No Performance Color 0 Students</p>	<p>Green 2.9% Chronically Absent Declined -1.8 411 Students</p>	<p>Green 9.6% Chronically Absent Declined -1.7 52 Students</p>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
<p>Orange 34.2% Chronically Absent Declined -4.3 146 Students</p>	<p>Red 36.4% Chronically Absent Increased 7.1 33 Students</p>	<p>Less than 11 Students 2 Students</p>	<p>Yellow 10.5% Chronically Absent Declined -4.7 38 Students</p>

**Conclusions based on this data:**

- 4 Sub-Groups are Very High for Chronic Absenteeism: Students with Disabilities, Hispanics, Socioeconomically Disadvantaged and Two or More Races.
- 3 Sub-Groups are High for Chronic Absenteeism: Filipino, White and English Learners. Overall, "All Students" is High for Chronic Absenteeism.
- 1 Sub-Group is Low for Chronic Absenteeism: Asian.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

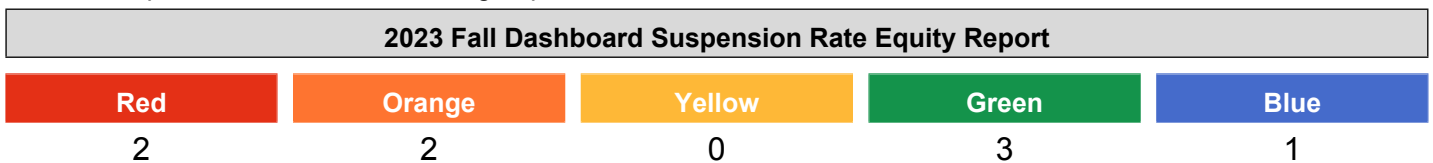
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”









This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Orange 4.4% suspended at least one day Increased 1.4 700 Students	 Green 3.2% suspended at least one day Declined -1.3 94 Students	 No Performance Color 0 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
3.7% suspended at least one day 27 Students	 Red 12.7% suspended at least one day Increased Significantly 9.3 189 Students	 Orange 10.8% suspended at least one day Increased 6.6 74 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>45.5% suspended at least one day</p> <p>Increased 45.5 11 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Green</p> <p>1% suspended at least one day</p> <p>Declined -1.5 416 Students</p>	<p></p> <p>Green</p> <p>1.9% suspended at least one day</p> <p>Maintained 0.1 52 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Red</p> <p>12.2% suspended at least one day</p> <p>Increased 5.9 148 Students</p>	<p></p> <p>Orange</p> <p>6.1% suspended at least one day</p> <p>Increased 3.6 33 Students</p>	<p>Less than 11 Students 2 Students</p>	<p></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 38 Students</p>

**Conclusions based on this data:**

- 6 Sub-Groups are in the Medium Performance Area for Suspension Rate: Socioeconomically Disadvantaged, Students with Disabilities, English Learners, Asian, Two or More Races and Hispanic.
- Overall, "All Students" are in the Medium Performance Area for Suspension Rate.
- The "White " Sub-Group is in the Very Low Performance Area for Suspension Rate.

# 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, productive and welcoming learning environment that promotes wellness and a positive school culture for all students.

## Goal 1

Sierramont staff will ensure a safe, productive and welcoming 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.

The WEB program promotes everyone is welcome and embraced.

Administrative staff will conduct school-wide safety drills and implement the Site Safety Plan.

Administrators and personnel will monitor student behavior, attendance, and academic progress.

Staff will provide various after school activities/programs for students

Maintain our attendance rate at 97% attendance and lower suspension individuals/incidents from 4.5% to 3.75%.

Staff will provide standard welcome materials and activities for students who come in during the school year.

Staff will learn and use restorative practices to assist in student reflection

## Identified Need

The 2023 - 2024 school year marks the year that our students have been on campus during their full middle school years. While students can still become infected with Covid and be absent for up to a week, the general population of students are in regular attendance. There are some students that have demonstrated school anxiety in response to incidents that have occurred at school or at home. Therefore, there continues to be an urgent need for staff to continue to improve school climate by promoting a caring environment for all students by implementing Social Emotional Learning (SEL) and culturally responsive strategies. In addition, there is a need to focus on how to engage Latinx, English Learners, students with disabilities, and students from low socioeconomic backgrounds. The identified need for attendance is to reduce the number of students being absent. Chronic absenteeism was very high last school year.

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rates	4.5%	3.75%
Chronic Absenteeism Rates	12.8%	10%
Attendance Rates	95.46%	97%
Chronic Absenteeism for SPED	39.19%	30%

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

WEB - Where Everyone Belongs WEB Coordinators will attend training to work with WEB Leaders and provide a safe and welcoming environment for the 6th grade 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)	Source(s)
8200	LCFF - Supplemental 5220 WEB Conference and Travel
1000	LCFF - Supplemental 1150 Substitutes

### 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)

1000

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)

2700

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  
5700-5799: Transfers Of Direct Costs  
\*5724 Interprogram - Postage

**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

Noon Duty

**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)

9800

Source(s)

LCFF - Supplemental  
2910

Funding another noon duty to insure safety of students

### 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

WEB Shirts

#### 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  
4310

WEB Shirts for WEB Leaders to help other students around the school

### Strategy/Activity 9

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

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

All Students

Strategy/Activity

Student Recognition Program

#### 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  
4310

Student of the Month, Honor Roll, Spartan Pride Character Traits and other Student Recognition Awards

## Annual Review

SPSA Year Reviewed: 2022-23

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 in 22/23. Chronic absenteeism/tardies amongst Sierramont's Hispanic and Students with Disabilities is significantly higher than other subgroups.

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 up and off 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.

To address the academic needs of our Hispanic Students and Student's with Disabilities, specific students will be invited to attend after school homework help and/or academic support. To address Chronic Absenteeism, our intervention team will be working with individual students on strategies to improve their attendance.



# 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 3% in ELA and 4% in 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 to support teaching and learning.
  - \*Teachers will utilize Smart boards and classroom monitors to assist in teaching and learning.
  - \*Staff will implement school-wide use of AVID strategies, as designed by the AVID program.
  - \*Staff will identify target students for academic support.
  - \*Teachers will collaborate by grade level and departments to focus on student and learning needs.
  - \*Staff will participate in professional development on and off-site.
- PD will include: AVID, MTSS, ELD strategies, use of Panorama Data, Social Emotional Learning, working with special needs' students, School Safety and Culturally Responsive Practices.

## Identified Need

One of the goals this year is to focus on improving student achievement. All stakeholder groups felt that improving student academic achievement is a major goal for the district. They also understand that professional development should be folded into this goal and that the district's metrics were aligned to this goal too. The district wrote 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. The district has upgraded our Assessment platform to help administrators and teachers track their students progress through formative and summative assessments.

22/23 CAASSP scores showed that 68.7% of Sierramont students were Proficient or Advanced in English Language Arts.

22/23 CAASSP scores showed that 60% of Sierramont students were Proficient or Advanced in Math.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Beginning of the Year Reading Inventory Scores	64.9%	71%
SBAC ELA	68.7%	71.7%
SBAC Math	60%	64%
SBAC ELA (% proficient and advanced) -Hispanic Students	32.3%	40%
SBAC Math (% proficient and advanced) -Hispanic Students	14.3%	21%
SBAC ELA (% proficient and advanced)	9.7%	17%
SBAC Math (% proficient and advanced)	8.1%	16%

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)

9000

#### Source(s)

LCFF - Supplemental  
5220  
AVID Summer Institute for staff to be trained and plan for AVID implementation.

1500

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.

1850	LCFF - Supplemental 4310 AVID Shirts
500	LCFF - Supplemental 4310 Materials 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

Technology - Visual Teaching

**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)
10500	LCFF - Supplemental 4410 SmartBoards and Classroom Monitors

**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

**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)
2400	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures *5846 Ed Puzzle is a platform where teachers can create interactive video lessons for their students.

**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)

4113

Source(s)

LCFF - Supplemental  
4310

Maintain the technology needs of the school  
(repair,upgrade and replace)

**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)

9000

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)
25950	LCFF - Supplemental 4310 Provide teachers with supplies and materials.
5000	LCFF - Supplemental 4000-4999: Books And Supplies 4210 Library Allotment for Literature and Support Materials
1000	LCFF - Supplemental 5716 District Print Shop

### 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)
6013	LCFF - Supplemental 4000-4999: Books And Supplies **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

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)

#### Source(s)

7000

LCFF - Supplemental  
1190  
Staff teaching SI classes/Homework Club

5000

Other  
1190  
Staff teaching SI classes/Homework Club

500

LCFF - Supplemental  
4310  
Supplies for SI classes/Homework Club

## Strategy/Activity 10

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

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

All Students

### Strategy/Activity

PD/Conference 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)

#### Source(s)

1800

LCFF - Supplemental  
1150  
Allocation for Substitute Teachers

## 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

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)

3000

### Source(s)

LCFF - Supplemental  
5220  
Off-Site Trainings and Workshops. Teachers must also report what they learn at Staff Meetings

# Annual Review

## SPSA Year Reviewed: 2022-23

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) Staff has looked at a variety of assessment data including CAASSP, ELPAC, district benchmark assessments, classroom assessments and student grades.
- 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) ELD classes are offered. However, staffing limits us and no Math nor ELA Support classes are offered.
- 2) Only a few teachers have taken advantage of outside workshops and trainings. Most have been subject related.
- 3) Two teachers have stepped up to do Afterschool Homework Support.
- 4) This year, our district Mandarin Immersion Program has expanded into it's first year at the Middle 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.

- 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.



# 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 2023 - 24 school year, the counselor and social worker will assist in coordinating and providing informational nights for parents to assist students in their educational and social lives.

## Identified Need

According to the Fall 2023 Panorama Data, 20% of the Sierramont parents/guardians responded/participated in the survey. There were some areas in the survey where parents shared concerns (Safety, Climate of Support for Academic Learning) Parent participation in PTSA and School Site Council is limited to under 20 in each organization.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey (Family Response)	20.7%	27%
Panorama Survey ( Climate of Support for Academic Learning)	89%	92%
Parent Ed Workshops	1 Workshop	3 Workshops

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

**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)
1500	LCFF - Supplemental 5830 Parent Informational Nights (Food - if allowed, speakers)
500	LCFF - Supplemental 2910 Interpreters
500	LCFF - Supplemental 5716 Printing/Communication to Parents

**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

**Annual Review**

**SPSA Year Reviewed: 2022-23**

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.

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	\$125,276.00

## 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 (\$)
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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	\$120,276.00
Other	\$5,000.00

Subtotal of state or local funds included for this school: \$125,276.00

Total of federal, state, and/or local funds for this school: \$125,276.00

# 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	120,276	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	120,276.00
Other	5,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
1150	2,800.00
1190	12,500.00
2910	10,300.00
4000-4999: Books And Supplies	11,013.00
4310	41,063.00
4410	10,500.00
5220	20,200.00
5610	9,000.00
5700-5799: Transfers Of Direct Costs	1,000.00
5716	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	2,400.00
5830	1,500.00
5880	1,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1150	LCFF - Supplemental	2,800.00
1190	LCFF - Supplemental	7,500.00
2910	LCFF - Supplemental	10,300.00
4000-4999: Books And Supplies	LCFF - Supplemental	11,013.00
4310	LCFF - Supplemental	41,063.00
4410	LCFF - Supplemental	10,500.00
5220	LCFF - Supplemental	20,200.00
5610	LCFF - Supplemental	9,000.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	1,000.00
5716	LCFF - Supplemental	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	2,400.00
5830	LCFF - Supplemental	1,500.00
5880	LCFF - Supplemental	1,500.00
1190	Other	5,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	27,150.00
Goal 2	94,626.00
Goal 3	3,500.00

# School Site Council Membership

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

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

Name of Members	Role
Carol Mar	Principal
Kim Cremer	Classroom Teacher
Meredith Studebaker	Other School Staff
Harninder Mehat/Arlene Andrade	Other School Staff
Huichen Chi	Classroom Teacher
Young Chan	Classroom Teacher
Christina Tinoco	Classroom Teacher
Annabel Lim	Parent or Community Member
Marielle Velasco	Parent or Community Member
Henry Kwong	Parent or Community Member
Tommy Lin	Parent or Community Member
Hakim Alhussien	Parent or Community Member
Geetanjali Chakraborty	Parent or Community Member
Kamillah Tumakay	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**

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 11/07/2023.

Attested:



Principal, Carol Mar on 11/07/2023



SSC Chairperson, Meredith Studebaker on 11/07/2023