

School Year: 2022-23



SINALOA SPARTANS

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
Sinaloa Middle School	21 65417 6058614	October 26, 2022	November 1, 2022

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

Stakeholder Engagement

The Single Plan for Student Achievement is a collaborative effort with our School Site Council. In addition to the work with the SSC, our plan is reviewed annually by our ELAC committee, and input is taken during ILT (Instructional Leadership Team) sessions with Department Chairs.

Meetings:

ILT Meeting -- Oct 4, 2022

ELAC Meeting -- Sept 29, 2022

SSC Meeting -- Oct 26, 2022

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Culture of Caring

LEA/LCAP Goal

Culture of Caring: Each school site will foster and maintain positive parent, student and community engagement to promote safe, inclusive, restorative and well-maintained campuses where all students feel a sense of belonging.

Goal 1

Increase Youth Truth Survey Data results by utilizing a system of interventions and supports such as weekly check ins, conflict resolution, counseling groups, and other Tier 2 interventions that will increase scores in students and staff feeling safe at school from 24th percentile to above 50th percentile.

Identified Need

Need to increase Youth Truth scores in school safety amongst students and staff

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey results -- Students "I feel safe at school"	Student ratings (percentiles) Rating 3.52 - 24th percentile	Rating 3.75 -- 50th percentile
Youth Truth Survey results -- Staff "School Safety" overall ratings	Staff ratings (percentiles) Rating 3.25 - 7th percentile	Rating 3.50 -- 25th percentile
Youth Truth Survey results -- Parents "School Safety" ratings	Staff ratings (percentiles) Rating 3.38 - 31st percentile	Rating 3.62 -- 50th percentile

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Improve student voice within the community by maintaining one section of Leadership and having them make school videos to support improved school culture, and plan events that support students feeling safe, included, and valued at Sinaloa.

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	District Funded Youth Truth Survey - Centralized District Funds

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

Provide daily access to counseling services via North Marin Community Services (NMCS) referred through our school Counselor with data from DESSA.

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	District Funded Centralized District Funds - NMCS counselor LCFF Supplemental - DESSA assessment MHSSA Grant

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Focus Area -- EL/Foster/Homeless youth

Strategy/Activity

Maintain Community Liaison position at 40 hrs per week and engage our Unduplicated students by connecting them to outside resources, in school resources, and building a strong ELAC community.

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)

District Funded

Community Liaison - Centralized District Funds - LCFF Supplemental

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

Work with Dr. Anthony Muhammad to create two school Equity Goals through our Equity Team which is made up of teachers and administrators.

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)

District Funded

Anthony Muhammad. services - Centralized District Funds - Educator Effectiveness Grant

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

Teachers and Administrators will use Parent Square for all communications with their families with a goal of sending at least bi-weekly emails home to parents in their classes. School newsletter will be sent out weekly and will contain photos of students and positive messaging about the 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)

0

Source(s)

District Funded

Parent Square - Centralized District Funds

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.

Student scores in the areas of peer collaboration remained flat for the year. Scores in the parent communication areas increased dramatically from approximately 15th percentile to 67th percentile.

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

All stated implementation goals were met by the school last year

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 goal has been met and we will be changing our goal in this area for next year to focus more on student safety which will be measured by Youth Truth data in questions related to students and staff feeling safe on campus.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Culture of Competence

LEA/LCAP Goal

To support closing the achievement gap for English learners, Socioeconomically Disadvantaged Students, Students experiencing homelessness and Foster Youth in all areas, NUSD will leverage Multiple Tiered Systems of Supports (MTSS) to ensure coherence between student needs and system response.

Goal 2

Reduce the number of students with D/F grades by 10% from the previous year. Increase CAASPP scores in Math and ELA from the prior year in both areas by 10% more students proficient in Math and ELA

Identified Need

Post COVID we continue to have a higher D/F rate than prior to the pandemic. We need to continue to decrease the D/F rate each year to get it back to pre-COVID levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of Grades that are D/F	8% of grades were D/F at the end of the first semester	7.2% of Grades or lower will be D/F at the end of the first semester
CAASPP Data	60%/42% proficient in ELA/Math	66%/46% Proficient in ELA/Math
Suspension Rate	Prior to COVID, the 3 year average suspension rate for a full time school year in person was 3.56%	Will show by end of year a reduction of suspension rate to below 3%
% of Students with 2 or more F's	7% of Students had 2 or more F's at the end of the first semester	5% or less students will have 2 or more F's at the end of the first semester

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students with two or more F's

Strategy/Activity

Weekly check-ins and pull out reading and math supports for students through our Intervention Specialist.

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	District Funded Centralized District Funds - Intervention Specialist

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

D/F Students

Strategy/Activity

Utilizing Tier 1 and Tier 2 strategies, teachers will be trained in staff meetings to use in class interventions with struggling students. Staff will be trained to use PRIMM manual to implement Tier I strategies such as teacher check-ins, changing students seats, meeting with students during tutorial, and positive rewards. Tier 2 strategies will include pull-out reading interventions, push-in support from ELD specialist and Intervention Specialist, differentiated instruction and parent/teacher conferences. In addition, we will be continuing to implement PBE into the classrooms so that students will have more opportunities to remediate low scores and show proficiency in standards so that they can receive passing grades.

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

At the discretion of the Administration utilize alternative means of correction in lieu of suspensions when possible on suspendable (non-expellable) offenses for students. In addition, Administration and teachers will use a proactive approach to situations to attempt to preemptively reduce the number of offenses that occur. This means increased supervision, parent meetings and contacts, building positive relationships with students, and communicating with teachers to resolve problems and conflicts while they are at a lower level so that suspension is not necessary.

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 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Utilizing Galileo data, Intervention Specialist will support teachers in using data cycles to increase student understanding of standards that score low in the Galileo BOY and MOY assessments. The Data Specialist will identify which ELA and Math standards students are weakest in, and then departments will meet and create outline strategies to help improve those areas for their students.

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

District Funded

Galileo Assessment - Centralized District Funds

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Two teachers will be assigned a 0.2 FTE so that they can pull EL students out for extra support, or push into classes to provide support in the classes. They will also be monitoring their grades and supporting them with their current lessons to keep them caught up in their classes, and to support them with their missing assignments as needed.

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.

During 2021-22, Three reading intervention classes were implemented and Dreambox software was utilized for math. All reading intervention groups increased three reading levels (equivalent to 1.5 grade levels) as measured by Fountas and Pinnell Literacy and Intervention program.

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

No major differences in implementation that what was planned.

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.

Due to budget constraints, Reading Intervention classes are suspended for 22-23 school year. However, the Intervention Specialist will pull out support groups for reading and also to support students with D/F grades through weekly check ins.

Will discontinue to use Dreambox because of cost.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Culture of Excellence

LEA/LCAP Goal

Through proficiency-based learning all students will demonstrate mastery of the desired learning outcomes, as NUSD ensures all students gain the skills, abilities, and knowledge necessary to be successful in college, career and civic life.

Goal 3

Teachers will utilize the PBE scales in their classrooms and students will interact with those scales in all classrooms this year. We will also through the work of our Equity Team ensure equal access to high level classes such as Advanced Math and provided additional support afterschool.

Identified Need

High D/F rates post-COVID show that teachers need to use PBE strategies and scales in their classrooms to help ensure that students have multiple opportunities to show proficiency in the standards and pass their courses.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PBE Walkthroughs	Currently it is observed that approximately 10-20% of teachers have students interacting with PBE scales in their classrooms	At least 75% of teachers will have students interacting with PBE scales in their classrooms and being able to self assess their progress.
Advanced Math student enrollment	Last year there were 0 students enrolled in 7/8 Compacted Math and there were 24 students enrolled in Algebra 1	This year there will be 60 students enrolled in 7/8 compacted math and 30 students enrolled in Algebra 1. Student enrollment in advanced classes will reflect the diverse background of the students in the school.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Utilize Title II funds to train teacher on AVID strategies, reading intervention, and other teacher trainings to develop increased engagement and learning to students

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)
3,371	Title II Part A: Improving Teacher Quality

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

Administrators will conduct quarterly PBE walkthroughs to observe PBE implementation in classrooms and provide teacher feedback. Between these walkthroughs there will be trainings which include strategies teachers can use to help support students interacting with PBE scales.

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	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Advanced Math Students

Strategy/Activity

Working in collaboration with the District and with the Sinaloa Math Department, open two sections of Compacted 7/8 grade math and one section of Algebra 1 and ensure that they have 30 students + enrolled in each class. Provide additional supports as necessary by conducting after school support classes for students who need extra support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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.

0	
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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.

Goals in 21-22 were to get to 95% CAASPP participation (success) and to implement the 7/8 grade online math program (successful implementation, but many students did not complete the program due to the independent nature of the online program).

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

We were able to complete the goals without any modifications

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.

Due to the change in our advanced math program, we had a very low number of qualified Algebra 1 students. This means that we will need to provide after school tutoring support for the Algebra classes to ensure those students can be successful since they did not necessarily get the needed 8th grade standards from last year's online program.

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Jeff Wallace	Principal
John Matern	Other School Staff
Jen Becker	Classroom Teacher
Louise Golan	Classroom Teacher
	Other School Staff
Flavia Black Wortsman	Parent or Community Member
Karen Leitch	Parent or Community Member
Annika Nunez	Parent or Community Member
	Secondary Student
	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/26/22.

Attested:



Principal, Jeff Wallace on 10/26/22



SSC Chairperson, Flavia Wortsman Zametto on 10/26/22

Budget Summary - San Marin High 2022-23

Federal	Approved Budget
Title II	\$6,134
Funds provided to the school through the Consolidated Application	\$6,134
State and/or Local	Approved Budget
Unrestricted	\$88,131
Lottery Instructional Material	\$39,445
Parcel Tax	\$62,324
General Donation	\$93,987
Total	\$283,887
Total federal, state, and/or local funds for this school	\$290,021

