

# 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
Morada Middle School	3968586042196	May 6th, 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 Morada 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 Morada 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 25 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.

Students of Two or More Races at Morada Middle School are experiencing elevated rates of chronic absenteeism (26.7%) and suspension (19.1%), as indicated by the 2024 California School Dashboard. These data points highlight potential resource gaps that may be impacting this student group's engagement and overall school experience. Contributing factors may include limited access to extracurricular activities that foster belonging, challenges with consistent home-school communication, and a need for more proactive, relationship-centered behavioral supports. Staffing constraints and barriers to early intervention may also limit the school's ability to fully address the unique needs of this group. Addressing these areas with targeted, inclusive strategies can help ensure that all students are supported in a safe, engaging, and equitable learning environment.

## 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 a review of the 2024 California School Dashboard, several indicators at Morada Middle School demonstrate a need for focused improvement.

English Language Arts is performing in the orange performance level, with students scoring an average of 40.4 points below standard. Although performance was maintained compared to the previous year, scores remain well below proficiency, indicating a continued need for strengthened instructional practices and academic support.

The Suspension Rate is in the orange performance level, with 13.5% of students suspended at least one day. While there was a slight decrease, the rate remains elevated and indicates a need to strengthen positive behavior supports and school climate initiatives.

Efforts to address these gaps include data-driven instructional planning and small group interventions based on quarterly assessments. These performance levels highlight the importance of continued focus on high-quality instruction, student engagement strategies, and tiered systems of support to improve outcomes across academic and engagement indicators.

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.

A review of the 2024 California School Dashboard reveals several indicators at Morada Middle School that are performing in the red or orange performance levels, signifying areas in need of targeted improvement.

#### Chronic Absenteeism – Yellow (All Students)

The schoolwide chronic absenteeism rate is 24.8%, with the following subgroups in the Red:

- White (36.4%)
- Long-Term English Learners (29.4%)
- Students with Disabilities (36%)
- Several additional groups, including African American, Filipino, and Two or More Races, are in the Orange. The school is enhancing attendance monitoring and family outreach, while also exploring ways to increase engagement through community-building and enrichment opportunities.

#### Suspension Rate – Orange (All Students), with a Red Subgroup

The overall suspension rate is 13.5%, with Two or More Races performing in the Red (19.1%).

To address this, the school is expanding its use of restorative practices and strengthening PBIS structures to proactively support student behavior and reduce exclusionary discipline.

# 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), Morada 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 increase 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
- 7- 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 California School Dashboard and local data, Morada Middle School shows significant areas in need of improvement, particularly in academic performance and student engagement. English Language Arts (ELA) performance fall in the orange performance category, respectively, with several student groups—African American students, English Learners (ELs), Long-Term English Learners (LTELs), and Students with Disabilities—performing in the red category in both English Language Arts and Mathematics. In Mathematics, Students with Disabilities scored an average of 171.4 points below standard, while LTELs and ELs scored 167.4 and 131.8 points below standard, respectively. Chronic absenteeism remains an issue, especially among Students with Disabilities, LTELs, and White students, who fall into the red performance band with rates over 29%. Suspension rates are also high, with the “Two or More Races” student group in the Red category and seven additional groups in Orange.

To address these gaps, the school has prioritized the need to clearly monitor and communicate both short- and long-term goals (related to Four Domains Practice 1.2), as well as to engage students and families while removing barriers to learning (Practices 4.3 and 3.3). The school is working to enhance communication, improve alignment between home and school expectations, and involve families more meaningfully. Additionally, addressing staffing challenges and improving data-driven goal setting and monitoring processes will be essential to removing learning barriers and supporting targeted student groups. These steps are aimed at fostering a more inclusive environment and closing persistent performance gaps across student populations.

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	<p>All Students were Orange on the 2024 California Dashboard. This was 40.4 points below standard.</p> <p>English Learners were Red on the 2024 California Dashboard. This was 85 points below standard.</p>	<p>All Students: The All-Student group will achieve performance in the yellow band by decreasing the distance from standard by at least 3 points—improving from 40.4 points below standard to 37.0 points below standard or better in English Language Arts.</p> <p>English Learner Students: English Learners will move into the orange performance band by decreasing the distance from standard by at least 3 points—improving from 85 points below standard to 82.0 points below standard or better in English Language Arts.</p>
CAASPP English Language Arts	<p>During the 2023-2024 school year, 35.51 % of 7th- 8th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA.</p> <p>During the 2023-2024 school year, 3.91 % of 7th-8th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in ELA.</p>	<p>During the 2024-2025 school year, 40% of 7th- 8th-grade students will meet/exceed standards on CAASPP/SBAC Assessments in ELA.</p> <p>During the 2024-2025 school year, 8.91 % of 7th- 8th-grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in ELA.</p>
iReady MOY ELA Assessment	<p>During the 2024-2025 school year, 29.27 % of 7th- 8th-grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p> <p>During the 2024-2025 school year, 2.48 % of 7th- 8th-grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p>	<p>During the 2025-2026 school year, 35% of 7th-8th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p> <p>During the 2025-2026 school year, 8 % of 7th-8th grade English Learner students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p>
CAASPP Mathematics	<p>During the 2023-2024 school year, 22.45% of 7th-8th grade students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.</p> <p>During the 2023-2024 school year, 2.96 % of 7th-8th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.</p>	<p>During the 2024-2025 school year, 27.45 % of 7th- 8th-grade students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics.</p> <p>During the 2024-2025 school year, 8 % of 7th- 8th-grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics.</p>
iReady MOY Mathematics Assessment	<p>During the 2024-2025 school year, 25.16 % of 7th-8th grade students performed at or above on the Middle of</p>	<p>During the 2025-2026 school year, 30% of 7th-8th grade students will perform at or above on the Middle of</p>



	<p>the Year (MOY) iReady Universal Screener in Mathematics.</p> <p>During the 2024-2025 school year, 3.73 % of 7th- 8th-grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p>	<p>the Year (MOY) iReady Universal Screener in Mathematics.</p> <p>During the 2025-2026 school year, 9% of 7th-8th grade English Learner students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p>
California Dashboard: Mathematics	<p>All Students were Yellow on the 2024 California Dashboard for Mathematics. This was 84 points below standard.</p> <p>English Learners were Red on the 2024 California Dashboard for Mathematics. This was 131.8 points below standard.</p>	<p>2025 California Dashboard – Mathematics Performance Goals</p> <p>All Students: The All Student group will perform in the Yellow performance band by decreasing the distance from standard by 3 or more points, improving from 84 points below standard to 79 points below standard or better.</p> <p>English Learners: English Learners will move into the Orange performance band by decreasing the distance from standard by 3 or more points, improving from 131.8 points below standard to 127 points below standard or better.</p>
8th Grade California Science Test CAST	<p>During the 2023-2024 school year, 23.57 % of 8th grade students met or exceeded standards on CAST Assessment in Science.</p> <p>During the 2023-2024 school year, 2.07 % of 8th grade English Learner students met or exceeded standards on CAST Assessment in Science.</p>	<p>During the 2024-2025 school year, 28% of 8th-grade students will meet/exceed standards on the CAST Assessment in Science.</p> <p>During the 2024-2025 school year, 5 % of 8th-grade English Learner students will meet/exceed standards on the CAST Assessment in Science.</p>
California Dashboard: Science	<p>All Students: No Performance Color in 2024</p> <p>This was 18.1 points above/below standard.</p> <p>English Learners: No Performance Color in 2024.</p> <p>This was 27.2 points above/below standard.</p>	<p>All Students will perform Yellow and at/above 13 points below standard on the 2025 California Dashboard for Science.</p> <p>English Learners will perform Orange and 22 points below standard on the 2025 California Dashboard for Science.</p>
California Dashboard: English Learner Progress Indicator	<p>63.3 % made progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.</p>	<p>68.3 % will be making progress towards English language proficiency as demonstrated by the 2025 CA Dashboard.</p>

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Professional Development: Strengthening Instructional Practices through Visible Learning and PLCs:</p> <p>Implement ongoing professional development focused on Visible Learning to strengthen the classroom instruction across all content areas. Teachers will engage in collaborative planning and lesson design that emphasizes clear learning intentions, success criteria, and formative assessment practices. This work will build teacher clarity, promote student ownership of learning, and improve overall instructional effectiveness.</p> <p>Professional development will also incorporate the PLC model to support data-driven collaboration, alignment of instructional practices, and continuous improvement through shared inquiry.</p>	All Students	
1.2	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies:</p> <p>Ensure students have access to supplemental books, duplicating services, study trips, assemblies, and software licenses to support instruction aligned with Common Core standards and interventions.</p> <p>Books, Duplicating, Software Licenses, AVID Supplies Quizzizz-Math Gimkit-ELA/ELD Choral Tracks-music RAZ kids for SDC Quizlet Plus for ELA and ELD Class novels Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions.</p> <p>STEAM/STEM materials and mathematics manipulatives to support instruction and increase student interaction and student engagement to improve student achievement in math. Instructional lab supplies and materials for science and STEAM to supplement hands-on learning in science. 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. Colored folders, binders, paper, highlighters, 3 x5 cards, notebooks(spiral/composition), pencils, erasers, glue sticks, metric rulers, post-its, pens(red/blue), scissors, dividers, calculators, pencil pouches,</p>	All Students	<p>\$40,988</p> <p>Title I</p> <p>4300 Materials</p> <p>AVID and Science supplies</p> <p>\$15,000</p> <p>Title I</p> <p>5875 Technology Licenses</p> <p>Purchase technology licenses to enhance the learning environment.</p> <p>\$2,000</p> <p>Title I</p> <p>5715 Print Shop</p> <p>AVID and VL Classroom Resources</p> <p>\$800</p> <p>Title I</p> <p>4328 Warehouse Supplies</p> <p>Paper</p> <p>\$1,000</p> <p>Title I</p> <p>4200 Books</p> <p>Books for classroom or library.</p>

	<p>small bag to carry supplies. Copy paper for AVID note-taking and supplemental assignments.</p> <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.</p>		
<b>1.3</b>	<p><b>MTSS (Multi-Tiered System of Supports) Collaboration</b></p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to intervention and instruction. Some key activities that may occur during MTSS collaboration time include:</p> <p><b>Data Review and Analysis:</b> Educators examine student data to identify patterns, trends, and areas of need across academic, behavioral, and social-emotional domains. This analysis informs decision-making for tiered interventions.</p> <p><b>Progress Monitoring:</b> Teams review progress monitoring data to assess the effectiveness of current interventions and determine if adjustments are needed to support student growth.</p> <p><b>Problem-Solving Discussions:</b> Educators engage in collaborative problem-solving to address challenges faced by students within the MTSS framework. This involves brainstorming strategies, sharing expertise, and leveraging resources to support student success.</p> <p><b>Curriculum Planning and Differentiation:</b> Teams collaborate to align curriculum with intervention goals, ensuring that instruction is differentiated to meet the diverse needs of students across tiers of support.</p> <p><b>Professional Learning and Development:</b> Educators participate in professional development sessions focused on evidence-based practices, intervention strategies, and data-driven decision-making within the MTSS framework.</p> <p><b>Professional Development: Strengthening instructional Practices through Visible Learning and PLCs</b></p> <p><b>Parent and Community Engagement Planning:</b> Teams discuss strategies for involving parents and community stakeholders in supporting student success within the MTSS model, including communication strategies and outreach efforts.</p>	All Students	<p><b>\$25,000</b> Title I 1150 Teacher Sub Substitute teachers for Professional Development and Peer Observation</p> <p><b>\$6,322</b> Title I 3000 Benefits Substitute teachers for Professional Development and Peer Observation</p> <p><b>\$1,000</b> Title I 1120 Teacher Temp</p> <p><b>\$500</b> Title I 3000 Benefits</p> <p><b>\$2,000</b> Title I 5220 Conference Provide opportunities for teachers to attend conferences.</p> <p><b>\$500</b> Title I 5210 Mileage Cover mileage to and from conferences.</p>

	<p>Implementation Review and Reflection: Educators reflect on the implementation of interventions, sharing successes and challenges and refining strategies based on ongoing feedback and evaluation.</p> <p>Collaborative Team Meetings: Grade-level or subject-specific teams come together to coordinate efforts, share insights, and align interventions to ensure continuity and coherence in support provided to students.</p> <p>Compile &amp; Review Key Data – Analyze I-Ready Diagnostic results (BOY, MOY, EOY), SBA scores, and all relevant data to inform the Mid-Year Instructional Analysis.</p> <p>Conduct Peer Observations – Teachers will engage in structured classroom visits to observe instructional strategies, provide feedback, and refine best practices.</p> <p>Collaborative Reflection &amp; Growth – Educators will analyze observations, discuss effective teaching techniques, and implement evidence-based strategies to enhance student learning.</p> <p>Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains. (During the contracted school day)</p> <p>District Initiative Professional Developments Include: iREADY, ELD Trainings Site-Based Initiative Professional Developments Include: ELA collaboration days, Math collaboration days, Science collaboration days</p> <p>Resource Allocation and Coordination: Teams discuss resource allocation, including staffing, materials, and technology, to optimize support for students at different tiers of the MTSS framework.</p> <p>Documentation and Record-Keeping: Educators maintain detailed documentation of interventions, progress monitoring data, and outcomes to ensure accountability and inform future decision-making.</p> <p>Teachers will attend conferences to enhance their professional growth, stay informed about current educational trends, and connect with peers. These events offer valuable opportunities to learn new strategies, explore innovative tools, and reflect on best practices. By participating, teachers can improve their effectiveness in the classroom and bring fresh ideas back to their schools.</p>		
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1.4	ELD instruction: Ensure that students are provided 30 minutes of designated EL instruction on a consistent basis.	English Learner	
1.5	Instructional Support: District ELD Coaches will provide support to classrooms teachers of EL Students.	English Learner	
1.6	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 Learner	
1.7	<p>Educational Assemblies to support the school's curriculum and culture.</p> <p>The assemblies should include one or more of the following components:</p> <p>Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom.</p> <p>Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees.</p> <p>Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams.</p> <p>Addressing Important Topics: The 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.</p> <p>Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills.</p> <p>Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel.</p> <p>Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through</p>	All Students	

	storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.		
<b>1.8</b>	<p>Study Trips Supplementing Grade-Level Core Curriculum:</p> <p>Study trips to supplement grade-level core curriculum is to provide students with experiential learning opportunities that deepen their understanding of academic concepts and enrich their educational experiences. The following activities outline the framework for these study trips: Education-based or college experiences.</p> <p>Pre-Trip Preparation: Educators plan and prepare students for the study trip by aligning the objectives with grade-level core curriculum standards.</p> <p>Curriculum Integration: Study trips will be carefully designed to integrate with the core curriculum of each grade level. Hands-On Learning Experiences: Students will engage in hands-on activities, experiments, or demonstrations during the trip that complement classroom learning.</p> <p>Guided Exploration: Educators will facilitate guided exploration of the study trip location, pointing out relevant connections to classroom topics and encouraging students to make observations and ask questions.</p> <p>Interdisciplinary Connections: Study trips may incorporate interdisciplinary connections by exploring how different subject areas intersect in real-life settings.</p> <p>Reflective Activities: After the trip, students will participate in reflective activities such as journaling, group discussions, or presentations to process their experiences and make connections to the core curriculum.</p> <p>Skill Development: Study trips will provide opportunities for students to develop essential skills such as critical thinking, communication, collaboration, and problem-solving in authentic settings.</p> <p>Follow-Up Learning: Educators will incorporate follow-up activities and assessments back in the classroom to reinforce learning from the study trip and assess its impact on student understanding and retention of core curriculum concepts.</p>	All Students	<p>\$2,000 Title I 5712 Transportation To and from study trips. \$1,000 Title I 5872 Field Trips Entrance fees.</p>
<b>1.9</b>	Incentivizing iReady Math Participation:	All Students	

	<p>Implement a schoolwide recognition system to reward students for completing additional iReady Math lessons beyond required benchmarks.</p> <p>Offer weekly or monthly incentives—such as certificates, prize drawings, or access to special activities—for students demonstrating consistent effort and growth in iReady Math.</p> <p>Integrate class-wide goals and celebrations to encourage a positive and motivating culture around math practice and skill-building.</p>		
<b>1.10</b>	<p><b>EL Support Strategies:</b></p> <p>Provide translation earbuds/devices to support real-time language access for English Learners during instruction.</p> <p>Utilize bilingual paraprofessionals in core content classes to offer targeted academic and language development support.</p> <p>Implement Rosetta Stone as a supplemental language acquisition tool to strengthen foundational English language skills for newcomers and developing English Learners.</p>	EL Students-Newcomers	<p>\$3,000 Title I 4400 Equipment (\$500-\$9,999) Translating system for newcomers.</p>
<b>1.11</b>	<p><b>After-School Interventions:</b> Certificated and Classified staff to provide targeted academic support and enrichment activities that foster students' language proficiency, reading comprehension, writing skills, and overall literacy development. These interventions aim to address specific learning needs identified during regular school hours, ensuring that all students have equitable access to resources and strategies that promote academic success.</p>	All Students	<p>\$14,000 Title I 1120 Teacher Temp After school tutoring timecard. \$3,170 Title I 3000 Benefits</p>
<b>1.12</b>	<p>Provide supplemental instruction and labs to our SDC students monthly. Introduce grade level labs and instruction via our science teacher.</p>	SDC students	<p>\$1,000 Title I 1120 Teacher Temp Time card for SDC science lessons \$251 Title I 3000 Benefits</p>
<b>1.13</b>	<p><b>Collaboration with District Coaches:</b> Work alongside District Coaches to develop and implement effective literacy interventions.</p> <p>Clarity &amp; Visible Learning (John Hattie) in Math – Enhancing instructional effectiveness through evidence-based strategies.</p> <p>Measuring Student Learning (MSLP) – Aligning standards to assess student progress, starting with math and expanding into other content areas this year, including science, social studies, and ELA.</p>	All Students	\$0



	Train the trainer model is used to support students with the content based on Ensemble Learning for ELL Support –equip educators with strategies for supporting English Language Learners.		
1.14	<p>Technology Supporting Core Instruction: Technology to support core instruction involves a variety of activities aimed at enhancing teaching effectiveness, student engagement, access, and learning outcomes across academic subjects.</p> <p>Purchase additional Promethean Boards to supplement instruction and increase student engagement.</p>	All Students	\$0

## 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
7th-8th Grade CAASPP ELA Assessment	During the 2023-2024 school year, 42% of 7th & 8th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA. Grade 7- 45 % Grade 8- 40%	During the 2023-2024 school year, 35.51 % of 7th- 8th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA. Which was a gain of 1% from the prior year.
California Dashboard: ELA	The ALL-student group as demonstrated on the 2024 CAASPP The dashboard report will increase by 5 points towards standard. Currently at 39.9 points from standard. The performance color for the ALL student group will move from orange to yellow.	All Students were Orange on the 2024 California Dashboard. This was 40.4 points below standard.
I Ready MOY ELA Assessment	During the 2024-2025 school year, 31% of 7th & 8th grade students will perform at or above on the Middle of the Year (MOY) I Ready Universal Screener in ELA. Grade 7- 30%	During the 2024-2025 school year, 29.27 % of 7th- 8th-grade students performed at or above on the Middle of the Year (MOY) I Ready Universal Screener in ELA.

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Grade 8- 32%	
7th - 8th Grade CAASPP Math	During the 2023-24 school year, 23% of 7th/8th grade students will meet or exceed the standards on CAASPP/SBAC Assessments in Math. Grade 7- 22% Grade 8- 24%	During the 2023-2024 school year, 22.45% of 7th-8th grade students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics. Which was still a gain of 2.62% from the prior year.
California Dashboard: Math	The ALL-student group as demonstrated on the 2024 CAASPP The dashboard report will increase by 5 points towards standard. Currently 89.3 points. The performance color for the ALL student group will move from orange to yellow.	All Students were Yellow on the 2024 California Dashboard for Mathematics. This was 84 points below standard.
I Ready Middle of the Year (MOY) Math Assessment	During the 2024-25 school year, 29% of 7th/8th-grade students will perform at or above on the Middle of the Year (MOY) I Ready Universal Screener in Math. Grade 7- 33% Grade 8- 24%	During the 2024-2025 school year, 25.16 % of 7th-8th grade students performed at or above on the Middle of the Year (MOY) I Ready Universal Screener in Mathematics.
California Science Test: CAST Science	During the 2023-2024 school year, 16% of 8th grade students will meet or exceed the state standards for science as demonstrated on the CAST assessment.	During the 2023-2024 school year, 23.57 % of 8th grade students met or exceeded standards on CAST Assessment in Science.
English Learner Progress Indicator reported by the California Dashboard	For the 2023-24 school year 64.7% of Morada Middle English Learners will make progress on the 2024 CA Dashboard	63.3 % made progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.
CAASPP EL	For the 2023-24 school year 8% of EL students will meet the ELA standard on the CAASPP.	During the 2023-2024 school year, 3.91 % of 7th-8th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in ELA.
California Dashboard-ELA	EL students group will demonstrate on the 2023-24 CA Dashboard will increase by 5 points in ELA on the CAASPP. EL students were 78.6 points from standard.	English Learners were Red on the 2024 California Dashboard. This was 85 points above/below standard.
California Dashboard-Math	EL students will demonstrate on the 2023-24 CA Dashboard will increase by 5 points in Math. Students were 103.3 points from the standard.	All Students were Yellow on the 2024 California Dashboard for Mathematics. This was 84 points below standard.

Metric/Indicator	Expected Outcomes	Actual Outcomes
i-Ready MOY ELA Assessment	During the 2024-25 school year 23% of EL students will perform at or above on the Middle of the Year (MOY) screener	During the 2024-2025 school year, 2.48 % of 7th- 8th-grade English Learner students performed at or above on the Middle of the Year (MOY) I Ready Universal Screener in ELA.
Professional Development Training, Meetings, and PLCs	95% of Certificated Staff will attend all PD, Meetings, and PLCs throughout the calendared work year as determined by sign-in sheets.	<p>Science all participated in a PLC day to discuss curriculum, pacing guides and teaching strategies.</p> <p>All math teachers participated in I Ready Training and PLC day to discuss curriculum, pacing guides and teaching strategies.</p> <p>ELA all participated in a 2 PLC days to discuss curriculum, pacing guides and teaching strategies.</p> <p>The only department that did not meet was the Social Studies department. Leadership team meet to discuss school wide practices and PBIS implantation.</p>
ELA-Professional Development	2 out of 2 Metrics will Meet or Exceed Expected Outcomes	0 out of 2 Metrics Met Expected Outcomes
Mathematics -Professional Development	0 out of 3 Metrics will Meet or Exceed Expected Outcomes	1 out of 3 Metrics Met Expected Outcomes

## Analysis

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

English- Teachers were provided release time to collaborate on best practices for targeted intervention strategies to address student learning. Teachers utilized data, specialists, and counselors to drive instruction to increase student academic success. In addition, common planning days/ department meetings were utilized for useful and effective teaching strategies. Licenses purchased for academic success included (Math) Quizzizz, (ELA/ELD) Gimkit and Quizlet Plus (Music) Choral and Tracks (SDC) Raz Kids. Other supplemental materials purchased were AVID materials for student organization, including colored folders, binders, binder paper, pencils, pens, erasers, glue, calculators, rulers, and small bags to carry supplies. Funding was provided to employ certified teachers to provide targeted academic and enrichment activities to support English proficiency, reading comprehension, and overall literacy to address the specific learning needs of students. Promethean boards were purchased to increase student engagement and enhance learning to supplement learning. Students had the opportunity to attend study trips that directly correlated with their academic learning. These trips consisted of pre- and post-observation and follow-up critical thinking discussions/ collaboration on the academic subject.

For the 2023-2024 school year, our goal was for all students' English proficiency to be at 42%, however, the outcome was at 35.51%. This was still an increase of 2% from the 22-23 school year. Our 7th grade students were at 36.2%, and our 8th grade students were at 34.57%

Math/ Science- Teachers were provided release time to collaborate on best practices for student engagement and learning. This time was utilized for them to collaborate on teaching strategies, intervention practice, and to work to tailor instruction to address diverse student needs. Data collection was also utilized to evaluate intervention effectiveness as well as further instructional improvement. Supplemental organizational materials were purchased and utilized for student academic organization. All teachers implemented the organizational component of AVID to support students academically. Duplicating services, software licenses, and supplemental books were used for Common Core math instruction. In addition, certified teachers provided extra math support that targeted academic and enrichment activities

aligned with the Common Core Standards. These supplements offered equitable access to students to promote mathematical success for students. For science, we provided monthly science with a lab instruction for our SDC students with a certified science teacher. We also purchased manipulatives and supplemental materials for our science department for students to have access to Common Core-aligned standards.

For the 2023-2024 school year, our goal in math for all students' to be at 23%, however, we barely fell short of that with 22.45%. Our goal for science was 16%, and we surpassed it with 23.57%, which is a gain of 12%.

ELL- For ELL, we provided students with bilingual paras who supported them in English and ELD classes, as well as pushing them into other academic subjects. Paraeducators also worked to communicate with parents. Programs purchased to support our ELL students, especially those new to the country, included Rosetta Stone software. The state adopted curriculum was utilized for our English Learners as well. ELA teachers met throughout the year consistently to collaborate on best practices to improve student academic success. After-school tutoring was provided for ELL students to increase reading levels and, in turn, move towards RFEP.

For the 2023- 2024 school year, our ELL goal was 8% and to decrease from 78.6% to 73.6% and from 4.27% to 8%. The ELL student did not meet the goal on the dashboard or ELA CAASPP scores. Although we did not make our goal, we did increase by 4%.

The science team all participated in a PLC Day to discuss curriculum, pacing guides, and teaching strategies. All math teachers participated in I Ready Training and PLC Day to discuss curriculum, pacing guides, and teaching strategies. ELA all participated in a 2 PLC to discuss curriculum, pacing guide, and teaching strategies. The only department that did not meet was the Social Studies department. The leadership team met to discuss school-wide practices and PBIS implementation.

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

For the 2025-2026 school year, the focus and metrics used for Goal 1 will be to achieve an increase in proficiency in English Language Arts using the 7th/8th grade i-Ready Universal Screener, CAASPP English Language Arts test, and 2024 California Dashboard.

All strategies for Goal 1 were successfully implemented. Teachers participated in collaboration sessions, classroom observations, and training. Weekly after-school ELA, ELD, math, and special education tutoring sessions were provided. Additionally, technology site licenses, library books, classroom materials, student supplies, and other necessary resources were ordered.

All strategies will remain the same, however, we will work to focus on which areas of i-Ready testing that is difficult for students and use this information to drive instruction. Differentiate STAR and i-Ready for a clearer determination of student skills.

For the 2023/24 school year, our goal was for all students' percent of proficiency to be at 42%, however, we only achieved 35.21%, which was an increase of 2.04% from the prior year. Our 7th-grade students met the goal with 36.62% of students met/exceeded, which was a decrease of 3.82%. The 8th grade students 34.57% met proficiency, which was an increase of 8.48%.

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

For the 2025-26 school year, the focus and metrics used for Goal 1 will be to achieve an increase in proficiency in English Language Arts using the 7th/8th grade i-Ready Universal Screener, CAASPP English Language Arts test, 2024 California Dashboard.

The differences between the Proposed Expenditures and Estimated Actual Expenditures for Goal 1: English Language Arts and Goal 2: Math and Science are minimal. In alignment with the School Plan for Student Achievement (SPSA), interventions and student achievement will continue to be supported through the ongoing implementation of the Multi-Tiered Systems of Support (MTSS) model in English Language Arts, Math, and Science.

Administration, teachers, and staff will continue to closely analyze data through the PLC process to set achievement goals and identify effective teaching practices and student needs in order to support the goals for ELA, Math, and Science. Any necessary adjustments and continued support will be reflected in the 2024-2025 SPSA under Goal 1: English Language Arts, Math, and Science.

# 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**

Morada will improve its tiered systems of support by strengthening social-emotional and behavioral interventions to establish a more comprehensive and responsive framework that effectively meets the diverse needs of students.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

Based on a comprehensive review of the needs assessment (suspension rate and chronic absenteeism) and state and local data, several areas emerged that require improvement. Specifically, there are notable performance gaps among the following subgroups on the Dashboard. Suspension Rate: Students with two or more races were in the red band. African American, Filipino, Hispanic, Long-Term ELLs, Socioeconomically Disadvantaged, Students with Disabilities, and White were all in the orange band. Chronic Absenteeism: Students who were Long Term English Learners, Students with Disabilities, and White were in the red band. African American, Asian, Filipino, English Learners, and Two or More Races were in the orange band.

#### Areas of Focus to Support Attendance:

- \* Enhance Student Engagement: With chronic absenteeism at 24.8%, expanding extracurricular opportunities can help strengthen students' sense of connection and belonging at school.
- \* Deepen Family Partnerships: Increasing outreach and communication with families can help build trust and encourage shared responsibility for student attendance.

#### Areas of Focus to Support Positive Behavior:

- \* Strengthen Tiered Supports: The current suspension rate (13.5%) suggests an opportunity to expand social-emotional and behavioral supports, including restorative practices.
- \* Reflect on Discipline Practices: Reviewing suspension patterns may help the school identify more proactive and equitable approaches to student behavior.
- \* Promote Meaningful Connections: Ensuring students feel seen and supported by adults on campus can foster a positive school culture and reduce disciplinary issues.

To address these concerns, we have implemented a multi-tiered system of supports (Tier I, Tier II, and Tier III). These support teams will be formed and work to help close these performance gaps and to improve outcomes across all student groups.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Chronic Absenteeism	2024 CA Dashboard – Chronic Absenteeism Indicator: The All-Student group performed in the yellow performance level, with 24.8% of students chronically absent, reflecting a 3.6 percentage point decrease from the previous year.	2025 CA Dashboard – Chronic Absenteeism Indicator: The All-Student group will perform in the yellow performance level by reducing the chronic absenteeism rate by 3 percentage points or more.
CA Dashboard - Suspension Rate	2024 CA Dashboard Suspension Indicator: The All-Student group performed in the orange performance level, with 13.5% of students suspended one or more days, reflecting a 1.2% decrease from the previous year.	2025 CA Dashboard Suspension Indicator: The All-Student group will perform in the yellow performance level by reducing the suspension rate by 3 percentage points or more.
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2024-2025 Local Data: Tier 1 TFI Score <u>85</u> % Tier 2 TIF Score <u>    </u> % Tier 3 TIF Score <u>    </u> % or New Metric	2025-2026 Local Data: Tier 1 TFI Score <u>90</u> % Tier 2 TIF Score <u>    </u> % Tier 3 TIF Score <u>    </u> %
PBIS Recognition	Silver for the 2024-2025 School Year	Gold for the 2025-2026 School Year
Panorama Survey	Winter 2025 Student Survey Indicator:  Student Sense of Belonging is : 40%	Winter 2026 Panorama Student Survey Indicator:  Student Sense of Belonging increase to: 45%

## 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	<p>Positive Behavioral Intervention and Supports Collaboration</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include:</p> <p>Leadership and Coordination:</p> <ul style="list-style-type: none"> <li>Lead the implementation of PBIS within the school.</li> <li>Coordinate efforts across the school community, including administrators, teachers, staff, students, and families.</li> </ul>	All Students	\$0



	<ul style="list-style-type: none"> <li>Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives.</li> </ul> <p>Data Collection and Analysis:</p> <ul style="list-style-type: none"> <li>Collect and analyze behavior data to identify trends and areas of concern so they can be addressed.</li> <li>Use data to make informed PBIS decisions relating to interventions and supports.</li> <li>Monitor the effectiveness of PBIS strategies and interventions over time.</li> </ul> <p>Developing and Implementing PBIS Systems:</p> <ul style="list-style-type: none"> <li>Establish clear behavioral expectations (behavioral matrix) for all areas of the school.</li> <li>Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs.</li> <li>Design and implement proactive strategies to prevent challenging behaviors.</li> </ul> <p>Training and Professional Development:</p> <ul style="list-style-type: none"> <li>Provide training to staff on PBIS purpose, principles, strategies, and practices of PBIS.</li> <li>Support staff in implementing PBIS strategies in their classrooms and across the school environment.</li> <li>Collaborate with outside experts and resources to improve staff training.</li> </ul> <p>Supporting Staff and Students:</p> <ul style="list-style-type: none"> <li>Offer guidance and resources to teachers and staff for implementing behavior interventions.</li> <li>Provide direct support and guidance to students who require additional behavioral support.</li> <li>Foster a positive and inclusive school culture through PBIS initiatives.</li> </ul> <p>Family and Community Engagement:</p> <ul style="list-style-type: none"> <li>Involve families in PBIS activities and initiatives.</li> <li>Communicate PBIS purpose, principles and expectations to families and gather their input and support.</li> <li>Collaborate with community organizations</li> </ul> <p>Evaluation and Continuous Improvement:</p> <ul style="list-style-type: none"> <li>Regularly evaluate the effectiveness of PBIS practices and interventions.</li> <li>Use evaluation findings to make data-driven decisions and improvements to the PBIS framework.</li> <li>Ensure ongoing fidelity and sustainability of PBIS implementation.</li> </ul>		
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<b>2.2</b>	<p>Assemblies to support the school's curriculum and culture.</p> <p>The assemblies should include one or more of the following components:</p> <p>Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom.</p> <p>Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees.</p> <p>Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams.</p> <p>Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students.</p> <p>Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills.</p> <p>Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel.</p> <p>Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.</p>	All Students	\$0
<b>2.3</b>	<p>PBIS</p> <p>Quarterly reward day for students who have not had a behavior incident:</p> <ul style="list-style-type: none"> <li>• Student free time, Raffle gift cards</li> <li>• Students earn "cash" for good behavior connected to Morada's Core Values (BUILD SPIRIT)</li> </ul>	All Students	\$0

	<ul style="list-style-type: none"> <li>Student store with items for students to shop using the cash they have earned</li> </ul>		
<b>2.4</b>	<p>Increase Alternatives to Suspension options to include:</p> <ul style="list-style-type: none"> <li>*Progressive discipline</li> <li>*Planner with discipline matrix and teacher communication</li> <li>*On-Campus Intervention within a teacher's classroom</li> <li>*Lunch detention for minor offenses</li> <li>*Weekly homeroom - rules, expectations regarding academics and behavior</li> <li>*Student-created SEL lessons</li> <li>*Conflict Mediation sessions facilitated by counselor</li> <li>*Planner signatures</li> </ul>	All Students	\$0
<b>2.5</b>	<p>Army National Guard SEL Partnership Partner with the Army National Guard to deliver structured social-emotional learning (SEL) lessons focused on topics such as resilience, goal-setting, leadership, and decision-making.</p> <p>Schedule lessons during advisory periods or designated SEL blocks to ensure consistent access for all students.</p> <p>Align content with the school's MTSS framework and SEL goals, reinforcing Tier I supports and promoting student well-being and character development.</p>	All Students	\$0
<b>2.6</b>	<p>Mental Health Counseling Students will have access to on-site mental health professionals who provide individualized support through one-on-one counseling, crisis intervention, and small group sessions. These services aim to promote emotional well-being, strengthen coping skills, and ensure students feel supported academically and personally.</p>	Students Identified for a need of Mental Health Services	\$0

## 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**

Metric/Indicator	Expected Outcomes	Actual Outcomes
CA Dashboard- Chronic Absenteeism	2023 CA Dashboard – Chronic Absenteeism Indicator: The All-Student group performed in the yellow performance level with 28.4% of students chronically absent, representing a 6.7 percentage point decrease from the previous year.	2024 CA Dashboard – Chronic Absenteeism Indicator: The All-Student group performed in the yellow performance level, with 24.8% of students chronically absent, reflecting a 3.6 percentage point decrease from the previous year.
CA Dashboard- Suspension Rate	2023 CA Dashboard – Suspension Rate Indicator: The All Student group performed in the Red performance level, with 14.7% of students suspended at least one day, reflecting a 1.4 percentage point increase from the previous year.	2024 CA Dashboard Suspension Indicator: The All-Student group performed in the orange performance level, with 13.5% of students suspended one or more days, reflecting a 1.2% decrease from the previous year.
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2023-2024 Local Data: Tier 1 TFI Score 83% Tier 2 TIF Score 84% Tier 3 TIF Score 94%	2024-2025 Local Data: Tier 1 TFI Score <u>85</u> % Tier 2 TIF Score <u>    </u> % Tier 3 TIF Score <u>    </u> % or New Metric
PBIS Recognition	Currently no level for 2023/24 school year.	Did not meet level anticipated.

## Analysis

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

The strategies were implemented to achieve Goal 2. To lower our suspension rates, we practiced a progressive discipline process to decrease the amount of out-of-school suspensions, including lunchtime behavior intervention, signing of planners, and warnings. We also incorporated conflict mediation facilitated through counselors to de-escalate and have students talk out issues before student issues worsen. To decrease suspension rates, we also utilized OCI (On Campus Intervention) to keep students on campus instead of out-of-school suspensions for certain infractions. These efforts have improved our overall positive behavior environment and created a more supportive school culture.

For chronic absenteeism, we implemented counselor check-ins and a separate class for students who struggle to get to school consistently. During this class, students got one-on-one support and the opportunity to discuss any ways they can improve upon their attendance as well as the importance of attending school daily.

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

Funds were allocated to the district print shop to support the development of our school's student store, which is directly aligned with our Positive Behavioral Interventions and Supports (PBIS) framework. Printed materials—including banners, signage, and student store currency—were designed to reinforce our school's core values and promote positive behavior across campus. This approach is grounded in evidence showing that PBIS strategies improve overall school climate, increase student engagement, and reduce disciplinary incidents, thereby supporting both academic and social-emotional success.

Additionally, funds were used to host student assemblies focused on enhancing learning and social experiences. These assemblies provide structured opportunities to build community, celebrate positive behavior, and address relevant social themes in a proactive way. Evidence suggests that such tiered supports, when integrated with PBIS, contribute to a decrease in negative social behaviors and an increase in student connectedness and school engagement.

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 changes we will make include the following:

Suspension Rates: We will continue with our progressive discipline process, lunchtime behavior intervention, and student planner signatures/ warnings to decrease our student suspension rates. We will also offer a video elective class. In this class, students will create, edit, and put together videos that demonstrate positive behavior for the student body. These expectations will be derived from our PBIS core values that already exist.

Chronic Absenteeism: We will monitor student attendance and identify those who are chronically absent. Those students will still be placed in a class that targets supporting them in getting to school on time daily. Counselors will also check in with these students to monitor attendance, grades, and work production. Students in the video production class will also create videos on our PBIS core values, including "Be here on time every day." These changes will not only monitor our students who struggle with attendance, but they will also aim at shifting their thinking to understand the importance of getting to school on time every day and boosting the morale/ school culture on our campus.

# 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.

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

### Identified Need

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

Chronic Absenteeism: Students from two or more races, African American, Filipino, Hispanic, Socioeconomically Disadvantaged, Students with disabilities, White and Long Term EL backgrounds showed higher rates of chronic absenteeism. Academic Performance: There is a significant achievement gap between student groups: African American, with English Learners (Long Term) and students with disabilities scoring substantially below standard in both English Language Arts and Mathematics.

#### Parent Involvement Focus

##### Low Parent Participation:

According to the CNA, only 23% of staff reported high parent attendance at parent-teacher conferences, and most focus group participants—both staff and parents—could not recall specific school goals. This reflects a need for improved communication and engagement with families around the school's priorities and academic expectations.

##### Limited Family Engagement in Educational Goals:

The CNA highlights a gap in engaging families as partners in students' academic journeys. Stakeholders noted the need for better alignment between home and school expectations, and the school acknowledged this as a barrier to progress.

##### Strategies to Improve Engagement:

- Strengthen communication of school goals so families are aware of and can support them.
- Build trust with families not currently involved through outreach and more inclusive practices.
- Increase relevance of learning by encouraging students to discuss how school connects to their lives and involving parents in these conversations.
- Offer events that highlight student progress, which can help bring families into the school community in meaningful ways.

By directly addressing these issues through targeted parent outreach, clearer goal communication, and expanded opportunities for involvement, Morada Middle aims to create stronger school-home partnerships that support improved attendance, academic achievement, and school climate?

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELAC Attendance	Average of attendance for ELAC meetings was 10 parents.	Increase average attendance of ELAC meetings to 15.
Student of the Month Parent Attendance	2025/26 will be a baseline year.	Baseline year.
Back to School Night	For the 2024/25 school year 140 parents attended Back to School Night.	For the 2025/26 school year increase to 150 parents.
Lunch on the Lawn	Baseline year for the 2025/26 school year.	Baseline year for the 2025/26 school year.
Morada Newsletter	The average of recipients who read the Newsletter was: 1799	Goal for 2025/26 will be 1825
7th Grade Orientation	130 parents attended the 7th grade orientation day for the 2024/25 school year.	Goal for 2025/26 school year is 140 parents to attend 7th grade orientation.

## 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	<p>School-Community Organized Events/Activities</p> <p>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.</p>	All	<p>\$300</p> <p>Title I</p> <p>4325 Food For Meetings</p> <p>Provide light snack for meetings.</p>
3.2	<p>Communication</p> <p>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.</p> <p>Student planners are used to monitor student work in class and homework.</p>	All	<p>\$1,546</p> <p>Title I: Parent Involvement</p> <p>4200 Books</p> <p>Planners</p>
3.3	<p>Increase meaningful parent involvement of English Learner (EL) families by fostering relationships, reducing barriers, and providing culturally and linguistically inclusive opportunities.</p> <ul style="list-style-type: none"> <li>Culturally Inclusive Family Workshops – Host interactive workshops on</li> </ul>	EL Students	\$0



	<p>navigating the school system, supporting student learning at home, and understanding EL programs. Offer sessions at convenient times with childcare and food provided.</p> <ul style="list-style-type: none"> <li>• Parent Leadership &amp; 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.</li> <li>• Flexible Volunteering Opportunities – Create accessible volunteer roles that accommodate different schedules, skill sets, and language abilities to encourage participation.</li> </ul>		
<b>3.4</b>	<p><b>Student-Led Family Engagement Events –</b> Encourage student-led events, such as multilingual literacy nights or cultural celebrations, to create a comfortable and engaging atmosphere that fosters parental participation.</p> <p><b>Home-School Partnerships –</b> 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.</p>	All Students	\$0
<b>3.5</b>	<p><b>Student of the Month</b></p> <ul style="list-style-type: none"> <li>• Inviting parents to celebrate students</li> <li>• Target students who are not consistently recognized</li> <li>• Honor Roll Celebrations</li> <li>• Continue using Back to School &amp; Title I Parent Information Night, Music Concerts, Open House, School Site Council, English Learner Advisory Committee and when appropriate, the after-school Program as part of a wider net for family engagement activities.</li> <li>• Take a physical count of parent and guardian attendance at Back-to-School night, In addition to sign-in sheets</li> </ul>	All Students	\$0
<b>3.6</b>	<p><b>Parent Conference Night:</b> Provide an evening PTC night for all 7th grader parents with an emphasis on students not earning a 2.0 or higher GPA.</p>	All Students	<p>\$2,000  Title I: Parent Involvement  1120 Teacher Temp  Time card teachers for PTC night.  \$500  Title I: Parent Involvement  3000 Benefits    \$200</p>

			Title I: Parent Involvement 2120 Para Temp Translate at PTC night. \$79 Title I: Parent Involvement 3000 Benefits
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# 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
ELAC Attendance	Increase ELAC average attendance to 15 parent/guardian attendees for the 2024/25 school year.	Average of attendance for meetings was 10 parents.
Parent Conference Night Attendance	Increase Parent/Teacher Conference Night attendance to 45 or more Parent/Guardians for 7th grade only.	17 parents attended the 7th grade PTC night.
Back to School Night Parent Attendance	Increase Parent/Guardian Back to School Night attendance to 170 or more attendees.	140 parents attended Back to School Night.
7th Grade Orientation	Baseline Year	130 parents attended the 7th grade orientation day.

## Analysis

<p>Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.</p> <p>7th Grade Parent Orientation &amp; Social Media Presentation: The orientation has been updated to include a detailed overview of academic expectations, available supports, and tips on how families can monitor grades, classwork, and high school class selection. The social media component highlights school communication platforms and provides digital literacy guidance to help parents stay informed.</p> <p>Lunch on the Lawn Events: These informal gatherings provide an opportunity for parents to connect with staff, access academic resources, and ask questions about student progress in a welcoming, casual setting.</p> <p>Information Dissemination: Key academic and support information—such as grade monitoring tools, classwork expectations, high school pathways, ELAC (English Learner Advisory Committee) meeting schedules, and student success strategies—is shared regularly through newsletters, the school website, and social media channels, ensuring families are consistently informed.</p> <p>Parent-Teacher Conferences (PTCs): Daily availability for conferences has been expanded, along with dedicated evening sessions specifically for 7th-grade families, to accommodate diverse parent schedules and increase communication between home and school.</p> <p>Targeted Parent Outreach: Families of students with poor attendance are contacted directly to offer support, identify barriers, and collaborate on improvement plans. In cases of chronic absenteeism, the school partners with our School Resource Officer (Sheriff Deputy) to provide additional intervention and connect families with necessary resources.</p> <p>These efforts reflect the school’s commitment to fostering meaningful parent partnerships and ensuring that all students—especially those at risk—receive the support they need to succeed academically and socially.</p>
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Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All areas were implemented. Funds were used to provide light snacks for parent meetings.

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.

Chronic Absenteeism: Students from two or more races, African American, Filipino, Hispanic, Socioeconomically Disadvantaged, Students with disabilities, White, and long-term EL backgrounds showed higher rates of chronic absenteeism. Academic Performance: There is a significant achievement gap between student groups: African American, with English Learners (Long Term) and students with disabilities scoring substantially below standard in both English Language Arts and Mathematics.

Morada Middle School will continue publishing a weekly newsletter that includes important school announcements, upcoming activities, and practical strategies to support student achievement. The newsletter is designed to empower parents with tools and suggestions on how to help their students succeed academically, socially, and emotionally.

To further address chronic absenteeism and promote academic success, Morada will also introduce an additional support class specifically for 7th-grade students with poor attendance. This class will focus on building effective study habits, time management, and organizational skills. It will also include regular teacher check-ins to strengthen student-teacher relationships, monitor academic progress, and provide personalized support to help students get back on track.

These initiatives reflect Morada's continued commitment to improving student outcomes through strong family-school partnerships and targeted interventions for those in need of additional support.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Additional Targeted Support and Improvement (ATSI)

The academic outcomes of our African American students and students of Two or More Races will align with those of the All Students group as reported on the California Dashboard.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

### Identified Need

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

CDE CA Dashboard Data for the 2024-25 school year indicates that Morada Middle School is either in the red or orange in each of the following indicators for the following student groups: Suspension-Two or more races.

Areas Needing Significant Improvement Based on Dashboard and Local Data:

1. Chronic Absenteeism (Yellow Indicator)
  - 24.8% of students were chronically absent.

- Significant performance gaps:
- Students with Disabilities (Red, 36% chronically absent) – increased by 5.2%.
  - White students (Red, 36.4%) – increased by 1.8%.
  - Long-Term English Learners (Red, 29.4%) – maintained high absenteeism.

2. Suspension Rate (Orange Indicator)
  - 13.5% of students were suspended at least once.

- Significant performance gaps:
- Two or More Races (Red, 19.1%) – increased by 1.5%.

Steps Taken to Address These Areas

- Based on the Comprehensive Needs Assessment (CNA) findings:
- Culture and Community Focus: The school fosters a strong community culture intensely focused on learning, providing a positive foundation for improvement efforts.
  - Data-Driven Decision Making: Regular use of data to adjust instruction and support student needs (noted as a major strength).

- Identified Priority Needs and Strategies:
- Goal Monitoring and Communication: The school recognizes a need to better define and publicly share short- and long-term goals aligned with performance data, helping the whole school community (including parents) stay focused on improvement efforts.
  - Family and Student Engagement: Increasing parent involvement and addressing barriers to learning are targeted areas. There is a plan to connect school learning with students' lives and aspirations, and more actively involve parents by continuing to hold events and reaching out to the community.

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: Chronic Absenteeism	2024 CA Dashboard: Chronic Absenteeism  26.7% of Students of Two or More Races were chronically absent performing in the orange band as reported by the 2024 CA Dashboard.	2025 CA Dashboard: Chronic Absenteeism  Chronic Absenteeism for Students of Two or More Races will decrease by a minimum of 6.7% moving from the orange performance band to the yellow performance band as reported by the 2025 CA Dashboard.
CA Dashboard: Suspension Rate	2024 CA Dashboard: Suspension Rate  19.1% of Students of Two or More Races were suspended at least one day performing in the red band as reported by the 2024 CA Dashboard.	2025 CA Dashboard: Suspension Rate  The Suspension rate for Students of Two or More Races will decrease by at minimum 3% moving from the red to orange performance band as reported by the 2025 CA Dashboard.

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## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	All students are required to attend the weekly Homeroom Class, where they will receive essential information on various topics, including the significance of regular attendance, school rules and policies, social and emotional development, college preparedness, and academic performance	ALL	\$0
4.2	Upon reentry following an out-of-school suspension, students will convene with their school counselor to address the circumstances surrounding the suspension and develop effective strategies to prevent recurrence of the behaviors in question	ALL	\$0
4.3	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to:</p> <ul style="list-style-type: none"> <li>Analyze universal screeners and state/local data to identify trends and areas for improvement.</li> <li>Collaborate, plan, and respond with best practices.</li> <li>Foster collaboration among teachers to develop targeted intervention strategies.</li> <li>Tailor instructional practices based on data insights to address diverse student needs.</li> <li>Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child.</li> <li>Use Data Collection Sheets to track individual student progress.</li> <li>Evaluate intervention effectiveness and instructional strategies for continuous improvement.</li> </ul>	All Students	<p>\$0</p> <p>See Goal 1- ELA, Math, &amp; Science</p>
4.4	<p>After-School Interventions for Math</p> <p>Certificated and Classified staff will provide targeted academic support and enrichment activities in alignment with the CA Common Core Standards for Mathematics. These interventions aim to enhance students' mathematical proficiency, higher-level problem-solving skills, and overall numeracy development. Equitable access to resources and strategies will be provided to promote mathematical success for all students.</p>	All Students	<p>\$0</p> <p>See Goal 1- ELA, Math, &amp; Science</p>

<b>4.5</b>	Provide after school tutoring specific to English Learner students to increase reading levels to move towards RFEP.	EL Students	\$0  See Goal 1- ELA, Math, & Science
<b>4.6</b>	Provide additional services to students in their ELA and core classes that classified as English Learners. Provide communication to parents of English Learner students.	EL Students	\$0

## 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

<b>Metric/Indicator</b>	<b>Expected Outcomes</b>	<b>Actual Outcomes</b>
CAASPP/SBAC- English Language Arts- CA Dashboard	The EL students group will demonstrate on the 2023-24 CA Dashboard will decrease and move toward standard by 5 points in ELA as reported on the California Dashboard.	English Learners experienced a decline of 6.5 points in performance, scoring 85 points below standard in English Language Arts on the 2024 CA Dashboard, placing them in the red performance category.
CAASPP/SBAC- Mathematics- CA Dashboard	The EL students will demonstrate on the 2023-24 CA Dashboard will decrease and move toward standard by 5 points in Math as reported on the California Dashboard.	English Learner students performed 131.8 points below standard in Mathematics on the 2024 CA Dashboard, maintaining their prior score with a change of -1.5 points and remaining in the red performance category.
Chronic Absenteeism- CA Dashboard	Sub-group of Two or more races based on the 2023-24 will decrease by 5% which would move toward fewer students being absent as reported on the California Dashboard.	According to the 2024 CA Dashboard, 26.7% of Students of Two or More Races were chronically absent, placing them in the orange performance category—reflecting a year-over-year decline of 10.8%.
Suspension Rate- CA Dashboard	The EL students will decrease the suspension rate by 5%.  Sub-group of Two or more races will decrease by 5% as reported on the California Dashboard.	As reported on the 2024 CA Dashboard, the suspension rate for English Learner students declined significantly by 3%, reaching 14.2% and placing them in the yellow performance category.

## Analysis

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

All students are required to attend our weekly Homeroom Class, where they will receive essential information on various topics. These include the importance of regular attendance, school rules and policies, social and emotional development, college readiness, and academic performance. Our Leadership class presents weekly videos to discuss school-wide expectations during these sessions. Before the school year begins, we offer a 7th-grade orientation to help students familiarize themselves with school rules and expectations. Additionally, we have introduced a Study Hall class for 8th-grade students who experienced frequent absences in 7th grade. This class provides daily staff interaction, weekly counselor meetings, and a dedicated space for completing schoolwork. Our Vice Principal actively engages with



students and families of chronically absent students. Administration collaborates with CWA and our SRD to conduct home visits. Students who receive an out-of-school suspension or are placed in OCI (on-campus intervention) meet with our counselors to discuss the incident and strategies to prevent future occurrences. Students are all provided with a school planner, which includes all the school rules, policies, and discipline grid to monitor student behavior. Counselors schedule Parent-Teacher Conferences to review student progress. These conferences are especially important for students experiencing attendance issues, providing an opportunity to discuss strategies for improvement. The weekly school newsletter includes student behavior concerns or rules. Newsletters are sent to all parents and students.

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

There are no difference between the intended implementation of budgeted expenditures as all action can take place at no cost.

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

For the 2025–26 school year, we will add an additional attendance class to support our incoming 7th graders. We will also introduce a new class dedicated to developing Homeroom lessons and creating school-wide PBIS videos. After-school tutoring will be offered in ELA, EL, math, and special education, providing students with the opportunity to complete work with a credentialed teacher. Additionally, we will review our Panorama data to create counseling groups based on identified needs, as well as provide individual counseling tailored to each student's specific needs.

# 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	\$124,156.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$124,156.00
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	\$119,831.00
Title I: Parent Involvement	\$4,325.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$124,156.00

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

State or Local Programs	Allocation (\$)
	\$0.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$124,156.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
	0.00
Title I	119,831.00
Title I: Parent Involvement	4,325.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1120 Teacher Temp	18,000.00
1150 Teacher Sub	25,000.00
2120 Para Temp	200.00
3000 Benefits	10,822.00
4200 Books	2,546.00
4300 Materials	40,988.00
4325 Food For Meetings	300.00
4328 Warehouse Supplies	800.00
4400 Equipment (\$500-\$9,999)	3,000.00
5210 Mileage	500.00
5220 Conference	2,000.00
5712 Transportation	2,000.00
5715 Print Shop	2,000.00
5872 Field Trips	1,000.00
5875 Technology Licenses	15,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1120 Teacher Temp	Title I	16,000.00
1150 Teacher Sub	Title I	25,000.00
3000 Benefits	Title I	10,243.00
4200 Books	Title I	1,000.00
4300 Materials	Title I	40,988.00
4325 Food For Meetings	Title I	300.00
4328 Warehouse Supplies	Title I	800.00
4400 Equipment (\$500-\$9,999)	Title I	3,000.00
5210 Mileage	Title I	500.00
5220 Conference	Title I	2,000.00
5712 Transportation	Title I	2,000.00
5715 Print Shop	Title I	2,000.00
5872 Field Trips	Title I	1,000.00
5875 Technology Licenses	Title I	15,000.00
1120 Teacher Temp	Title I: Parent Involvement	2,000.00
2120 Para Temp	Title I: Parent Involvement	200.00
3000 Benefits	Title I: Parent Involvement	579.00
4200 Books	Title I: Parent Involvement	1,546.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	119,531.00
Goal 2	0.00
Goal 3	4,625.00
Goal 4	0.00

# School Site Council Membership

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

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

Name of Members	Role
Janet Godina Perez	Principal
Jana Bird	Classroom Teacher
Sadie Bowman	Classroom Teacher
Elizabeth Huynh	Classroom Teacher
Heather Ayers	Other School Staff
Cindy Chan	Parent or Community Member
Irene Tesimoni	Parent or Community Member
Pam Mason	Parent or Community Member
Erika Gallegos	Parent or Community Member
India Bryant	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 05/06/2025.

Attested:



Principal, Janet Godina Perez on 05/06/2025



SSC Chairperson, Jana M. Bird on 5/6/2025