



# 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
Pinacate Middle School	33-67207-6106223	May 28, 2020	June 17, 2020

## Purpose and Description

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

Schoolwide Program

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

Pinacate Middle School will meet ESSA requirements to support academic achievement so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards and California Dashboard Indicators. School goals will influence the entire educational program of the school and are aligned with the goals of the LCAP regarding student

outcomes and student and parent engagement. Goals will support the school in improving state Dashboard indicators related to: school climate, academic achievement, graduation rate, college and career readiness, and local indicators as defined in the Dashboard.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The majority of students feel that Pinacate is a safe place to attend school and that they have close relationships with people on our campus. There is also a general sense from most students who answered our survey that they have a positive relationship with at least one adult on campus. However, many students, although they believe they engaged in interesting activities on campus, did not feel as if they had any say in what extracurricular activities were offered on campus. On a special note, over 70% of our students responded that they had an adult that cared for them and encouraged their success outside of school and home.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Administration has made regular 'walk-throughs' of classrooms throughout the year. The administrator generally provides a brief note or email to the staff member that had a visitation. In addition, administration makes formal observations at least twice a year for non-tenured teachers, and once every two years for tenured staff members. The site principal completed "AVID" 'walk-throughs' throughout the year on a weekly basis to observe the degree of AVID strategies being implemented by the entire teaching staff. The Pinacate Staff has a 95% rate of attendance at AVID Summer Institute; the staff has been observed using the strategies in the majority of the classrooms. Additionally, in the classrooms it was observed that the content standards are posted, with accompanying essential questions, and that many classes are using Cornell notes and Inter-Active Notebooks. Feedback from this 'walk-through' indicated that AVID methodologies (i.e. Cornell notes, Interactive Student Notebooks; students' working collaboratively, etc) were clearly evident, implemented and observed in many classrooms. A school wide writing program was implemented, Step Up to Writing, in all content areas and was observed being used by staff and students.

## Stakeholder 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

The SPSA Annual Review and Update has included the School Site Council, which consists of peer elected Classified staff, Certificated Staff, Parents and students. The SPSA is informed by LCAP goals and is presented annually to the School Site Council, Certificated and Classified Staff, site Leadership, parents involved in ELAC, AAPAC, PELI, parents attending "Coffee With The Principal", and other events that support student academic success, parent involvement and capacity building.

## Resource Inequities

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

Not applicable

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.17%	0.08%	0.18%	2	1	2
African American	5.91%	7.62%	6.52%	69	91	72
Asian	0.69%	0.34%	0.54%	8	4	6
Filipino	0.26%	0.17%	0.27%	3	2	3
Hispanic/Latino	89.29%	87.86%	87.77%	1042	1,049	969
Pacific Islander	0.86%	0.25%	0.09%	10	3	1
White	1.89%	2.6%	3.17%	22	31	35
Multiple/No Response	%	%	1.36%			1
<b>Total Enrollment</b>				1167	1,194	1,104

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 7	584	626	515
Grade 8	583	568	589
<b>Total Enrollment</b>	1,167	1,194	1,104

### Conclusions based on this data:

1. Data indicates that student enrollment by ethnic and socioeconomic subgroups remained essentially unchanged.
2. Data indicates that enrollment by grade level remained essentially unchanged as well.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	472	400	406	40.4%	33.5%	36.8%
Fluent English Proficient (FEP)	311	343	276	26.6%	28.7%	25.0%
Reclassified Fluent English Proficient (RFEP)	39	53	42	7.8%	11.2%	10.5%

### Conclusions based on this data:

1. Pinacate Middle Schools has one of the largest EL populations in the state. California reports that 20% of our students are English Learners. At Pinacate, there are currently 384 EL students after reclassifications were completed. According to the California Dashboard this makes up about 41% of our school population. Reclassifications and drops makes this closer to 35% which makes our school a very unique environment. The EL population is also 97% identified as Socioeconomically disadvantaged. Our distinctive population makes it very difficult if not impossible to compare with any other school in the county.
2. The data also shows that close to 90 percent of all of our EL students are now identified as Long Term English Learners. These factors make it crucial for Pinacate Middle School to continue in building the EL Taskforce to address the needs of the LTEL population as they are fast becoming the most at risk group in California. They are at the bottom of academic performance in comparison with all other subgroups in California and Riverside County. It is critical that Pinacate Middle School continue supporting the EL department and the EL Taskforce to address the needs of this very large subgroup of students.



# School and 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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	573	557	619	550	539	594	550	539	593	96	96.8	96
Grade 8	578	576	554	556	556	536	556	556	536	96.2	96.5	96.8
All Grades	1151	1133	1173	1106	1095	1130	1106	1095	1129	96.1	96.6	96.3

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2483.	2471.	2483.	4.18	3.71	5.40	22.91	19.11	22.60	26.73	24.12	21.75	46.18	53.06	50.25
Grade 8	2503.	2496.	2502.	4.32	5.76	4.29	24.10	17.99	21.27	26.44	29.14	30.22	45.14	47.12	44.22
All Grades	N/A	N/A	N/A	4.25	4.75	4.87	23.51	18.54	21.97	26.58	26.67	25.78	45.66	50.05	47.39

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	8.20	7.24	8.94	39.71	34.32	37.27	52.09	58.44	53.79
Grade 8	8.45	8.27	8.60	39.57	34.53	37.76	51.98	57.19	53.64
All Grades	8.33	7.76	8.78	39.64	34.43	37.50	52.04	57.81	53.72

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	10.77	10.95	10.46	43.98	41.37	46.37	45.26	47.68	43.17
Grade 8	8.81	9.71	10.65	42.45	39.03	52.34	48.74	51.26	37.01
All Grades	9.78	10.32	10.55	43.21	40.18	49.20	47.01	49.50	40.25

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	4.74	2.60	4.89	51.46	49.91	57.67	43.80	47.50	37.44
Grade 8	5.40	6.47	5.22	62.59	57.91	58.96	32.01	35.61	35.82
All Grades	5.07	4.57	5.05	57.07	53.97	58.28	37.86	41.46	36.67

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	13.50	15.58	15.18	46.90	39.89	37.77	39.60	44.53	47.05
Grade 8	14.57	14.75	12.15	45.68	46.94	43.74	39.75	38.31	44.11
All Grades	14.04	15.16	13.74	46.29	43.47	40.60	39.67	41.37	45.66

**Conclusions based on this data:**

- Overall Achievement data indicates that approximately 50% of 7th and 8th grade students tested did not Meet the Standard (53% and 47% respectively).

Approximately 27% of both grade levels (24% and 29%) were in the Nearly Met category.

Approximately 23% of both grades Met or Exceeded the Standard.
- In the area of Research and Inquiry:

Both 7th and 8th grades showed a 5% drop in students attaining scores At or Near Standard and Below Below Standard in each category.

In the area of Listening:

7th graders showed a decline of 2% Above Standard, an increase 1.5% At or Near Standard, and a 4.5% increase in percentage scoring Below Standard.

8th graders showed improvement of 1%, 3% and 3.5% respectively.
- Performance data indicates that the areas of Reading and Writing are more challenging for both seventh and eighth graders.

In both 7th and 8th grades the data indicates that students At or Near Standard or Below Standard increased approximately 5% in each category.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	573	557	620	551	542	594	551	542	594	96.2	97.3	95.8
Grade 8	578	577	554	562	560	539	562	560	539	97.2	97.1	97.3
All Grades	1151	1134	1174	1113	1102	1133	1113	1102	1133	96.7	97.2	96.5

\* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2444.	2446.	2460.	2.18	3.51	3.20	6.90	8.30	12.12	27.04	25.46	24.92	63.88	62.73	59.76
Grade 8	2443.	2457.	2457.	2.85	2.14	2.97	6.76	8.21	7.98	17.08	21.43	21.52	73.31	68.21	67.53
All Grades	N/A	N/A	N/A	2.52	2.81	3.09	6.83	8.26	10.15	22.01	23.41	23.30	68.64	65.52	63.46

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	4.72	6.64	7.74	20.33	22.32	25.42	74.95	71.03	66.84
Grade 8	5.34	4.64	3.91	17.08	20.71	21.23	77.58	74.64	74.86
All Grades	5.03	5.63	5.92	18.69	21.51	23.43	76.28	72.87	70.65

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	1.81	4.06	4.38	34.12	31.55	37.21	64.07	64.39	58.42
Grade 8	3.91	4.11	4.64	25.62	39.82	32.65	70.46	56.07	62.71
All Grades	2.88	4.08	4.50	29.83	35.75	35.04	67.30	60.16	60.46

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	3.99	4.43	4.21	46.64	45.39	47.98	49.36	50.18	47.81
Grade 8	3.20	2.86	3.54	36.30	43.04	40.04	60.50	54.11	56.42
All Grades	3.59	3.63	3.89	41.42	44.19	44.21	54.99	52.18	51.90

**Conclusions based on this data:**

1. Data indicates that a high percentage (97%) of both 7th and 8th graders participated in CAASPP testing.
2. The number of 7th and 8th grade students that Nearly Met the Standards is 25% and 21% respectively.  
  
Data indicates that for 7th grade there was an improvement of approximately 1% in the category of Standards not Met, a 2% improvement in Standard nearly Met, as well a a 2% improvement in Standard Met.  
  
In the 8th grade, there was an improvement of 5% in Standards Not Met, a 4% improvement in Standard Nearly Met, and a 1.75% improvement in Standard Met.
3. For both 7th and 8th grade students, Concepts and Procedures are the areas that approximately 94% of students tested show to be an area of primary focus for remediation.  
  
7th grade data shows that 98% of students struggle in the area of Problem Solving and Modeling Data.  
  
8th grade data shows that 94% of students struggle in this category as well.

# School and 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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 7	1536.4	1539.8	1537.5	1542.4	1534.8	1536.9	202	220
Grade 8	1534.6	1538.4	1530.8	1540.6	1538.0	1535.7	185	172
All Grades							387	392

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	32.67	22.73	37.62	39.55	23.27	27.27	6.44	10.45	202	220
8	33.51	18.02	37.30	34.88	17.30	34.30	11.89	12.79	185	172
All Grades	33.07	20.66	37.47	37.50	20.41	30.36	9.04	11.48	387	392

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	54.46	45.00	34.65	31.82	9.90	17.27	*	5.91	202	220
8	54.59	33.72	29.19	36.63	10.27	20.35	5.95	9.30	185	172
All Grades	54.52	40.05	32.04	33.93	10.08	18.62	3.36	7.40	387	392

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	17.82	10.00	22.28	24.55	32.67	42.27	27.23	23.18	202	220
8	25.41	8.14	21.08	23.26	28.11	36.05	25.41	32.56	185	172
All Grades	21.45	9.18	21.71	23.98	30.49	39.54	26.36	27.30	387	392

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	34.16	16.82	57.43	57.73	8.42	25.45	202	220
8	28.65	13.37	53.51	61.05	17.84	25.58	185	172
All Grades	31.52	15.31	55.56	59.18	12.92	25.51	387	392

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	73.76	68.64	24.75	25.45	*	5.91	202	220
8	74.59	54.07	20.00	38.95	*	6.98	185	172
All Grades	74.16	62.24	22.48	31.38	3.36	6.38	387	392

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	21.29	14.09	21.29	41.82	57.43	44.09	202	220
8	28.65	13.95	18.38	33.14	52.97	52.91	185	172
All Grades	24.81	14.03	19.90	38.01	55.30	47.96	387	392

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	16.83	4.09	76.73	87.27	6.44	8.64	202	220
8	18.38	2.33	75.14	88.37	6.49	9.30	185	172
All Grades	17.57	3.32	75.97	87.76	6.46	8.93	387	392

**Conclusions based on this data:**

1. The results of the new English Language Proficiency Assessment of California showed that Pinacate has 71% percent of ELs scoring a 3 or 4. This shows that 33% are proficient on this test and 38% are one level from proficiency. This is an outstanding achievement for the EL department as we are in our first full year of implementation of our new ELD curriculum. It should also be noted that approximately 120 students were enrolled in the AVID Excel program as their required EL mandate. The AVID Excel program did not participate in the new curriculum implementations. We were the top middle school in the region and we placed 3rd in the county as a district. The LTEL taskforce implemented motivational workshops, data workshops, and incentives to improve student performance and awareness of LTEL identification. The ELPAC results also resulted in the EL department making necessary changes to improve administration of the ELPAC. Upcoming results should see gains in academic performance on the ELPAC leading to higher rates of reclassification.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1194	95.1	33.5	1.0

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	400	33.5
Foster Youth	12	1.0
Homeless	163	13.7
Socioeconomically Disadvantaged	1136	95.1
Students with Disabilities	188	15.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	91	7.6
American Indian	1	0.1
Asian	4	0.3
Filipino	2	0.2
Hispanic	1049	87.9
Two or More Races	13	1.1
Pacific Islander	3	0.3
White	31	2.6

### Conclusions based on this data:

1. For the 2018-2019 school year, Pinacate Middle School had a population of 1,067. Student demographics data indicates the following:

Hispanic Students comprised 89.3% of the student population.  
 African American Students comprised 5.9% of the student population.  
 All other subgroups combined comprised the remaining 4.8% of the student population.

2. 97% of the students enrolled were eligible for free or reduced meals or have parents who have not attained a high school diploma.





3. Additionally, 40.4% are identified as English Learners (EL's).



# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457"><b>English Language Arts</b></p>  <p data-bbox="293 506 371 533">Yellow</p>	<p data-bbox="673 426 950 457"><b>Chronic Absenteeism</b></p>  <p data-bbox="784 506 836 533">Red</p>	<p data-bbox="1177 426 1388 457"><b>Suspension Rate</b></p>  <p data-bbox="1252 506 1330 533">Yellow</p>
<p data-bbox="251 625 414 657"><b>Mathematics</b></p>  <p data-bbox="289 705 376 732">Orange</p>		

#### Conclusions based on this data:

1. English Language Arts(ELA) is indicated as the content area that needs to be addressed. There is the potential of improved campus culture and environment with increased student engagement.
2. Improved ELA levels will assist in addressing comprehension/unpacking issues in mathematics.

# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 64.4 points below standard Increased ++7.3 points 1052	<p><b>English Learners</b></p>  Orange 84 points below standard Increased ++9.5 points 583	<p><b>Foster Youth</b></p>  No Performance Color 43.4 points below standard 11
<p><b>Homeless</b></p>  Yellow 59.5 points below standard Increased Significantly ++15.9 points 131	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 65.9 points below standard Increased ++6.9 points 999	<p><b>Students with Disabilities</b></p>  Orange 139.5 points below standard Increased ++11.3 points 159

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 81 points below standard Increased ++14 points 70	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 64 points below standard Increased ++7.9 points 940	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 60.7 points below standard Maintained ++0.5 points 23

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
134.7 points below standard Declined -13.2 points 333	16.3 points below standard Increased ++3.8 points 250	60.6 points below standard Increased ++4.8 points 361

**Conclusions based on this data:**

1. Data indicates a decline in overall performance in ELA for all subgroups.

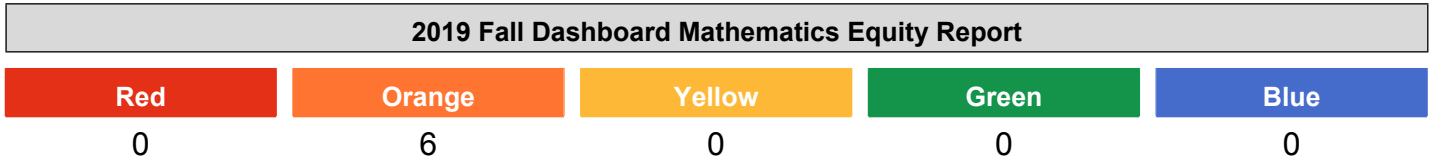
# School and Student Performance Data

## Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 114.7 points below standard Increased ++7.4 points 1049	<p><b>English Learners</b></p>  Orange 132.3 points below standard Increased ++6.8 points 579	<p><b>Foster Youth</b></p>  No Performance Color 85.5 points below standard 11
<p><b>Homeless</b></p>  Orange 110.9 points below standard Increased Significantly ++20.1 points 130	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 116.1 points below standard Increased ++6.6 points 997	<p><b>Students with Disabilities</b></p>  Orange 191 points below standard Increased ++9 points 158

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 128.2 points below standard Increased Significantly ++17.2 points 68	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 114.5 points below standard Increased ++7.4 points 939	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 107.5 points below standard Increased ++4.5 points 23

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
177.6 points below standard Declined -8.9 points 329	72.7 points below standard Declined -10.7 points 250	111.6 points below standard Increased ++10.7 points 362

#### Conclusions based on this data:

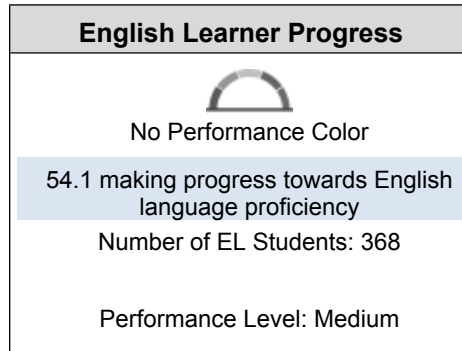
- The two largest student sub-groups, Hispanic (935) and Black (47), both increased.
- Of all of the Student groups, the greatest gain was seen in the Socioeconomically Disadvantaged sub-group, which represented 92% of the entire student population.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
62	107	14	185

#### Conclusions based on this data:

1. The results of the new English Language Proficiency Assessment of California showed that Pinacate has 71% percent of ELs scoring a 3 or 4. This shows that 33% are proficient on this test and 38% are one level from proficiency. This is an outstanding achievement for the EL department as we are in our first full year of implementation of our new ELD curriculum. It should also be noted that approximately 120 students were enrolled in the AVID Excel program as their required EL mandate. The AVID Excel program did not participate in the new curriculum implementations. We were the top middle school in the region and we placed 3rd in the county as a district. The LTEL taskforce implemented motivational workshops, data workshops, and incentives to improve student performance and awareness of LTEL identification. The ELPAC results also resulted in the EL department making necessary changes to improve administration of the ELPAC. Upcoming results should show gains in academic performance on the ELPAC leading to higher rates of reclassification.

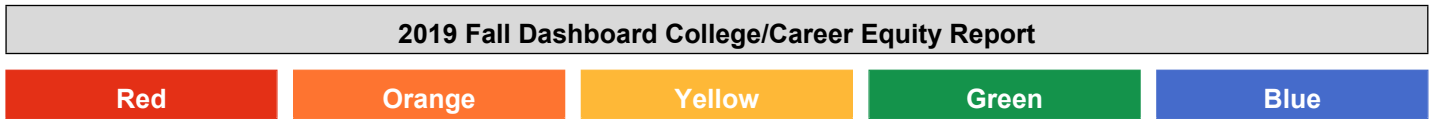
# School and Student Performance Data

## Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

### Conclusions based on this data:

1. Not applicable

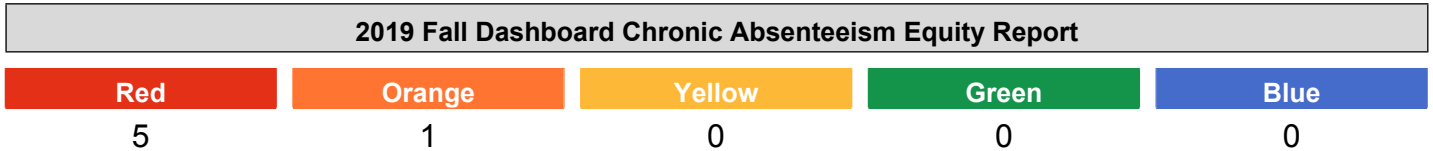
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  <p>Red</p> <p>20.8</p> <p>Increased Significantly +3.7</p> <p>1288</p>	<p><b>English Learners</b></p>  <p>Red</p> <p>18.4</p> <p>Increased Significantly +5.1</p> <p>441</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>16.7</p> <p>Declined -16.7</p> <p>24</p>
<p><b>Homeless</b></p>  <p>Red</p> <p>31.9</p> <p>Increased Significantly +20.8</p> <p>185</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Red</p> <p>21.4</p> <p>Increased Significantly +4.1</p> <p>1219</p>	<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>25.6</p> <p>Maintained +0.2</p> <p>199</p>



## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange <span style="background-color: #e6f2ff; padding: 2px;">27.7</span> Declined -7.7  101	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy  1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy  4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy  2
Hispanic	Two or More Races	Pacific Islander	White
 Red <span style="background-color: #e6f2ff; padding: 2px;">20</span> Increased Significantly +4.6  1124	 No Performance Color <span style="background-color: #e6f2ff; padding: 2px;">22.2</span> Declined -8.5  18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy  4	 No Performance Color <span style="background-color: #e6f2ff; padding: 2px;">29.4</span> Declined -3.9  34

### Conclusions based on this data:

1. The overall total of 212 students of 1,248 showed a slight increase of 2.1% in chronic absenteeism.
2. It is important to note that of the 1,248 students at Pinacate, the majority of the student population is Hispanic (1,211 of 1248 students). Hispanic students maintained the lowest percentage of chronic absenteeism. While this appears good, the 15.4% chronic absenteeism equates to 170 students.
3. The subgroup with the highest percentage, African American Students, with 35.4% of 79 students is 27.9 students, a disproportionate number/percentage of the total student population. Students of Two or More Races (13 students) showed an improvement of 19%. All other subgroups had no Performance Color indicated.

# School and Student Performance Data

## Academic Engagement Graduation Rate

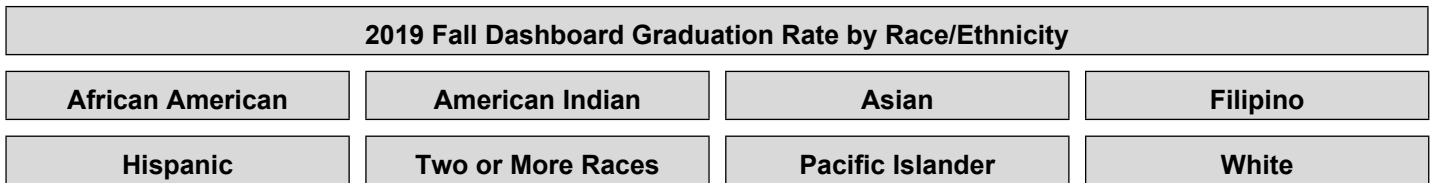
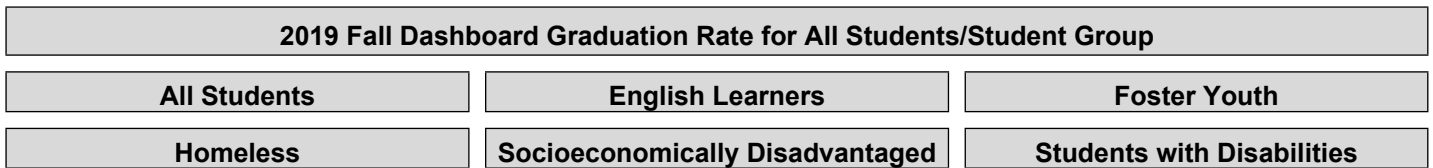
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

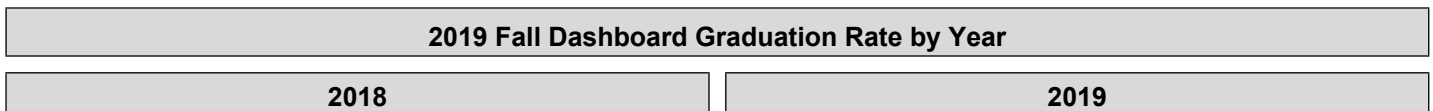
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



### Conclusions based on this data:

1. Not applicable

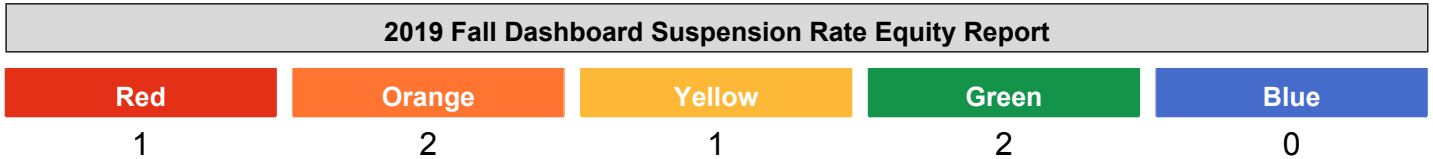
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 9.5 Declined Significantly -4.3 1341	<p><b>English Learners</b></p>  Green 7.4 Declined Significantly -6.5 457	<p><b>Foster Youth</b></p>  No Performance Color 7.1 Declined -31.7 28
<p><b>Homeless</b></p>  Red 14.9 Increased Significantly +4.4 194	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 9.8 Declined Significantly -4.3 1259	<p><b>Students with Disabilities</b></p>  Orange 20.9 Declined -2.1 206

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 27.9 Declined -4.3 104	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 4	 No Performance Color Less than 11 Students - Data 2
Hispanic	Two or More Races	Pacific Islander	White
 Green 7.9 Declined Significantly -4.4 1168	 No Performance Color 13.6 Declined -1.7 22	 No Performance Color Less than 11 Students - Data 4	 No Performance Color 8.3 Declined -9.5 36

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	13.8	9.5

**Conclusions based on this data:**

1. The overall suspension rate decreased by 3.2% over the 2017 academic year. The most significant decline was seen in White students at 10%, African American students at 6.6%, and Homeless Youth at 6.5%.
2. Suspension rates declined in all subgroups with the exception of Foster Youth which increased by 2%.
3. While the data appears to present a positive turn in lowered suspension rates, it is apparent that the suspension rate for students with disabilities and African American students are suspended at a greater percentage based on the representative group enrollment figures.

# 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

Student Proficiency that Leads to College and Career Readiness

## LEA/LCAP Goal

All students will attain grade level proficiency in English Language Arts and math.

## Goal 1

Increase the average from Distance From Standard (DFS) by 15 points on the Academic Indicator in ELA for school-wide and all numerically significant subgroups  
 Increase the average from Distance From Standard (DFS) by 28 points on the Academic Indicator in Math for school-wide and all numerically significant subgroups

## Identified Need

For Math, although the Standard not Met has decreased over the past three years, over 60% of our students are still not meeting the standard.  
 For Math, as measured by the 2019 SBAC, 87% of our EL students are not meeting the standard.  
 As measured by the 2019 SBAC, 90% of our SWD students are not meeting the standard.  
 For ELA, the proficiency rate for Special Education Students demonstrated a slight decrease to 8% as measured by the spring administration of the CAASPP in comparison to 11% in 2018.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA SBAC Scores	2018-19: 72.3 points below standard	Increase ELA scores by 15 points
Mathematics SBAC Scores	2018-19: 122.7 points below standard	Increase Mathematics by 28 points
ELPAC Data	2018-19: 71% of students are Level 3 and 4 38% are Level 4 33% are Level 3	Increase by 3%

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

1.1 Provide effective professional development that is planned in response to data analysis, the needs of our students and staff that will include expert training in standards based instruction, assessed student performance and research-based strategy instruction to actively engage students and improve student achievement.

### 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  
0000: Unrestricted  
Expenditures from Site General 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

1.2 Create a unit plan that supports the Math CAASPP essential standards.

### 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  
0000: Unrestricted  
Expenditures from Site General Funds

### 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

1.3 Create a pacing guide that supports the Math CAASPP essential standards unit plan.

### 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  
0000: Unrestricted  
Expenditures from Site General Funds

### 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

1.4 Adopt a consistent assessment cycle that is aligned with the unit plan that supports the CAASPP essential standards and the common core standards.

#### 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  
0000: Unrestricted  
Expenditures from Site General Funds

### 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

1.5 Provide release time for alignment to the core and intervention of all ELA support courses every six weeks.

#### 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  
0000: Unrestricted  
Expenditures from Site General Funds

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

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

All students

## Strategy/Activity

1.6 Provide training on Standards and PLC Training to ELA department Implement Teacher Clarity and Gradual Release Model.

### 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  
0000: Unrestricted  
Expenditures from Site General Funds

## Annual Review

### SPSA Year Reviewed: 2019-20

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.

The proficiency rate (Standard Met and Exceeded) at Pinacate increased by 3% as measured by the 2019 administration of the CAASPP for Math.

The percent of students scoring below proficient at Pinacate decreased (-3% points) from 89% during the spring 2018 administration of the CAASPP to 86% as measured by the 2019 CAASPP results for Math.

There was a decrease in the 2019 Dashboard Academic Indicator points below standard (114.7) as measured by the 2019 administration of the CAASPP results for Math compared to the spring 2018 Dashboard Academic Indicator (122.7) as measured by the administration of 2018 CAASPP results for Math.

In comparing the spring 2017-18 CAASP Math results to the the 2018-19 CAASP Math results, there was a positive movement by 20 students from 76 to 96.

For ELA, the proficiency rate (Standard Met or Exceeded) at Pinacate increased to 27% as measured by the 2019 administration of the CAASPP in comparison to a 23% proficiency rate in 2018.

The percent of students scoring at Standard Not Met at Pinacate decreased 2% from 50% during the spring 2018 administration of the CAASPP to 47% as measured by the 2019 CAASPP results for ELA.

There was an Increase the Dashboard Academic Indicator at Pinacate by 7.3 points as measured by the 2019 spring administration of the CAASPP in comparison of a 8.2 point decrease in the spring of 2018 for ELA.

The overall Distance from Standard (scale score) at Pinacate decreased by 15 points from 34.8 points below standard in the spring of 2018 to 19.7 points below standards as measured by the CAASPP in the spring of 2019.



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

SPSA Goal #1:

Budget: \$12,561

Estimated Actuals: \$4,799.37

Net: (\$7,761.63)

Major Difference include:

- Materials and supplies for student recognition and student incentives (Due to school closure from COVID-19)

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.

Changes to goal: No changes will be made to the goal.

Metrics: No change in metrics

Changes to Actions and Services: No changes to Actions/Services

# 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

College and Career Readiness

## LEA/LCAP Goal

All students will graduate from high school prepared for posted-secondary and career options or obtain a certificate of high school completion.

## Goal 2

Expand access and opportunities for all students to take college and career preparatory courses and curriculum. Including but not limited to honors, advanced curriculum, Career Education Technical courses, participating in college readiness activities and events.

## Identified Need

Students working to pass all four Core Classes and High School Pathway courses with at least a C or higher.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AVID Enrollment	Baseline: 2018-19: 282 students  2019-20: 223 students	Maintain student participation in AVID.
AVID Excel Enrollment	Baseline: 2018-19: 172 students  2019-20: 66 students	Maintain student participation in AVID EXCEL.
STEAM Enrollment	Baseline: 2018-19: 643 students  2019-20: 596 students	Maintain student participation in STEAM courses.

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

2.1 Provide college and career activities and events to establish a culture of college and career awareness and readiness on campus.

**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  
0000: Unrestricted  
Expenditures from site general fund.

**Strategy/Activity 2**

**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.

Amount(s)

Source(s)

**Strategy/Activity 3**

**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.

Amount(s)

Source(s)

**Annual Review**

**SPSA Year Reviewed: 2019-20**

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.

Pinacate participated in the Middle School Transcript Analysis (MSTA) on October 21st from 8am to 2pm. Led by RCOE, Pinacate's Guidance Team will engage in the MSTTA in conjunction with all department chairs including SPED, as well as our academic coaches for ELA, Math, and Technology. We had a team of 10 teachers, 2 counselors, 2 classified, and 1 administrator.

The MSTTA uses, " 'pseudo credits' in a deep data dive and can provide powerful information to: Understand the current system producing existing academic outcomes; Examine possible 'choke points' where students get stuck; Identify gaps, patterns and areas of growth based on student demographics to address equity and access." We will analyze transcripts from the class of 2019, last year's 8th graders.

The data we compiled from the MTSA was shared at the Staff meeting so that all members were informed. The data was also used to pilot the "High School Ready" 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.

SPSA Goal #2:

Budget: \$16,938.31

Estimated Actuals: \$11,034.18

Net: (\$5,904.13)

Major Difference include:

- Supplemental materials and supplies to include, student agendas, binders, writing materials (Due to school closure from COVID-19)

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.

Changes to goal: No changes will be made to the goal.

Metrics: No change in metrics.

Changes to Actions and Services: No changes to Actions/Services.

# 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

Safe and Positive School Environment

## LEA/LCAP Goal

All departments and sites will provide a safe and positive environment for staff and students.

## Goal 3

Improve attendance indicators by 2.5% for all sub groups. Reduce incidents of bullying, drug use, violence, truancies and suspensions/ expulsions by 3% annually. Increased implementation of other means of correction to include PBIS and Restorative Practices.

## Identified Need

Although African American and Students With Disabilities went from red to orange this year. We still struggle to keep their suspension numbers down.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Bullying	Baseline: 2018-19: 31 Unduplicated Incidents  2019-20: 17 Unduplicated Incidents	Spring 2021: Reduce incidence by 3%
Substance Use	Baseline: 2018-19: 18 Unduplicated Incidents  2019-20: 25 Unduplicated Incidents	Spring 2021: Reduce incidence by 3%
Attendance	Baseline: 2018-19: 92% Attendance Rate  2019-20: 93.43% Attendance Rate	Spring 2021: Increase by .75%
Suspensions	Baseline: 2018-19: 213 Unduplicated Incidents	Spring 2021: Reduce incidence by 3%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2019-20: 39 Unduplicated Incidents	
Expulsions/PFDA	Baseline: 2018-19: 18 PFDA's  2019-20: 8 PFDA's	Spring 2021: Reduce incidence by 3%
Chronic Absenteeism	Baseline: 2018-19: 20.8% Subgroups: 25.6% SWD, 18.4% ELs, 20% Hispanic, 31.9 Homeless, 21.4% SED  2019-20: 15.96% overall; Subgroup data will be available in the Fall release of the CA Dashboard	Spring 2021: Reduce Chronic Absenteeism by 3% across all subgroups

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

3.1 Support proactive social emotional interventions/activities and reward students for behavior 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)

14,747

#### Source(s)

Title I  
4000-4999: Books And Supplies  
Materials and supplies to include but not limited to support: renewal of 5 Star Students, student recognition and achievement, support the social and emotional wellbeing of students such as guest speakers, certificates, incentives, field trips, and access to PUMA U.

# Annual Review

## SPSA Year Reviewed: 2019-20

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.

Implementation of strategies/activities include:

- Continue to use progressive Discipline Ladder (Prezi version of Discipline Ladder)
- Scheduled discipline presentations
- “Zero No Approach” Policy
- List of Interventions

ATS Program

ARC: Alternative Resource Counselor

ARC Curriculum

- Weekly data meetings:

(Campus) Quantitative lens

Comb data in IC for accuracy

AP secretaries use the Discipline HUB for uniformity

Debrief with Campus Supervisors

Active AP Supervision

- Student Incentive System was implemented with the use of the 5-Star Student Program. A major focus was placed on implementing restorative justice conferences & MTSS (Multi-tiered Systems & Support).
- The administrative team delivered scheduled routine discipline presentations to students to remind them of school expectations.
- AP’S delivered 8th grade promotion presentations and held 1:1 meetings with students to increase promotion rates.
- Pre-SART contracts and attendance letters were sent out to students with chronic absenteeism.
- AP’s delivered 7th grade presentations to positively empower students.
- Recognition Awards for good behavior and attendance.

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

SPSA Goal #3:

Budget: \$23,818.92

Estimated Actuals: \$9,827.90

Net: (\$13,991.02)

Major Difference include:

- Social emotional interventions/activities and reward student for behavior improvement; PUMA U incentives, Teacher extra duty (Due to school closure from COVID-19)

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.

Changes to goal: No changes will be made to the goal.

Metrics: No change in metrics

Changes to Actions and Services: No changes to Actions/Services



# 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

Parental Involvement

## LEA/LCAP Goal

Secure and strengthen the home- school- community connections and communications.

## Goal 4

Build capacity to effectively partner with parents and families.

## Identified Need

Parent and community engagement in the School Site Council, the ELAC, and the LCAP Parent Advisory Committee are priorities in order to involve parents in decision making and outcomes.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation	2019-20: Parent Participation = 730* as of March 13, 2020  2018-19: Parent Participation = 962	Increase parent attendance 1%
CA Healthy Kids Survey	2019-20: No survey was administered due to COVID-19  2018-19: 118 Parent Survey Results	Increase parent attendance 5%
Social Media	2019-20: Facebook followers: 948 Twitter followers: 318 Instagram: 1203	Increase Social Media followers by 1%
IC Parent Accounts	2019-20: 1,251 Parent Accounts	Increase IC Parent Accounts by 1%

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

4.1 Provide training and support to build capacity to effectively partner with parents and families.

#### 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)
49,045	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Classified salary for Community Aide
30,676	Title I Part A: Parent Involvement 3000-3999: Employee Benefits Classified benefits for Community Aide

## Annual Review

### SPSA Year Reviewed: 2019-20

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.

Pinacate has enabled active parental involvement for all parents. We continue to establish family friendly volunteer policies to recruit and organize help and support from parent. Also, we have expanded trainings/workshops/courses for parents/community members to build capacity and connections that will empower, engage, and connect parents to support student academic achievement. We have worked to identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development. Pinacate continues to ensure that schools have a system in place with multiple strategies to facilitate two-way communication with staff, parents and community members on a regular basis. Our Community Liaison works with our parents to support teachers in addition, provide parents the opportunity to be apart of their student educational experience. We were able to establish a PTSA and support students. We will continue to build upon what was started this school year.

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

SPSA Goal #4:

Budget: \$3,000.00

Estimated Actuals: \$417.49

Net: (\$2,582.51)

Major Difference include:

- Certificated Personnel Salaries Substitute coverage for parent involvement committee meetings and activities during school hours (Due to school closure from COVID-19)

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.

Changes to goal: No changes will be made to the goal.

Metrics: LCAP Parent Participation

Changes to Actions and Services: No changes to Actions/Services

# 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	\$130,037.57
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$94,468.00

## 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 (\$)
Title I	\$14,747.00
Title I Part A: Parent Involvement	\$79,721.00

Subtotal of additional federal funds included for this school: \$94,468.00

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

State or Local Programs	Allocation (\$)
None Specified	\$0.00

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

Total of federal, state, and/or local funds for this school: \$94,468.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I		
District Funded		

## Expenditures by Funding Source

Funding Source	Amount
None Specified	0.00
Title I	14,747.00
Title I Part A: Parent Involvement	79,721.00

## Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	0.00
2000-2999: Classified Personnel Salaries	49,045.00
3000-3999: Employee Benefits	30,676.00
4000-4999: Books And Supplies	14,747.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	None Specified	0.00
4000-4999: Books And Supplies	Title I	14,747.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	49,045.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	30,676.00

# Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	0.00
Goal 2	0.00
Goal 3	14,747.00
Goal 4	79,721.00

# School Site Council Membership

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

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

Name of Members	Role
ChaKwan Jones-Principal	Principal
Jonathan Synnott 2019-2021	Other School Staff
Tricia Stanier 2018-2020	Classroom Teacher
Sean Muhammed 2019-2021	Classroom Teacher
Gustavo Guerra 2019-2021	Classroom Teacher
Rosa Heredia 2019-2021	Classroom Teacher
Karen Santos 2018-2020	Parent or Community Member
Marisol Gonzalez 2018-2020	Parent or Community Member
Amber Brashier 2019-2021	Parent or Community Member
Martina Venegas 2019-2021	Parent or Community Member
Alyssa Jones 2019-2021	Secondary Student
Thomas Walker 2019-2021	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 May 28, 2020.

Attested:

Principal, ChaKwan Jones on May 28, 2020

SSC Chairperson, Jonathan Synnott on May 28, 2020



# 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](mailto: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](mailto: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](mailto: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**easurable, **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](mailto: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/>

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