

School Year: **2018-19**

# School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

<b>School Name</b>	Pinacate Middle School
<b>Address</b>	1990 South A Street Perris, CA 92570
<b>County-District-School (CDS) Code</b>	33-67207-6106223
<b>Principal</b>	Chakwan Jones
<b>District Name</b>	Perris Union High School District
<b>SPSA Revision Date</b>	
<b>Schoolsite Council (SSC) Approval Date</b>	
<b>Local Board Approval Date</b>	June 19, 2019

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

## Our Vision-

The vision of Pinacate Middle School is to prepare and support all students in becoming college and career ready and productive, contributing members in a competitive global society.

## Our Mission-

Pinacate Middle School will inspire and support college and career readiness and the personal success of every student every day by providing a safe, positive learning environment, effective instruction, targeted intervention, and active parental & community involvement.

## Our Commitment:

Pinacate staff will be solution oriented.... we will go above to understand and be a part of the solution.

## Our LCAP Goals:

Goal #1: All students will attain grade level proficiency in English Language Arts and Mathematics.

SCHOOL GOAL #2: All students will be prepared to take the postsecondary and career pathways offered in high school. All students will be prepared to take the postsecondary and career pathways offered in high school. Expand the honors and advanced placement offerings and options for students. Provide college readiness activities and events for students in order to increase a college going culture on campus.

Goal #3: Pinacate staff will provide a safe and positive environment for staff and students.

Goal #4: To create multiple opportunities to address parent capacity building.

- 4a. Establish family friendly volunteer policies to recruit and organize help and support from parents.
- 4b. Expand trainings/workshops/courses for parents/community members to build capacity and connections that will empower, engage, and connect parents to support student academic achievement.
- 4c. Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.
- 4d. Ensure that Pinacate has a system in place with multiple strategies to facilitate two-way communication with staff, parents and community members on a regular basis

## Student Outcomes-

All students will maintain or increase their testing outcomes by 15 points in Mathematics and English Language Arts (ELA).

## Priorities-

### Pinacate Teachers And Staff Will:

Align and prioritize student outcomes with curriculum, instructional materials, and assessment with Common Core and CA English Learner State Standards

Provide quality instruction using multiple strategies strengthened through ongoing support and staff development.

Assess student progress in mastering standards with ongoing, multiple measures.

Provide support and early intervention to meet students' academic needs.

Evaluate programs and select budget expenditures on the basis of desired student outcomes.

Promote the effective use of technology to increase student learning and productivity.

Build parent capacity through active involvement in workshops, trainings, events and activities to support their children's education.

Create a climate in which risk-taking and innovation are valued and encouraged.

Celebrate student achievement

. Involve business people and community members in making curriculum relevant.

## School Profile

Pinacate Middle School is located in Perris, CA. Originally constructed in 1986, Pinacate serves grades 7 and 8 on a traditional school calendar. Sixth grade students from Perris Elementary School District make up the majority of the incoming seventh grade students. In the early 2000's the Perris Valley and Perris Union High School District experienced major residential growth. As a result of an increase in student population, Pinacate Middle School underwent several major renovations and construction projects which were completed in the summer of 2015. Since that time, the student population and enrollment have remained relatively stable. Pinacate is a 1:1 school providing individual chromebooks for classroom and out-of-class work. Students are issued a chromebook at the start of the school year and turn it in when they leave the school.

Based on the 2018-2019 CBEDS report, the racial/ethnic designation for the current enrollment at Pinacate Middle School is as follows:

Hispanic 87.8%

American Indian 0.25%

Cambodian 0.25%

Chinese 0.08%

Black/African American 8.33%.

Native Hawaiian/Other Pacific Islander 0.25%

White 2.7%

Filipino 0.34%;

Two or more races . 1.1%

Missing 0%.

Total enrollment based on the 2018/2019 CBEDS is = 1189 7th grade = 652 8th grade = 564

Teacher Credential Status: October CBEDS shows that there are currently 53 fully credentialed teachers.

Administration: 1 Principal, 3 Assistant Principals

Counselors: 2

Other school facts:

\* The average core class size is 36:1 (student/teacher ratio).

\* Number of ELL students = 472

\* Number of low-income students = 1132

\* Percent of low-income = 97%

\* All students are issued an individual Google Chromebook.

\* Instructional minutes exceed the state requirements: Yes

\* Modified Instructional Days= 34 (indicated in red on school calendar)

\* Minimum Days= 14 on district calendar indicated as minimum days

\* Number of students participating in Supplemental Educational Services = 39 (3.26% of total enrollment)

# 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 School Site Council peer elected by 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.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	0.2%	0.17%		2	2
African American	%	5.5%	5.91%		64	69
Asian	%	0.7%	0.69%		8	8
Filipino	%	0.3%	0.26%		4	3
Hispanic/Latino	%	88.8%	89.29%		1,034	1042
Pacific Islander	%	0.8%	0.86%		9	10
White	%	2.8%	1.89%		32	22
Multiple/No Response	%	0.3%	%		4	
<b>Total Enrollment</b>					1,164	1167

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 7		575	584
Grade 8		589	583
<b>Total Enrollment</b>		1,164	1,167

### 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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	464	501	472	39.2%	43.0%	40.4%
Fluent English Proficient (FEP)	351	295	311	29.7%	25.3%	26.6%
Reclassified Fluent English Proficient (RFEP)	10	61	39	2.3%	13.1%	7.8%

### 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 make it very difficult if not impossible to compare with any other school in the county.
2. The data also shows that that close to 90 percent of all 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. To conclude, 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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	595	573	557	580	550	539	579	550	539	97.5	96	96.8
Grade 8	590	578	576	572	556	556	567	556	556	96.9	96.2	96.5
All Grades	1185	1151	1133	1152	1106	1095	1146	1106	1095	97.2	96.1	96.6

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2472.	2483.	2471.	3	4.18	3.71	18	22.91	19.11	23	26.73	24.12	56	46.18	53.06
Grade 8	2503.	2503.	2496.	3	4.32	5.76	26	24.10	17.99	26	26.44	29.14	45	45.14	47.12
All Grades	N/A	N/A	N/A	3	4.25	4.75	22	23.51	18.54	25	26.58	26.67	50	45.66	50.05

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 7	5	8.20	7.24	35	39.71	34.32	60	52.09	58.44	
Grade 8	8	8.45	8.27	40	39.57	34.53	52	51.98	57.19	
All Grades	6	8.33	7.76	37	39.64	34.43	56	52.04	57.81	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	8	10.77	10.95	42	43.98	41.37	50	45.26	47.68
Grade 8	10	8.81	9.71	44	42.45	39.03	46	48.74	51.26
All Grades	9	9.78	10.32	43	43.21	40.18	48	47.01	49.50

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	4	4.74	2.60	57	51.46	49.91	39	43.80	47.50
Grade 8	5	5.40	6.47	59	62.59	57.91	36	32.01	35.61
All Grades	4	5.07	4.57	58	57.07	53.97	38	37.86	41.46

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	11	13.50	15.58	41	46.90	39.89	48	39.60	44.53
Grade 8	14	14.57	14.75	44	45.68	46.94	41	39.75	38.31
All Grades	13	14.04	15.16	43	46.29	43.47	45	39.67	41.37

**Conclusions based on this data:**

1. 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
  
2. 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% respectivel
  
3. Performance data indicates that the areas of Reading and Writing are more challenging for both the 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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	595	573	557	579	551	542	578	551	542	97.3	96.2	97.3
Grade 8	589	578	577	568	562	560	566	562	560	96.4	97.2	97.1
All Grades	1184	1151	1134	1147	1113	1102	1144	1113	1102	96.9	96.7	97.2

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2448.	2444.	2446.	2	2.18	3.51	10	6.90	8.30	24	27.04	25.46	64	63.88	62.73
Grade 8	2464.	2443.	2457.	4	2.85	2.14	8	6.76	8.21	25	17.08	21.43	63	73.31	68.21
All Grades	N/A	N/A	N/A	3	2.52	2.81	9	6.83	8.26	24	22.01	23.41	63	68.64	65.52

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 7	6	4.72	6.64	20	20.33	22.32	74	74.95	71.03	
Grade 8	7	5.34	4.64	23	17.08	20.71	70	77.58	74.64	
All Grades	6	5.03	5.63	21	18.69	21.51	72	76.28	72.87	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	3	1.81	4.06	36	34.12	31.55	60	64.07	64.39
Grade 8	3	3.91	4.11	47	25.62	39.82	49	70.46	56.07
All Grades	3	2.88	4.08	42	29.83	35.75	55	67.30	60.16

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	6	3.99	4.43	46	46.64	45.39	49	49.36	50.18
Grade 8	5	3.20	2.86	48	36.30	43.04	47	60.50	54.11
All Grades	5	3.59	3.63	47	41.42	44.19	48	54.99	52.18

**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%in 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. Concepts and procedures are the areas both 7th and 8th show that approximately 94% of students tested show it to be an area of primary focus for remediation.

7th grade data show 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

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 7	1536.4	1537.5	1534.8	202
Grade 8	1534.6	1530.8	1538.0	185
All Grades				387

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7	66	32.67	76	37.62	47	23.27	13	6.44	202
Grade 8	62	33.51	69	37.30	32	17.30	22	11.89	185
All Grades	128	33.07	145	37.47	79	20.41	35	9.04	387

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7	110	54.46	70	34.65	20	9.90	*	*	202
Grade 8	101	54.59	54	29.19	19	10.27	11	5.95	185
All Grades	211	54.52	124	32.04	39	10.08	13	3.36	387

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7	36	17.82	45	22.28	66	32.67	55	27.23	202
Grade 8	47	25.41	39	21.08	52	28.11	47	25.41	185
All Grades	83	21.45	84	21.71	118	30.49	102	26.36	387

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	69	34.16	116	57.43	17	8.42	202
Grade 8	53	28.65	99	53.51	33	17.84	185
All Grades	122	31.52	215	55.56	50	12.92	387

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	149	73.76	50	24.75	*	*	202
Grade 8	138	74.59	37	20.00	*	*	185
All Grades	287	74.16	87	22.48	13	3.36	387

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	43	21.29	43	21.29	116	57.43	202
Grade 8	53	28.65	34	18.38	98	52.97	185
All Grades	96	24.81	77	19.90	214	55.30	387

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	34	16.83	155	76.73	13	6.44	202
Grade 8	34	18.38	139	75.14	12	6.49	185
All Grades	68	17.57	294	75.97	25	6.46	387

**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 from 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 she 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.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>1,167</b>	<b>97.0%</b>	<b>40.4%</b>	<b>0.9%</b>

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.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	472	40.4%
Foster Youth	11	0.9%
Homeless	33	2.8%
Socioeconomically Disadvantaged	1,132	97.0%
Students with Disabilities	152	13.0%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	69	5.9%
American Indian	2	0.2%
Asian	8	0.7%
Filipino	3	0.3%
Hispanic	1,042	89.3%
Two or More Races	11	0.9%
Pacific Islander	10	0.9%
White	22	1.9%

### Conclusions based on this data:

1. Pinacate Middle School had a population of 1,067. Student demographics data indicates the following:

Hispanic Students comprised 89.3% of the campus population  
 African American Students comprised 5.9% of the campus population  
 With all other subgroups combined comprising the remaining 4.8% of the student population






2. Pinacate has 97% of the students enrolled 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

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p><b>English Language Arts</b></p>  <p>Red</p>	<p><b>Chronic Absenteeism</b></p>  <p>Orange</p>	<p><b>Suspension Rate</b></p>  <p>Yellow</p>
<p><b>Mathematics</b></p>  <p>Orange</p>		
<p><b>English Learner Progress</b></p>  <p>No Performance Color</p>		

#### Conclusions based on this data:

1. English Language Arts is indicated as the needed content area that is 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.

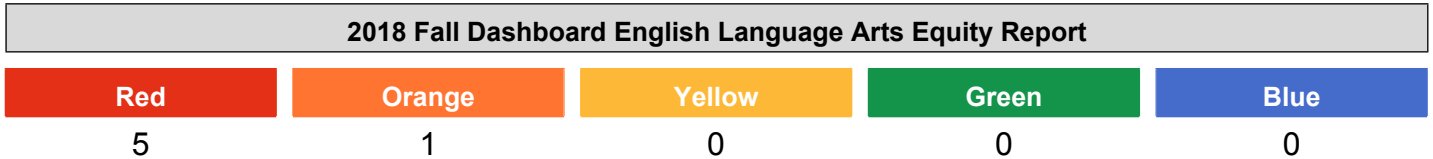
# School and Student Performance Data

## 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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Red 72.3 points below standard Declined -8.2 points 1025 students	<p><b>English Learners</b></p>  Red 91.4 points below standard Declined -11.1 points 609 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p><b>Homeless</b></p>  Red 77.2 points below standard Maintained -1.2 points 42 students	<p><b>Socioeconomically Disadvantaged</b></p>  Red 73.4 points below standard Declined -6.6 points 996 students	<p><b>Students with Disabilities</b></p>  Orange 152.9 points below standard Increased 6.2 points 141 students

**2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 101.7 points below standard Declined -13.6 points 46 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 72.2 points below standard Declined -8.1 points 932 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color 61.2 points below standard Declined -3.2 points 19 students

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.

**2018 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
123 points below standard Declined -11.8 points 428 students	16.7 points below standard Declined -9.9 points 181 students	66.1 points below standard Declined -6.9 points 306 students

**Conclusions based on this data:**

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

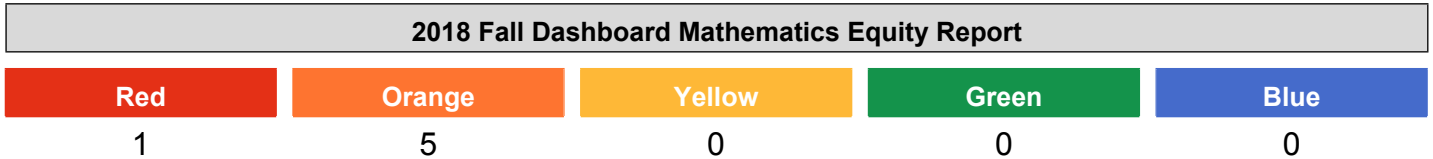
# School and Student Performance Data

## 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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 122.7 points below standard Increased 7.9 points 1028 students	<p><b>English Learners</b></p>  Orange 137.2 points below standard Increased 6 points 611 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p><b>Homeless</b></p>  Red 134.1 points below standard Maintained -0.9 points 42 students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 123.3 points below standard Increased 9.1 points 999 students	<p><b>Students with Disabilities</b></p>  Orange 199.8 points below standard Increased 9.3 points 143 students

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 149.4 points below standard Increased 14.3 points 46 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 122.5 points below standard Increased 7.4 points 935 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color 112 points below standard Increased 16.4 points 19 students

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.

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
170.7 points below standard Increased 4.3 points 429 students	58.3 points below standard Increased 9.7 points 182 students	122.7 points below standard Increased 10 points 306 students

**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 is seen in the Socioeconomically Disadvantaged sub-group, which represents 92% of the entire student population.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
387	33.1%	37.5%	20.4%	9%

### 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 from 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.

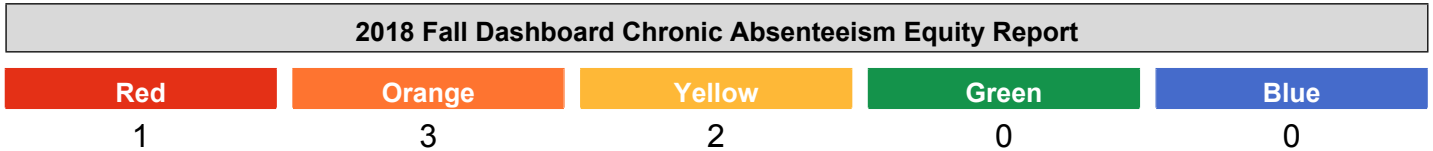
# School and Student Performance Data

## Academic 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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Orange 17.1% chronically absent Maintained 0% 1248 students	<p><b>English Learners</b></p>  Yellow 13.3% chronically absent Declined 2.2% 535 students	<p><b>Foster Youth</b></p>  No Performance Color 33.3% chronically absent Declined 9.5% 15 students
<p><b>Homeless</b></p>  Yellow 11.1% chronically absent Declined 4.1% 54 students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 17.3% chronically absent Maintained 0.1% 1205 students	<p><b>Students with Disabilities</b></p>  Orange 25.4% chronically absent Declined 1.2% 177 students

**2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 35.4% chronically absent Increased 2.1% 79 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 15.4% chronically absent Maintained 0.1% 1107 students	 No Performance Color 30.8% chronically absent Declined 19.2% 13 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color 33.3% chronically absent Increased 5.6% 27 students

**Conclusions based on this data:**

- The overall total of 212 students of 1248 showed a slight increase of 2.1% in chronic absenteeism.
- It is important to note that of the 1248 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.
- 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



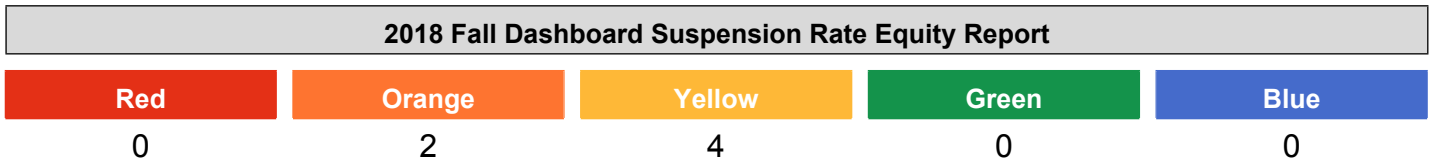
# School and Student Performance Data

## 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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 13.8% suspended at least once Declined -3.2% 1306 students	<p><b>English Learners</b></p>  Yellow 13.9% suspended at least once Declined -3.9% 561 students	<p><b>Foster Youth</b></p>  No Performance Color 38.9% suspended at least once Increased 2% 18 students
<p><b>Homeless</b></p>  Yellow 10.5% suspended at least once Declined -6.5% 57 students	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 14% suspended at least once Declined -3.4% 1248 students	<p><b>Students with Disabilities</b></p>  Orange 23% suspended at least once Declined -1% 183 students

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 32.1% suspended at least once Declined -6.6% 84 students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color Less than 11 Students - Data 9 students	 No Performance Color Less than 11 Students - Data 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 12.3% suspended at least once Declined -3% 1157 students	 No Performance Color 15.4% suspended at least once Declined -14% 13 students	 No Performance Color Less than 11 Students - Data 10 students	 No Performance Color 17.9% suspended at least once Declined -10.3% 28 students

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

### 2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
15.3% suspended at least once	17% suspended at least once	13.8% suspended at least once

**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 student are suspended at a greater percentage based on the representative group enrollment figures.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Student Proficiency that Leads to College and Career Readiness

### Goal Statement

Increase the percentage of all students who are meeting or exceeding the standard in all content areas by closing the achievement gap in all sub-groups (African-American, Special Education, English Learner, and Socio-Economically Disadvantaged). Increase the upward movement of English Learners by 3% annually as measured by the ELPI. Increase the percentage of students who meet the requirements to participate in promotion activities by 3%

### LCAP Goal

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

### Basis for this Goal

SBAC scores for the 2018-2019 school year. ELPAC Data from Spring 2019 : Promotion participation percentage from 2018-2019 school year.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELA SBAC Scores 2018-2019	72.3 points below standard	Increase ELA scores by 15 points
Mathematics SBAC Scores 2018-2019	122.7 points below standard	Increase Mathematics by 15 points
ELPAC Data	71% of students are Level 3 and 4 38% are Level 4 33% are Level 3	Increase by 3%
Promotion Participation Percentages	2017-2018 Promotion Rate . 79%	Increase Promotion Rate by 10%

### Planned Strategies/Activities

#### Strategy/Activity 1

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.

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

All Students

#### Timeline

Aug. 2019- June 2020

## Person(s) Responsible

Site Administration ,  
District TOSAs, School Site Council, Site Title 1 Lead, Leadership Team, and PLC's

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1600
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Project-based planning and assessments conferences, CAASPP training, instructional technology training, certificated subs etc.- Salary .
<b>Amount</b>	400
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Project-based planning and assessments conferences, CAASPP training, instructional technology training, etc.- 2021
<b>Amount</b>	1021
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Project-based planning and assessments conferences, CAASPP training, instructional technology training, etc.- Conference cost

## Strategy/Activity 2

1.2 Provide all students with access to on-line supplemental support in ELA, Math, and SPED

## Students to be Served by this Strategy/Activity

All Students

## Timeline

August 2019- June 2020

## Person(s) Responsible

Site and Dist. Administration,  
Leadership Team, ELA , Math, and SPED PLC's

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplemental materials to support academic success in

### Strategy/Activity 3

1.3 Provide appropriate, effective supplemental instructional materials to support learning in core and elective content areas.

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

All

#### Timeline

August 2019- June 2020

#### Person(s) Responsible

Site and Dist. Administration,  
Leadership Team, ELA and Math

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplies and materials for core and elective classes.

### Strategy/Activity 4

1.4 Provide academic recognition for students who are excelling academically.

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

All Students

#### Timeline

August 2019- June 2020

#### Person(s) Responsible

Site Administration  
Counseling  
Program Leads  
Leadership Team  
Yearbook/WEB/ASB

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Incentives for Academic Achievement
<b>Amount</b>	821

<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Recognition activities

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

College and Career Readiness

### Goal Statement

Expand access and opportunities for all students to take college and career preparatory courses and curriculum. Including but limited to honors, advanced curriculum, Career Education Technical courses, participating in college readiness activities and events

### LCAP Goal

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

### Basis for this Goal

Data reflects current student participation in AVID, AVID Excel, PLTW, and Technology courses.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
AVID Enrollment 2018-2019	282 students	Maintain Current Levels of Participation
AVID Excel Enrollment 2018-2019	172 students	Maintain Current Level of Participation
Project Lead The Way (PLTW) 2018-2019	267 students	Maintain Current Level of Participation
Technology 2018-2019	376 students	Maintain/Increase Current Level of Participation

### Planned Strategies/Activities

#### Strategy/Activity 1

All students will be prepared to take the postsecondary and career pathways offered in high school. Provide college and career activities and events to establish a culture of college and career awareness and readiness on campus.

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

All Students

#### Timeline

2019-2020 School Year

## Person(s) Responsible

Site Admin  
 Leadership Team  
 Program Advisor  
 Program Leads

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	441.7
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Journalism Supplemental materials materials and supplies to include, but not limited to student agendas, binders, writing materials, interactive materials and manipulatives . (4310)
<b>Amount</b>	3000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	ASB... Supplemental materials materials and supplies to include, Books and Reference Materials / Materials and supplies Drama . (\$2000/4300, \$1000/4200)
<b>Amount</b>	3000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	AVID . Supplemental materials materials and supplies to include, but not limited to student agendas, binders, writing materials, Materials and Supplies (4300) .
<b>Amount</b>	3000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Drama .....Supplemental materials materials and supplies to include, but not limited to student agendas, binders, writing materials, interactive materials and manipulatives . (4300)
<b>Amount</b>	6600
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	/MASTERS OF CODE ..... SUPPLEMENTAL ITEMS (4110/ SOFTWARE, 4200/ BKS/REF MATERIALS, 4300 /MATERIALS AND SUPPLIES, 4310 /TECHNOLOGY SUPPLIES
<b>Amount</b>	800
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries



<b>Description</b>	Certificated Salary
<b>Amount</b>	200
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Certificated Benefits
<b>Amount</b>	2500
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	College and Career Activities Supplemental materials materials and supplies to include, but not limited to student agendas, binders, writing materials, interactive materials and manipulatives . (\$500/4200, \$500/ 4300 , \$1,500/ 5850 )
<b>Amount</b>	1500
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	College and Career Field Trips (\$1000/5817 Transportation) . (\$500/5819 . Field trip Fees/Admissions) .

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Safe and Positive School Environment

### Goal Statement

Pinacate will establish a safe and positive school environment. Improve attendance indicators by 2.5% for all sub groups at Pinacate Middle School. Reduce incidents of bullying, drug use, violence, truancies and suspensions/ expulsions by 5% annually. Increased implementation of other means of correction to include Increased implementation of PBIS and Restorative Practices

### LCAP Goal

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

### Basis for this Goal

Referral, suspension, PFDA and expulsion data comparison between the 2017-2018 and 2018-2019 school year to form this goal.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Bullying	Spring 2018: 31 Unduplicated Incidents	Spring 2020: Reduce incidence by 5%
Substance Use	Spring 2018: 18 Unduplicated Incidents	Spring 2020: Reduce incidence by 5%
Attendance	Spring 2018: 92%	Spring 2020; Increase by .75%
Suspensions	Spring 2018: 213 Unduplicated Incidents	Spring 2020: Reduce incidence by 5%
Expulsions/PFDA	Spring 2018: 18 PFDA	Spring 2020: Reduce incidence by 5%

### Planned Strategies/Activities

#### Strategy/Activity 1

3.1 Track via an online behavior management system and provide incentives for positive behavior and academic achievement.

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

All

#### Timeline

August 2018 to June 2019

## Person(s) Responsible

Site Administration,  
District Administration, Site Title 1 Lead  
PBIS Committee and Staff

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	7950
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	PUMA MARKET Supplies and Materials for student awards/recognition events , incentives (4310)
<b>Amount</b>	4518.92
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Software for a Behavior Management system and training . (5850 and 4310)

## Strategy/Activity 2

3.2 Provide motivational speakers to target appropriate student behavior

## Students to be Served by this Strategy/Activity

All

## Timeline

August 2018 - June 2019

## Person(s) Responsible

Site administration; Leadership Team; Positive Climate Committee, PBIS Committee, ASB Director and club advisors

## Proposed Expenditures for this Strategy/Activity

<b>Description</b>	Speakers will address topics to include bullying and violence, gang-awareness, drug use prevention, and positive decision making Club Live Activities: Unity Forums, Field Trips, Camp Experiences, Girl's Night In, etc.
<b>Amount</b>	0
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified
<b>Description</b>	Assemblies from Kaiser Permanente and Dare to Dream - Free for Educational Settings

## Strategy/Activity 3

3.3 Establish and support school-wide leadership and mentoring program - Where Everyone Belongs (WEB) from The Boomerang Project

## Students to be Served by this Strategy/Activity

All Students

## Timeline

August 2019 - June 2020

## Person(s) Responsible

Site administration  
Counselors  
WEB Coordinator

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1600
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Staffing for Summer WEB Leader Training and 7th Grade Orientation- 4 hours Prep and 3 days at 6 hrs each from web leader training and 7th grade orientation.
<b>Amount</b>	400
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Amount</b>	1000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	7th Grade Orientation Materials, Supplies, Uniforms, and Refreshments
<b>Amount</b>	1000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	On -Going WEB Activities and Implementation
<b>Amount</b>	1600
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitute Coverage
<b>Amount</b>	400
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits

<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Conference Fee for one new staff member - Boomerang

### Strategy/Activity 4

3.4 Articulate and promote positive student behavior and involvement, college and career awareness, staying connected and involvement in edifying activities and conflict resolution; also build parental capacity to support and monitor their student's academic: Back To School Night, parent conferences, etc.)

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

#### Timeline

August 2018- June 2019

#### Person(s) Responsible

Site Administration  
 Leadership Team;  
 Positive Climate Committee, PBIS Committee, ASB Director, Club Advisors, Athletic Director and Coaches

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Posters, student supplies, lunch rallies, after-school sports and clubs, additional activities, ASES, etc.

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Parental Involvement

### Goal Statement

Pinacate will enable active parental involvement for all parents. Continue to establish family friendly volunteer policies to recruit and organize help and support from parent. Expand trainings/workshops/courses for parents/community members to build capacity and connections that will empower, engage, and connect parents to support student academic achievement. Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development. 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.

### LCAP Goal

Pinacate is committed to the following:

Enabling active parental involvement by continuing to provide family-friendly volunteer policies and activities to recruit, organize and volunteer support from all parents.

Continue to expand offerings that include workshops/courses/trainings that build capacity and connections, which will engage, empower and connect parents in supporting student academic achievement.

Identify and integrate resources and services from the community to strengthen school programs, and parenting skills that support social, emotional, physical, and academic development for all students.

Ensure that Pinacate has systems in place that will offer multiple strategies to facilitate two-way communication with all staff, parents/guardians and community members on a regular basis.

### Basis for this Goal

An analysis of sign-in sheets indicate that the best attended events for parents are Back to School Night, Fine Arts Night, ELAC meetings involving EL student recognitions, NJHS Induction Night. Monthly mtgs. Increasing the participation of parent involvement remains a site priority. Establishing a more precise procedure to monitor parent participation at each parent involvement event will be essential in the gathering of future data.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Back to School night , Fine Arts Night , ELAC Meetings , NJHS Induction Ceremony ,Coffee With the Principal , School Site Council Meetings, AAPAC Meetings, PELI Meetings, March Brightness	Sign in sheet totals	Increase parent attendance 5%
Parent Workshops and Trainings	Sign In sheet totals	Increase parent attendance 5%
Parent University	Not offered in several years	Begin again 2019-2020

### Planned Strategies/Activities

#### Strategy/Activity 1

A. Convene an annual meeting to inform parents of participating students of the requirements of Title I and their right to be involved.

(20 U.S.C. § 6318(c)(1))

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

All

### Timeline

August 2019-2020

### Person(s) Responsible

Administration, Parent Liaison, Title 1 Lead, School Site Council

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3000
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	<p>Pinacate will build Parent Capacity and Involvement through:</p> <p>Engaging active parental involvement by continuing to provide family-friendly volunteer policies and activities to recruit, organize and volunteer support from all parents.</p> <p>Continued expansion of activities including workshops, courses, and trainings that build capacity and connections. The goal is to engage, empower and connect parents in supporting student academic achievement and success.</p> <p>Identifying and integrating resources and services from the community to strengthen school programs, and parenting skills that support social, emotional, physical, and academic development for all students.</p> <p>Ensuring that Pinacate has systems in place that will offer multiple strategies to facilitate two-way communication with all staff, parents/guardians and community members on a regular basis. Informational items/materials encouraging parent involvement, volunteer opportunities and activities, family activities, parent/student workshops</p> <p>Examples: School Site Council , Involving Parents @ Pinacate (IPP), African American Parent Advisory Council (AAPAC), United Families of Pinacate (UFP), Title 1 Meetings, Parent Teacher Student Association (PTSA), Coffee With the Principal, Celebrating Parent Appreciation Day, Providing all families our Parent Compact at the beginning of the school year and at Back to School Night.</p> <p>(Materials and supplies 4300)</p>
<b>Amount</b>	1600
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitute coverage for parent involvement committee meetings and activities during school hours
<b>Amount</b>	400

<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Certificated Benefits



# Annual Review and Update

## SPSA Year Reviewed: 2017-18

### Goal 1

Increase the percentage of all students who are meeting or exceeding the standard in all content areas by 3% by closing the achievement gap in all sub-groups (African-American, Special Education, English Learner, and Socio-Economically Disadvantaged). Increase the upward movement of English Learners by 3% annually as measured by the ELPI. Increase the percentage of students who meet the requirements to participate in promotion activities by 5%.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>ELA All Pinacate Students Previous Year: 64.1 points below standard</p>	<p>Improvement by minimum of +1.92 points</p> <p>2017-2018: 62.48 points below standard</p>	<p>Declined by -8.2 points</p> <p>72.3 points below standard</p> <p>A difference of -10 points from anticipated/expected outcome</p>
<p>ELA African American Students Previous year: 88.1 points below standard</p>	<p>Improvement by minimum of + 2.6 points</p> <p>2017-2018; 85.5 points below standard</p>	<p>Declined by -13.6 points</p> <p>101.7 points below standard</p> <p>A difference of -16.2 points from expected outcome</p>
<p>ELA English Learners Previous year: 80.3 points below standard</p>	<p>Improvement by minimum of 2.7 points</p> <p>2017-2018: 77.9 below standard</p>	<p>Declined by 11.1 points</p> <p>91.4 points below standard</p> <p>A difference of -13.5 points from expected outcome</p>
<p>ELA Hispanic Students Previous year: 64.1 points below standard</p>	<p>Improvement by minimum 1.92 points</p> <p>2017-2018: 62.2 points below standard</p>	<p>Declined by 8.1 points</p> <p>77.2 points below standard</p> <p>A difference of -15 points from expected outcome</p>
<p>ELA Data Comparison: English Learners</p> <p>Current English Learners Previous year 111.2 points below standard</p> <p>Reclassified English Learners Previous year . 6.8 points below standard</p> <p>English Only</p>	<p>Improvement by minimum of 3 points</p>	<p>CEL: Declined by -11.8 points 123 points below standard</p> <p>Reclassified EL: Declined -9.9 points 16.7 points below standard</p> <p>English Only: Declined - 6.9 points 66.1 points below</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
Previous year . 59.2 points below average		
Mathematics All Pinacate Students  African American, English Learners, Hispanic. Socioeconomically Disadvantaged, Students with Disabilities  Previous year . 130.6	Improvement by minimum of 3 points	Increased by 7.9 points  122.7 points below standard
Mathematics Data comparison: English Learners  Current English Learners Previous year 175 points below standard  Reclassified English Learners Previous year . 68 points below standard  English Only Previous year . 137.7 points below average	Improvement by minimum of 3 points	CEL: Increased by 4.3 points 170 points below standard  Reclassified EL: Increased by 9.7 points 58.3 points below standard  English Only: Increased by 10 points 122 points below

## Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	Core subject teachers received professional development focused on planning based instruction designed to address the needs identified through data analysis.	Project-based planning and assessments conferences, CAASPP training, instructional technology training, etc.- Salary 1000-1999: Certificated Personnel Salaries Title I 5,000.00	1000-1999: Certificated Personnel Salaries Title I 2917.60
	Example includes Debbie Frye training in ELA that will be continued on next year through ELA staff inservicing the remaining departments. This will then become a school	Project-based planning and assessments conferences, CAASPP training, instructional technology training, etc.- Benefits 3000-3999:	3000-3999: Employee Benefits Title I 5345

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	wide, consistent methodology across the curriculum.	Employee Benefits Title I 990.00  Project-based planning and assessments conferences, CAASPP training, instructional technology training, etc.- Conference cost 5000-5999: Services And Other Operating Expenditures Title I 2800.00	4000-4999: Books And Supplies Title I 1231
1.2 Provide all students with access to on-line supplemental support in ELA, Math, and SPED	Acquire the necessary licenses and continue current licenses that provide supplemental support in ELA, Math, and SPED	Online Remedial Reading Program for SPED/At-Risk Students- software license 5000-5999: Services And Other Operating Expenditures Title I 600.00	Software Licensint 5000-5999: Services And Other Operating Expenditures Title I 2404
1.3 Provide appropriate, effective instructional materials to supplement learning in core and elective content areas.	Acquire teacher identified instructional materials, supplies and manipulatives that supplement the core curriculum and electives content.	Supplies and materials for core and elective classes. 4000-4999: Books And Supplies Title I 10,438.00	4000-4999: Books And Supplies Title I 10289
1.4 Provide academic recognition for students who are excelling academically.	Acquire materials/ supplies schedule facilities use and inform parents of event and even location.	Academic incentives for achievements 4000-4999: Books And Supplies Title I 1,000.00	0
1.5 Provide students with Content based opportunities to visit and experience learning extensions brought into the school or away/outside of School( Museums,Interactive educational venues, Science center etc) Content - Math,Science, History, English	Continue with previously offered field trip experiences in history, science, mathematics, ELA and VAPA. ( i.e. Aquarium, Holocaust Museum, Museum of Science, California Theater, etc.)	Field trips and assemblies to expand opportunities for students to have outside and enriching learning experiences in support of the core content. - Transportation District Funded  Field trips and assemblies to expand opportunities for students to have outside and enriching learning experiences in support of the core content. -	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		Entrance Fees District Funded	
		Field trips and assemblies to expand opportunities for students to have outside and enriching learning experiences in support of the core content. - Subs for teachers on the field trip District Funded	
		Field trips and assemblies to expand opportunities for students to have outside and enriching learning experiences in support of the core content. - Subs employee benefits District Funded	
1.6 Provide additional Math Intervention Support Sections to reduce class sizes to 25 students.		2 Math Intervention support sections for both semesters. The class size will be reduced to 25 for math intervention to support student learning.. 5000-5999: Services And Other Operating Expenditures District Funded	
Thinking Map Training and support to align with the adopted curriculum and instructional materials. The organizational tool will help to close the achievement gap and address significant sub groups.		Purchase the online license for Thinking Maps to be used with digital resources and one to one devices. District Funded	
		Train 2 staff members as Trainer of training for Thinking Maps District Funded	
		Sub Cost for training days and pull out to develop the implementation and employee benefits District Funded	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		Using the materials previously purchased and at the site.	0
After School Program - Puma University		After School - Coordinator District Funded	
		After School Support Staff District Funded	
		Materials and Supplies District Funded	
		Transportation - Bussing District Funded	

## Analysis

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

Teachers being able to attend conferences and trainings have increase the use of best practices such as:

Instructional Strategies  
 Classroom Management  
 Data analysis to determine student and sub group achievement gaps  
 Effective planning strategies

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

With the purchase of supplemental online materials and support, teachers were able to increase student increase student engagement with culturally relevant curriculum while still addressing the Common Core State Standards.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Proposed Expenditures	\$ 26,8027.00
Actual Expenditures	\$ 17.537 00
Net	\$ 8454.67

The district paid or covered the cost for select teacher trainings.

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:

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

Metrics:

California Dashboard Academic Indicator for ELA

Overall, Hispanic, African American, English Learner, Students with Disabilities, Socioeconomically Disadvantaged  
California Dashboard Academic Indicator for Math

Overall, Hispanic, African American, English Learner, Students with Disabilities, Socioeconomically Disadvantaged  
English Learner Proficiency Indicator

2018-19 Indicator won't be produced by CDE

Increase RFEP rate by 3%

Increase Percentage of students maintaining an overall 4 or moving a proficiency band by 5%

Changes to Actions/Services:

No proposed changes at this time.

2018-2019 Goal #1:

Increase the percentage of all students who are meeting or exceeding the standard in all content areas by 3% by closing the achievement gap in all sub-groups (African-American, Special Education, English Learner, and Socio-Economically Disadvantaged).

Increase the upward movement of English Learners by 3% annually as measured by the ELPI. Increase the percentage of students who meet the requirements to participate in promotion activities by 5%.

# Annual Review and Update

**SPSA Year Reviewed: 2017-18**

## Goal 2

All students will be prepared to take the post-secondary and career pathways offered in high school. Expand the honors and advanced placement offerings and options for students. Provide college readiness activities and events for students in order to increase a college going culture on campus.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2017-2018 enrollment figures for AVID, Technology, PLTW, and Visual and Performing Arts	Maintain consistent participation in AVID, Technology, PLTW, and Visual and Performing Arts	Continue to maintain consistent participation in AVID, Technology, PLTW, and Visual and Performing Arts

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
2.1 Professional Development to support teacher and student engagement in AVID, PLTW, Technology, and Visual & Performing Arts.	Ongoing PD support for teachers in AVID, PLTW and Technology.	AVID Write Path Training, Interactive Notebooks, WICOR, STEM/STEAM Conference & Workshops District Funded	
2.2 Provide students with tools to help them develop organizational skills that aid them in completing assigned academic tasks.	Planners were utilize in AVID and other classes.  Organizational supplies were made available to students.  WEB and ASB : materials and supplies for completing organizational skills to improve academic performance through self leadership.	Daily Planners, school supplies, etc.  4000-4999: Books And Supplies Title I 7,000.00	4000-4999: Books And Supplies Title I 2052
2.3 Provide students with opportunities to visit and experience various colleges (and core subject related locations) 2 trips per grade level	AVID field trips were provided to 7th and 8th grade AVID and AVID Excel students to local colleges and universities.	College field trips to various colleges in the region. District Funded	

## Analysis

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

Metrics:

Course enrollment and participation

Changes to Actions/Services:

No proposed Changes to Actions/Services

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Students are connected to resources and activities that spark their interest and encourage them to explore possible options for career training, college, and technical careers after high school. (site current enrollment in AVID etc. )

Students are encouraged to continue in their chosen path for 2 years, but have the option to elect another pathway.

With the exception of the Visual and Performing Arts and World Languages, there is a continuity of skill development.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Budget

Proposed . \$ 2,790.00

Actual . \$ 2,052.75

Net . \$ . 737.25

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.

There are no proposed changes made to this goal.



# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 3

Pinacate will establish a safe and positive school environment. Improve attendance indicators by 2.5% for all sub groups at Pinacate Middle School. Reduce incidents of bullying, drug use, violence, truancies and suspensions/ expulsions by 5% annually. Increased implementation of other means of correction and Increased implementation of PBIS and Restorative Practices.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Incidents of Bullying	Data to be included on first SSC Meeting Agenda Fall 2019	Data to be included on first SSC Meeting Agenda Fall 2019
Drug Use	Data to be included on first SSC Meeting Agenda Fall 2019	Data to be included on first SSC Meeting Agenda Fall 2019
Violence	Data to be included on first SSC Meeting Agenda Fall 2019	Data to be included on first SSC Meeting Agenda Fall 2019
Truancies	Data to be included on first SSC Meeting Agenda Fall 2019	Data to be included on first SSC Meeting Agenda Fall 2019
Suspension	Data to be included on first SSC Meeting Agenda Fall 2019	Data to be included on first SSC Meeting Agenda Fall 2019
PFDA/Expulsion	Data to be included on first SSC Meeting Agenda Fall 2019	Data to be included on first SSC Meeting Agenda Fall 2019

## Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
3.1 Track via an online behavior management system and Provide incentives for positive behavior and academic achievement.	Online Behavior Management System: The year began with Red Dog. Due to licensing /contract/student privacy issues, the program was replaced with PUMA Points and the PUMA Market.	Supplies and Materials for student awards/recognition events (certificates, medals, etc.) 4000-4999: Books And Supplies Title I 1500.00	4000-4999: Books And Supplies Title I 0
	PUMA Market: Students earn Puma Points that may be redeemed at the PUMA Market for positive behavior, in class participation and academic success.  Materials to support WEB program's peer academic support activities were also purchased.	Software for a Behavior Management system and training 5000-5999: Services And Other Operating Expenditures Title I 1500.00	5000-5999: Services And Other Operating Expenditures Title I 1350

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
3.2 Provide motivational speakers to target appropriate student behavior	Unity forum was held twice.	Speakers will address topics to include bullying and violence, gang-awareness, drug use prevention, and positive decision making Club Live Activities: Unity Forums, Field Trips, Camp Experiences, Girl's Night In, etc.	0
	Club Live took campers to Camp Buckhorn in Idyllwild.	Assemblies from Kaiser Permanente and Dare to Dream - Free for Educational Settings	0
	AVID students participated in the annual Knott's AVID Night.	Staffing for Summer WEB Leader Training and 7th Grade Orientation- 4 hours Prep and 3 days at 6 hrs each fro web Leader training and 7th grade orientation. 1000-1999: Certificated Personnel Salaries Title I 1800.00	0
3.3 Establish and support school-wide leadership and mentoring program - Where Everyone Belongs (WEB) from The Boomerang Project	Training for staff was completed for 2 teachers.	3000-3999: Employee Benefits Title I 357.00	0
	7th grade orientation was held for all incoming 7th graders who were able to attend	Summer WEB Leader Training and 7th Grade Orientation Materials, Supplies, Uniforms, and Refreshments 4000-4999: Books And Supplies Title I 2240.00	0
	Supplies and materials were ordered for the orientation.	On -Going WEB Activities and Implementation 4000-4999: Books And Supplies Title I 1000.00	4000-4999: Books And Supplies 5776
	Additional materials and supplies were purchased to support the WEB program and support leadership building, organizational skill building, WEB activities, WEB rallies and peer mentoring activities.	WEB Conferences- Sub Coverage 1000-1999: Certificated Personnel Salaries Title I 420.00	0
		3000-3999: Employee Benefits Title I 83.00	0
		Conference Fee for one new staff member -	0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		Boomerang 5000-5999: Services And Other Operating Expenditures Title I 2800.00	
3.4 Articulate and promote positive student behavior and involvement, college and career awareness, staying connected and involvement in edifying activities and conflict resolution; also build parental capacity to support and monitor their student's academic: Back To School Night, parent conferences, etc.)	Back to School Night, Winter Arts Night, Open House, March Brightness, IPP (PELI), AAPAC, United Families of Pinacate, ELAC, AVID, Creative Brain, after school football, basketball, soccer, volleyball, softball, Band Club, ASB Club, Journalism Club, Yearbook, Makerspace, and more.	Posters, student supplies, lunch rallies, after-school sports and clubs, additional activities, ASES, etc. 4000-4999: Books And Supplies Title I 500.00	4000-4999: Books And Supplies Title I 6582

## Analysis

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

The Alternative to Suspension Program (ATS) was implemented as an intervention to correct student discipline behaviors.

A major focus was placed on implementing restorative justice conferences & MTSS (Multi-tiered Systems & Support). The administrative team created an Ed Code calibration document using the PUHSD Behavior Guidelines to ensure students are receiving equal due process.

The administrative team delivered scheduled routine discipline presentations to students to pre-teach school expectations and redirect behavior

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

Administration worked in conjunction with the district responding to "Gaggle Questionable Content" alerts to prevent discipline issues

Recognition awards for good behavior and attendance

AP's met with campus supervisors to check on campus atmosphere, trends, and be proactive

Student Incentive System was implemented with the use of 5-Star Program.

At-Risk Counselor provided socio-emotional support to students and facilitated group sessions and 1:1 counseling sessions with Tier 3 student caseload, thus, resulting in a decrease in discipline issues

Outside mentorship groups were introduced to provide intervention and support to students

Parent-Teacher-Student restorative conferences were held to resolve conflicts

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The Alternative to Suspension Program (ATS) was implemented as an intervention to correct student discipline behaviors for the 2018-19 Pinacate had a

A major focus was placed on implementing restorative justice conferences & MTSS (Multi-tiered Systems & Support)

The administrative team created an Ed Code calibration document using the PUHSD Behavior Guidelines to ensure students are receiving equal due process

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  
 Administration worked in conjunction with the district responding to "Gaggle Questionable Content" alerts to prevent discipline issues  
 Recognition Awards for good behavior and attendance  
 AP's meet with campus supervisors to check on campus atmosphere and be proactive  
 Student Incentive System was implemented with the use of 5-Star Program.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Goal #3

Original	\$12,375
Expenditures .	\$13,709
Net	(\$ . 1,334)

Of the original \$7,000.00 allocated, only \$921.00 was used to purchase planners/agendas.  
 The remaining funds were re-allocated to other goals by the School Site Council.

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 proposed Changes to goal #3

# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 4

Pinacate will enable active parental involvement for all parents. Continue to establish family friendly volunteer policies to recruit and organize help and support from parent. Expand trainings/workshops/courses for parents/community members to build capacity and connections that will empower, engage, and connect parents to support student academic achievement. Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development. 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.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Sign in Sheets for Parent Involvement Events and Activities	Increase Parental Involvement and Participation By 3% Actual count will be available at the first meeting of SSC	Parental Involvement and Participation Increased Slightly. Actual count will be available at the first meeting of SSC

## Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
A. Convene an annual meeting to inform parents of participating students of the requirements of Title I and their right to be involved. (20 U.S.C. § 6318(c)(1))	Annual Title 1 Meeting	Annual Title I meeting will be held in the fall, parents will be notified via Blackboard, phone dialer and posted on district website. 0	Annual Title 1 Meeting 0
	Coffee With the Principal School Site Council AAPAC ELAC United Families of Pinacate March Brightness	Informational items/materials for parents including pens, volunteer forms, school information related to contacts, social media and school site council elections/nominations. 4000-4999: Books And Supplies Title I Part A: Parent Involvement 400.00	Informational Materials 4000-4999: Books And Supplies Title I 192
		Parent Compact to be provided to all students at the start of school and back to school night. 0	Parent Compact 0
B. Offer a flexible number of meetings. (20 U.S.C. § 6318(c)(2))		Title One presentation will also be reviewed for parents at multiple other parent meetings to	Title One presentation will also be reviewed for parents at multiple other parent meetings to

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		include: Coffee w/Admin, ELAC, AAPAC and PTSA etc... 0	include: Coffee w/Admin, ELAC, AAPAC and PTSA etc... 0
C. Involve parents of participating students, in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and parental involvement policy. (20 U.S.C. § 6318(c)(3))	Annual Title 1 Meeting PELI Coffee With the Principal School Site Council AAPAC ELAC United Families of Pinacate	Parental Involvement 0	Parental Involvement
D. Provide parents of participating students with timely information about Title I programs. (20 U.S.C. § 6318(c)(4)(A).)	Annual Title 1 Meeting PELI Coffee With the Principal School Site Council AAPAC ELAC United Families of Pinacate	Timely Information 0	Timely Information 0
E. Provide parents of participating students with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet. (20 U.S.C. § 6318(c)(4)(B))	Annual Title 1 Meeting PELI Coffee With the Principal School Site Council AAPAC ELAC United Families of Pinacate	Curriculum/Academic Assessment 0	Curriculum/Academic Assessment 0
F. Provide parents of participating students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318(c)(4)(C))	Annual Title 1 Meeting PELI Coffee With the Principal School Site Council AAPAC ELAC United Families of Pinacate Parent Conferences	Regular Meeting Opportunities 0	Regular Meeting Opportunities 0
II. Building Capacity: A. Assist parents in understanding academic content and achievement standards and	Annual Title 1 Meeting PELI Coffee With the Principal School Site Council AAPAC	Parent Understanding of Academic Content, Achievement Standards and assisting student academic success. 0	Parent Understanding of Academic Content, Achievement Standards and assisting student academic success. 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
assessments and how to monitor and improve the achievement of their children. (20 U.S.C. § 6318(e)(1))	ELAC United Families of Pinacate March Brightness		
B. Provide materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318(e)(2))	Annual Title 1 Meeting PELI Coffee With the Principal School Site Council AAPAC ELAC United Families of Pinacate	Materials and Training to Assist Parents in support their student's academic achievement 0	Materials and Training to Assist Parents in support their student's academic achievement 0
C. Educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners. (20 U.S.C. § 6318(e)(3))	Annual Title 1 Meeting PELI Coffee With the Principal School Site Council AAPAC ELAC United Families of Pinacate March Brightness Professional Development	C. Educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners 0	C. Educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners 0
D Coordinate and integrate parental involvement with other programs and conduct activities that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318(e)(4))	Annual Title 1 Meeting PELI Coffee With the Principal School Site Council AAPAC ELAC United Families of Pinacate March Brightness	Coordinate and integrate parental involvement with other programs and conduct activities that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318(e)(4)) 3100	Coordinate and integrate parental involvement with other programs and conduct activities that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318(e)(4)) 192
E. Distribute information related to school and parent programs, meetings, and other activities to the parents of participating students in a format and, to the extent practicable, in a language the parents understand. (20 U.S.C. § 6318(e)(5))	Annual Title 1 Meeting PELI Coffee With the Principal School Site Council AAPAC ELAC United Families of Pinacate March Brightness	E. Distribute information related to school and parent programs, meetings, and other activities to the parents of participating students in a format and, to the extent practicable, in a language the parents understand. 3000	E. Distribute information related to school and parent programs, meetings, and other activities to the parents of participating students in a format and, to the extent practicable, in a language the parents understand. 2909
F. Provide such other reasonable support for parental involvement activities under this	Annual Title 1 Meeting PELI Coffee With the Principal School Site Council	Provide such other reasonable support for parental involvement	Provide such other reasonable support for parental involvement

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
section as parents may request. (20 U.S.C. § 6318(e)(14))	AAPAC ELAC United Families of Pinacate March Brightness	activities under this section as parents may request. 0	activities under this section as parents may request. 0
G. Provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under 20 U.S.C. Section 6311 in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318(f).)	Annual Title 1 Meeting PELI Coffee With the Principal School Site Council AAPAC ELAC United Families of Pinacate March Brightness	G. Provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students i 0	Purchase of an audio translation system 0
H. Pay reasonable and necessary expenses associated with parental involvement activities, i.e., childcare, transportation, home visits, etc. as needed.	Annual Title 1 Meeting PELI Coffee With the Principal School Site Council AAPAC ELAC United Families of Pinacate March Brightness	Full Time Community Liason 2000-2999: Classified Personnel Salaries 59386	Community Liason Including benefits and district pay increase 2000-2999: Classified Personnel Salaries 74062
Professional Development to support parent/family/community engagement	Annual Title 1 Meeting PELI Coffee With the Principal School Site Council AAPAC ELAC United Families of Pinacate March Brightness	Site Professional Development 0	Site Professional Development 0

## Analysis

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

Pinacate will:

Enable active parental involvement for all parents.

Continue to establish family friendly volunteer policies to recruit and organize help and support from parents.



Expand trainings/workshops/courses for parents/community members to build capacity and connections that will empower, engage, and connect parents to support student academic achievement.

Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

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.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

There was increased participation in Coffee With the Principal, AAPAC, ELAC and United Families of Pinacate. A more cohesive culture was created as parents became more familiar with one another. Parents were eager to learn the skills that will increase their students academic success.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Goal #4	
Budgeted	\$65,886
Estimated Actuals .	\$74,633
Net	(\$8,747)

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 were made to this goal.

Metrics: Greater effort will be made to provide an incentive for parents to become more actively involved, possibly a return of "Parent University" in the 2020-2021 academic school year.

Changes to Actions/Services;

No changes were made to this goal.

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	130,037.57
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	54,352.62

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I		
District Funded		

## Expenditures by Funding Source

Funding Source	Amount
None Specified	0.00
Title I	49,752.62
Title I Part A: Parent Involvement	4,600.00

## Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
1000-1999: Certificated Personnel Salaries	7,200.00
3000-3999: Employee Benefits	1,800.00
4000-4999: Books And Supplies	37,491.70
5000-5999: Services And Other Operating Expenditures	7,860.92
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	5,600.00
3000-3999: Employee Benefits	Title I	1,800.00
4000-4999: Books And Supplies	Title I	34,491.70
5000-5999: Services And Other Operating Expenditures	Title I	7,860.92
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,600.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	3,000.00

# 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
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
ChaKwan Jones . Ongoing	Principal
Brenda Nievas . 2018-2020	Classroom Teacher
Chris Lara 2017-2019	Classroom Teacher
Tricia Stanier 2018-2020	Classroom Teacher
Diana Serna 2017-2019	Classroom Teacher
Sofia Barbosa 2017-2019	Other School Staff
Karen Santos 2018-2020	Parent or Community Member
Marisol Gonzalez . 2018-2020	Parent or Community Member
Harolyn Jones 2018-2020	Parent or Community Member
Jayda Harris 2018-2019	Secondary Student
Leila Gomez 2018-2020	Secondary Student
Angelia Newman Alternate	Other School Staff
Dolores Aldrete Alternate	Other School Staff

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
	Special Education Advisory Committee
	Departmental 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 .

Attested:

Principal, Chakwan Jones on
SSC Chairperson, Tricia Stanier on

# Addendum

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

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, 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).

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.

Goals, Strategies, & Proposed Expenditures

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? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

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

## Expected 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 be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.



A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

### **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.

### **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

### **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

#### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

#### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

### **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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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.

## **Budget Summary and Consolidation**

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### **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 may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - 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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. 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).
5. 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
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program