School Year: **2025-26**

Additional Targeted Support and Improvement (ATSI)
School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Delta Sierra Middle School	39685856107114	April 28, 2025	

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Delta Sierra Middle School for meeting ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

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

Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities
To achieve this goal, our school ensures that all students have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.
Strategies to Address Goal #1 for ESSA Compliance:
Regularly review and align curriculum with state standards.
Provide targeted professional development opportunities for teachers to enhance their instructional practices..

Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency
Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.
Strategies to Address Goal #2 for ESSA Compliance:
Implement data-driven instructional practices to monitor student progress in ELA and Math.
Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

Goal #3: Safe and Connected School Environment
We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.
Strategies to Address Goal #3 for ESSA Compliance:
Conduct regular climate surveys to gather feedback from students, families, and staff.
Analyze attendance and behavioral data to identify trends and implement interventions as needed.
Offer family engagement activities and resources to foster stronger connections between school and home.

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

Educational Partner Involvement

How, when, and with whom did your Delta Sierra Middle School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Comprehensive Needs Assessment (CNA) process at our school followed a structured, collaborative approach aligned with the WestEd framework and School Site Council (SSC) guidance. This three-phase process ensured the collection of diverse data and stakeholder input to inform the development of a responsive and inclusive School Plan for Student Achievement (SPSA).

Phase One: Self-Reflection
The process began with a self-reflection phase in January 2025, during which ___ members of the school's instructional team—including teachers, administrators, and support staff—participated in the Four Domains CALL (Comprehensive Assessment of Leadership for Learning) survey. School leaders also completed a reflective self-assessment tool to evaluate practices aligned to the Four Domains for Rapid School Improvement. These tools captured internal perspectives on leadership, instruction, culture, and systems.

Phase Two: Quantitative Data and Artifact Review
In the second phase, the team analyzed Lodi Unified's accountability data—such as student attendance and achievement data found on the school's report card—alongside artifacts provided by the school. These artifacts included

examples of instructional practices, intervention supports, and systems for behavior and family engagement. This triangulation of perception data and hard evidence provided a well-rounded understanding of school performance.

Phase Three: Onsite Engagement
The third phase emphasized direct engagement with the school community through onsite interviews and focus groups. Stakeholders included teachers, classified staff, students, and parents. Forums such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), parent advisory groups, staff meetings, and student focus groups were all utilized to gather input, validate findings, and build consensus around the school's strengths and areas for growth. These forums ensured that all voices were heard and valued in shaping the SPSA.

Ongoing Engagement and Continuous Improvement
Our school is committed to ongoing collaboration with educational partners throughout the year to monitor progress and make necessary adjustments to the SPSA. The SSC will continue to serve as a key structure for reviewing data, evaluating the implementation of strategies, and refining actions based on impact. ELAC and parent advisory groups will receive regular updates and provide feedback to ensure alignment with the needs of English learners and other subgroups. Staff meetings will include regular time for reviewing data, adjusting instructional strategies, and ensuring that actions remain relevant and targeted.

To maintain clear and consistent communication with all stakeholders, we will use multiple strategies, including monthly newsletters, school-wide messaging apps, dedicated SPSA updates during parent meetings, and translated communications to reach all families. Student voice will continue to be elevated through classroom circles, surveys, and student leadership forums.

This inclusive and collaborative approach ensures that the SPSA is not only a reflection of data but also of the shared vision and priorities of the entire school community. By continuing to involve educational partners throughout the year, we are committed to creating a dynamic plan that evolves with the needs of our students and school.

Resource Inequities

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

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

Based upon the California School Dashboard state indicators, Delta Sierra Middle School has been identified for Additional Targeted Support and Improvement ATSI. The following subgroups, Two or More Races entered ATSI due to meeting the criteria based on the following indicators: Suspension Rate and Chronic Absenteeism Rate [Red].

In order to move the performance levels on each of the indicators for our qualifying students, it is necessary to address the needs of students, staff, and the school community. The school needs will be addressed through the use of supplemental funding sources for the development and implementation of instructional strategies, programs, and support systems before, during, and/or after school. Delta Sierra Middle School professional development will be centered on three core areas to include instruction, community, and accountability to ensure all students are provided with the opportunity to work towards mastery of grade-level standards in a safe, engaging and nurturing community.

Comprehensive Needs Assessment Components

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

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

Based on the review of the California School Dashboard data and the Comprehensive Needs Assessment (CNA) for Delta Sierra Middle School, the following areas require significant improvement:

Areas of Low Performance & Significant Gaps:

1. Academic Achievement – English Language Arts (ELA):

- Overall Performance: Orange (72.7 points below standard, though improved by 4.4 points).
- Student Groups in Red: Hispanic, Long-Term English Learners (LTELs), Students with Disabilities.
- LTELs: 129.7 points below standard.
- Students with Disabilities: 161.6 points below standard.

Gaps Identified: There is a significant performance gap for LTELs, Students with Disabilities, and Hispanic students.

2. Academic Achievement – Mathematics:
- Overall Performance: Orange (136.4 points below standard, improved by 16.9 points).
- Student Groups in Red: Students with Disabilities (201.3 points below standard).
- Student Groups in Orange: African American, Asian, English Learners, Hispanic, LTELs, Socioeconomically Disadvantaged, White.

Gaps Identified: Students with Disabilities and LTELs demonstrate the largest gaps, with particularly concerning scores.

3. Chronic Absenteeism:
- Overall Performance: Orange (46.3% chronically absent, decreased by 2.1%).
- Student Groups in Red: African American (58%), White (60.5%).

Gaps Identified: High absenteeism rates among African American, White, and Socioeconomically Disadvantaged students contribute to overall low engagement.

4. Suspension Rate:
- Overall Performance: Orange (16.5%, decreased by 1%).
- Student Groups in Red: Hispanic (16%), Two or More Races (25%).

Gaps Identified: Disproportionate suspension rates for Hispanic students and students of Two or More Races indicate equity concerns in discipline practices.

Steps Taken to Address Areas of Need: The CNA identified targeted improvement strategies, including:
- Rigorous Evidence-Based Instruction: Emphasis on deepening instructional strategies through initiatives like the Measuring Student Learning Project (MSLP), though implementation consistency is an area for growth.
- Intervention Supports: After-school tutoring, co-teaching models, AVID program, and Multi-Tiered Systems of Support (MTSS) are in place to support struggling students.
- Family and Community Engagement: Recognized as a significant need, plans include improving communication, reducing barriers to participation, and fostering inclusive outreach.
- Professional Learning & Staff Development: Strength in offering ongoing professional development, with a focus on refining a clear, unified instructional vision.
- Monitoring Goals & Stakeholder Input: Strengthening structures to monitor short- and long-term goals with improved stakeholder feedback loops.

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

Based on the data, there aren't any areas at Delta Sierra where a student group scored two or more levels below the "All Students" group. This means that while some scores are still low, the gaps between groups of students don't span two performance levels or greater.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

- 7th- 8th Grade ELA iReady Universal Screener
- 7th- 8th Grade CAASPP English Language Arts
- 7th- 8th Grade Math iReady Universal Screener
- 7th- 8th Grade CAASPP Mathematics
- 8th Grade California Science Test (CAST)
- California Dashboard: English Language Arts, Mathematics, and English Learner Progress Indicator (ELPI)

This targeted improvement will contribute to the overall academic growth and success of our students.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

- LUSD LCAP Goal #1- All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.
- LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.
- LUSD LCAP Differentiated Assistance Goal: Differentiated Assistance: With the assistance of support staff and targeted intervention, English Learners, students with disabilities, and students experiencing homelessness will show growth in college and career readiness, math and ELA. Students experiencing homelessness will also show improvement in suspensions and chronic absenteeism.

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

Based on the needs assessment, we have identified the following areas in ELA, Mathematics, & Science that need improvement based on a review of the California School Dashboard and local data.

To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented. as described in the Goals, Strategies/Activities, and Expenditures in this SPSA.

This goal is based on disaggregated data from the following sources:
- The 2023-2024 7th-8th CAASPP ELA Assessment
- The 2024 California Dashboard: ELA
- The 2024-2025 7th – 8th iReady MOY ELA Assessment
- The 2023-2024 7th – 8th CAASPP Math Assessment
- The 2024 California Dashboard: Mathematics
- The 2024-2025 7th-8th grade iReady MOY Mathematics Assessment
- The 2023-2024 California Science Test (CAST)
- The 2024 California Dashboard: Science
- The 2024 California Dashboard: English Learner Progress Indicator (ELPI)

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard: ELA	All Students were [orange] on the 2024 California Dashboard. This was [78] points below standard. English Learners were [orange] on the 2024 California Dashboard. This was [92.1] points below standard.	All Students will perform [yellow] increasing by [3] points toward standard on the 2025 California Dashboard. English Learner Students will perform [yellow] increasing by [22.1] points toward standard on the 2025 California Dashboard.
CAASPP English Language Arts	During the 2023-2024 school year, 20% of 7th-8th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA. During the 2023-2024 school year, 50% of 7th-8th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in ELA.	During the 2024-2025 school year, 25% of 7th-8th grade students will meet/exceed standards on CAASPP/SBAC Assessments in ELA. During the 2025-2026 school year, 5% of 7th-8th grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in ELA.
iReady MOY ELA Assessment	During the 2024-2025 school year, 27% of 7th-8th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. During the 2024-2025 school year, 22% of 7th-8th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.	During the 2025-2026 school year, 32% of 7th-8th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. During the 2025-2026 school year, 27% of 7th-8th grade English Learner students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.

CAASPP Mathematics	During the 2023-2024 school year, % of 7th-8th grade students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics. During the 2023-2024 school year, % of 7th-8th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.	During the 2024-2025 school year,15 % of 7th-8th grade students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics. During the 2025-2026 school year, 5% of 7th-8th grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics.
iReady MOY Mathematics Assessment	During the 2024-2025 school year, 13% of 7th-8th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics. During the 2024-2025 school year, 11% of 7th-8th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.	During the 2025-2026 school year, 18% of 7th-8th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics. During the 2025-2026 school year, 16% of 7th-8th grade English Learner students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.
California Dashboard: Mathematics	All Students were [orange] on the 2024 California Dashboard for Mathematics. This was [136.4] points below standard English Learners were [orange] on the 2024 California Dashboard for Mathematics. This was [157.4] points below standard.	All Students will perform [orange] increasing 13.8pts towards standard on the 2025 California Dashboard for Mathematics. English Learners will perform [orange] increasing 15.6 points towards standard on the the 2025 California Dashboard for Mathematics.
8th Grade California Science Test CAST	During the 2023-2024 school year, 8% of 8th grade students met or exceeded standards on CAST Assessment in Science. During the 2023-2024 school year, % of 8th grade English Learner students met or exceeded standards on CAST Assessment in Science.	During the 2024-2025 school year, 50% of 8th grade students will meet/exceed standards on the CAST Assessment in Science. During the 2024-2025 school year, 50% of 8th grade English Learner students will meet/exceed standards on the CAST Assessment in Science.
California Dashboard: Science	All Students: No Performance Color in 2024 This was 28.6 points below standard. English Learners: No Performance Color in 2024. This was 33.8 points below standard.	All Students will increase by 5 points towards standard on the 2025 California Dashboard for Science. English Learners will increase by 5 points towards standard on the 2025 California Dashboard for Science.
California Dashboard: English Learner Progress Indicator	50% made progress towards English language proficiency, increasing by	55% will be making progress towards English language proficiency as reported by the 2025 CA Dashboard.

	3.5% and performing green as reported by the 2024 CA Dashboard.	

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains. District ELA/Math/Science/SS Initiative Professional Developments to include but not limited to: *Curriculum, instruction, assessment *Use of technology to improve instruction and student learning Site ELA/Math/Science/SS Based Initiative Professional Developments to include but not limited to: *Co-Teaching Instructional Model *English Learners, Special Education, Foster and Unhoused Youth *Train students in skill building and knowledge acquisition using Tier I support services AVID, STEM, College and Career Readiness, Instructional Strategies, and Social-Emotional Learning Attend conferences that support the implementation of district and site initiatives.	All Students	$2512 Title I 5800 Prof and Operating/Consultants Conferences $5000 Title I 2120 Para Temp support $3207 Title I 2920 Other Class Temp support
1.2	Supplemental Materials and Resources: Books, Duplicating, Software Licenses, STEM and AVID Supplies - Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions. STEM supplies: Teachers will use classroom kits, computers, cameras, and all equipment for Mobile Video Production, Forensics, Robotics, Atmospheric Science, Urban Garden, Graphic Design, Coding, and MESA (Math, Engineering, Science, Achievement). AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.	All Students	$25660 Title I 4300 Materials Materials and Supplies

1.3	Support Board Goals (College and Career Readiness) by the installation of a College and Career Center - *Make purchases of a SMART TV monitor, tablet computers for parents to use, career posters, college paraphernalia, *Network with community-based organizations to provide guest speakers and mentors from college and career fields. *Hold parent/family night college and career sessions hosted by counselors, teachers, classified staff, and administrators to encourage parents to increase their skills at guiding their student(s) on courses to take in middle school and high school as well as post-secondary goals.	All Students and Parent/Guardians	$2540 Title I 4300 Materials Career Center
1.4	Delta Sierra Middle School's Co-Teaching Instructional Model - Supplemental instructional support and intervention is provided to students using a collaborative approach between each teacher of record and an assigned co-teacher from their onsite peer(s). Co-Teachers are assigned in core classes and utilizes the teachers in the math department, ELA department, science department, social studies department along with special education SDC and RSP teachers and the site ELD teacher specialists. The Co-Teaching Instructional Model consists of 6 strategies (from the research of Marilyn Friend, Lynne Cooke, and St. Cloud State University and adapted by CSU, Chico) that all DSMS teachers utilize with their co-teacher: 1. One Teach, One Assist One teacher acts as the primary teacher while the other assists and supports the learners. The co-teacher assists by monitoring student work, addressing behavior issues, answering student questions, distributing materials, or asking the lead teacher to clarify any developing student misconceptions. 2. One Teach, One Observe One teacher acts as the primary teacher while the other gathers specific observational information on student learning such as students' academic, behavioral, and social skills while in the classroom. Roles can switch depending on the topic or interests of the teacher, however this strategy is only meant to be used occasionally. 3. Station Teaching Co-teachers divide their class into small groups to provide instruction at separate stations. Activities should be designed to function independently of	2 Teachers (120 Contracts) to serve 60 students each	$30040 Title I 1103 Prep Period Teacher 120% Co-Teaching $15744 Title I 3000 Benefits benefits

	each other and require approximately the same amount of time with student groups rotating stations. This approach reduces the student-teacher ratio, increasing student participation and effective monitoring of the students. 4. Parallel Teaching Co-teachers divide the class in half and instruct them on the same material; groups don't rotate. Parallel teaching allows the co-teachers to maximize participation and minimize behavior problems. This approach reduces the student-teacher ratio and increases instructional intensity. Co-teachers will need to be cognizant of timing and pacing when using this strategy. 5. Alternative (Differentiated) Teaching One teacher manages a large group of students while the other takes a small group for a specific instructional purpose. This approach provides instructional flexibility and can be used for enrichment, remediation, assessment, or pre-teaching, as well as for using alternative methods of providing lesson input. 6. Team Teaching Both teachers are often in the front of the classroom, sharing the responsibilities of lead instruction, with equally active, but possibly different, roles in a lesson. This approach can enhance teacher creativity, encourage collaboration, and energize students. This strategy should be used occasionally as more subtle student needs can be missed when grouping is not being used. flexibility and can be used for enrichment, remediation, assessment, or pre-teaching, as well as for using alternative methods of providing lesson input. All teachers participate in 3 hours each month of planning for sharing in the Co-Teaching Instructional Model with their on-site colleagues. The planning sessions take place after school during contracted time.			
1.5	Co-Teaching Instructional Model Delivered by ELD Teacher (120 Contract) - ELD teacher will provide supplemental instruction in core classes for identified EL students on a more consistent basis utilizing our Co-Teaching Instructional Model. Bilingual para educators serve multi-lingual learners by providing support in core classes	1 Teacher (120 Contract) to serve 120 ELL students		$15020 Title I 1103 Prep Period Teacher 120% Co-Teaching

	(math, science, and social studies) to increase language acquisition knowledge and skills that leads to proficiency of the English language that will enable students to meet the requirements of being reclassified. District ELD Coaches will provide support to classroom teachers of EL Students. Curriculum consultants will provide professional development to teacher teams.		
1.6	Study Trips Supplementing Grade-Level Core Curriculum: Study trips to supplement grade-level core curriculum is to provide students with experiential learning opportunities that deepen their understanding of academic concepts and enrich their educational experiences. The following activities outline the framework for these study trips: Pre-Trip Preparation: Educators plan and prepare students for the study trip by aligning the objectives with grade-level core curriculum standards. Curriculum Integration: Study trips will be carefully designed to integrate with the core curriculum of each grade level. Hands-On Learning Experiences: Students will engage in hands-on activities, experiments, or demonstrations during the trip that complement classroom learning. Guided Exploration: Educators will facilitate guided exploration of the study trip location, pointing out relevant connections to classroom topics and encouraging students to make observations and ask questions. Interdisciplinary Connections: Study trips may incorporate interdisciplinary connections by exploring how different subject areas intersect in real-life settings. Reflective Activities: After the trip, students will participate in reflective activities such as journaling, group discussions, or presentations to process their experiences and make connections to the core curriculum. Skill Development: Study trips will provide opportunities for students to develop essential skills such as critical thinking, communication, collaboration, and problem-solving in authentic settings. Follow-Up Learning: Educators will incorporate follow-up activities and assessments back in the classroom to reinforce learning from the study trip and assess its impact on student understanding and retention of core curriculum concepts.	All Students	$3000 Title I 5872 Field Trips Student trips

1.7	ELD instruction Ensure that students are provided 30 minutes of designated EL instruction on a consistent basis.	English Learners	
1.8	Instructional Support District ELD Coaches will provide support to classrooms teachers of EL Students.	English Learners	
1.9	Bilingual Para-educators Certificated Staff, Para educators and additional Classified staff will provide support for instruction of the core for identified EL students on a more consistent basis.	English Learners	

Annual Review

SPSA Year Reviewed: 2024-25

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CA Dashboard: ELA	The ALL-student group as demonstrated on the 2024 CA Dashboard report will increase by 5 points towards standard. The performance color for the ALL-student group will move from (Red) to (Orange).	All Students were [orange] on the 2024 California Dashboard. This was [78] points below standard. English Learners were [orange] on the 2024 California Dashboard. This was [92.1] points below standard.
iReady MOY ELA Assessment	During the 2024-2025 school year, 7th & 8th grade students will demonstrate a 5% performance growth, at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. Grade 7- 27.82% Grade 8- 24.5%	During the 2024-2025 school year, 27% of 7th-8th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. During the 2024-2025 school year, 22% of 7th-8th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.
CAASPP English Language Arts	During the 2023-2024 school year, 5% of 7th & 8th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA. Grade 7- 27.3%	During the 2023-2024 school year, 20% of 7th-8th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA. During the 2023-2024 school year, 50% of 7th-8th grade English Learner

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Grade 8- 28%	students met or exceeded standards on CAASPP/SBAC Assessments in ELA.
CAASPP/SBAC Math	During the 2023-24 school year, 7th-8th grade students who meet or exceed the standards on CAASPP/SBAC assessment in math will increase by 5%. Grade 7- 12.64% Grade 8- 10.43%	During the 2023-2024 school year, % of 7th-8th grade students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics. During the 2023-2024 school year, % of 7th-8th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.
iReady MOY Math Assessment	During the 2024-25 school year, 7th & 8th grade students performing at or above on the Middle of the Year (MOY) iReady Universal Screener in Math will increase by 5%. Grade 7- 14.55% Grade 8- 15.46%	During the 2024-2025 school year, 13% of 7th-8th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics. During the 2024-2025 school year, 11% of 7th-8th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.
California Dashboard: Math	The ALL-student group as demonstrated on the 2024 CA Dashboard report will increase by 10 points towards standard. The performance color for the ALL-student group will move from (Red) to (Orange).	All Students were [orange] on the 2024 California Dashboard for Mathematics. This was [136.4] points below standard English Learners were [orange] on the 2024 California Dashboard for Mathematics. This was [157.4] points below standard.
California Science Test: CAST	During the 2023-24 school year, 8th grade students who meet or exceed the standards on the CAST assessment in will increase by 5% to 11.27%.	During the 2023-2024 school year, 8% of 8th grade students met or exceeded standards on CAST Assessment in Science. During the 2023-2024 school year, % of 8th grade English Learner students met or exceeded standards on CAST Assessment in Science.

Analysis

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

The local diagnostic test (i-Ready Diagnostic Screener) which serves as a benchmark for the Beginning of the Year (BOY) and Mid-Year (MOY) indicated marginal academic growth. However, the end of the year (EOY) is omitted due to the May 2025 timeline. It was through the ongoing implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, that Delta Sierra Middle School would show a 5% increase in proficiency on the following universal measures in English Language Arts:

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

During Quarter 3, teachers and staff participated in the Mid-year Instructional Analysis to determine student achievement. Levels based on data sources from the state, district, and school. The Mid-Year Instructional Analysis took place over 2.

Professional Learning Community - PLC on January 22, 2025, during Faculty/Staff meeting and in Department Meeting on January 28, 2025. Teachers reviewed data sources from I-Ready, Reading Inventory, Grade Distribution Reports, Student Survey/Staff Survey, discipline distribution reports, student progress reports, attendance reports, and Panorama Survey data. Progress was made in the growth reports in I-Ready in particular. Teachers focused on teaching essential standards and helping students to document their learning using multiple sources of information. In measuring the SPSA, the overall articulated goal was not fully implemented as measured by the current year's CAASPP due to a change by the Lodi Unified School District for submitting the School Plan for Student Achievement - SPSA for Title 1 Schools for the 2025-2026, School Year to the Board of Education for approval in June 2025. This change has resulted in the omission of data from the April 2025 administration of the Smarter Balanced Assessment - SBA (and the CAA for students with exceptional needs) which School Plan for Student Achievement (SPSA) Page 8 of 54 Delta Sierra Middle School gets reported in August 2025, and thus, is not available for consideration in the academic analysis of the school. Delta Sierra Middle School is a participant in the Multi-Tiered System of Support - MTSS Cohort 1 to establish baseline data metrics.

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

Delta Sierra Middle School did not meet or exceed the articulated goal of 5% growth of the stated universal measures in English Language Arts by the middle of the year, with the exception of the CAASPP data. During the 2024-2025 school year, the following universal measures increased or decreased the number of students at or above grade level/students proficient from the Beginning of the Year (MOY) 2024 to the Middle of the Year (MOY) 2025. 7th & 8thGrade ELA iReady Universal Screener - 18% (2024 BOY) to 24% (2025 MOY) of students at or above grade level. For mathematics, the (BOY) iReady math assessments showed students at the proficient and above levels to be 7% (BOY) 2024 to 13% (MOY) 2025. This is an increase of 6%. 7th & 8th Grade CAASPP English Language Arts 20% met or were above standard in ELA (2024) compared to 23% in 2023. This represents a decrees of 3% in ELA. For math on the CASSP, students scored 10% in 2024 compared to 6.59% in 2023. The math scores shows an increase of nearly 4%. Overall, the data shows growth on the iReady universal measures and CAASPP scores.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

Differentiated Assistance: With the assistance of support staff and targeted intervention, English Learners, students with disabilities, and students experiencing homelessness will show growth in college and career readiness, math and ELA. Students experiencing homelessness will also show improvement in suspensions and chronic absenteeism.

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Chronic Absenteeism	2024 CA Dashboard – Chronic Absenteeism Indicator: The All-Student group performed in the orange band, with 46.3% of students chronically absent — a decrease of 2.1% from the previous year, as reported on the 2024 CA Dashboard.	2025 CA Dashboard – Chronic Absenteeism Indicator: The All-Student group will achieve yellow performance by reducing the chronic absenteeism rate by 3% or more, as reported on the 2025 CA Dashboard.
CA Dashboard - Suspension Rate	2024 CA Dashboard – Suspension Indicator: The All-Student group performed in the orange band, with 16.5% of students suspended at least one day — a decrease of 1% from the previous year.	2025 CA Dashboard – Suspension Indicator: The All-Student group will perform in the yellow band, with a decrease of 3% or more in the percentage of students suspended at least one day, as reported on the 2025 CA Dashboard.
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2024-2025 Local Data: Tier 1 TFI Score _90_% Tier 2 TIF Score _92_%	2025-2026 Local Data: Tier 1 TFI Score _95_% Tier 2 TIF Score _95_%

	Tier 3 TIF Score _79_%	Tier 3 TIF Score _80_%
PBIS Recognition	[silver] for the 2024-2025 School Year	[gold] for the 2025-2026 School Year
Panorama Survey	Domain: Self Efficacy is at 26% at MOY compared to 32% at BOY	Domain: Increase Self Efficacy by 10% in 2026

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Positive Behavioral Intervention and Supports Collaboration Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include: Leadership and Coordination: Lead the implementation of PBIS within the school. Coordinate efforts across the school community including administrators, teachers, staff, students, and families. Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives. Data Collection and Analysis: Collect and analyze behavior data to identify trends and areas of concern. Use data to make informed decisions about interventions and supports. Monitor the effectiveness of PBIS strategies and interventions over time. Developing and Implementing PBIS Systems: Establish clear behavioral expectations (behavioral matrix) for all areas of the school. Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs. Design and implement proactive strategies to prevent challenging behaviors. Training and Professional Development: Provide training to staff on PBIS principles, strategies, and practices. Support staff in implementing PBIS strategies in their classrooms and across the school environment. Collaborate with outside experts and resources to improve staff training. Supporting Staff and Students: Offer guidance and resources to teachers and staff for implementing behavior interventions. Provide direct support and guidance to students who require additional behavioral support.	All Students	$3000 Title I 1120 Teacher Temp Teacher Time Cards PBIS

	Foster a positive and inclusive school culture through PBIS initiatives. Family and Community Engagement: Involve families in PBIS activities and initiatives. Communicate PBIS principles and expectations to families and gather their input and support. Collaborate with community organizations Evaluation and Continuous Improvement: Regularly evaluate the effectiveness of PBIS practices and interventions. Use evaluation findings to make data-driven decisions and improvements to the PBIS framework. Ensure ongoing fidelity and sustainability of PBIS implementation. (Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)			
2.2	Assemblies to support the school's curriculum and culture. The assemblies should include one or more of the following components; Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom. Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees. Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams. Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students. Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or	All Students		$2000 Title I 5800 Prof and Operating/Consultants Assemblies for students

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

Annual Review

SPSA Year Reviewed: 2024-25

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CA Dashboard - Chronic Absenteeism	The 2023-24 Chronic Absenteeism rate will decline by 5% from 48.4% to 43.4%.	2024 CA Dashboard – Chronic Absenteeism Indicator: The All-Student group performed in the orange band, with 46.3% of students chronically absent — a decrease of 2.1% from the previous year, as reported on the 2024 CA Dashboard.
CA Dashboard - Suspension Rate	The 2023-24 Suspension rate will decline by 5% from 17.5% to 12.5%.	2024 CA Dashboard – Suspension Indicator: The All-Student group performed in the orange band, with 16.5% of students suspended at least one day — a decrease of 1% from the previous year.
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2024-2025 Local Data: Tier 1 TFI Score _95__% Tier 2 TFI Score _95__% Tier 3 TFI Score _95__%	2024-2025Local Data: Tier 1 TFI Score _90_% Tier 2 TIF Score _92_% Tier 3 TIF Score _79_%
PBIS Recognition	Gold for the 2024-2025 School Year	[silver] for the 2024-2025 School Year

Analysis

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

The local diagnostic test (i-Ready Diagnostic Screener) which serves as a benchmark for the Beginning of the Year (BOY) and Mid-Year (MOY) indicated marginal academic growth. However the end of the year (EOY) is omitted due to

the May 2025 timeline. It was through the ongoing implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, that Delta Sierra Middle School would show a 5% increase in proficiency on the following universal measures in English Language Arts:

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

During Quarter 3, teachers and staff participated in the Mid-year Instructional Analysis to determine student achievement levels based on data sources from the state, district, and school. The Mid-Year Instructional Analysis took place over 2 Professional Learning Community - PLC on January 22, 2025, during Faculty/Staff meeting and in Department Meeting on January 29, 2025. Teachers reviewed data sources from I-Ready, Reading Inventory, Grade Distribution Reports, Student Survey/Staff Survey, discipline distribution reports, student progress reports, attendance reports, and Panorama Survey data. Progress was made in the growth reports in I-Ready in particular. Teachers focused on teaching essential standards and helping students to document their learning using multiple sources of information. In measuring the SPSA, the overall articulated goal was not fully implemented as measured by the current year's CAASPP due to a change by the Lodi Unified School District for submitting the School Plan for Student Achievement - SPSA for Title 1 Schools for the 2025-2026, School Year to the Board of Education for approval in June 2025. This change has resulted in the omission of data from the April 2025 administration of the Smarter Balanced Assessment - SBA (and the CAA for students with exceptional needs) which School Plan for Student Achievement (SPSA) Page 8 of 54 Delta Sierra Middle School gets reported in August 2024, and thus, is not available for consideration in the academic analysis of the school. Delta Sierra Middle School is a participant in the Multi-Tiered System of Support - MTSS Cohort 1 to establish baseline data metrics.

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

Differentiated Assistance: With the assistance of support staff and targeted intervention, English Learners, students with disabilities, and students experiencing homelessness will show growth in college and career readiness, math and ELA. Students experiencing homelessness will also show improvement in suspensions and chronic absenteeism.

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

Based on the School Climate Survey from December 2024, there were 3 parent/guardians from Delta Sierra Middle School that responded to the District's survey. This represents a significant need for obtaining parental input. Steps that have been taken to increase parent involvement has been during Back to School & Title 1 Parent Information Night as well as Open House. The importance of parents to complete the surveys has been stressed and the link has been provided to encourage parent/guardians to complete.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LUSD School Climate Survey	3 parent/guardians completed the survey in December 2024	Expected increase of 17
LCAP Survey	LCAP Survey: 13 parents took Survey with the CCEIS Program during Open House on April 18, 2024	Increase completion of LUSD LCAP Survey related to Family/School Connectivity by 50 parents to reach the goal of 57 parent responders based on 2024
Back to School & Title 1 Parent Information Night Sign in Log	Back to School & Title 1 Parent Information Night Sign in Logs:	Use manual Counter to count all attendees for Back to School & Title 1 Parent Information Night: Increase by 30 people
Open House Sign in Log	Open House Sign in Log:	Use manual Counter to count all attendees for Open House: Increase by 20 people
Lunch on the Lawn Sign in Log	Lunch on the Lawn Sign in Log:	Use manual Counter to count all attendees for Lunch on the Lawn: Increase by 20 people

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	School-Community Organized Events/Activities Throughout the school year, there will be organized activities such as parent-teacher conferences, workshops, educational and social parent/student events, ELAC and SSC meetings, and volunteer opportunities to facilitate parent participation in the school community.	All Students	
3.2	Communication Dedicated to fostering clear and effective communication with parents, we will provide regular updates and important information through various channels, including flyers, email newsletters, parent portals, and mobile apps. Communication will include school events, academic progress, and important announcements. In addition, we encourage ongoing dialogue about students' individual needs and achievements to ensure they receive the best support.	All Students	
3.3	Increase meaningful parent involvement of English Learner (EL) families by fostering relationships, reducing barriers, and providing culturally and linguistically inclusive opportunities. Culturally Inclusive Family Workshops – Host interactive workshops on navigating the school system, supporting student learning at home, and understanding EL programs. Offer sessions at convenient times with childcare and food provided. "Parent Cafés" & Listening Circles – Organize informal gatherings where EL parents can share their experiences, voice concerns, and collaborate on school initiatives in a welcoming, culturally affirming space. Parent Leadership & Advocacy – Offer leadership training and opportunities for EL parents to serve on advisory committees (e.g., ELAC/DELAC) to amplify their voices in school decision-making. Flexible Volunteering Opportunities – Create accessible volunteer roles that accommodate different schedules, skill sets, and language abilities to encourage participation.	English Learner	$3000 Title I: Parent Involvement 4325 Food For Meetings Lite refreshments

3.4	Student-Led Family Engagement Events – Encourage student-led events, such as multilingual literacy nights or cultural celebrations, to create a comfortable and engaging atmosphere that fosters parental participation. Home-School Partnerships – Develop a system where teachers and staff make personal outreach efforts (phone calls, home visits, etc.) to build relationships and provide guidance on how parents can support their child's education. ELAC - Establish a class for parents of EL to learn how to use technology such as Aeries, cell phones to access the school newsletter, Google Classroom, and school activities. Hold parent information sessions for parents to visit the College and Career Center, school library, and classes to learn about goals and services for themselves and their student.	All Students	$960 Title I: Parent Involvement 4300 Materials supplies

Annual Review

SPSA Year Reviewed: 2024-25

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Survey Back to School & Parent Involvement Night Sign in Logs	Increase Parent Survey participation to 15% Completers Back to School & Title 1 Parent Information Night - Increase Sign in by using a counter	Increase completion of LUSD LCAP Survey related to Family/School Connectivity by 50 parents to reach the goal of 57 parent responders Sign in Logs from Back to School & Title 1 Parent Information Night totaled:

Analysis

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

The overall articulated goal was not fully implemented due to a change by the Lodi Unified School District for submitting the School Plan for Student Achievement - SPSA for Title 1 Schools for the 2025-2026, School Year to the Board of Education for approval by June 2025. This change has resulted in the omission of data from the last parent involvement activity during 8th Grade Promotion on May 30, 2025.

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

No major differences between the intended implementation and the budgeted expenditure. The last two scheduled parent activities planned for the 2024-2025 school year are Open House (Thursday, May 1,2025) and 8th Grade Promotion on May 30, 2025 will allow for remaining fund expenditures.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

ATSI Additional Targeted Support and Improvement
The Chronic Absenteeism and Suspension rates of our students identifying as Two or More Races will align with those of the overall student population.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

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

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

Students of Two or More Races performed in the red category as reported by the 2024 CA Dashboard.

CDE CA Dashboard Data for the 2023-2024 school year indicates that Delta Sierra Middle School overall performance was in the Red Orange in each of the following indicators: Two or More Races. All services in the School Plan for Student Achievement will be geared toward improving the academic performance of all students & our targeted subgroups for ATSI including English Learners and Two or More Races.

Based upon the California School Dashboard state indicators, Delta Sierra Middle School has been identified for. Additional Targeted Support and Improvement ATSI. The following subgroups, Two or more races entered ATSI due to meeting the criteria based on Two or more races: suspension(red) and attendance (red) as reported on the 2024 CA Dashboard release. In order to move the performance levels on each of the indicators for our qualifying students, it is necessary to address the needs of students, staff, and the school community. The school needs will be addressed through Two or More Races through tutoring, intervention classes, para educator support in core classes, Co-Teaching Instructional Model support, conflict mediation, counseling groups, On Campus Intervention, and Mental Health counseling. Delta Sierra Middle School's professional development will include the site-based Co-Teaching Instructional Model, AVID, MTSS and PBIS, Social Emotional Learning, English Learners, and accountability systems to ensure all students are provided with the opportunity to work towards mastery of grade-level standards in a safe, engaging and nurturing school environment.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: Suspension Rate	2024 CA Dashboard – Suspension Indicator: The All-Student group performed in the orange band, with 16.5% of students suspended at least one day — a decrease of 1% from the previous year. 2024 CA Dashboard – Suspension Indicator: Students of Two or More Races performed in the red band, with 25% of students suspended at least one day — an increase of 5% from the previous year.	2025 CA Dashboard – Suspension Indicator: The All-Student group will perform in the yellow band, with a decrease of 3% or more in the percentage of students suspended at least one day, as reported on the 2025 CA Dashboard. 2025 CA Dashboard – Suspension Indicator: Students of Two or More Races will perform in the orange band, with a decrease of 5% students suspended at least one day.
CA Dashboard: Chronic Absenteeism	2024 CA Dashboard – Chronic Absenteeism Indicator: The All-Student group performed in the orange band, with 46.3% of students chronically absent — a decrease of 2.1% from the previous year, as reported on the 2024 CA Dashboard. 2024 CA Dashboard – Chronic Absenteeism Indicator: Students of Two or More Races performed in the orange band, with 48.7% of students chronically absent — a decrease of 1.3% from the previous year, as reported on the 2024 CA Dashboard.	2025 CA Dashboard – Chronic Absenteeism Indicator: The All-Student group will achieve yellow performance by reducing the chronic absenteeism rate by 3% or more, as reported on the 2025 CA Dashboard. 2025 CA Dashboard – Chronic Absenteeism Indicator: The All-Student group will maintain orange performance by reducing the chronic absenteeism rate by 14% or more, as reported on the 2025 CA Dashboard.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Provide time cards to provide to teachers, staff, in the School-wide ATSI efforts. These include but are not limited to the development of an Instructional Hub; a Co-Teaching Instructional Model, Intervention Programs, English Learners Program, Mentoring Programs,	Two or More Races	$500 Title I 1920 Other Cert Temp supplemental planning
4.2	Provide timecards to teachers/staff for Supplemental Tutoring & Intersession, and for teachers/staff to learn how to use Classroom Kits for STEM, AVID, and PBIS School P.R.I.D.E school-wide expectations.	5 teachers to serve 15 students each for a total of 75 students	$1500 Title I 1120 Teacher Temp timecards

Annual Review

SPSA Year Reviewed: 2024-25

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CA Dashboard - Chronic Absenteeism All Students English Learners Two or More Races	Delta Sierra school will reduce the chronic absenteeism rate by 5% for the following student groups: 1. All students- 48.4%- 43.4% (Orange to Yellow) 2. English Learners- 46.4% - 41.4% (Red to Orange) 3. Two or More Races- 50%- 45% (Red to Orange)	2024 CA Dashboard – Suspension Indicator: The All-Student group performed in the orange band, with 16.5% of students suspended at least one day — a decrease of 1% from the previous year. 2024 CA Dashboard – Suspension Indicator: Students of Two or More Races performed in the red band, with 25% of students suspended at least one day — an increase of 5% from the previous year.
CA Dashboard - Suspension Rate All Students English Learners Two or More Races	Delta Sierra school will reduce the Suspension rate by 5% for the following student groups: 1. All students- 17.5%- 12.5% (Orange to Yellow) 2. English Learners- 15.3% - 10.3% (Red to Orange) 3. Two or More Races- 20%- 15% (Orange to Yellow)	2024 CA Dashboard – Suspension Indicator: The All-Student group performed in the orange band, with 16.5% of students suspended at least one day — a decrease of 1% from the previous year. 2024 CA Dashboard – Suspension Indicator: Students of Two or More Races performed in the red band, with 25% of students suspended at least one day — an increase of 5% from the previous year.
English Language Arts CAASPP (distance from standard) * All Students English Learners	The 2024 CA Dashboard will demonstrate a decrease in distance from standard in English Language Arts for the following groups: 1. All students will increase by one performance band: from Red to Orange and a minimum of 3 points. 2. English Learner students will increase by one performance band: from Red to Orange and a minimum of 3 points.	All Students were [orange] on the 2024 California Dashboard. This was [78] points below standard. English Learners were [orange] on the 2024 California Dashboard. This was [92.1] points below standard.
Mathematics CAASPP (distance from standard) All Students English Learners	The 2024 CA Dashboard will demonstrate a decrease in distance from standard in Mathematics for the following groups:	All Students were [orange] on the 2024 California Dashboard for Mathematics. This was [136.4] points below standard

Metric/Indicator	Expected Outcomes	Actual Outcomes
	1) All students will increase by one performance band: from Red to Orange and a minimum of 3 points. 2) English Learner students will increase by one performance band: from Red to Orange and a minimum of 3 points.	English Learners were [orange] on the 2024 California Dashboard for Mathematics. This was [157.4] points below standard.
English Language Proficiency Indicator ELPI	Increase the proficiency levels by one level, from Orange to Yellow (2 percentage points) as measured by the ELPI on the 2024 CA Dashboard.	50% made progress towards English language proficiency, increasing by 3.5% and performing green as reported by the 2024 CA Dashboard.

Analysis

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

To support the articulated ATSI goal, the school implemented a comprehensive Professional Learning Community (PLC) model, providing structured and ongoing professional development for both certificated and classified staff. The training model included 9 hours of Faculty/Staff Meetings, 9 hours of Interdisciplinary Team Meetings, 9 hours of Department Meetings, 13 hours of Common Planning Time, and 14 hours of District-provided Professional Development during Teacher Pre-Service. Additionally, staff completed an estimated 4-6 hours of Keenan online compliance and safety training.

The structured approach ensured consistent collaboration across grade levels and departments, promoting data-driven instruction, targeted interventions, and shared best practices aligned to the school's improvement goals. The combination of PLC time, district training, and Keenan modules strengthened instructional practices and supported a cohesive, school-wide focus on improving student outcomes. Overall, the implementation of these activities was effective in fostering a culture of continuous improvement and aligning staff efforts with the ATSI plan objectives.

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

While the school successfully implemented the Professional Learning Community (PLC) model through scheduled Faculty/Staff Meetings, Interdisciplinary Team Meetings, Department Meetings, Common Planning Time, and District-provided Pre-Service training, a significant difference emerged between the intended and actual implementation of additional professional development. Specifically, the school faced challenges in providing the full scope of planned professional development opportunities due to a district-wide shortage of substitute teachers. This limited the ability to release teachers during the instructional day for supplemental trainings that were originally budgeted and intended to deepen instructional practices and intervention strategies. As a result, while foundational PLC structures were maintained, the lack of substitute coverage impacted the frequency and depth of additional targeted professional development sessions.

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.

Based on the analysis, no major changes will be made to the articulated goal, annual outcomes, or metrics, as the professional development activities have been effective in supporting measurable progress. However, to address challenges related to substitute shortages, the school will continue to refine the delivery of professional development by maximizing embedded professional learning opportunities during existing meeting structures, such as PLCs, common planning time, and staff meetings. These adjustments aim to ensure ongoing capacity-building. These activities can be found in Goal 1 and 4.

Goals, Strategies, & Proposed Expenditures

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$113,683.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$113,683.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$109,723.00
Title I: Parent Involvement	$3,960.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $113,683.00

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

State or Local Programs	Allocation ($)
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $113,683.00

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

Expenditures by Funding Source

Funding Source	Amount
Title I	109,723.00
Title I: Parent Involvement	3,960.00

Expenditures by Budget Reference

Budget Reference	Amount
1103 Prep Period Teacher 120%	45,060.00
1120 Teacher Temp	4,500.00
1920 Other Cert Temp	500.00
2120 Para Temp	5,000.00
2920 Other Class Temp	3,207.00
3000 Benefits	15,744.00
4300 Materials	29,160.00
4325 Food For Meetings	3,000.00
5800 Prof and Operating/Consultants	4,512.00
5872 Field Trips	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1103 Prep Period Teacher 120%	Title I	45,060.00
1120 Teacher Temp	Title I	4,500.00
1920 Other Cert Temp	Title I	500.00

2120 Para Temp	Title I	5,000.00
2920 Other Class Temp	Title I	3,207.00
3000 Benefits	Title I	15,744.00
4300 Materials	Title I	28,200.00
5800 Prof and Operating/Consultants	Title I	4,512.00
5872 Field Trips	Title I	3,000.00
4300 Materials	Title I: Parent Involvement	960.00
4325 Food For Meetings	Title I: Parent Involvement	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	102,723.00
Goal 2	5,000.00
Goal 3	3,960.00
Goal 4	2,000.00

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:

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Brad Watson	Principal
Kyle Toledo	Classroom Teacher
Israel McIntosh	Classroom Teacher
Sharon Ramos	Classroom Teacher
Fernando Garcia Hernandez	Classroom Teacher
Alex Trujillo	Other School Staff
Marilyn Canha	Secondary Student
Garcia Moua	Secondary Student
McKenzie Vang	Secondary Student
Monica Flores	Parent or Community Member
Alayna Green	Parent or Community Member
Shatrice Austin	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:

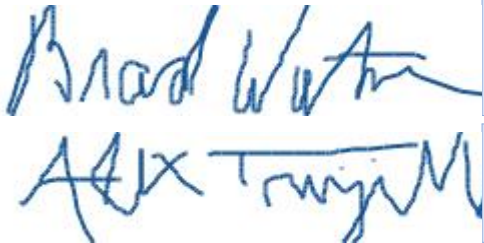| Signature	Committee or Advisory Group Name
Anz canales	English Learner Advisory Committee

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 April 28, 2025.

Attested:

Signature	
Brad Watson	Principal, Brad Watson on 04-28-2025
Alex Trujillo	SSC Chairperson, Alex Trujillo on 04-28-2025