

School Year: **2022-23**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Black Mountain Middle School	37682966093223	12/13/2022	December 15, 2022

School Vision and Mission

Black Mountain Middle School will provide a safe environment and inspire responsibility, respect, hard-work and kindness to prepare Raiders to succeed in our global society. Black Mountain Middle School will create a Home Field Advantage where each and every Raider feels safe and part of a community where they are supported, empowered, and united.

School Profile

Black Mountain Middle School is proud of its tradition of excellence, high expectations, and dedication to student achievement and social emotional well-being. As a National Blue Ribbon Award recipient, a California Distinguished School, and an AVID Demonstration School, students are the center of everything we do at Black Mountain. The learning of each and every student is prioritized in an environment where respect, responsibility, hard work and kindness are highly valued. Located on the west facing slopes of Rancho Peñasquitos in San Diego, Black Mountain's well-maintained campus ensures a safe, respectful, and inclusive learning environment. Nestled

between neighboring Sunset Hills Elementary School and Mt. Carmel High School, our learning community fosters a bridge to success between all grade levels.

At Black Mountain Middle School, student safety, achievement, inclusion, and social-emotional health are our highest priorities. We want our students to be happy, to fully engage in their learning, and to grow as members of a diverse community. We are committed to high levels of performance, continuous improvement, and adapting to the needs of our student population. Community support is evident and enthusiastically welcomed. Well-established partnerships with business and community entities, the Parent Teacher Student Association (PTSA), the Educational Foundation at Black Mountain Middle School (EFBMMS), the School Site Council, as well as parent volunteers actively partner with our staff in service to our students. Black Mountain also offers a variety of extra-curricular clubs and after-school learning opportunities to support a wide range of student passions and interests. By 2024, Black Mountain plans to offer a Mandarin Immersion program with after-school Mandarin language and cultural learning opportunities that began in 2019-20. Black Mountain Middle School is committed to helping each of our students become college and career ready as responsible, respectful, hard-working and kind citizens in our global society.

Our educators work hard to foster and sustain an environment in which all students feel safe, supported, and have high expectations. In alignment with our district's vision of "College and Career Readiness for All", our teachers expose all students to quality instruction and experiences designed to prepare students for success beyond middle school. We continue this with our College and Career Fair in the spring. Assisting our teachers in this work is our Wednesday ACT time: this professional time is set aside for our teachers each late start Wednesday to work on culture, curriculum, instruction, and assessment.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Black Mountain Middle School recognizes the importance of including all stakeholders in the process of developing and monitoring our site plan and budget allocations.

Parents are encouraged to be a part of our site planning in the following ways:

- Attend Back to School Night in September
- Serve as a School Site Council member
- Participate in BMMS Big I.D.E.A. (equity committee)
- Attend parent events such as Parent University presentations on topics including teen mental health, appropriate use of technology and social media, and drug prevention
- Share about priorities, successes, and concerns during scheduled Coffee with the Principal events
- Complete parent surveys, including the California Healthy Kids survey, which are sent out several times during the school year by counseling department and administration.
- Participate in the Thought / Exchange process online and via meetings held throughout the district.
- Attend and participate in site- and district-wide committees such as the English Language Advisory Committee and the Special Education Community Advisory Committee

Parents are made aware of these opportunities through weekly principal emails, our school site's website, and regular BMMS social media updates on Twitter, Instagram, and YouTube.

Stakeholders were involved in creating this Site Plan for Student Achievement (SPSA). Their feedback was sought and implemented in creating our school wide goals. Individual academic departments reviewed their team's contribution to school-wide achievement goals. Teachers, instructional assistants, and other educators reflected upon and revised instructional strategies and activities to support student learning and achievement of these goals. At least twice throughout the school year, teachers reflect upon student achievement based upon the strategies and activities they implemented. This periodical formative reflection affords each

instructional department the opportunity to analyze and adjust instructional strategies and activities to best support the learning of each and every student.

Students serve as School Site Council members and on Principal's Cabinet. During Principal's Cabinet, students have opportunities to bring about changes to Black Mountain that they can implement. They meet three times a year in summits to brainstorm, propose, and implement change to our principal regarding their academic and social experiences at Black Mountain Middle School.

Our SPSA and corresponding budgets are shared and reviewed with School Site Council and our English Learner Advisory Committee as they are being developed in order to provide opportunity for feedback, discussion, and integration. Plans are reviewed and updated throughout the school year with changes approved by the School Site Council. In the spring, our goals, strategies, activities and budget allocations are reviewed and evaluated in preparation for the upcoming school year. This process facilitates a cycle of continuous improvement.

School and Student Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.08%	0.1%	%	1	1	
African American	1.45%	1.5%	2.29%	18	18	26
Asian	18.89%	20.4%	21.65%	235	240	246
Filipino	7.72%	7.6%	7.92%	96	89	90
Hispanic/Latino	18.57%	19.1%	17.34%	231	224	197
Pacific Islander	0.48%	0.4%	0.18%	6	5	2
White	38.75%	38.1%	37.76%	482	448	429
Multiple/No Response	11.33%	12.8%	12.85%	141	150	146
Total Enrollment				1,244	1,175	1136

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6	407	357	403
Grade 7	408	399	347
Grade 8	429	419	386
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	1,244	1,175	1,136

Conclusions based on this data:

1. The diversity at Black Mountain Middle School is reflective of the diversity of our entire district and provides a culturally rich learning environment for students and staff. Since the 2019-2021 school year, we have seen an increase in our African America and Asian population.
2. In the last 3 years our enrollment has decreased by about 9%. Between the 2020-2021 school year and the 2021-2022 school year, our enrollment decreased by 3.4%.
3. Given the changes in our enrollment and student populations, the cohort goals for continuous improvement for all students, as well as specific demographics, remain relevant and appropriate to serve our students.

School and Student Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	132	92	73	10.4%	7.4%	6.20%
Fluent English Proficient (FEP)	281	308	303	22.1%	24.8%	25.80%
Reclassified Fluent English Proficient (RFEP)	18	55	37	14.8%	41.7%	40.20%

Conclusions based on this data:

1. From the 2020-2021 to the 2022-2023 school year, our population of English learners has increased by 24%.
2. The current number of students identified at English Learners in the 2022-2023 school year is 97. From the previous year, that is a 25% increase.

Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	395			385			385			97.5		
Grade 7	335			326			325			97.3		
Grade 8	382			365			365			95.5		
Grade 11												
All Grades	1112			1076			1075			96.8		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2566.			29.35			40.00			18.70			11.95		
Grade 7	2606.			36.31			35.38			17.54			10.77		
Grade 8	2622.			36.16			38.36			16.71			8.77		
Grade 11															
All Grades	N/A	N/A	N/A	33.77			38.05			17.67			10.51		

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	31.51			53.65			14.84		
Grade 7	36.62			54.15			9.23		
Grade 8	36.99			54.79			8.22		
Grade 11									
All Grades	34.92			54.19			10.89		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	28.13			56.25			15.63		
Grade 7	41.54			44.62			13.85		
Grade 8	35.07			54.25			10.68		
Grade 11									
All Grades	34.54			52.05			13.41		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	20.31			72.40			7.29		
Grade 7	20.92			72.62			6.46		
Grade 8	25.21			69.04			5.75		
Grade 11									
All Grades	22.16			71.32			6.52		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	23.90			68.31			7.79		
Grade 7	34.77			55.08			10.15		
Grade 8	31.51			62.19			6.30		
Grade 11									
All Grades	29.77			62.23			8.00		

Alternative Metrics English Language Arts/Literacy (All Students)

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Reading – Fall, Winter (2021-2022)

	Reading					
	Fall			Winter		
	Met or Exceeded Standards			Met or Exceeded Standards		
	Tested	#	%	Tested	#	%
All Students	1106	719	65	1113	783	70.4
African-American	24	14	58.3	26	12	46.2
Asian	246	182	74	246	206	83.7
Caucasian						

Filipino	82	41	50	83	45	54.2
Hispanic	186	82	44.1	190	99	52.1
Other	190	140	73.7	190	142	74.7
English Learners	64	1	1.6	63	7	11.1
Students with Disabilities	151	39	25.8	152	43	28.3
Socioeconomically Disadvantaged	223	92	41.3	227	112	49.3
Foster Youth						
Homeless Youth	19	9	47.4	21	9	42.9

**Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level
Reading – Fall, Winter, (2021-2022)**

	Reading					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
Grade 6						
All Students	390	278	71.3	394	306	77.7
African-American	12	8	66.7	11	7	63.6
Asian	97	78	80.4	99	86	86.9
Caucasian	138	97	70.3	139	112	80.6
Filipino	23	12	52.2	23	16	69.6
Hispanic	55	33	60	57	36	63.2
Other	65	50	76.9	65	49	75.4
English Learners	26	0	0	26	3	11.5
Students with Disabilities	46	11	23.9	45	12	26.7
Socioeconomically Disadvantaged	79	31	39.2	81	38	46.9
Foster Youth						
Homeless Youth	5	*	*	6	*	*
Grade 7						
All Students	336	208	61.9	338	226	66.9
African-American	8	*	*	8	*	*
Asian	74	49	66.2	74	56	75.7
Caucasian	111	75	67.6	112	82	73.2
Filipino	26	16	61.5	26	15	57.7
Hispanic	58	22	37.9	59	26	44.1
Other	59	42	71.2	59	44	74.6
English Learners	24	0	0	23	3	13
Students with Disabilities	51	14	27.5	51	13	25.5

	Reading					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
Socioeconomically Disadvantaged	66	26	39.4	67	32	47.8
Foster Youth						
Homeless Youth	6	*	*	6	*	*
Grade 8						
All Students	380	233	61.3	381	251	65.9
African-American	4	*	*	7	*	*
Asian	75	55	73.3	73	64	87.7
Caucasian	129	88	68.2	127	85	66.9
Filipino	33	13	39.4	34	14	41.2
Hispanic	73	27	37	74	37	50
Other	66	48	72.7	66	49	74.2
English Learners	14	1	7.1	14	1	7.1
Students with Disabilities	54	14	25.9	56	18	32.1
Socioeconomically Disadvantaged	78	35	44.9	79	42	53.2
Foster Youth						
Homeless Youth	8	*	*	9	*	*

**Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels
Winter (2022)**

Winter 2022	Reading				
	Number Tested	Percent Below Standard	Percent Near Standard	Percent At Standard	Percent Exceeded Standard
All Students	1	0	100	0	0
African-American					
Caucasian					
Filipino					
Hispanic					
Other	1	0	100	0	0
English Learners					
Students with Disabilities	1	0	100	0	0
Socioeconomically Disadvantaged	1	0	100	0	0
Foster Youth					

Winter 2022	Reading				
	Number Tested	Percent Below Standard	Percent Near Standard	Percent At Standard	Percent Exceeded Standard
Homeless Youth					

Datasource – CALPADS and Synergy

Conclusions based on this data:

1. In the 2021-22 school year, 72.27% of all students met or exceeded ELA standards. By comparison, 60% of African American students, 50.27% of Hispanic students, 29.73% of students identified with reported learning differences, and 17.19% of English Learners met or exceeded standards. From 2018 to 2022, African American students have lowered in achievement levels, Hispanic students have closed the gap, students with learning differences have relatively stayed the same, and English Learners have closed the gap slightly.
2. Testing data is not available for the 2019-2020 school year and 2020-2021 school year has varied data. Scores may not accurately reflect true growth and understanding due to varied learning environments including at home virtual instruction and hybrid learning.

Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	395			389			388			98.5		
Grade 7	335			329			328			98.2		
Grade 8	382			366			366			95.8		
Grade 11												
All Grades	1112			1084			1082			97.5		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2572.			36.86			23.45			26.55			13.14		
Grade 7	2606.			43.29			21.95			20.73			14.02		
Grade 8	2621.			41.80			18.85			21.58			17.76		
Grade 11															
All Grades	N/A	N/A	N/A	40.48			21.44			23.11			14.97		

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	32.47			51.55			15.98		
Grade 7	43.60			41.77			14.63		
Grade 8	42.08			41.26			16.67		
Grade 11									
All Grades	39.09			45.10			15.80		

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	30.67			54.64			14.69		
Grade 7	40.24			48.78			10.98		
Grade 8	37.70			48.09			14.21		
Grade 11									
All Grades	35.95			50.65			13.40		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	30.67			56.70			12.63		
Grade 7	34.76			56.71			8.54		
Grade 8	35.79			50.00			14.21		
Grade 11									
All Grades	33.64			54.44			11.92		

Alternative Metrics Mathematics (All Students)

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Math – Fall, Winter (2021-2022)

	Math					
	Fall			Winter		
		Met or Exceeded Standards			Met or Exceeded Standards	
	Tested	#	%	Tested	#	%
All Students	1009	425	42.1	1032	546	52.9
African-American	23	4	17.4	25	5	20
Asian	219	137	62.6	226	177	78.3
Caucasian	349	151	43.3			
Filipino	80	28	35	81	30	37
Hispanic	174	36	20.7	182	49	26.9
Other	164	69	42.1	169	88	52.1
English Learners	62	4	6.5	63	9	14.3
Students with Disabilities	145	20	13.8	151	30	19.9
Socioeconomically Disadvantaged	216	49	22.7	221	68	30.8
Foster Youth						
Homeless Youth	20	2	10	20	5	25

**Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level
Math – Fall, Winter, (2021-2022)**

	Math					
	Fall			Winter		
	Tested	Meeting Benchmark		Tested	Meeting Benchmark	
#		%	#		%	
Grade 6						
All Students	387	169	43.7	397	227	57.2
African-American	11	2	18.2	11	3	27.3
Asian	98	61	62.2	100	81	81
Caucasian	138	62	44.9	139	81	58.3
Filipino	23	7	30.4	23	7	30.4
Hispanic	54	9	16.7	57	17	29.8
Other	63	28	44.4	67	38	56.7
English Learners	24	0	0	26	1	3.8
Students with Disabilities	45	9	20	45	12	26.7
Socioeconomically Disadvantaged	77	15	19.5	81	23	28.4
Foster Youth						
Homeless Youth	6	*	*	6	*	*
Grade 7						
All Students	335	155	46.3	336	194	57.7
African-American	8	*	*	8	*	*
Asian	74	50	67.6	75	60	80
Caucasian	111	47	42.3	110	67	60.9
Filipino	26	14	53.8	26	14	53.8
Hispanic	57	13	22.8	59	19	32.2
Other	59	29	49.2	58	32	55.2
English Learners	24	3	12.5	23	5	21.7
Students with Disabilities	50	4	8	50	10	20
Socioeconomically Disadvantaged	65	15	23.1	65	22	33.8
Foster Youth						
Homeless Youth	6	*	*	6	*	*
Grade 8						
All Students	287	101	35.2	299	125	41.8
African-American	4	*	*	6	*	*
Asian	47	26	55.3	51	36	70.6
Caucasian	100	42	42	100	49	49
Filipino	31	7	22.6	32	9	28.1

	Math					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
Hispanic	63	14	22.2	66	13	19.7
Other	42	12	28.6	44	18	40.9
English Learners	14	1	7.1	14	3	21.4
Students with Disabilities	50	7	14	56	8	14.3
Socioeconomically Disadvantaged	74	19	25.7	75	23	30.7
Foster Youth						
Homeless Youth	8	*	*	8	*	*

Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels Winter (2022)

Winter 2022	Math				
	Number Tested	Percent Below Standard	Percent Near Standard	Percent At Standard	Percent Exceeded Standard
All Students	1	0	100	0	0
African-American					
Caucasian					
Filipino					
Hispanic					
Other	1	0	100	0	0
English Learners					
Students with Disabilities	1	0	100	0	0
Socioeconomically Disadvantaged	1	0	100	0	0
Foster Youth					
Homeless Youth					

Conclusions based on this data:

1. 61.92% of all students met or exceeded standards. Grade 7 had the greatest percentage of students meeting or exceeding standards at 65.24%. More 7th graders are above standards than in 6th or 8th grade.
2. Compared to 2018, in 2022 in, all math categories, the percentage of students scoring above standard has lowered. This could be a result of two years of inconsistent learning environments due to virtual at home or hybrid learning.

Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	1523.1	1545.2	1539.4	1513.2	1544.1	1545.4	1532.6	1545.7	1533.0	25	25	26
7	1561.8	1549.4	1568.7	1584.0	1549.5	1570.0	1539.1	1548.7	1566.9	35	17	26
8	1604.7	1576.1	1566.9	1623.7	1578.6	1578.4	1585.2	1573.1	1554.9	23	20	14
All Grades										83	62	66

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	4.00	32.00	23.08	52.00	48.00	46.15	28.00	12.00	26.92	16.00	8.00	3.85	25	25	26
7	34.29	23.53	34.62	25.71	35.29	38.46	31.43	23.53	23.08	8.57	17.65	3.85	35	17	26
8	60.87	45.00	35.71	21.74	40.00	28.57	13.04	10.00	28.57	4.35	5.00	7.14	23	20	14
All Grades	32.53	33.87	30.30	32.53	41.94	39.39	25.30	14.52	25.76	9.64	9.68	4.55	83	62	66

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	36.00	52.00	53.85	32.00	32.00	30.77	16.00	12.00	15.38	16.00	4.00	0.00	25	25	26
7	48.57	41.18	46.15	22.86	41.18	46.15	25.71	5.88	3.85	2.86	11.76	3.85	35	17	26
8	78.26	50.00	42.86	13.04	45.00	42.86	4.35	5.00	7.14	4.35	0.00	7.14	23	20	14
All Grades	53.01	48.39	48.48	22.89	38.71	39.39	16.87	8.06	9.09	7.23	4.84	3.03	83	62	66

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	8.00	20.00	7.69	24.00	32.00	23.08	48.00	32.00	46.15	20.00	16.00	23.08	25	25	26
7	5.71	23.53	23.08	17.14	23.53	26.92	57.14	17.65	30.77	20.00	35.29	19.23	35	17	26
8	30.43	20.00	7.14	26.09	30.00	50.00	34.78	40.00	14.29	8.70	10.00	28.57	23	20	14
All Grades	13.25	20.97	13.64	21.69	29.03	30.30	48.19	30.65	33.33	16.87	19.35	22.73	83	62	66

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	32.00	32.00	19.23	40.00	56.00	73.08	28.00	12.00	7.69	25	25	26
7	28.57	17.65	26.92	45.71	58.82	57.69	25.71	23.53	15.38	35	17	26
8	26.09	25.00	14.29	60.87	65.00	78.57	13.04	10.00	7.14	23	20	14
All Grades	28.92	25.81	21.21	48.19	59.68	68.18	22.89	14.52	10.61	83	62	66

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	40.00	80.00	73.08	52.00	16.00	26.92	8.00	4.00	0.00	25	25	26
7	68.57	76.47	84.62	25.71	5.88	11.54	5.71	17.65	3.85	35	17	26
8	82.61	85.00	64.29	13.04	15.00	28.57	4.35	0.00	7.14	23	20	14
All Grades	63.86	80.65	75.76	30.12	12.90	21.21	6.02	6.45	3.03	83	62	66

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	8.00	20.00	11.54	36.00	40.00	34.62	56.00	40.00	53.85	25	25	26
7	11.43	29.41	30.77	34.29	23.53	30.77	54.29	47.06	38.46	35	17	26
8	39.13	40.00	14.29	30.43	25.00	42.86	30.43	35.00	42.86	23	20	14
All Grades	18.07	29.03	19.70	33.73	30.65	34.85	48.19	40.32	45.45	83	62	66

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	36.00	20.00	30.77	64.00	76.00	65.38	0.00	4.00	3.85	25	25	26
7	5.71	17.65	26.92	91.43	70.59	69.23	2.86	11.76	3.85	35	17	26
8	17.39	5.00	0.00	78.26	95.00	100.00	4.35	0.00	0.00	23	20	14
All Grades	18.07	14.52	22.73	79.52	80.65	74.24	2.41	4.84	3.03	83	62	66

2019-20 Data:

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

Note: The California Department of Education adjusted the ELPAC Scale Score and Achievement Level thresholds for 2018-19.

Alternative Metrics EL Students

Black Mountain is waiting on initial ELPAC cores for the 22-23 school year. Due to the Covid-19 Pandemic we have incomplete information for the March 2020 ELPAC scores. Not all students were able to complete testing. BMMS will utilize iReady as an alternative metric.

Conclusions based on this data:

- In Fall 2023, of the 30 EL Student Reclassification recommendations, 27 students are expected to exit from the EL program. This will lower the number of Black Mountain students classified as an English Learner to 70 students.
- From 2020-2021 scores to 2021-2022, there was increase in grades 6 and 7 percentage of students scoring at level 4. Grade 6 increased to 53% from 52% the previous year and grade 7 to 46% from 41.18% the previous year. No 6th grade students scored a level 1 in on the Oral portion of the assessment.

Student Performance Data

Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	*19-20	20-21	21-22	*19-20	20-21	21-22	*19-20	20-21	21-22
African American	25	19	27	3	1	6	12	5.26	22.22
American Indian or Alaskan	1	1	0		0	0		0	0
Asian	242	247	248	3	3	22	1.24	1.21	8.87
Filipino	101	89	93	3	0	4	2.97	0	4.3
Hispanic or Latino	253	240	213	23	14	47	9.09	5.83	22.07
Did not Report									
Pacific Islander	6	5	2	*	1	*	*	20	*
Two or More Races	153	149	152	6	4	20	3.92	2.68	13.16
White	496	458	438	33	10	61	6.65	2.18	13.93
Male									
Female									
English Learners	67	66	71	8	6	20	11.94	9.09	28.17
Students with Disabilities		183	146		9	24		4.92	16.4
Socioeconomically		249	239		16	70		6.43	29.29
Total	1282	1208	1173	73	33	162	5.69	2.73	13.81

* Date range August 21,2019 – March 15, 2020

Conclusions based on this data:

1. The chronic absenteeism rate increased 5.87% from 2020-2021 to 2021-2022. This is most likely due to students participating in virtual and/or hybrid learning environments in the previous year to full time, in-person learning.
2. Over the last three years, the populations with some of the highest absenteeism rates are African American students, Hispanic or Latino students, and English Learners. Students with the highest absenteeism rate are African American students.

Student Performance Data

Suspension Data

	*2019-20	2020-21	2021-22
Suspensions Rate	2.5	0.25	1.71

* Date range August 21,2019 – March 15, 2020

Conclusions based on this data:

1. In the 2021-2022 school year, 20 Black Mountain students were suspended compared to 3 students in 2020-2021 and 32 in the 2019-2021 school year up until March. This is due to an increased focus on other means of corrections, behavior contracts, restorative practices, and support of the Student Support Specialist.
2. Restorative practices are held by Black Mountain's Student Support Specialist with a variety of groups including students in groups of 3-5. ASES students, 1 on 1 meetings and follow up meetings and check-ins. Black Mountain has focused on creating and building relationships between educators and students to build trust.
3. In March 2022, Black Mountain officially opened the only Wellness Center in the middle schools to help with mental health.

Student Performance Data

Graduation Rate

	*2019-20	2020-21	2021-22
Graduation Rate			

* Preliminary Data

Conclusions based on this data:

1. This metric does not apply to Black Mountain Middle School. All Black Mountain Middle School students promote to high school after completing Grade 8.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

2. Improving Systems, Structures, and Programs that Lead to Increased Student Achievement and Learning Opportunities for All: Create equitable learning pathways to increase student success by leveraging inclusive practices, personalized learning and rigorous standards-based thinking opportunities to prepare students to thrive in college, career and life. Align opportunities for staff professional learning to accomplish this goal.

Goal 1: Mathematics

During the 2022-2023 school year, the number of students who are at or above grade level as measured by the iReady Fall Math diagnostic will increase by 3% by the Winter 2023 diagnostic. The number of students at or above grade level in specific demographic groups will increase by; African American 5%, Hispanic 5%, Students with Learning Differences 5%, and English Language Learners by 5%.

Identified Need

This need was identified through analysis of Black Mountain's i-Ready diagnostic assessment data from the 2021-2022 school year and Fall 2022 iReady data and Fall 2022's data. This assessment data mirrors that of the Smarter Balance assessment. The number of students achieving at or above grade level in iReady may correlate to a higher percentage of students meeting or exceeding standards on the Smarter Balance Proficiency assessment. There is a large decrease in all students at or above grade level from Fall 2021 to Fall 2022. Winter 2023 iReady Math diagnostic data indicates 52.9% of all students are performing at grade level in math, and far fewer African American students (21.7%), Hispanic students (27.1%), English Learners (14.3%) and students with learning differences (19.7%) are meeting grade-level math standards. Fall 2022 iReady data indicates that 26.2% of all students are currently meeting or exceeding standards in the iReady Correlation to the Smarter Balance Proficiency data and again, far fewer African American students (11.5%), Hispanic students (13.6%), English Learners (1.1%) and students with learning differences (9.7%)

Alternative Metrics

Fall 2022 iReady data indicates that 26.2% of all students are currently meeting or exceeding standards in the iReady Correlation to the Smarter Balance Proficiency data and again, far fewer African American students (11.5%), Hispanic students (13.6%), English Learners (1.1%), EDY (9.2%), Socioeconomically Disadvantaged (9.2%), and students with learning differences (9.7%)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide iReady Math diagnostic data from Fall 2022 and Winter 2023	As of Fall 2022 iReady diagnostic assessment, 26.2% of Black Mountain Middle School students are achieving at or above grade-level expectations in math.	Black Mountain Middle School will increase student achievement in mathematics such that 29.2% (an increase of 3%) or more Black Mountain Middle School students achieve at or above grade-level expectations in math by the Winter 2023 diagnostic.
English Learner iReady Math diagnostic data from Fall 2022 and Winter 2023	As of Fall 2022 iReady diagnostic assessment, 1.1% of Black Mountain Middle School English learners are achieving at or above	Black Mountain Middle School will increase student achievement in mathematics such that 4.1% or more English learners achieve at or above grade-level expectations

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	grade-level expectations in math.	in math by the Spring 2023 diagnostic.
EDY/Title I iReady Math diagnostic data from Fall 2022 and Winter 2023	As of Fall 2022 iReady diagnostic assessment, 5.6% of Black Mountain Middle School EDY students are achieving at or above grade-level expectations in math.	Black Mountain Middle School will increase student achievement in mathematics such that 8.6% or more Black Mountain Middle School EDY students achieve at or above grade-level expectations in math by the Spring 2023 diagnostic.
Student with Disabilities iReady Math diagnostic data from Fall 2022 and Winter 2023	As of Fall 2022 iReady diagnostic assessment, 9.7% of Black Mountain Middle School students with disabilities are achieving at or above grade-level expectations in math.	Black Mountain Middle School will increase student achievement in mathematics such that 11.7% or more Black Mountain Middle School students with disabilities achieve at or above grade-level expectations in math by the Spring 2023 diagnostic.
iReady Math diagnostic data from Fall 2022 and Winter 2023	As of Fall 2022 iReady diagnostic assessment, 11.5% of Black Mountain Middle School African American students and 13.6% of Hispanic students are achieving at or above grade-level expectations in math.	Black Mountain Middle School will increase student achievement in mathematics such that 14.5% or more African American students and 16.6% or more Hispanic students achieve at or above grade-level expectations in math by the Spring 2023 diagnostic.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Black Mountain Middle School students will create and utilize interactive notebooks, incorporating school-wide AVID focused-note strategies, including focus questions, notice and note annotations, summaries and academic vocabulary.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Educationally Disadvantaged Youth

English Learners

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Many teachers offer focused tutorials after school or in class before a retake to help with test corrections and understanding to build confidence in students' abilities. Teachers utilize "Teacher Time" days during to align practices to maximize the effectiveness of the focusus tutorials.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0.00

0.00

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Black Mountain Middle School students in all grades with significant gaps in math achievement.

Strategy/Activity

Math support classes offered increased to include one section of Math Workshop for each grade as opposed to just grade 6 as the elective for recommended for students to address skill remediation, lesson pre-views and reviews. iReady math curriculum used to supplement grade level text/curriculum. Approximately 13 students in grade 6 math workshop, 13 students in grade 7 math workshop, and 15 students in grade 8 math workshop are supported in this effort. Students are enrolled in this intervention/support class based on iReady diagnostic scores from the previous grade level, teacher recommendation, and parent/guardian agreement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

0	

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers regularly incorporate formative assessment strategies including exit tickets, listening to students' math conversations, and specific questioning techniques. Teachers provide students access to and encourage use of free supplemental resources including Khan Academy, i-Ready math lessons, and other online practice activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0.00

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students scoring below 75% on unit tests.

Strategy/Activity

All students scoring 75% on quizzes and test are provided the opportunity to complete quiz/test corrections and attend focused tutorials to increase their understanding. Students are also able to retake tests to increase their grade to 75% building their content knowledge and math confidence.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0.00

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

ELL Students

Strategy/Activity

Students who are newcomers (2 years or less in the US) are placed in ability appropriate math classes where they receive part time co-taught support. Students work in a smaller group setting with a focus on filling math content knowledge gaps while supporting language acquisition. Students utilize online learning programs such as iReady lessons and Learning Upgrade personalize instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

English Learners

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Students with learning differences

Strategy/Activity

Teachers regularly provide students with the accommodations noted in their IEPs, including but not limited to copies of notes, chunked and scaffolded instruction, and modified presentation of assessments (ie; fewer problems on page, more space to work out problems, larger print outs, pre-made graphs, clarifying directions). Math tutorials are regularly available before, during, or after school. Students receive support in math from teachers and instructional assistants during Learning Strategies classes. Black Mountain now offers co-taught and smaller group self-contained math classes at all grade levels. Students have the opportunity for assessment retakes, and students work towards transitioning into less restrictive settings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0.00

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Physical education teachers include math skills practice in their activities, such as students calculating their Body Mass Index (BMI) with data including their height, weight and age. Students keep records of resting and maximum heart rates in fitness logs and use this data to create graphs and analyze fitness trends.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0.00

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

BMMS administration provides professional growth time for the Math department to collaborate across grade level cohorts in order to align curriculum and skills in a way that maximizes learning, achievement and engagement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0.00

Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Math teachers at all grade levels utilize initial iReady assessment data as a baseline by which students' achievement growth will be measured, both individually and as a grade level cohort. i-Ready math intervention curriculum may be integrated into instruction, providing targeted learning support for individual students to close learning gaps and extend students' math understanding. Math workshop courses do use iReady weekly and utilize that data to drive and support curriculum. iReady is typically used as a measure of growth.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0.00

Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

EL students in EL Math classes will utilize IXL software to gain increased fluency and confidence with their math skills with targeted grade level support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

299.00

Source(s)

English Learners

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

An IA designated for English Learners will provide targeted push-in support in English, Social Studies, and Math.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1500.00

Source(s)

English Learners

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

EDY students

Strategy/Activity

PowerHour provides support and tutoring by educators for students. PowerHour is available after school to support math, English language arts, and iReady growth. Based on teacher availability other enrichment courses may be available for students including languages other than English, visual or performing arts, writing, and robotics.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6707.88

Source(s)

Educationally Disadvantaged Youth

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Teachers in all three grade levels continued the implementation and use of research-based math curriculum, as well as the use of notebooks to record notes, homework and review concepts. AVID focused note taking strategies, essential questions, and summaries are components of students' notes. Formative assessments were utilized to monitor students' understanding as concepts were taught. Math teachers met weekly to collaborate on instructional practices and student success strategies. After-school PowerHours in math were offered and struggling students were provided specific outreach and invitations to attend. Some students with IEPs in 8th grade were supported by co-taught math classes with two credentialed teachers. A math support class offered as the elective for at-risk 6th grade students to address skill remediation, lesson pre-views and reviews. iReady math curriculum was used to supplement grade level text/curriculum.

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

Teachers were able to collaborate more and with the help of the Rtl Console, there was more of a focus on interventions that could be implemented in the classroom.

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.

This year, we will return to utilizing assessment data to target and identify growth in math. Student grades across all subjects will be addressed in a different goal.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

2. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.

Goal 2: English Language Arts

During the 2022-2023 school year, the number of students who are at or above grade level as measured by the iReady Fall ELA diagnostic will increase by 3% by the Winter 2023 diagnostic. The number of students at or above grade level in specific demographic groups will increase by; African American students (5%), Hispanic (5%), Students with Learning Differences (5%), and English Language Learners by (5%).

Identified Need

This need was identified through analysis of Black Mountain's iReady diagnostic assessment data from the 2020-2021 school year, which mirrors the progress in the Smarter Balance Proficiency testing. As the number of students achieving at or above grade level for iReady increases, we would expect to see a higher percentage of our students meeting standards on the Smarter Balance Proficiency assessment. Fall 2022 iReady reading diagnostic data indicates approximately 43% of all students are performing at grade level in reading; African American students (25%), Hispanic students (28.9%), English Learners (2.2%), EDY students (25%), and students with disabilities (15.2%) are meeting grade-level reading standards at lower rates than those of all students.

Alternative Metrics

Fall 2022 iReady reading diagnostic data indicates approximately 43% of all students are performing at grade level in reading; African American students (25%), Hispanic students (28.9%), English Learners (2.2%), EDY students (25%), and students with disabilities (15.2%) are meeting grade-level reading standards at lower rates than those of all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide iReady reading diagnostic data from Fall 2022 and Winter 2023.	As of the Fall 2021 iReady diagnostic assessment, 43% of Black Mountain Middle School students are achieving at or above grade-level expectations in reading.	Black Mountain Middle School will increase student achievement in reading such that 47% (an increase of 3%) or more Black Mountain Middle School students achieve at or above grade-level expectations in reading by the Winter 2023 iReady diagnostic.
English Learner iReady reading diagnostic data from Fall 2022 and Winter 2023.	As of the Fall 2021 iReady diagnostic assessment, 2.2% of Black Mountain Middle School English learners are achieving at or above grade-level expectations in reading.	Black Mountain Middle School will increase student achievement in reading such that 5.2% or more Black Mountain Middle School students achieve at or above grade-level expectations in reading by the Winter 2023 iReady diagnostic.
EDY/Title I iReady reading diagnostic data from Fall 2022 and Winter 2023.	As of the Fall 2021 iReady diagnostic assessment, 25% of Black Mountain Middle School	Black Mountain Middle School will increase student achievement in reading such that 28% or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	EDY students are achieving at or above grade-level expectations in reading.	Black Mountain Middle School EDY students achieve at or above grade-level expectations in reading by the Winter 2023 iReady diagnostic.
Student with Disabilities iReady reading diagnostic data from Fall 2022 and Winter 2023.	As of the Fall 2021 iReady diagnostic assessment, 15.2% of Black Mountain Middle School students with disabilities are achieving at or above grade-level expectations in reading.	Black Mountain Middle School will increase student achievement in reading such that 18.2% or more Black Mountain Middle School students with disabilities achieve at or above grade-level expectations in reading by the Winter 2023 iReady diagnostic.
iReady reading diagnostic data from Fall 2022 and Winter 2023.	As of the Fall 2021 iReady diagnostic assessment, 28.9% of Black Mountain Middle School Hispanic students and 25% of African American students are achieving at or above grade-level expectations in reading.	Black Mountain Middle School will increase student achievement in reading such that 31.9% or more Hispanic students and 28% of African American students achieve at or above grade-level expectations in reading by the Winter 2023 iReady diagnostic.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Language arts teachers will continue to utilize AVID WICOR strategies including RACE (Restate, Answer, Cite, Explain), CER, collaborative learning structures, rhetorical precis, peer editing, MLA format, document-based questions, focused note-taking, notice and note annotations, Costa's Level of Thinking & Questioning, sentence frames, philosophical chairs, Socratic and/or philosophical seminars, use of school planner, and marking the text. The use of AVID Weekly articles and Newsela for leveled reading will be used to support students' comprehension and acquisition of academic vocabulary.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Educationally Disadvantaged Youth

0

English Learners

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Struggling students will be supported by the use of conference week. Parents or caregivers of students who are at risk of failing will be provided a time to meet with teachers to identify plans for success. During the conference week parents and caregivers are scheduled to meet with their child's teachers to discuss strategies and other intervention plans that will positively affect the student achievement in the classroom. This conference would cover areas of both academic and behavioral concerns. This may include strategies for managing behaviors that hinder the student's ability to learn.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified

0

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students with learning differences

Strategy/Activity

BMMS language arts teachers will provide provide appropriately leveled reading intervention. This intervention will include:

- supplemental reading programs such as SIPPS or Barton Reading as needed
- CLOZE reading
- sentence starters
- graphic organizers
- color coding, larger print, scaffolded notes
- Language arts reading and writing support from teachers and instructional assistants during Learning Strategies classes
- Co-teaching support in language arts classes for all grade levels

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

English Learners

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

EDY Students

Strategy/Activity

Targeted efforts to identify and guide struggling EDY students toward specific intervention on campus afterschool. PowerHour support/tutoring is available after school to support math, English language arts, and iReady growth. Based on teacher availability other enrichment courses may be available for students including languages other than English, visual or performing arts, writing, and robotics.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6700

Source(s)

Educationally Disadvantaged Youth

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Physical education teachers will provide a text-rich environment in the locker room, fitness lab, and in various classroom assignments that promote literacy. Specific lessons involve text at various stations for students to read and/or short articles for students to annotate and respond to questions. Teachers will provide opportunities for fitness-related reading activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0.00

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English learners

Strategy/Activity

BMMS science teachers will provide designated ELD instruction or support through levels and provide translations, visual vocabulary, and text to speech (read-a-loud) audio support to increase literacy.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0.00

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

BMMS administration will provide professional growth time for the Humanities department to collaborate via vertical articulation in order to align curriculum and skills in a way that maximizes learning, achievement and engagement. 6th, 7th and 8th grade ELA alignment will result in a more consistent and cohesive progression of reading.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0.00

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Students in 6, 7, 8 grades, who are newcomers to the US (2 years or less), will be placed in the EL ELA class for the first trimester with and EL teacher. The second and third trimester the students will join peers in grade appropriate ELA classes. The EL teacher will co-teach in all grade level classes to designated ELD instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

EDY Students

Strategy/Activity

Teachers representing different subject areas (electives, science, leadership, digital teaching & learning, engaging & rigorous classrooms, facilitating AVID elective experience, and language arts) administrators will attend the AVID conference in San Diego to gain deeper understanding of implementing AVID strategies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

850.00

Educationally Disadvantaged Youth

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

English learners will utilize IXL Software to improve necessary communication skills focusing on non-fiction text and making inferences.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

157.00

English Learners

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

EL teachers will participate in Guided Language Acquisition Design (GLAD) training designed in teaching strategies for EL students in the area of language acquisition and literacy to improve students' language skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2208.62

Source(s)

English Learners

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Teachers in all three grade levels continued the implementation and use of language arts curriculum, as well as the use of AVID WICOR strategies, graphic organizers, and other practices such as the RACE method. Language arts teachers met weekly to collaborate on instructional practices and student success strategies. After-school PowerHours in language arts were offered and struggling students were provided specific outreach and invitations to attend. Students with IEPs in all grades were supported by co-taught language arts classes with two credentialed teachers. i-Ready reading curriculum was used to supplement grade-level instruction.

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

There were no major differences between the intended implementation or budgeted expenditures.

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

In the 2022-2023 school year, Black Mountain will continue to utilize assessment data to target and identify growth in language arts. The rate of Ds and Fs across all subjects will be addressed in a different goal.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

3. Strengthen and maintain a safe, healthy, positive, and attractive learning environment for all learners.

Goal 3: Socio-Emotional/Behavior

Black Mountain Middle School will provide academic and social/emotional supports to students increasing student connection and well being and the resulting the number of students receiving Ds and Fs will decrease 5% between the 1st Trimester for 2022-2023 School year compared to the 2nd Trimester of the same year for all subjects in each grade level. All teachers within teams in all subjects will utilize agreed upon strategies to decrease Ds and Fs. Teachers will increase focus of AVID strategies including engagement through rigor and collaborative learning structures.

Identified Need

This need was identified by reviewing data from previous school years, specifically, a review of D and F rates for various grade levels and courses. Black Mountain saw increased efforts from teachers and it resulted in students receiving less Ds and Fs. Black Mountain can continue that trend by focusing on increased AVID strategies and collaborative learning strategies.

Alternative Metrics

- Suspension data
- California Healthy Kids Data
- Homeroom survey
- Panorama survey
- Mending Matters Survey

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide D and F rates on progress reports for Trimester 1.	44 students in grade 6, 56 students in grade 7, and 76 students in grade 8 have a D or an F at the 1st progress report for the first trimester of the 2022-2023 school year. This is approximately 15.5% of all students at Black Mountain.	The number of students receiving Ds and Fs will decrease 5% between the 1st Trimester for 22-23 School year compared to the 2nd Trimester in the same year.
English Learner D and F rates on progress reports for Trimester 1.	47% of English learners earned a D or F on their Trimester 2 report card during the 2020-2021 school year.	No more than 44% of English learners will earn a D or F on their Trimester 2 report card during the 2022-2023 school year.
EDY/Title I		

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student with Disabilities D and F rates on progress reports for Trimester 1.	42% of students with disabilities earned a D or F on their Trimester 2 report card during the 2020-2021 school year.	No more than 39% of students with disabilities will earn a D or F on their Trimester 2 report card during the 2022-2023 school year.
African American students: D and F rates on progress reports for Trimester 1.	52% of African American students earned a D or F on their Trimester 2 report card during the 2020-2021 school year.	No more than 49% of African American students will earn a D or F on their Trimester 2 report card during the 2022-2023 school year.
Hispanic students: D and F rates on progress reports for Trimester 1.	47% of Hispanic students earned a D or F on their Trimester 2 report card during the 2020-2021 school year.	No more than 44% of Hispanic students will earn a D or F on their Trimester 2 report card during the 2022-2023 school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Weekly homeroom lessons will regularly focus on study skills, build relational capacity, emotional check-ins, Second Step lessons, cultural and historical figures, social-emotional learning, four core values (kindness, respect, responsibility, and hard work), as well as coping with stress and anxiety. Many of the surveys students take are taken in Homeroom. Time is also provided for students to complete assignments and communicate with teachers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0.00

Source(s)

Educationally Disadvantaged Youth

English Learners

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers and other educators will utilize AVID best practices including WICOR, collaborative learning structures, and questioning strategies in class.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

The addition of our Mending Matters social worker that will be accessible to students during the school day.

Strategy/Activity

The Mending Matters professional will work in collaboration with the school counselors and administration to provide social emotional supports to student in on-one-one and/or group setting. The Mending Matters professional will work on a referral basis and can provide an additional "Trusted Adult: for student to go to when they are in distress.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students in Grades 7 and 8

Strategy/Activity

Black Mountain Middle School will offer Academic Success intervention courses for students who demonstrate difficulty with assignment completion, organization, and self-advocacy. These courses will offer support, re-teaching, and goal-setting opportunities for students to increase success in their other courses.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Black Mountain Middle School will continue to implement a mentor/mentee program with regular check-in opportunities for struggling students to meet with a staff mentor, develop a sense of connectedness to their school, and set achievable goals for their progress.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Students with D or F grades in classes.

Strategy/Activity

In October, Black Mountain has designated a minimum day Conference Week to allow for teachers to schedule parent meetings with any students with a D or an F grade. This time is to allow teachers to inform parents, designated specific interventions and strategies for academic improvement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Black Mountain Middle School supports families and caregivers by offering evening "Parent University" seminars on a range of topics related to social/emotional needs and academic success of their children. Vaping presentations held by the Student Support Specialist are in both English and Spanish.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Black Mountain Middle School will hold a Kid Watch session at least once each trimester. During a Kid Watch, educators meet to discuss specific students with academic and/or social-emotional concerns, their strengths, and strategies needed to improve outcomes. These sessions and interventions are documented through the Rtl console. The first Kid Watch of the year will focus on general behaviors and academic needs of students that educators are observing in the classroom. This is meant to address the needs of as many students as possible across all subjects and grade levels.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Students with low academic achievement

Strategy/Activity

Black Mountain has built into the master schedule time for a the previous year's Rtl TOSA to have time to continue targeted interventions and strategies with students including making up assignments, test retakes, and tutoring.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Students who are newcomers to the US have classroom school supplies available to them in order to be successful.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000.00

Source(s)

English Learners

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Students have access to Scholastic Action which engages and empowers struggling readers with accessible stories, skill-building support, and captivating multimedia teaching tools.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

157.00

Source(s)

English Learners

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

This is the first year of implementing this goal. With the help of all of these strategies and activities that were implemented, Black Mountain Middle School did meet its goal to reduce the rate of students earning Ds and Fs in math from Trimester 2 of the previous year to Trimester 2. This was a teacher supported effort.

Briefly 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 major differences between the intended implementation or budgeted expenditures.

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

Black Mountain anticipates more teachers to utilize strategies for positive interventions for both academic and behavioral concerns. The district does have an Rtl TOSA that supports 6 school sites. With the help of Black Mountain's designated teacher to help support Rtl, BMMS expects to decrease the number of students with a D or and F at the end of each trimester.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

3. Strengthen and maintain a safe, healthy, positive, and attractive learning environment for all learners.

Goal 4: Culturally Responsive Educational Experience - Anti-Racism through Systemic Equity and Inclusion

BMMS will foster a safe and inclusive environment by increasing the number of activities during lunch, participation of underrepresented demographic groups in the Principal's Cabinet to increase students' social-emotional health and positive connections within our community as measured by the completion of the Homeroom Survey. The Homeroom Survey, taken at the end of the 2022-2023 school year will show that 80% or more students will identify that they feel their culture or identity is valued at BMMS and that they feel more connected to peers and adults on campus.

Identified Need

This need was identified by guided discussions and analysis from leadership, staff members, families, students, and community members through the BMMS Big I.D.E.A. committee.

Alternative Metrics

Homeroom survey
 Suspension data
 California Healthy Kids Data
 Panorama survey
 Mending Matters Survey

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Homeroom survey	Homeroom survey data from 2022-2023 school year indicated 60.9%% of students felt connected to the "Raider community". 32.4% of students felt that they 50/50 or sometimes feel connected to the Raider community.	Black Mountain hopes to capture the students who only sometimes feeling connected to the Raider Community so that by the end of the year, there is a 19% increase in students who feel connected to Black Mountain.
English Learner		
EDY/Title I		
Student with Disabilities		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

BMMS Community

Strategy/Activity

BMMS will maintain its Big I.D.E.A. committee of students, staff and families to engage in conversations in order to increase community voice related to equity, diversity, awareness and inclusion to increase community voice related to equity, diversity, awareness, and inclusion for all student groups including students with disabilities. These discussions will also continue to take place within monthly Coffee with the Principal meetings. Messages related to equity, diversity, awareness and inclusion will be shared on our school's YouTube page and in Mr. Glover's Sunday parent messages.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0.00

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

A Site Equity Team of teachers and staff members will continue to meet regularly with an equity coach from SDCOE in order to increase staff awareness related to equity, diversity, and inclusion of students from various diverse populations including different cultural and ethnic groups and those with disabilities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0.00

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

BMMS educators will focus on Restorative Practices training including on the October Pro Grow day. This will help educators to work through challenges in their classrooms to allow students to discuss and voice concerns in a healthy and nonjudgmental way to increase positive communication and respect.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students who are at risk

Strategy/Activity

Students who may feel disconnected, have low academic success, heavy discipline consequences, or at risk may be placed with an adult mentor on campus. Mentors meet with mentees to build connections, have a trusted adult they can go to for support, and track progress or increase in the application of Black Mountain's 4 core values- respect, responsibility, hardworking, and kindness.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

BMMS will continue our work as a No Place for Hate School, striving to ensure the Home Field Advantage for all. This work will include school wide Homeroom lessons developed by students and staff. All lessons are submitted to the Anti-Defamation League and shared with families in weekly communications from the principal.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0.00

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Black Mountain will utilize two Instructional Assistants to push into classrooms for added support for students who are newcomers to the US.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1500

English Learners

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Black Mountain Middle School identified a goal to develop and implement strategies and activities to elevate the principles of inclusion, diversity, equity and awareness to result in stronger connections and feelings of inclusion within our Black Mountain community.

A committee of students, staff and families was created to engage in conversations in order to increase community voice related to equity, diversity, awareness and inclusion. This committee was known as the BMMS Big I.D.E.A. Discussions on equity also took place within monthly Coffee with the Principal meetings. Positive messages related to equity, diversity, awareness and inclusion were shared via social media and in the principal's weekly family communications. In addition to the Big I.D.E.A., a Site Equity Team of teachers and staff members was formed and supported by an equity coach and the San Diego County Office of Education in order to increase staff awareness related to equity, diversity, and inclusion. During the 2021-2022 school year, our library staff worked to increase the number of diverse voices represented by authors and titles in our school library, both among physical books and those accessible to students virtually. Additionally, BMMS continued its work as a No Place for Hate School, striving to ensure the Home Field Advantage for all. This work included schoolwide Homeroom lessons developed by students and staff, as well as recognition of modern and historical figures from historically underrepresented

people from various backgrounds, ethnicities, and abilities, including lessons during "spotlight" homeroom lessons during Black History Month and Women's History Month. Homeroom lessons were submitted to the Anti-Defamation League and shared with families in Mr. Corso's Sunday parent communications.

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

The activities and strategies were implemented as described.

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

We are modifying this goal to increase specificity and focus on our students feeling that their cultural communities are valued.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

4. Increase parent and student engagement in learning through enhanced community involvement in the education of our students.

Goal 5: Chronic Absenteeism

Black Mountain Middle School will decrease chronic absenteeism in 2022-2023 by 0.5% compared to our 2021-2022 chronic absenteeism rate. Students are considered chronically absent if they are absent at least 10 percent of the instructional days that they were enrolled to attend in a school.

Identified Need

This need was identified by district and site leaders.

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Chronic absenteeism rate	In 2021-2022, BMMS averaged 7 parents per Coffee with the Principal, 25 parents each Breakfast of Champions, and had 9,500 views on our school's YouTube page.	Black Mountain Middle School will decrease chronic absenteeism in 2022-2023 by 0.5% compared to our 2019-2020 chronic absenteeism rate.
English Learner		
EDY/Title I		
Student with Disabilities		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Front office staff will continue to reach out by phone calls to students who are chronically absent from school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Educationally Disadvantaged Youth
	English Learners

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with disabilities

Strategy/Activity

For students with disabilities who experience chronic absenteeism, IEP meetings will be held with collaboration from school psychologist and/or program specialist to determine appropriate goals and supports related to school attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Counselors, assistant principals, and attendance clerk will hold regular meetings to review students who are chronically absent and identify appropriate steps to support these students in attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Students with frequent absences who are demonstrating academic or social-emotional concerns will be reviewed during KidWatch meetings each trimester. Teams of educators will discuss student strengths and needs and document interventions with Rtl console data.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

This is the first year of implementing this goal.

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

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.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$21,079.50

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)
	\$0.00
Educationally Disadvantaged Youth	\$14,257.88
English Learners	\$6,821.62
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$21,079.50

Total of federal, state, and/or local funds for this school: \$21,079.50

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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Educationally Disadvantaged Youth	14,257.00	0
English Learners	6,821.62	0

Expenditures by Funding Source

Funding Source	Amount
	0.00
Educationally Disadvantaged Youth	14,257.88
English Learners	6,821.62
None Specified	0.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	Educationally Disadvantaged Youth	14,257.88
	English Learners	6,821.62
	None Specified	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	8,506.88
Goal 2	9,915.62
Goal 3	1,157.00
Goal 4	1,500.00

School Site Council Membership

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

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.

Directions: Download PUSD's School Site Council Membership/Recommendations & Assurances Form by [clicking here](#), complete, and return to LSS for review.

Recommendations and Assurances

Your site's School Site Council (SSC) must recommend your SPSA and the proposed expenditures to PUSD's Board for approval. In addition, the SSC must assure 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 English Language Advisory Committee (EC Section 64001[c])

Directions: Download PUSD's School Site Council Membership/Recommendations & Assurances Form by [clicking here](#), complete, and return to LSS for review. Be sure your site's ELAC chair has signed and dated the form. Lastly, both the principal and SSC chair must sign the Assurances section agreeing that:

The SSC has reviewed the content requirements for school plans of programs included in this SPSA and believe all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan. Further, they agree that the SPSA is based on a thorough analysis of student academic performance and that the actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

Upon completion, return to LSS for review.

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019