

Calle Mayor Middle School

Single Plan for Student Achievement (SPSA)

2023-2024

DrDr

Stakeholder Input Timeline
Calle Mayor Middle School 2023-2024

EVENT	LOCATION	DATE
School Site Council Link on Website-Community Survey Input-eBLAST	Calle Website	ongoing
Intervention Team shares information/Data about Students	Calle Mayor	ongoing
SSC Meeting	Calle Mayor	1/12/2022
ELMAC Meeting-Input	Calle Mayor	3/15/22
Calle Staff-Input	Calle Mayor	3/29/2022
SSC Meeting-Input Gathering	Calle Mayor	3/31/2022
Community Input	Calle Mayor	4/1/2022
Calle Staff Share Input	Calle Mayor	4/26/22
SSC Meeting, approval of draft	Calle Mayor	6/2/2022
Re-shared LCAP for 22-23 with Staff	Calle Mayor	6/3/2022
SSC Meeting	Calle Mayor	12/13/2022
SSC Meeting-mid year	Calle Mayor	1/31/2023
Input Sessions	Calle Mayor	2/21/2023
SSC Meeting input	Calle Mayor	2/28/2023
SSC Meeting, approval of draft	Calle Mayor	6/12/2023
SSC Meeting	Calle Mayor	11/2/2023
ELMAC Meeting	Calle Mayor	12/5/2023
SSC Meeting	Calle Mayor	2/8/2024

TUSD LCAP Goal 1: (Learning for ALL Students) Ensure that all students have equitable access to and are successful within a rich variety of rigorous, and standards-aligned set of learning opportunities that promote college and career readiness and preparation for a productive future as citizens in global society.

Calle Mayor Middle School Goal 1: Provide for ALL students an equitable, rigorous and standards aligned set of learning opportunities, with additional support and enrichment, to promote college and career readiness in order to prepare a productive future as citizens in a global society.

Metrics/Indicators	Baseline (2019 Dashboard)	Year 1 2021 Dashboard	Year 2 2022 Dashboard	Year 3 2023 Dashboard	Desired Outcome for 2023-2024
ELA CAASPP (Met/Exceeded %)	6th: 74% 7th: 76% 8th: 72%	No CAASPP in 2021	6th: 71% 7th: 75% 8th: 70%	6th: 79% +8% 7th: 67% -8% 8th: 72% +2%	6th: 81% 7th: 69% 8th: 74%
Math CAASPP (Met/Exceeded %)	6th: 81% 7th: 73% 8th: 56%	No CAASPP in 2021	6th: 79% 7th: 63% 8th: 64%	6th: 73% -6% 7th: 69% +6% 8th: 65% +1%	6th: 75% 7th: 71% 8th: 67%

Additional outcomes for students in 2023-24 (including all ELA and Math subject areas, and underperforming subgroups/grade levels):

- Advance Hisp, SED, Homeless and EL from **Yellow** to **Green** in ELA (Mid Year Adjustment)
- Advance SWD and African Americans from **Orange** to **Yellow** in ELA and Math (Mid Year Adjustment)
- Advance Hisp from **Yellow** to **Green** in Math (Mid Year Adjustment)
- Advance Foster Youth from **Red** to **Orange** in ELA and Math (Mid Year Adjustment)

	1.1 - Actions and Services: Ensure high achievement Instruction for all students by focusing on strengthening teacher efficacy by grade level content areas through Professional Learning Communities (PLC's).					
#	Activities/Expenditures	21-22	22-23	23-24	Funding Source	Description

1.1.1	Professional Learning Communities (PLC's) with focus on Collective Teacher Efficacy.					<p>Weekly PLCs: During PLCs faculty will develop Common Formative and Summative Assessments, Interim Assessments that reflect:</p> <ul style="list-style-type: none"> • Increased use of "Domain Specific" language, or language commonly associated within Science, Social Studies and other subject areas (Academic Language) • Increased complexity and variety in "item types" used in CFA, CSA and Learning Target Tests • general and special education teachers, Focus on Targeted Student Groups, based upon data and ways to support them with no-new teaching time.
1.1.2	Site collaboration time	6500	4500	5500 1000	SG SA	Substitute release time for site leadership and/or grade level/content area teams. PLC team discusses trends in student achievement, addressing the needs of struggling students by demographic subgroups and the use of tutorial time.

1.2 - Actions and Services: Support all students to ensure they will progress academically through each grade level.						
#	Activities/Expenditures	21-22	22-23	23-24	Funding Source	Description
1.2.1	Department PLCs once a month					Use District coaches to support the development of and a better understanding of academic state standards. This is done through horizontal articulation of the department, reinforced by school learning targets/objectives and essential skills.
1.2.2	Site Leadership	4000	4000	5000	SG	Site Leadership teams will utilize results of achievement data to support students academically. (Student Grades, CFAs, Intervention List Monitoring). Greater emphasis using data to work with ELA teachers on adding informational text and writing skills into their curriculum.

	1.3 Actions and Services: Ensure all students have sufficient instructional materials by providing adequate quantities of texts and other materials.					
#	Activities/Expenditures	21-22	22-23	23-24	Funding Source	Description
1.3.1	Supplemental Instructional Materials, Classroom Materials, Instructional Technology	200	200	400	SG	School and classroom instructional materials, school and classroom technology to meet targeted and all student learning needs (Science: Hearts, eyes, etc.)Enhancement and growth for SPED students using technology. Access to Technology and support materials to support their academic needs.
1.3.2	Physical Education Equipment	500	500	200	SA	The Physical Education Faculty will maintain and expand equipment used by students.
1.3.3	Student Access to Technology/materials to EL, SES, Homeless Students	500	500	750	SG	Purchase technology/materials to provide increased access of reading materials for students(Fire Device)

	1.4 - Actions and Services: Providing increased variety and rigorous, standards-aligned learning opportunities.					
#	Activities/Expenditures	Budgeted Amount			Funding Source	Description
1.4.1	Math Field Day and Mathcounts	500	500	400	SA	Math Team Registration, materials, Fees Teacher hourly salaries
1.4.2	CIMI and AstroCamp	300	300	300	Donations and SG	Partial Scholarship for SES Student Scholarships, subs,

TUSD LCAP Goal 2: (Support for Struggling Students) All underperforming student groups will meet or exceed standards in a rigorous curriculum that includes English Language Arts and math, science social studies, and other disciplines such as career technical subjects and physical education

Calle Mayor Middle School Goal 2: Ensure that all underperforming students are proficient in all rigorous standards based curriculum. Calle Mayor will support this process, in all academic areas, through implementation of an effective, cohesive and sustainable professional development model of PLC and RTI that maximizes the conditions and support of learning for all students.

Metrics/Indicators	Baseline	Year 1 2021 Dashboard	Year 2 2022 Dashboard	Year 3 2023 Dashboard	Desired Outcome(23-24)
ELA Dashboard (6-8)	47.7 Pts Above Standard (Blue)	No Dashboard in 2021	42.8 Pts Above Standard (High)	39.9 Pts Above Standard, All students -2.8 points below standard, Green SWD -20pts, EL-14pts, Hisp-16 pts, SED -8.3	Move to Blue with 0 points below standard.
Math Dashboard (6-8)	35.2 Pts Above Standard (Blue)	No Dashboard in 2021	33.9 Pts Above Standard (High)	34.4 Pts Above Standard, .5 maintained standard, Green SPED -9, Hisp -11,	Move to Blue with 0 points below standard.
English Learner Progress (ELPI)	51.8% Making Progress (Medium)	No Dashboard in 2021	85.7% Making Progress (Very High)	69% Making Progress, declined 16.7%, Yellow	Achieve Green, increase 18%
EL Reclassification Rate	15 Students				
iREADY Math	No Data	No Data	EOY:Mid or Above: 43%, Early On: 20%, 1 Level Below: 21%, 2 Level Below: 6%, 3 Level Below: 10%	BOY:Mid or Above: 33%, Early On: 27%, 1 Level Below: 26%, 2 Level Below: 8%, 3 Level Below: 7%	Increase student growth by 3-5%
iReady ELA	No Data	No Data	EOY: Mid or Above: 39%, Early On: 15%, 1 Level Below: 18%, 2 Level Below: 6%, 3 Level Below: 23%	BOY: Mid or Above: 37%, Early On: 19%, 1 Level Below: 21%, 2 Level Below: 8%, 3 Level Below: 15%	Increase student growth by 3-5%

	2.1 - Actions and Services: Continue to provide site specific support to our identified struggling student groups, including during and after the school day.					
#	Activities/Expenditures	21-22	22-23	23-24	Funding Source	Description
2.1.1	33% FTE Intervention ELD Teacher	38830	38830	40000	SG	Current data confirms the need to increase services during the school year for intervention assistance in ELD, grades 6-8 to augment the core curriculum by providing additional support for English Language Learners with the addition of 2 ELD sections to the master schedule.
2.1.2	During School Intervention	None			N/A	Provide targeted differentiated student instruction and support during the school day in all academic areas. Increase days of no new teaching time to two days a week to increase support to all students.
2.1.3	After School Intervention	None			N/A	Provide after school interventions to support students in all academic areas.
2.1.4	RTI Coordinator	@17,000	@17,000	@17,000	District Funded	The RtI Coordinator will be responsible for improving educational outcomes for low income, AA, Hispanic, Foster Youth, Homeless based upon multiple measures, for students. Measures are to include Common Assessments, Guided Reading, academic grades, IABs, CAASPP, attendance and behavioral reports. Coordinator will provide individual data reports to track and monitor student progress.
2.1.5	PBIS Coordinator	@17,000	@17,000	@17,000	District Funded	The PBIS Coordinator will be responsible for improving behavioral educational outcomes, based upon multiple measures, for all students. Measures are to include Common Assessments, Guided Reading, academic grades, IABs, CAASPP, attendance and behavioral reports. Coordinator will provide individual data reports to track and monitor student progress.
2.1.6	EL Coordinator	@17,000	@17,000	@17,000	District Funded	The EL Coordinator will be responsible for and supporting improving educational outcomes, based upon multiple measures, for all EL students. Measures are to include Common Assessments, Guided Reading, academic grades, IABs, CAASPP, attendance and behavioral reports. Coordinator will

						provide individual data reports to track and monitor EL student progress. Provide PD on EL strategies to staff on ways to support our EL students.
2.1.7	Student Study Team	500	300	400	SG	Provide time for Math and SST meetings to occur. RTI coordinator and Counselor will monitor and track students who are recommended. Have in-person Parent conferences with a focus on MATH and ELA.
2.1.8	Mathematical Foundation Program	310.	310	400	SG	This program will develop and build upon foundational math skills in order for students to understand the major concepts in math and will occur before, during and after the school day. Students will be supported through teacher instruction, online multiple computer programs to reinforce basic concepts and be administered different types of assessments.
2.1.9	Reading Foundation Program	300.	300	400	SG	This program will develop and build upon necessary reading and writing skills in order for students to better support grade level content in all academic areas, this will occur before, during and after the school day. Students will be supported through teacher instruction, online multiple computer programs to reinforce basic concepts and be administered different types of assessments.
2.1.10	Organizational Foundation Program	440.	440	200	SA	This program will develop and build upon necessary organizational skills, planning, work habits and completion to better understand their relationship to academic success and this program will occur before, during and after the school day. Students will receive teacher instruction and at times will be supported through different online websites and programs to support and build upon their organizational skills and strategies in order to be more successful in their classes.

2.2 - Actions and Services: Continue to Develop, implement and refine an intervention plan for the school site to target subgroups after the school day and through extended year programs.						
	Activities/Expenditures	Budgeted Amount			Funding Source	Description
2.2.1	Tier 2 and 3 Intervention	500	500	500	SG	Tier 2 and 3 intervention for students with a significant achievement gap, for site-based

						intervention support to support all targeted students.
2.2.2	Ensure that students who are most underperforming receive Tier 2 support.					Students groups in underperforming(District and School) are pulled out to receive Tier 2 support.This is through pull in sessions during the school day.
2.2.3	Ensure that students who are most underperforming receive Tier 3 support.					Students groups in underperforming(District and School) are pulled out to receive Tier 3 support. This is through changes to schedule to offer targeted support though small group/individual strategies.

2.3 - Actions and Services: Provide supplemental assistance and materials to support student learning						
#	Activities/Expenditures	21-22	22-23	23-24	Funding Source	Description
2.3.1	Translated Core Books for English learners	500.	500	500	SG	Purchase translated ELA core books for English learners
2.3.2	E-book (Kindle) Reader App, Reading Materials	2150	500	500	SG	Purchase translated e-books to add to app, Reading materials to support students.
2.3.3	Provide Technology to support student learning	2500.	1500	1000	SG	Purchase technology(chromebooks or portable devices) to support student learning.
2.3.4	Provide PD with different strategies to support our staff to meet the needs of our special education and low performing demographic students.					These strategies can be applied to support all students who are struggling. This is provided during PLC and during student free days.

TUSD LCAP Goal 3: (Supporting Instruction, Teachers and Staff) Implement an effective, cohesive and sustainable professional development model that maximizes the conditions of learning for all students, while implementing California Standards, Next Generation Science Standards, ELD Standards and other performance standards for grades K-12 including the effective recruitment and development of teachers.

Calle Mayor Middle School Goal 3: Calle will implement an effective, cohesive and sustainable professional development model that maximizes the conditions of learning for all students, while implementing Common Core State Standards / Next Generation Science Standards, ELD Standards and Framework and other performance standards for grades 6-9(Algebra).

Metrics/Indicators	Baseline	Year 1 2021 Dashboard	Year 2 2022 Dashboard	Year 3 2023 Dashboard	Desired Outcome (23-24)
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Fully Credentialed & teaching in field, to include ELD Authorization(when needed).	100% of teachers	100% of teachers	100% of teachers	100% of Teachers	Maintain 100% of teachers
Percent of students taught by teachers who participate regularly in PLC's and Professional Development that implement all standards, effective instruction, and student learning	100%	100%	100%	100%	Maintain 100%

Additional outcomes for school/teachers in 2022-23 (based on Red, Orange and Yellow areas, and underperforming subgroups/grade levels as indicated in Goals 1 & 2):

- Advance Hisp, SED, Homeless and EL from **Yellow** to **Green** in ELA(Mid Year Adjustment)
- Advance SWD and African Americans from **Orange** to **Yellow** in ELA and Math(Mid Year Adjustment)
- Advance Hisp from **Yellow** to **Green** in Math(Mid Year Adjustment)
- Advance Foster Youth from **Red** to **Orange** in ELA and Math(Mid Year Adjustment)

3.1 - Actions and Services: Ongoing development of PLCs and PD to create teacher identified essential skills and multiple assessment models in all content areas. This will assist us in identifying student needs and provide academic and behavioral support.						
#	Activities/Expenditures	21-22	22-23	23-24	Funding Source	Description
3.1.1	Inside/Outside Professional Development	TBD			TBD	Attendance at conferences, or professional presenters brought onsite, to strengthen site PLC and RTI implementation and increase teacher efficacy. Additional assistance for new teachers in BTSA.
3.1.2	District provided Professional Development over the Summer	6000	5000	5000	SG	PLC, Differential Instruction Strategies at all levels(EL, GATE, SPED, PBIS, RTi), technology.
3.1.3	Site-based instructional support, coaching, and planning.	500	500	570	SG	Continue to provide substitutes for teachers for planning and training for differentiation and intervention strategies(T1, T2, T3) for targeted students in ELA, Math, Science, Social Studies, and ELD.
3.1.4	Refining/Identifying Essential skills to include High and Regular skills for students.					This also includes new curriculum maps/time on task adjustments to support the implementation/mastery of these skills.

3.2 - Actions and Services: Review, evaluate and revise Math, Science, ELA, and History Curriculum Maps, Signature Practices to increase support to
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	EL, SPED, Hispanic, SED students.					
#	Activities/Expenditures	21-22	22-23	23-24	Funding Source	Description
3.2.1	Differentiation, Diversity, Equity and Inclusion Training(DEI)	1500	560	500	SA	District and Site provided PD for MS gen ed teachers focused on inclusion, differentiation and scaffolding strategies.
3.2.2	Develop Yearlong Map and CFA/Essential Standards for all academic areas	1050	980	400	SA	Collaborate to create a yearlong map that identifies the essential standards for each grade level
3.2.3	Integrated/Designated PD at all school sites					All teachers will participate in a site based after school PD to improve collective teacher efficacy.
3.2.4	Revise Curriculum maps to better support and target struggling students.					Provide teachers with more targeted time on specific essential skills to better support students.

	3.3 - Actions and Services: Identify and Increase Math and ELA scores of identified Students with Disabilities subgroup areas.					
#	Activities/Expenditures	21-22	22-23	23-24	Funding Source	Description
3.3.1	District Math Coaches and Testing Coordinator	500.	300	200	SA	Have the District Math Coach and Testing Coordinator work with the Math Department during PLC to improve CAASPP understanding, to include CAT questions and math performance tasks. Work to develop and align lessons and assessments to model IAB and CAASPP assessments to support SAI students.
3.3.2	District Special Education Department.					Special ed Teachers and members of the Special Ed Department to work with Math and ELA teachers to support them in developing accommodations to support students.
3.3.3	Provide bridging skills for SAI to Gen Ed for readmission into the general ed classes.					These skills can be applied to support all students who are struggling in classes.

TUSD LCAP Goal 4: (Safe and Caring Learning Environment for ALL Students) **Provide a school environment which establishes physical safety, cultivates emotional security, and facilitates responsible decision making where students feel connected and engaged in school.**

Calle Mayor Middle School Goal 4: **Calle Mayor will provide a positive and safe learning environment that cultivates and provides emotional security where our students feel connected and engaged in our school.**

Metrics/Indicators	Baseline (2019 Dashboard)	Year 1 2021 Dashboard	Year 2 (2022 Dashboard)	Year 3 2023 Dashboard	Desired Outcome(23-24)
Attendance Rate	19-20 rate 97.7%	20-21 Rate 98.4%	21-22 Rate 95.0	22-23 Rate 95.2%	Move to 97%
CA Dashboard: Chronic Absenteeism	4% (Blue)	No Dashboard in 2021	13.2% (High)	14%	Decrease by 8%
Suspension Rate	2.3% (Green)	No Dashboard in 2021	1.6% (Low)	4.2% +2.5	Decrease by 5 suspensions
School Climate Survey - Local Indicator*					
CA Dashboard: Suspensions	Move SED to Orange. Move EL, Hisp, 2 or More, SWD, and White to Yellow.	Decrease FY, AA and PI. Move White to Yellow.	Hisp, SED and SWD at MED.	Lower Asians, Hisp, SED, SPED and White.	

Additional outcomes for students in 2022-2023 (including RED, Orange and Yellow, and underperforming subgroups/grade levels):

- Decrease absences for SED, Pacific Islanders and White, move from RED to Orange.(Mid-Year)
- Decrease absences for Filipino, Foster, Homeless, HISP, SPED, move from Orange to Yellow (Mid-Year)
- Decrease absences for Asian, EL, African American move from Yellow to Green.(Mid-Year)
- Decrease suspensions for Asians, Hispanics, SED, Homeless, SPED and White, move from Orange to Yellow.(Mid-Year)
- Decrease suspensions for EL, Foster Youth, move from Yellow to Green.(Mid-Year)
- Encourage leadership in students "at risk"
- Emergency procedures/supplies/practice need updating. (Water replacement, classroom emergency kits need to be re-evaluated)

4.1 - Actions and Services: Expand Multi-Tiered System of Support (MTSS) program						
#	Activities/Expenditures	21-22	22-23	23-24	Funding Source	Description
4.1.1	PBIS Trainings					LACOE(off site trainings) and at the local school site

						staff trainings
4.1.2	PBIS Activities and Materials	1000	2440	2800	SG	Student activity to promote positive behavior and decrease infractions. (TIER 2) Implement the check-in, check-out model.
4.1.3	Sandy Hook Program					Say Something, Do something
4.1.4	Positive School and Classroom Culture					Utilizing results of student surveys and site data, provide on-going PD, including character education, PBIS, anti-bullying, restorative justice and <u>restorative practices</u> , SOS, DEI, drug education for students and parents. Promote conflict resolution skills within identified areas of need. Added Calle Culture Assemblies to promote positive behavior within our students. Added lunchtime activities/sports to the campus. Implemented the Principal Student Group to gather input on ways to improve the campus and school culture.
4.1.5	Alternatives to Suspensions					Restorative Justice/Practice Training, multi phase implementation, P1=training for staff and administration, P2=subs for development of plan, P3=Implementation with staff to support plan.
4.1.6	Behavior Support/Intervention Plans					Development/Implementation of proactive action plans for students who have been identified/experiencing behaviors which impede learning of the student for other students. (General Education Students = BSP) (SPED = BIP)
4.1.7	Social Emotional Training		1000.			Using the School Counselor to provide training to Staff and students to support the social emotional and behavioral needs. Sessions will occur during summer orientations and before, during and after school.

	4.2 - Actions and Services: Refine School Safety Plan					
#	Activities/Expenditures	21-22	22--23	23-24	Funding Source	Description
4.2.1	Professional Development					Provide Staff training and gather input on School Safety Plan

4.2.2	School Safety Plan					Refine School Maps(identify Shut-Offs) and Safety Procedures
4.2.3	Safety Exercises					Monthly emergency drills, fire department inspections, radio call-ins

4.3 - Actions and Services: Reduce Suspension Rate and Chronic Absenteeism Rate within identified subgroup areas in Red, Orange and Yellow on CA Dashboard.						
#	Activities/Expenditures	21-22	22-23	23-24	Funding Source	Description
4.3.1	Stakeholder Meetings/Feedback on CA Dashboard Data					Present information identified in CA Dashboard to stakeholder groups(SSC, Staff and PTSA) and solicit feedback on how to support these students.
4.3.2	Development/Implement of PBIS Activities	2000	2000	3380	SA	Provide to the PBIS team a list of student discipline incidents, work on developing approaches/activities to support good decision making. Data would be based upon school climate surveys.
4.3.3	Student Identification of Suspension Rates					Develop a tracking matrix of identified students within the different subgroup categories for progress monitoring. Have PBIS Coordinator ,Counselor, School Psych, Interns and Administration meet with students during Intervention time to identify and support student behaviors.
4.3.4	Student Identification of Chronic Absenteeism					Office Staff and Administration will target and re-notify parents of Calle Absence policy and monitor progress along the SARB matrix.
4.3.5	District Special Education					District representatives to assist in training/developing amendments to BSP, IEPs, Health Plans, etc. to support chronic absenteeism and health plans to reduce absenteeism of Special Ed students.

4.4 - Actions and Services: Create an effective learning environment that promotes academic success and builds a strong foundation for college and career readiness.

#	Actions/Service	21-22	22-23	23-24	Funding Source	Description
4.4.1	Promote college and career readiness	0	0	0		Create an effective learning environment for college and career readiness by providing lessons in history classes that promote a college going culture, use of Naviance lessons.

Goal 5: (Communication with Stakeholders) Improve parent outreach across TUSD and all school sites to be inclusive of consistent communication especially for significant and underperforming subgroups, by providing further opportunities where parents can contribute and benefit.

Calle Mayor Middle School Goal 5: Increase parent links to learning opportunities on the campus targeting underperforming identified subgroups.

Metrics/Indicators	Baseline	2021-2022	2022-2023	2023-2024	Desired Outcome 2023-2024
Parent Engagement Local Indicator (parent participation in SSC, ELMAC, and parent event attendance)	SSC: 100% ELMAC: 100% Parent Events: Open House, Back to School, PTSA Meetings(on-off site), Outdoor Music Concert, College Night, Math Pathways, Incoming Parent Night, DELMAC, SPED Night, Festival of the Trees, TMCC Blood Drive	SSC: 100% ELMAC: 100% Parent Events: Open House, Back to School, PT500SA Meetings(on-off site), Outdoor Music Concert, College Night, Math Pathways, Incoming Parent Night, DELMAC, SPED Night, Festival of the Trees, TMCC Blood Drive, Reopening Parent Night, Community 500FT Letter	SSC: 100% ELMAC: 100% Parent Events: Open House, Back to School, PTSA Meetings(on-off site), Outdoor Music Concert, College Night, Math Pathways, Incoming Parent Night, DELMAC, SPED Night, Festival of the Trees, TMCC Blood Drive, Cooking w/ Calle, Community 750FT Letter	SSC: 100% ELMAC: 100% Parent Events: Open House, Back to School, PTSA Meetings(on-off site), Outdoor Music Concert, College Night, Math Pathways, Incoming Parent Night, DELMAC, SPED Night, Festival of the Trees, TMCC Blood Drive, Cooking w/ Calle, Community 1000FT Letter. Multicultural Day Luncheon.	
Student Engagement	SSC: 100% ASB: Look to add additional Reps to the organization. Look to have Administration attend ASB Meetings to provide additional student input into the campus.	SSC: 100% ASB: Add Additional Reps to organization. Administration attend ASB Meetings to provide additional student input into the campus.	SSC: 100% ASB: Add Additional Reps to organization. Administration attend ASB Meetings to provide additional student input into the campus.	SSC: 100% ASB: Add Additional Reps to organization. Administration attend ASB Meetings to provide additional student input into the campus. Add a Principal Student Group	

Additional outcomes for students in 2021-22 (including yellow, orange, red areas, and underperforming subgroups/grade levels):

- 100% of teachers implementing integrated and designated supports for ELs in both ELA and Math
- 100% of teachers identify students within underperforming student/ subgroups in their classroom
- Teachers will continue to work in implementing PLC cycles and review student data to provide targeted intervention

5.1 - Actions and Services: State, District, School Site stakeholder meetings						
#	Activities/Expenditures	21-22	22-23	23-24	Funding	Description

					Source	
5.1.1	Stakeholder Input and Feedback					School Site Council, ELMAC Meetings, Booster Clubs, PTSA Meetings, online surveys, ASB Meetings with Administration
5.1.2	Marque Communication					Adding to one side of the marque something that we would like to highlight to the community with total input being provided by Calle Staff/Stakeholder groups
5.1.3	Online Surveys					Added the use of online surveys, used for SPSA/LCAP input/feedback, Google classroom(Calle Life) to gain more input and feedback from students.

	5.2 - Actions and Services: Provide Parent Link to Learning activities					
#	Activities/Expenditures	21-22	22-23	23-24	Funding Source	Description
5.2.1	Parent Nights	500	400	200	SA	6th Grade Incoming Parent Night's, 7/8th Grade Nights, Community Presentations, College Night, Middle School Support Night
5.2.2	Parent Communication					Swift K-12, eBlast, Newsletters, School News, Transitional Services
5.2.3	Community Meetings/Events					PTSA Meetings, Parent Blood Drive, Incoming Parent Night, etc.
5.2.4	School Marque					Identify new ways to use the marque to better support messaging/communication to the community.
5.2.5	Middle Years Publication					Monthly Middle Years publication to be sent to the community highlighting different strategies and support for middle school parents, will also be posted on the website.

GOAL 6: IMPLEMENT EFFECTIVE STRATEGIES TO ADDRESS THE LEARNING LOSS, SOCIO-EMOTIONAL AND RE-ENGAGEMENT NEEDS OF STUDENTS DUE TO COVID. (Will be deleted from LCAP after 2-3 years.)

Calle Mayor School Goal #6: Calle Mayor will survey, engage and provide effective strategies to support the learning loss and social emotional needs of students due to Covid-19.

Metrics/Indicators	Baseline	Year 1 Outcome (21-22)	Year 2 Outcome (22-23)	Year 3 Outcome (23-24)	Desired Outcome for 2023-24
Guided Reading Scores	Identify Students at end of 2020-2021 School year	Bring 20 targeted students to grade level reading score	Bring 50 targeted students to grade level reading score	Bring 55 targeted students to grade level reading score	
Newcomer Program Registration	Establish a baseline of attendance at newcomer orientation	Increase student participation by 10%.	Increase student participation to 70%	Increase student participation to 75%	
MAP Scores/Intervention List for ELA/Math	Identify Students at end of 2020-2021 School year				

	6.1 - Actions and Services: Provide in-school and at-home supports to increase student learning.					
#	Activities/Expenditures	21-22	22-23	23-24	Funding Source	Description
6.1.1	Provide Reading, Math and Behavioral Support Teacher	.50 FTE	.50FTE	.50FTE	District Funded, AB86 ELO/ ESSER III	Provide full day, 5 day Reading, Math and Behavioral support for students in all grade levels. Students identified for this intervention program will be 2 grades below in reading, math or have chronic behavior concerns

	6.2 - Actions and Services: Provide extended school year and extended school day support.					
#	Activities/Expenditures	21-22	22-23	23-24	Funding Source	Description
6.2.1	Provide expanded summer programs to meet the learning needs of students in Summer 21, 22, 23, 24				District Funded, AB86 ELO/ ESSER III	Will include socio-emotional learning, engagement, and accelerated learning opportunities, in addition to core content learning.

	6.4 - Actions and Services: Provide for safe facilities and instruction due to heightened Covid safety requirements.
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#	Activities/Expenditures	Budgeted Amount			Funding Source	Description
6.4.1	Provide custodial support, training and supplies for daily cleaning and disinfecting needs				District Funded, AB86/ESSER	Additional training and support for school custodians based upon DPH Guidelines
6.4.2	Provide necessary PPE for all staff working with students				District Funded, AB86/ESSER	Provide PPE for all Staff based upon DPH Guidelines

APPENDIX A

Calle Mayor Middle School Budget Summary Worksheet

Funding Source:		Supplemental	Student Achievement	Title I	District Funded
2023-24 Allocation:		\$ 64,020.00	\$ 6,480		
Total Expenditures:		\$ 64,020.00	\$ 6,480	\$ -	\$ 74,500
Remaining Balance:		\$ -	\$ -	\$ -	\$ (74,500)
Goal 1 Actions	Action #				
Site collaboration time	1.1.2	\$5500	1000		
Use of Data Analysis Software/Materials	1.2.2				
Site Leadership	1.2.3	\$ 4,000			
Supplemental Instructional Materials, Classroom Materials, Instructional Technology	1.3.1	\$ 200			
Physical Education Equipment	1.3.2		\$200		
Student Access to Technology to EL, SES, Homeless Students	1.3.3	\$ 500			
Math Field Day and Mathcounts	1.4.1	\$ 500	\$400		
CIMI and AstroCamp	1.4.2	\$ 300			
Goal 2 Actions	Action #				

33% FTE Intervention ELD Teacher	2.1.1	\$ 38,900			
RTI Coordinator	2.1.4				\$ 17,000
PBIS Coordinator	2.1.5				\$ 17,000
EL Coordinator	2.1.6				\$ 17,000
Student Study Team	2.1.7	\$ 300			
Mathematical Foundation Program	2.1.8	\$ 310			
Reading Foundation Program	2.1.9	\$ 300			
Organizational Foundation Program	2.1.10		\$ 200		
Tier 2 and 3 Intervention	2.2.1	\$ 500			
Saturday Opportunity Program	2.2.2				
Translated Core Books for English Learners	2.3.1	\$ 500			
E-book (Kindle) Reader App/Reading Materials	2.3.2	\$ 500			
Provide Technology to support student learning	2.3.3	\$ 1500			
Goal 3 Actions	Action #				
District provided Professional Development over the Summer	3.1.2	\$ 5,000			
Site-based instructional support, coaching, and planning.	3.1.3	\$ 570			
Social Emotional Training	3.1.4	\$1000			
Differentiation and Inclusion Training	3.2.1		\$ 500		
Develop Yearlong Map and CFA/Essential Standards for all academic areas	3.2.2		\$ 400		
District Math Coaches and Testing Coordinator	3.3.1		\$ 200		
Goal 4 Actions	Action #				
PBIS Activities and Materials	4.1.2	\$ 2,440			
Development/Implement of PBIS Activities	4.3.2		\$ 3380		
Goal 5 Actions	Action #				
Parent Nights	5.2.1		\$ 200		
Goal 6 Actions	Action #				
Provide Additional Staffing to adhere to DPH classroom safety guidelines. Secondary to 32 avg students.	6.1.1				25@1
Provide Reading Support Teacher	6.1.2				.50FTE

Provide Expanded Summer Newcomer and expanded summer EL Program to meet learning, reengagement and socio-emotional needs of ELs in Summer 21, 22, 23, 24	6.2.2				\$ 11,000
Provide additional before and after school instructional supports at every school	6.2.4				300HRs
Provide After School Athletics	6.3.1				\$ 12,500
Provide additional socio-emotional counseling 4 times a wk	6.3.2				4 Times a WK
Provide re-engagement/return to in-person learning opportunities in summer for students	6.3.3				100HRs

APPENDIX B

(Calle Mayor Middle School) School Site Council Membership 2022-2023

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the Consolidated Application, by the school site council. The current makeup of the school site council is as follows:

Names of Members	Principal	Teacher	Staff	Parent or Community	Student
David Mosley	X				
Destiny McGuire			X		
Sandy Rapkin				X	
Gabe Perez		X			
Dylan Foster		X			
Danny Somoano		X			
David Larmore				X	
ASB Rep 1					X
ASB Rep 2					X
ASB Rep 3					X

Krishna Patel				X	
Category Totals	1	3	1	3	3

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.

APPENDIX C**(Calle Mayor Middle School)
Recommendations and Assurances
2022-2023**