



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pinacate Middle School	33-67207-6106223	June 1, 2023	June 21, 2023

Purpose and Description

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

Schoolwide Program

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

Pinacate Middle School will meet ESSA requirements to support academic achievement so that all students, particularly the lowest-achieving students, demonstrate proficiency on the California Common Core State Standards as indicated on the California Dashboard. School goals will influence the entire educational program of the school and are aligned with the four goals of the

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

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components 5
 - Data Analysis 5
 - Surveys 5
 - Classroom Observations 5
 - Analysis of Current Instructional Program..... 6
- Educational Partner Involvement 14
- School and Student Performance Data 15
 - Student Enrollment..... 15
 - CAASPP Results..... 17
 - ELPAC Results 21
 - Student Population 23
 - Overall Performance 25
 - Academic Performance 26
 - Academic Engagement 32
 - Conditions & Climate..... 35
- Goals, Strategies, & Proposed Expenditures..... 37
 - Goal 1..... 37
 - Goal 2..... 41
 - Goal 3..... 43
 - Goal 4..... 46
 - Goal 5..... 48
- Budget Summary 50
 - Budget Summary 50
 - Other Federal, State, and Local Funds 50
- Budgeted Funds and Expenditures in this Plan 51
 - Funds Budgeted to the School by Funding Source..... 51
 - Expenditures by Funding Source 51
 - Expenditures by Budget Reference 51
 - Expenditures by Budget Reference and Funding Source 51
 - Expenditures by Goal 52
- School Site Council Membership 53
- Recommendations and Assurances 54
- Instructions..... 55

Instructions: Linked Table of Contents.....55
Purpose and Description.....56
Educational Partner Involvement56
Resource Inequities56
Goals, Strategies, Expenditures, & Annual Review57
Annual Review58
Budget Summary59
Appendix A: Plan Requirements61
Appendix B:.....64
Appendix C: Select State and Federal Programs66

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Two surveys were administered in April 2023 to assess the needs of Pinacate. To sum up the Teacher Survey, the teachers voted for 3 teacher supports to increase proficiency in ELA: Differentiated Student Grouping, Supplemental Curriculum, and Professional Development Opportunities. Math teachers voted for increased support for Common Formative Assessments (45%), Differentiated Student Grouping (77%), and Supplemental Curriculum (71%). When asked about supporting students to become HSR, teachers overwhelmingly voted for Criteria Based Classroom Placement at 78%, focused tutoring that is data-driven at 59%, and peer mentoring at 43%. When asked about activities to improve students' school connections, Positive Incentives scored high at 91%, Monthly Assemblies/Events at 63%, and Lunch Activities at 53%. To sum up the Parent Survey, 1/2 of the parents surveyed strongly agree that they feel welcomed at Pinacate. Over 54% of the parents surveyed would like to see Title 1 funds used for Parent Workshops/Training. When asked how Pinacate can help parents participate more in decision-making opportunities at PMS, 46% of parents said they would like more information on ways to get involved, and 36% said parents need more time in their schedule. When asked about the best time for parents to participate in parent workshops/training, 68% said the evening between 5:00 p.m. - 6:00 p.m. would be best. Over 78% of parents surveyed feel that Pinacate provides parents with opportunities to share feedback and ideas regarding programs and activities. Over 53% of parents surveyed feel informed of what their child is expected to learn. Over 60% of parents agreed that Pinacate provides a clean, well-maintained school environment for learning. Lastly, over 67% of parents surveyed use the Infinite Campus Student Parent Portal to monitor their child's academic progress and attendance.

Classroom Observations

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

During regular walk-throughs, the administration made frequent virtual visits to every classroom in each content area department. Administration observations focused on teacher clarity, the PUHSD directive for essential standards, and the "what" we want our students to know by the end of the school year. Each administrator oversaw each content area department during weekly PLCs to ensure that collaboration and communication were taking place within each department. After-school committees met weekly to support all learners. These committees focused on Special Education, the Future of Work, Bookworms, high school readiness, Wellness Sanctuary, PBIS, and social-emotional support systems. After-school tutoring as well as Targeted Behavior Intervention was offered weekly to all students to support the Student Incentives Contract (ABCs).

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers utilize a variety of assessments to determine students' success. End-of-level test scores, state achievement testing scores, Reading Inventory Lexile Assessment, benchmark tests in the core content areas, teacher-designed projects, and student product outcomes are used to modify curriculum and instruction. Analysis of the data from these assessments provides teachers, students, and parents with the information needed to drive instruction. The data also informs individual and group instruction needed to remediate and/or address areas of weakness.

English Learner (EL) students are assessed in a manner that is appropriate to their learning experiences. The English Language Development Program (ELD) classifies students' levels of proficiency. There are four levels of proficiency on the ELPAC: Reading, Writing, Speaking, and Listening. Teachers use the Reading Inventory Test LEXILE levels, GPA, and additional classroom assessments to determine whether students who received an overall score of 4 on the ELPAC will be reclassified.

Pinacate uses the following standardized assessments:

ELPAC: (English Language Proficiency Assessment of California)

Ellevation student monitoring system is used to monitor all English Learners at Pinacate using ELPAC data to determine whether the student is ready to reclassify. This feature allows teachers to build custom reports that make your data manageable, including their own student data and state-provided data.

SBE curriculum-embedded assessment: These assessments are embedded in the adopted curriculum and are used as benchmark assessments for ELA and math to support progress monitoring of student achievement.

SBAC: Interim SBAC online assessment process was held early this Spring in Math and ELA for all students. In May all students took the annual CAASPP test in both Math and ELA. Teachers can also create SBAC style assessments for formative assessment and summative exams.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers use data to analyze the current level of student mastery and focus on implementing the new Common Core Standards and an effective delivery system during the weekly Professional Learning Communities (PLC). The need for valid and reliable assessments of student achievement throughout the year is vital in determining mastery of standards for re-teaching.

Teachers need to know in a timely fashion whether or not their students are mastering the standards, which standards need to be addressed, and the specific modifications they need to make in their classroom instruction so they may better guide students toward improved academic achievement. The use of immediately available data allows teachers to improve their instructional intervention planning in response to areas of student need. This data, both summative and formative, is also a valuable tool used in the departmental planning process that takes place during weekly PLC time.

The school uses an ongoing assessment and monitoring system (Mastery Connect) that provides timely data from common assessments based on the SBE-adopted ELA/ELD and intensive intervention programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic, progress monitoring that includes frequent formative and curriculum-embedded assessments, and summative assessments) are used to inform teachers and the site administration on student placement, diagnoses, progress, and effectiveness of instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development opportunities are planned in response to the assessed needs of our students and based on the professional needs of the staff. Assessment data is utilized in the annual updating of the school plan. The Principal and Leadership Team Members review and evaluate assessment results to make recommendations that will focus on the instructional practices. They also analyze assessment data to determine strengths and weaknesses in various programs and areas of instruction. Areas of improvement are then determined from analysis of the information gathered from the assessment data in conjunction with surveys and other achievement data. Teachers from Pinacate serve on district Subject Area Committees (SAC) that meet to develop how the standards are being met through the curriculum. They have developed rubrics for key assignments, revised end-of-level tests, aligned lessons to Common Core Standards, developed new lessons, selected appropriate instructional materials, and mentored staff in any areas where departments may have not fully integrated the new Common Core Standards. SAC will continue the discussion of the Common Core Standards where curriculum alignment will include standards that prepare students for college and career and other post-secondary opportunities.

Pinacate Middle School will continue to focus categorical resources on the following areas: Teacher Clarity, literacy, writing, effective lesson planning and pacing including the Gradual Release of Responsibility of lesson design. Teachers and content area experts will conduct, co-plan and co-teach in-class sessions focused on student engagement; in-class observations and feedback focused on student engagement; standards-based education, and Professional Learning Communities (PLCs).

The school provides instructional assistance and ongoing support to all teachers of mathematics, including strategic and intensive intervention. Support includes trained content experts and specialists who are knowledgeable about the newly adopted Common Core Standards and work inside the classrooms to support the teachers and deepen their knowledge about the content and the delivery of instruction.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers will receive ongoing targeted instructional support through trained and experienced content experts, specialists, or other teacher support personnel with subject-matter expertise. The content experts who work primarily within the classroom assist with the full and skillful implementation of the district-adopted ELA/ELD and intensive intervention instructional programs to improve student achievement. Pinacate staff will have continuous opportunities to attend monthly staff meetings with professional development focused on improving teacher clarity, learning targets, and success criteria. The Department Chair/school leadership team will provide targeted instructional support within their departments.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Pinacate has adopted Common Core State standards set forth by the California School Board of Education in Reading/Language Arts, Mathematics, Social Studies, and Science. The standards serve as the framework for directing district goals objectives, and expected learning outcomes into an articulated curricular program designed to maximize learning for all students. The Common Core Standards enable the articulation of curriculum and learning expectations from grade level to grade level. The school staff is implementing curriculum and assessments that are aligned to the Common Core Standards along with reporting student progress in relation to the Common Core Standards.

Several staff members are involved in the district wide Subject Area Committee (SAC) that reviews curriculum to ensure that textbooks and lesson plans are aligned with Common Core Standards. Staff is given the opportunity and encouraged to participate in staff development that supports learning in the classroom. Instructional materials that support the educational program are readily available to teachers.

Students' success in school depends on effective partnerships among school staff, parents and members of the community. Although, there are many programs in place to ensure the elimination of academic barriers, there are still areas to improve in order to increase student performance on the new Common Core Assessment.

The following are areas to consider for improvement:

- * Strategies to improve organized effective instruction using the principles of Teacher Clarity, learning intentions and success criteria among all classrooms in every content area.
- * Digital Citizenship guidelines and expectations for all students regarding Chrome Book, and social media use and accountability remains a need.
- * Positive Behavior Supports and Multi-Tiered Systems of Support for all students will continue to be a focus area to improve student behaviors and academic growth.
- * All students need to take care of the ABC's (Attendance, Behavior, and C grades or higher) in order to be High School ready.
- * Increase English Learner ELPAC scores and reading lexile level in order to reclassify before entering high school.
- * Provide supports, programs and incentives for all students with social-emotional needs.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Pinacate strives to ensure that all students achieve proficiency in Common Core and California State Standards by providing a rigorous and quality educational program that prepares students for high school, college and career. In order to support our mission, all students currently have access to the state adopted and board approved textbooks. Additionally, supplementary funding sources (such as Title I) are used to support the instructional program. These programs and the instructional program are aligned to the Common Core Standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers will use best, first instructional strategies, innovative and proven educational technologies, such as Quill.org, Listenwise, Flocabulary, Quill.org, and Nearpod to offer all students differentiated access to instructional materials. Additional instructional teaching strategies include standards-based curriculum learning platforms through district-adopted technology platforms such as Pearson and Houghton-Mifflin (English 3D and Read 180). In addition to AVID strategies, teachers will support all students using the existing adopted texts, Google Classroom and Canvas, visual media, and pacing guides. These, along with other best practices, will improve the delivery of the CCSS in content specific areas through cross-curricular planning and teaching.

All students, including English Learners (EL), Students with Disabilities (SWD), and advanced learners in all grade levels, are provided SBE-adopted basic core instructional program materials in ELA/ELD. These materials are implemented daily and designed to support the needs of all students.

At all grade levels in Science and Social Studies, teachers use the adopted basic core program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners.

In English and Math, teachers are teaching from curriculum that aligns with Common Core Standards and CAASPP-like assessments.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students will be placed in intervention classes using the STAR Reading Assessment Lexile Level assessment, and placement data from the California Standards Based as available and applicable.

English Learner students who have been in the United States for less than 12 months and have been identified on the ELPAC as level 1 and 2, will be blocked in a two-period setting. EL level 3 students may have a 2-hour block of reading intervention class or a core ELA. Students that don't have an ELA support class have an ELA core class and are placed in an Academic English Elective class.

After-school tutoring for students most at risk of not meeting district benchmarks and subject mastery of state standards content will be continued to be offered for all students.

More students are entering Pinacate having had access to intervention programs in their K-6 experience. However, many parents still have difficulty understanding the needs of their students who are significantly below grade level in math, and Language Arts. Parents and students need continued support in order to be High School Ready and meet the A-G requirements needed to graduate high school. Pinacate offers classes, Algebra 1, Spanish 1A/1B and Spanish SS1 that count towards High School A-G requirements.

Evidence-based educational practices to raise student achievement

All teachers will be provided the opportunity to participate in professional development that addresses teacher clarity, student engagement, and AVID strategies and methodologies. With the continued focus on the implementation of teacher clarity on a district-wide basis, it will be the expectation for teachers to actively incorporate these strategies into their daily instruction during the 2022-23 school year.

Direct classroom instruction will be enhanced by the use of technologies using Google for Education learning platforms such as Jamboard, Google Slides, Google Forms, and more. Classroom teachers will implement teacher clarity throughout their daily instruction with the use of graphic organizers, clearly written learning targets and success criteria.. All teachers are expected to post Learning Targets and Success Criteria to increase student academic progress.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Student and parent commitment are highly evident in the cooperative leadership activities of the School Site Council (SSC), English Language Advisory Committee (ELAC), and the PELI-Parent Engagement Leadership Initiative). A one-year action plan for parent partnerships was developed in cooperation with the Pinacate PELI team which includes teachers, administrators, and students. The purpose of this action plan is to develop and schedule activities with the school, family, and community partnerships to all students reach school goals.

Student leadership is also encouraged by having student representation at the district school board meetings, the Associated Student Body (ASB), PELI, and the School Site Council.

Several programs have been initiated to improve student behavior and encourage school attendance. Intervention groups have been established to deal with specific student behavior problems.

- * Student Assistance Review Board (SARB) convenes when students exhibit excessive tardies or absence behavior.
- * . ATS-Alternative to Suspension
- * Student Study Team (SST). When students have situations that prevent them from succeeding in school, any staff member may refer them to the Student Study Team. The SST consists of a representative from special education, Title I, ELL, regular education teacher, counselor, and any other personnel who may attend if needed.
- * Multi-Tiered System of Support services for Tier 2 and 3 students
- * E-Sports After-School Club
- * LEGO After-School Club
- * Family Literacy and Parent Nights.
- * Student “fairs” to display projects (i.e. Math Night, Open House/Science Night, and Winter and Spring Fine Arts Nights)
- * Club Live
- * Anime Club
- * Safety Committee
- * Yoga Heart & Goal
- * Dance & Cheer
- * National Junior Honor Society
- * Newspaper Club
- * Yearbook Club

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, community members, teachers and students are all part of various committees and advisory groups that continually meet to review the planning, implementation, and evaluation of the Consolidated Application programs. Those programs include:

School Site Council-Oversees Title 1 funding to support effective, research-based educational strategies and resources that close the achievement gap between high-and low-performing students and enable the students to meet the state's rigorous academic standards. Title 1 funding is aligned to the 4 LCAP goals outlined by the state of California.

Key stakeholders participate in these committees:

- LCAP Stakeholder-include community members, Pinacate Middle School teachers, administrators, counselors, and parents.
- The District English Language Acquisition Committee (DELAC) meets several times throughout the school year to review progress of our English Learners through the Title III EL Master Plan. Representatives from Pinacate Middle School serve on each of these committees.
- African American Parent Advisory Committee(AAPAC) -
- PAC-The Parent Advisory Committee's (PAC) mission is to provide an authentic parent voice, that reviews student achievement and provides advice and input to the PUHSD School Board and Superintendent, to ensure that the District's Local Control and Accountability Plan (LCAP) reflects the input of parents and key stakeholders.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The following is a list of activities and programs that have been identified through our needs assessment that will provide added support for students at risk of failing. These programs range from academic support to content enrichment allowing for the social and emotional of our students.

5 STAR Students App-Track participation in school clubs or any other group on campus; track attendance at school events, assign points (Puma Points)

After School Tutoring

Kicks to Learn

Oliver Petty

Full Fall, Winter and Sports-soccer, football, softball, basketball and volleyball

Instructional Coaching for Teachers

Technology Electives

End of the Year Awards Assemblies for academic achievement

Club Live

English Learner Advisory Committee-awards and incentives for improvement

Chromebook/Google for Education

After School Late Bus/Transportation

Advancement via Individual Determination (AVID) with field trips to colleges/universities-AVID tutors

Targeted Behavior Interventions involve tutors and/other certificated personnel

Instructional technologies to provide formative/summative assessments to support content area instruction: Storyboard That!, Gimkit; Quizziz, Listenwise and Quill.org

Computer-based instructional programs that offer individualized online instruction in both ELA, Math, History and Science

Fiscal support (EPC)

Pinacate Middle School's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in ELA/ELD/Math and the Single Plan for Student Achievement (SPSA).

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA Annual Review and Update has included the School Site Council, which consists of peer elected Classified staff, Certificated Staff, Parents and students. The SPSA is informed by LCAP goals and is presented annually to the School Site Council, Certificated and Classified Staff, site Leadership, parents involved in ELAC, AAPAC, PELI, parents attending "Pastries With The Principals", 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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	%	0.11%	2		1
African American	5.3%	%	6.15%	51		57
Asian	0.4%	%	0.43%	4		4
Filipino	0.4%	%	0.43%	4		4
Hispanic/Latino	87.8%	%	88.67%	851		822
Pacific Islander	0.3%	%	0.11%	3		1
White	3.4%	%	2.91%	33		27
Multiple/No Response	2.2%	%	0.97%	21		9
Total Enrollment				969		927

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	474		479
Grade 8	495		448
Total Enrollment	969		927

Student Enrollment Enrollment By Grade Level

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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	387	372	352	39.90%	39.9%	38.0%
Fluent English Proficient (FEP)	223	195	211	23.00%	20.9%	22.8%
Reclassified Fluent English Proficient (RFEP)	8			2.1%		

Conclusions based on this data:

1. PINACATE Middle Schools has one of the largest EL populations in the state. California reports that 39.9% of our students are English Learners. At Pinacate, there are currently 317 EL students. According to the California Dashboard this makes up 39.9% of the school population.
2. According to the 2022 California Dashboard 65.3% of EL students made progress toward English Language Proficiency.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	486	457		249	438		240	437		51.2	95.8	
Grade 8	509	488		297	464		277	463		58.3	95.1	
All Grades	995	945		546	902		517	900		54.9	95.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	2476.	2460.		6.25	1.83		20.00	15.79		25.42	26.09		48.33	56.29	
Grade 8	2501.	2474.		5.05	4.10		22.74	16.85		30.69	24.41		41.52	54.64	
All Grades	N/A	N/A	N/A	5.61	3.00		21.47	16.33		28.24	25.22		44.68	55.44	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	6.42	5.03		53.67	52.17		39.91	42.79	
Grade 8	7.81	6.26		49.81	43.20		42.38	50.54	
All Grades	7.19	5.67		51.54	47.56		41.27	46.78	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	8.68	2.75		53.42	46.68		37.90	50.57	
Grade 8	7.38	4.75		55.35	42.33		37.27	52.92	
All Grades	7.96	3.78		54.49	44.44		37.55	51.78	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	4.46	5.26		74.55	67.05		20.98	27.69	
Grade 8	5.58	4.97		70.63	67.17		23.79	27.86	
All Grades	5.07	5.11		72.41	67.11		22.52	27.78	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	7.59	6.18		61.18	55.84		31.22	37.99	
Grade 8	11.76	6.91		66.18	61.12		22.06	31.97	
All Grades	9.82	6.56		63.85	58.56		26.33	34.89	

Conclusions based on this data:

- In 2022 Pinacate's overall Achievement data indicates that 80.66% of students tested did not Meet the Standards (90.9 points below standard)
 7th grade - 82.38% (Nearly Met 26.09% Not Met 56.29%)
 8th grade - 81.05% (Nearly Met 24.41% Not Met 56.64%)

Standard Meet: 16.33%
 7th grade - 15.79%
 8th grade - 16.85%

Standard Exceeded: 3%
 7th grade - 1.83%
 8th grade - 4.10%

This data indicates that in 2022 there was a 7.74% increase in Pinacate students Not Meeting Standards compared to 2021.
 2021 - 71.92%
 2022 - 80.66%

The data also indicates that in 2022 there was a 5.14% decrease in Pinacate students Meeting Standards compared to 2021.
 2021 - 21.47%
 2022 - 16.33%

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	485	457		291	442		287	442		60.0	96.7	
Grade 8	509	488		333	471		331	471		65.4	96.5	
All Grades	994	945		624	913		618	913		62.8	96.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	2452.	2434.		1.39	2.71		11.85	6.33		26.48	21.27		60.28	69.68	
Grade 8	2447.	2428.		1.51	1.91		7.25	4.67		18.73	15.07		72.51	78.34	
All Grades	N/A	N/A	N/A	1.46	2.30		9.39	5.48		22.33	18.07		66.83	74.15	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	4.95	3.62		41.70	31.00		53.36	65.38	
Grade 8	1.82	2.12		36.67	26.75		61.52	71.13	
All Grades	3.26	2.85		38.99	28.81		57.75	68.35	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	2.10	2.04		46.15	42.08		51.75	55.88	
Grade 8	3.02	3.18		39.58	40.55		57.40	56.26	
All Grades	2.59	2.63		42.63	41.29		54.78	56.08	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	2.79	3.62		64.81	53.17		32.40	43.21	
Grade 8	1.81	1.91		62.24	52.23		35.95	45.86	
All Grades	2.27	2.74		63.43	52.68		34.30	44.58	

Conclusions based on this data:

- In 2022 Pinacate's overall Achievement data indicates that 92.22% of students tested did not Meet MATH Standard (143.1 points below standard)

7th grade - 90.95% (Nearly Met 21.27% Not Met 69.68%)
 8th grade - 81.05% (Nearly Met 15.07% Not Met 78.34%)

Standard Meet: 5.48%
 7th grade - 6.33%
 8th grade - 4.67%

Standard Exceeded: 2.3%
 7th grade - 2.71%
 8th grade - 1.91%

This data indicates that in 2022 there was a 3.06% increase in Pinacate students Not Meeting Standards compared to 2021.
 2021 - 89.16%
 2022 - 92.22%

The data also indicates that in 2022 there was a 3.91% decrease in Pinacate students Meeting Standards compared to 2021.
 2021 - 9.39%
 2022 - 5.48%

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	1522.2	1529.6		1528.5	1533.1		1515.4	1525.5		192	178	
8	1535.9	1537.1		1541.6	1532.6		1529.6	1541.1		174	180	
All Grades										366	358	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	16.93	16.85		32.28	28.65		35.98	44.38		14.81	10.11		189	178	
8	17.07	19.44		32.32	37.22		29.27	25.00		21.34	18.33		164	180	
All Grades	17.00	18.16		32.29	32.96		32.86	34.64		17.85	14.25		353	358	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	31.75	28.09		42.86	48.31		17.99	19.66		7.41	3.93		189	178	
8	26.83	32.22		39.63	37.78		20.73	15.00		12.80	15.00		164	180	
All Grades	29.46	30.17		41.36	43.02		19.26	17.32		9.92	9.50		353	358	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	8.47	7.87		15.34	16.85		39.68	42.70		36.51	32.58		189	178	
8	7.32	11.11		18.90	24.44		38.41	40.56		35.37	23.89		164	180	
All Grades	7.93	9.50		17.00	20.67		39.09	41.62		35.98	28.21		353	358	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	9.63	12.92		64.71	71.35		25.67	15.73		187	178	
8	19.63	16.67		61.35	61.11		19.02	22.22		163	180	
All Grades	14.29	14.80		63.14	66.20		22.57	18.99		350	358	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	74.87	57.06		19.25	40.11		5.88	2.82		187	177	
8	54.19	45.00		38.71	38.89		7.10	16.11		155	180	
All Grades	65.50	50.98		28.07	39.50		6.43	9.52		342	357	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	12.17	11.80		29.63	40.45		58.20	47.75		189	178	
8	18.40	16.67		26.38	27.78		55.21	55.56		163	180	
All Grades	15.06	14.25		28.13	34.08		56.82	51.68		352	358	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	6.42	5.62		77.54	79.78		16.04	14.61		187	178	
8	1.89	9.44		84.28	76.11		13.84	14.44		159	180	
All Grades	4.34	7.54		80.64	77.93		15.03	14.53		346	358	

Conclusions based on this data:

1. According the California Dashboard The results of the of California showed that Pinacate has 51.12% percent of ELs scoring a 3 or 4. Overall 65.3% EL students made progress towards English language proficiency .

Levels	2022	2021
1	14.25%	17.85%
2	34.64%	32.86%
3	32.96%	32.29%
4	18.16%	17.00%

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
932	96.5	39.9	0.6
Total Number of Students enrolled in Pinacate Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	372	39.9
Foster Youth	6	0.6
Homeless	107	11.5
Socioeconomically Disadvantaged	899	96.5
Students with Disabilities	164	17.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	43	4.6
American Indian		
Asian	4	0.4
Filipino	5	0.5
Hispanic	832	89.3
Two or More Races	12	1.3
Pacific Islander	2	0.2
White	31	3.3

Conclusions based on this data:

1. For the 2021-2022 school year, Pinacate Middle School had a population of 932. Student demographics data indicates the following:
 - Hispanic Students comprised 89.3% of the student population (832 students).
 - African American Students comprised 4.6% of the student population (43 students).
 - White students comprised 3.3% of the student population (31 students).
 - All other subgroups combined comprised the remaining 4.8% of the student population (23 students).
2.
 - 39.9% of students are identified as English Learners (372 students).
 - 95.5% of students are identified as Socioeconomically Disadvantaged (899 students).
 - 17.6% of students were identified as Students with Disabilities (164 students).

School and Student Performance Data

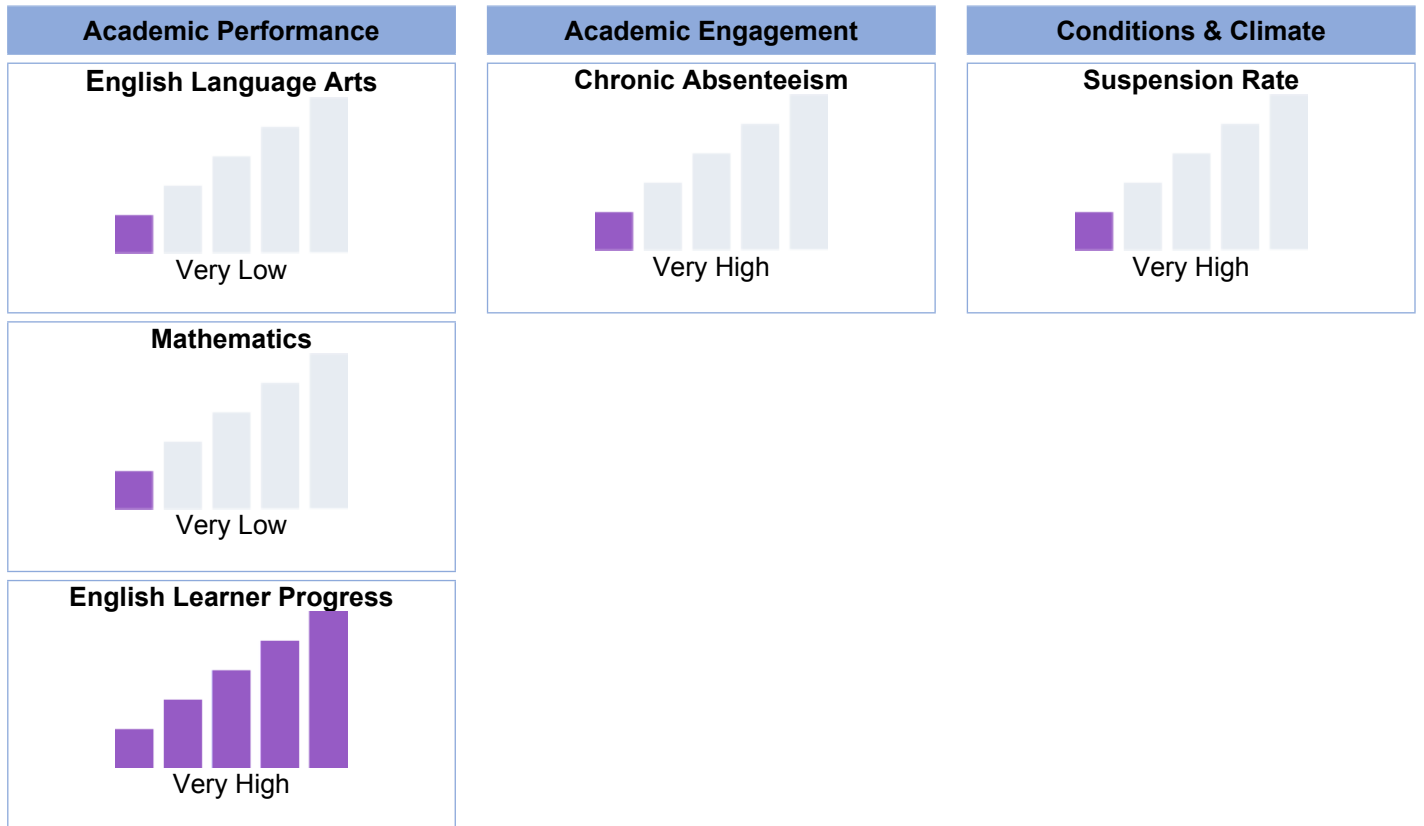
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

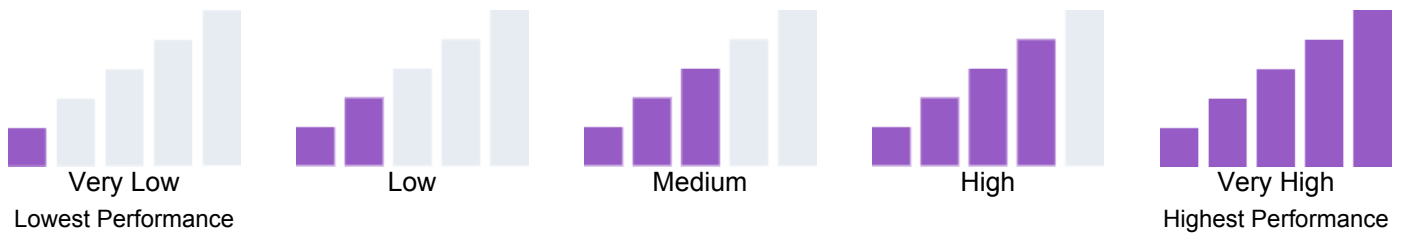
- 2022 English Language Arts (ELA) and Mathematics overall student performance levels were both very low. However, English Learner Progress was very high.
- Chronic Absenteeism and Suspension rates were very high.

School and Student Performance Data

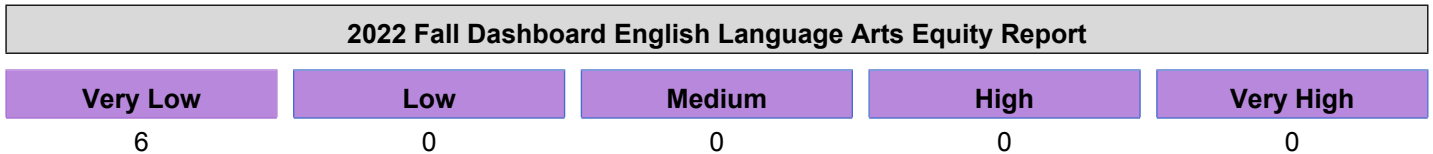
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

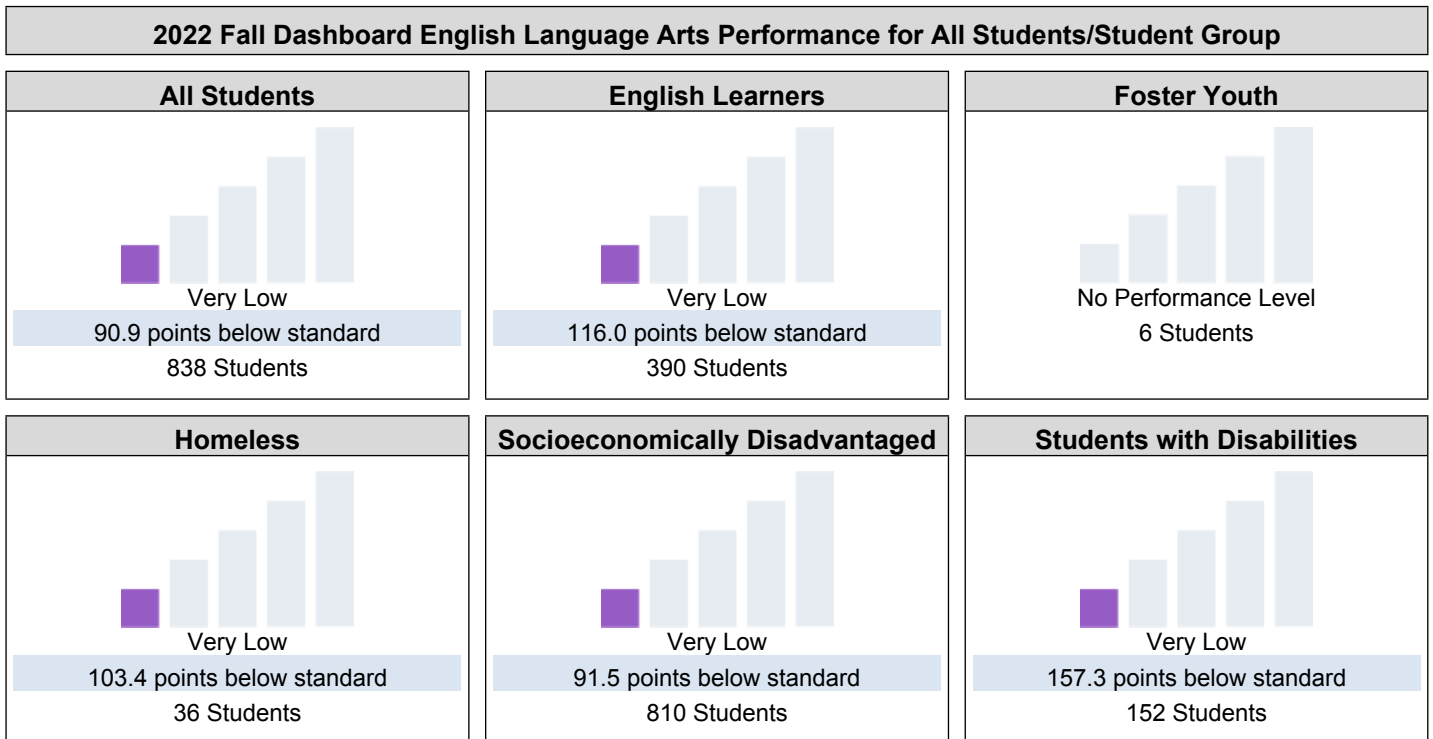
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



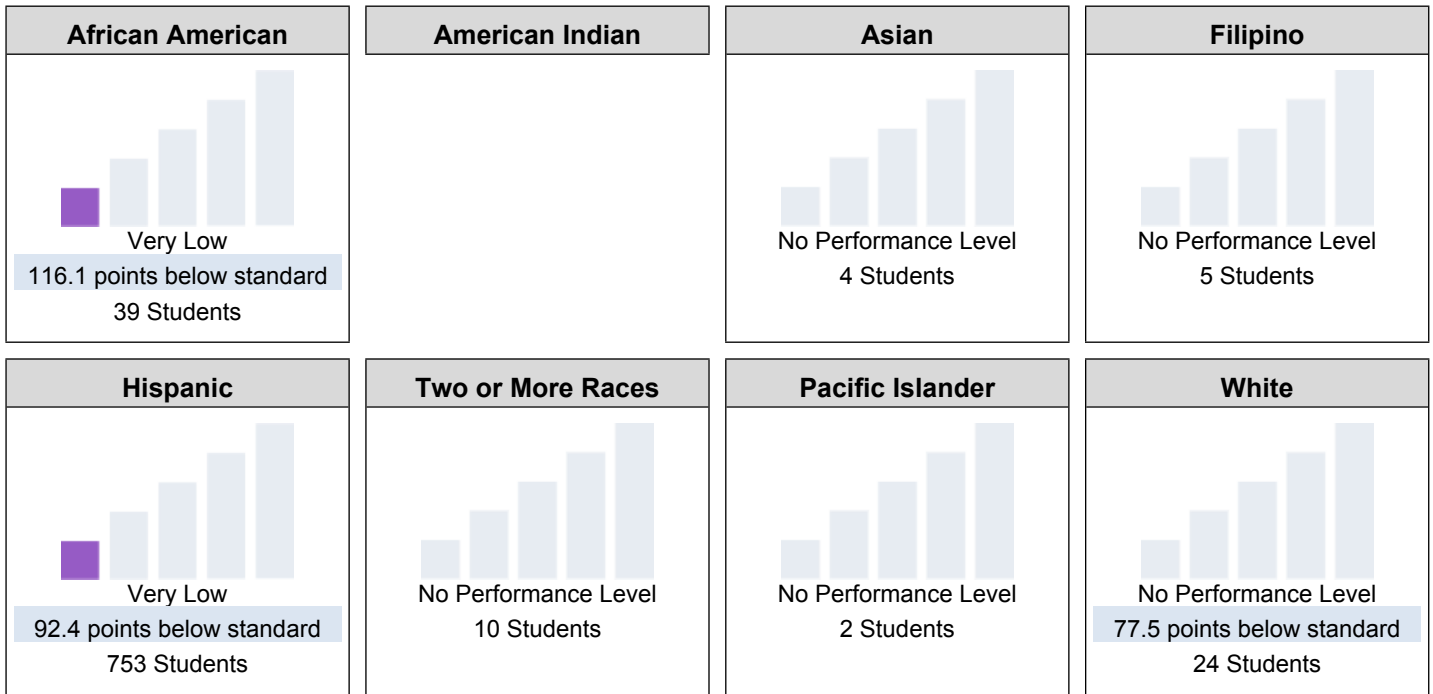
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
146.8 points below standard 285 Students	32.2 points below standard 105 Students	88.7 points below standard 318 Students

Conclusions based on this data:

- All English Language Arts student performance data was very low in every category. All students (838 students) - 90.9 points below standard.

Student Performance Group levels:

- English Learners (390 students) - 116.0 points below standard
- Homeless (36 students) - 103.4 points below standard
- Socioeconomically Disadvantaged (810 students) - 91.5 points below standard
- Students with Disabilities (152 students) - 157.3 points below standard
- African American (39 students) - 116.1 points below standard
- Hispanic (753 students) - 92.4 points below standard

School and Student Performance Data

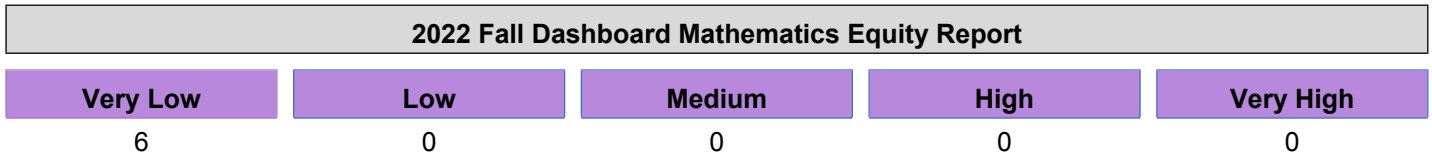
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

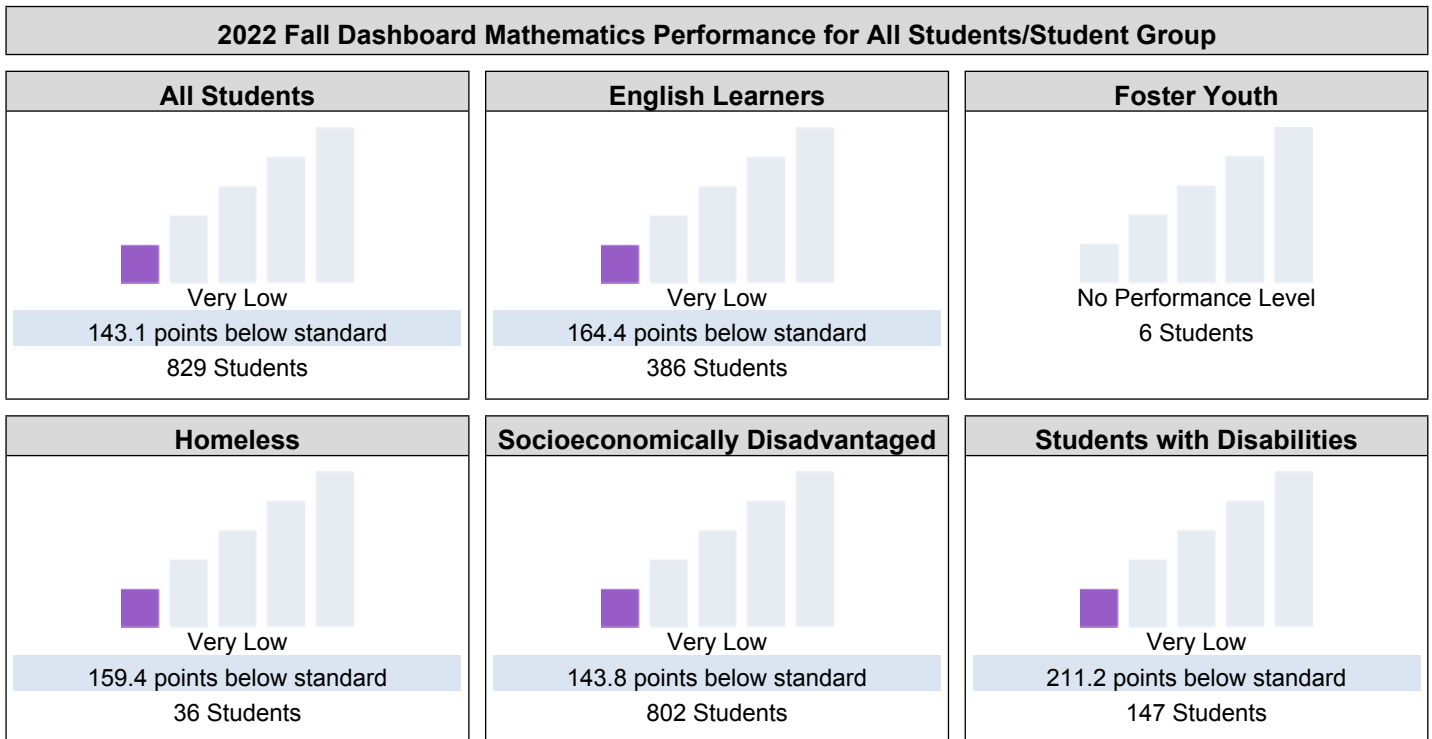
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



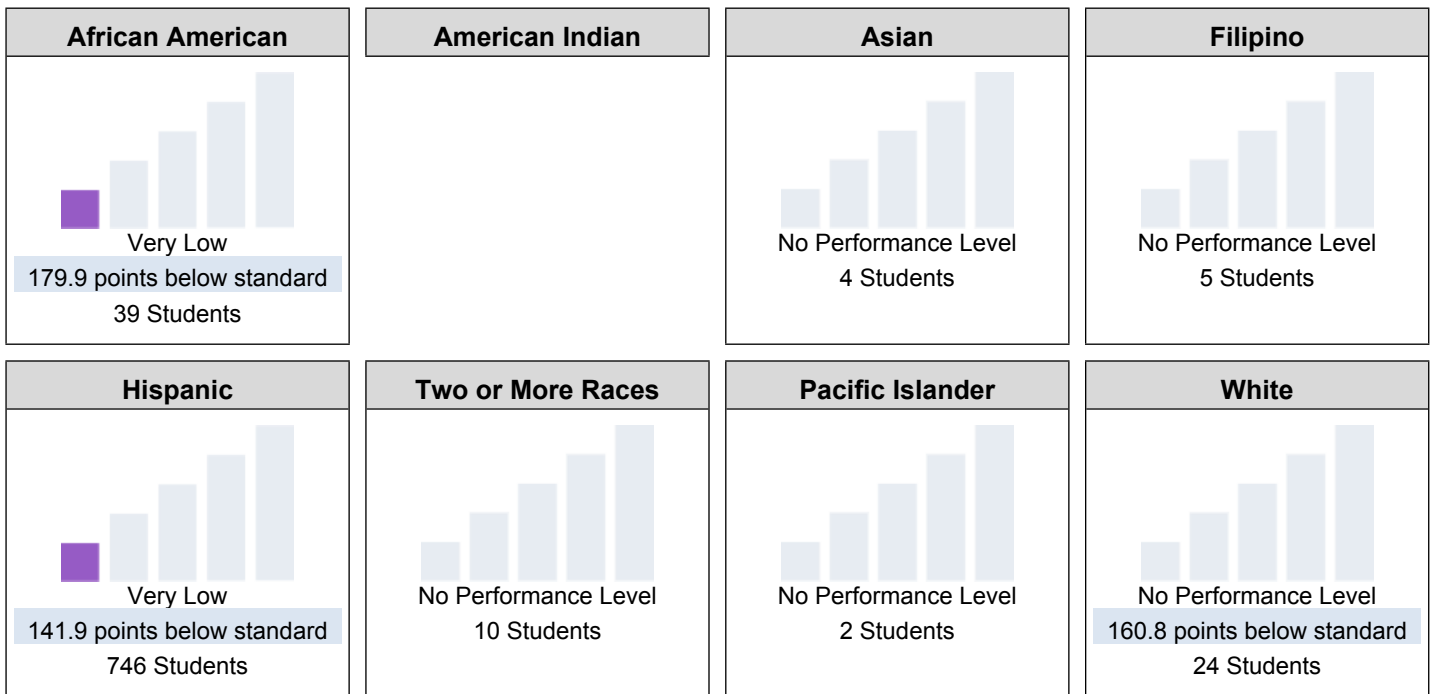
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>188.4 points below standard 281 Students</p>	<p>100.2 points below standard 105 Students</p>	<p>147.2 points below standard 313 Students</p>

Conclusions based on this data:

1. All Math student performance data was very low in every category.
All students (829 students) - 143.1 points below standard

Student Performance Group Levels:
English Learners (386 students) - 164.4 points below standard
Homeless (36 students) - 159.4 points below standard
Socioeconomically Disadvantaged (802 students) - 143.8 points below standard
Students with Disabilities (147 students) - 211.2 points below standard
African American (39 students) - 179.9 points below standard
Hispanic (746 students) - 141.9 points below standard
2. Of all of the Student groups, the greatest gain was seen in the Socioeconomically Disadvantaged sub-group, which represented 92% of the entire student population.
3. 2020 Spring CAASSP was not administered due to COVID-19 school closure.

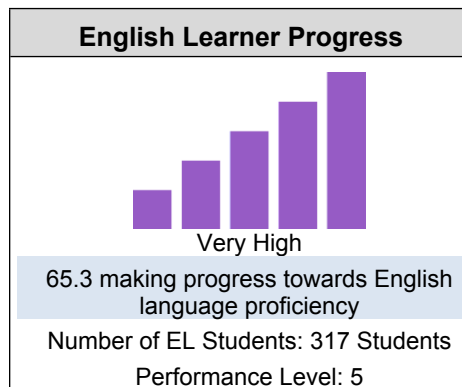
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10.4%	24.3%	1.6%	63.7%

Conclusions based on this data:

- English Learners are progressing at a very high level. Of the 317 English Learner students tested, 63.7% of them progressed at least one ELPI level.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

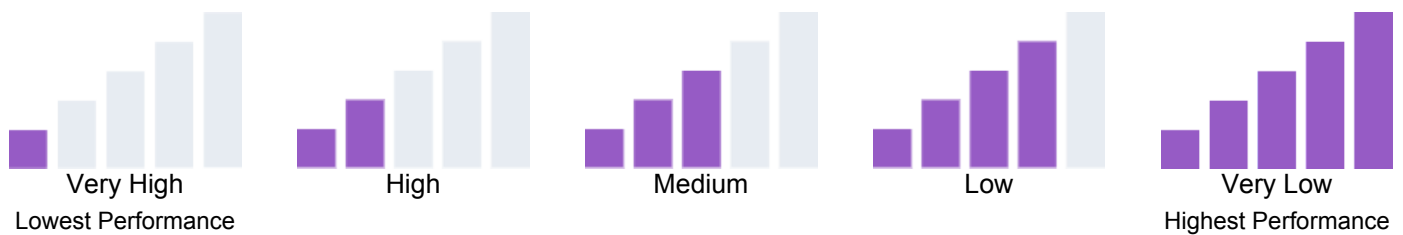
1. Not applicable.

School and Student Performance Data

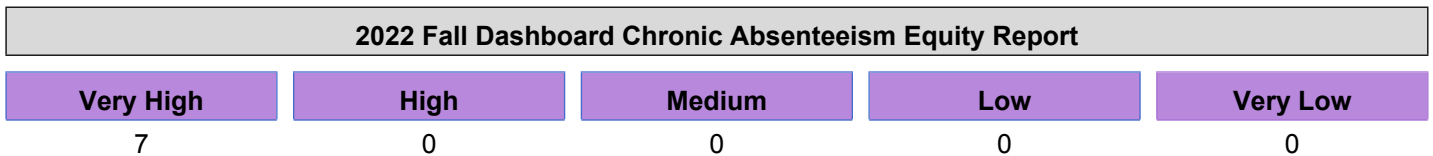
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

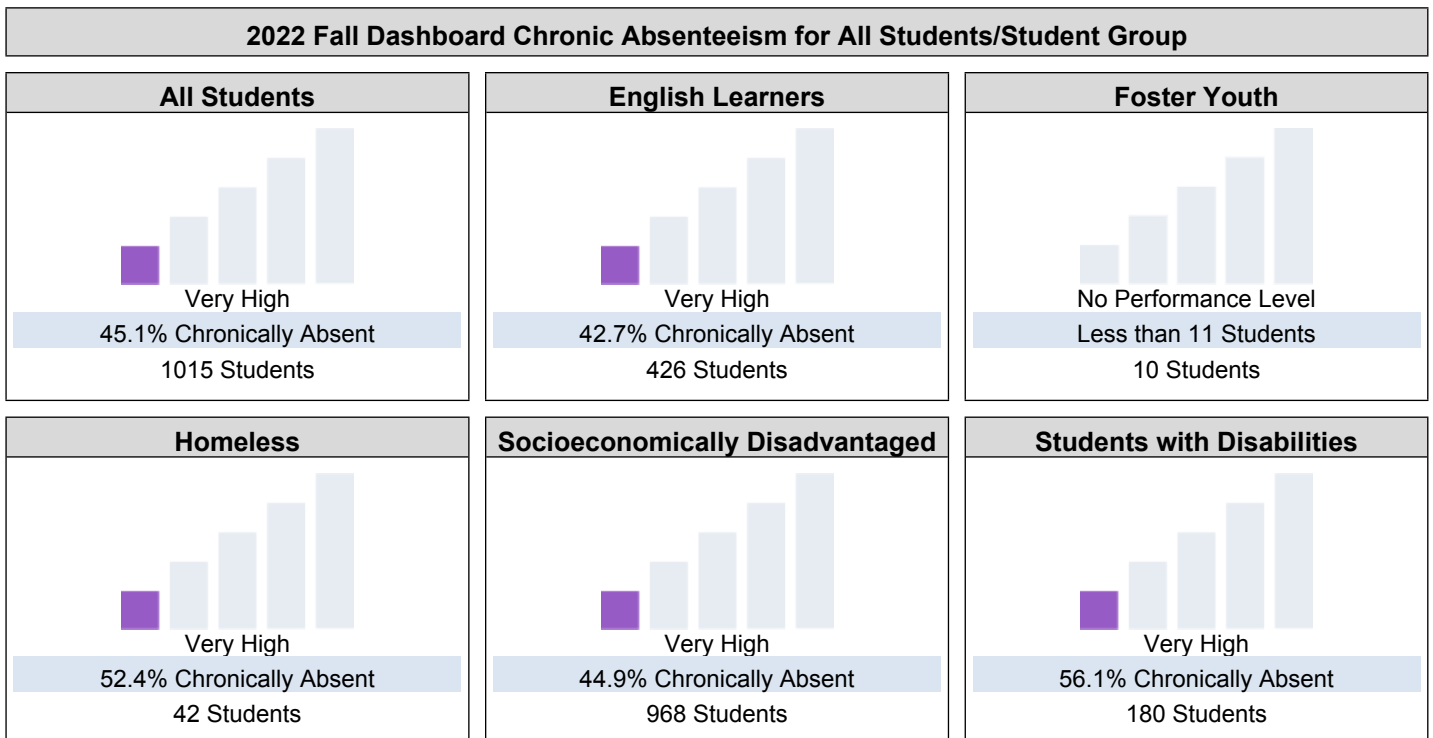
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



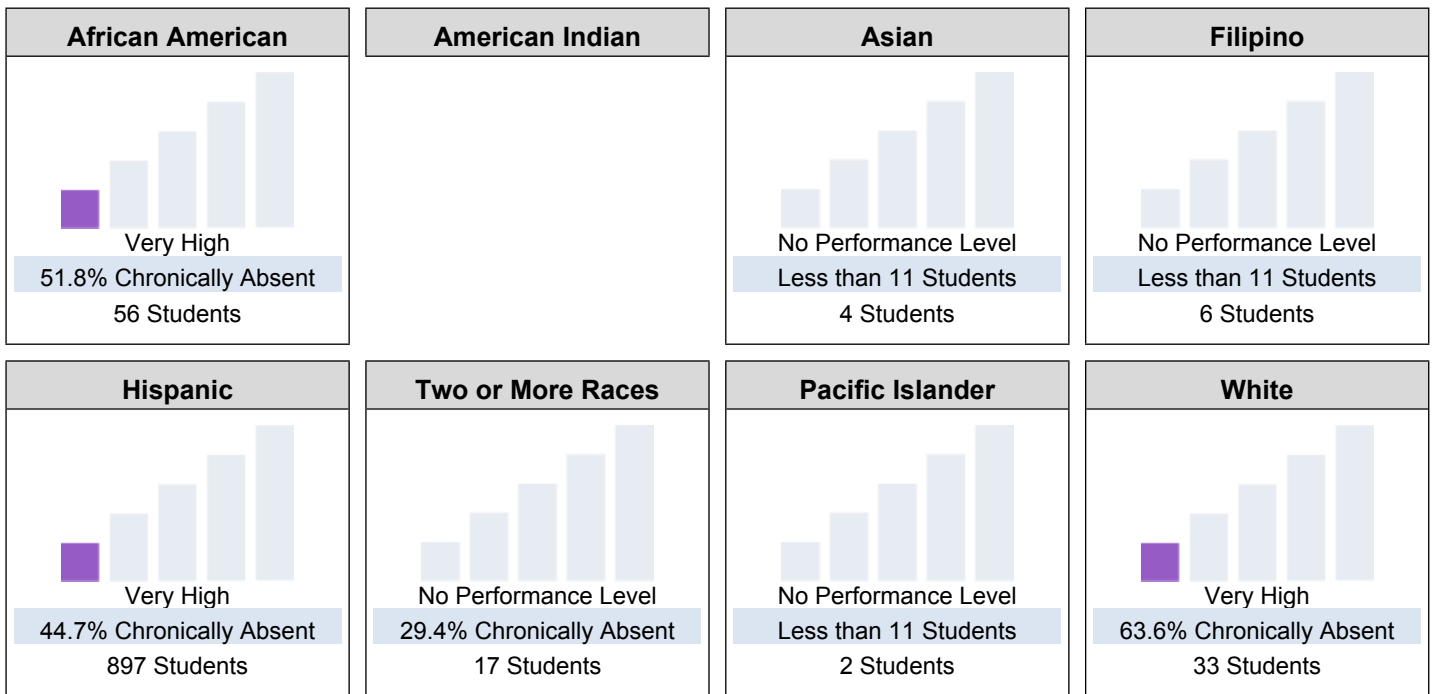
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Chronic Absenteeism for All Students/Student Group is Very High.
 All students (1015 students) - 45.1%

 Homeless (42 students) - 52.4%
 English Learners (426 students) - 42.7%
 Socioeconomically Disadvantaged (968 students) - 44.9%
 Students with Disabilities (180 students) - 56.1%

 African American (56 students) - 51.8%
 Hispanic (897 students) - 44.7%
 White (33 students) - 63.6%

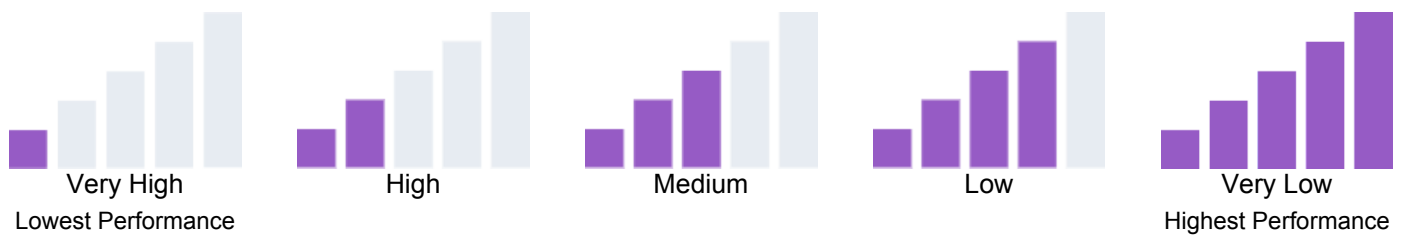
 Whit Students (63.6%) , Students with Disabilities (56.1%), Homeless Students (52.4%), and African American Students (51.8%), each have a Chronic Absenteeism Rate of over 50%.

School and Student Performance Data

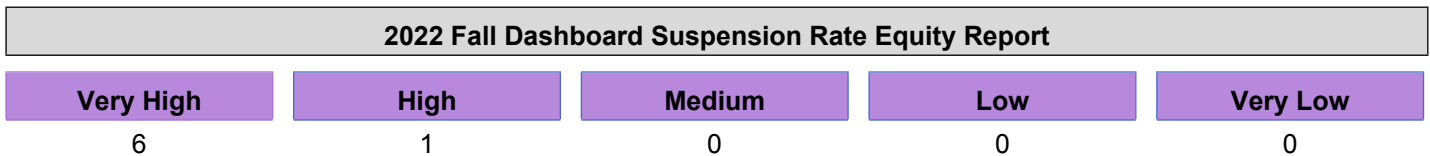
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

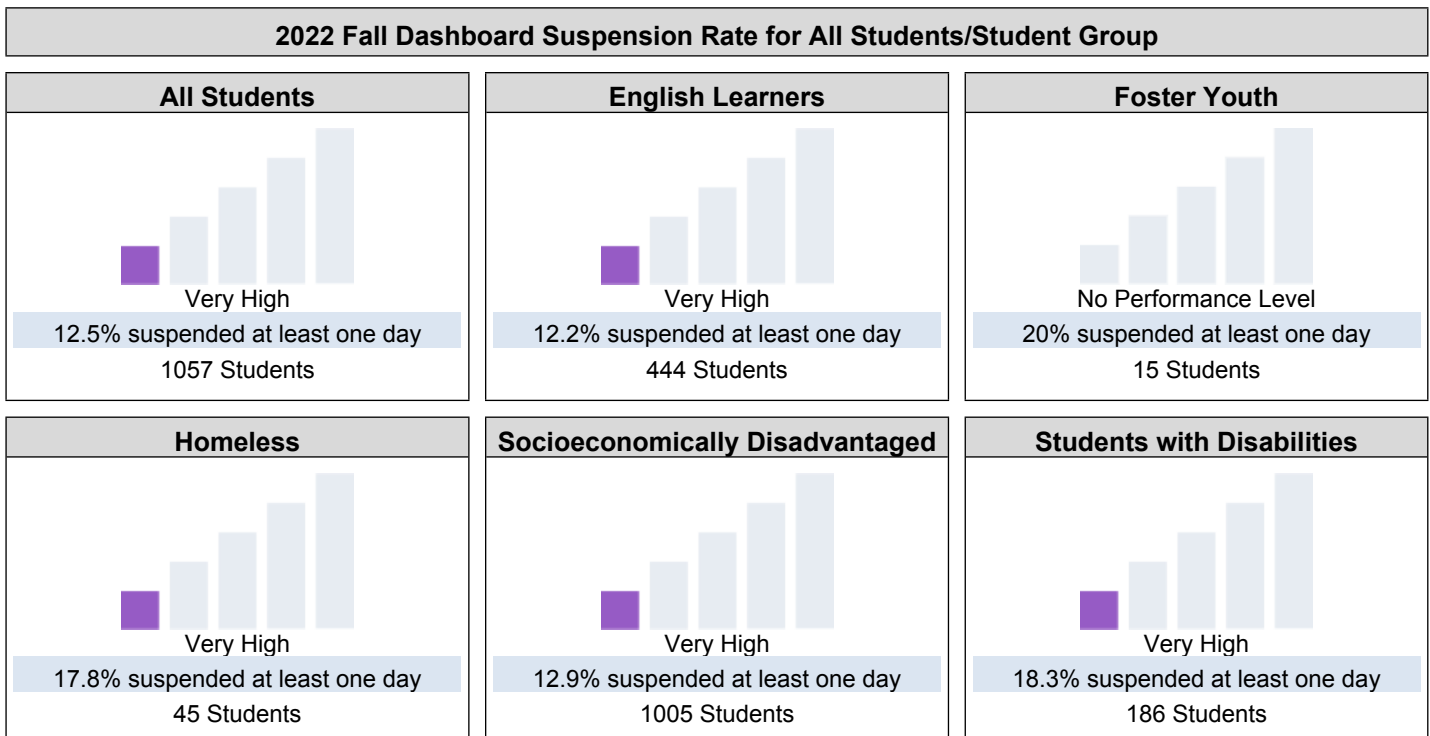
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



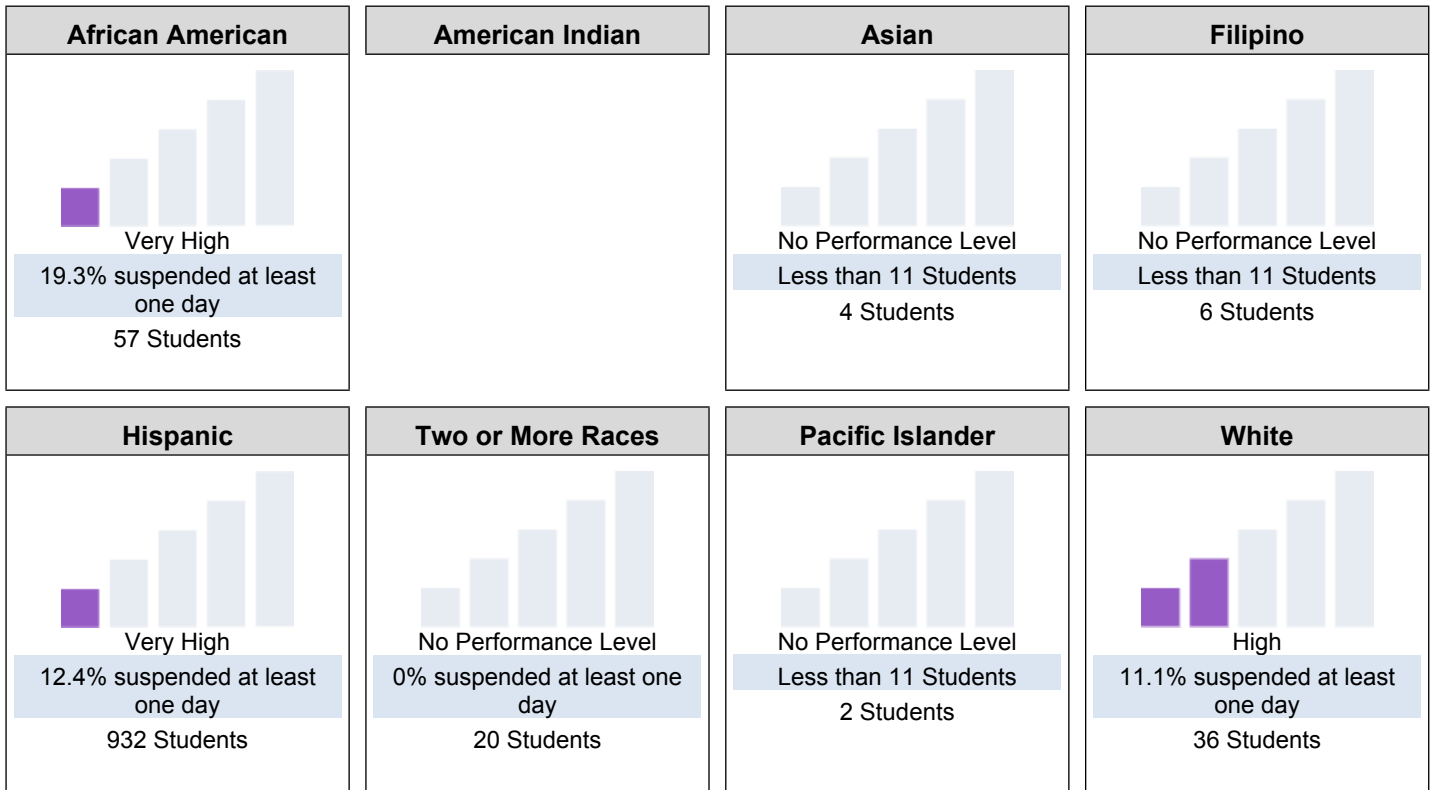
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- The 2022 Dashboard Suspension Rate data reported that Pinacate's suspension rate was Very High. The Suspension Rate for all student groups is as follows:
 - All students (1057 students) - 12.5%
 - Homeless (45 students) - 17.8%
 - English Learners (444 students) - 12.2%
 - Socioeconomically Disadvantaged (1005 students) - 12.9%
 - Students with Disabilities (186 students) - 18.3%
 - African American (57 students) - 19.3%
 - Hispanic (932 students) - 12.4%
 - White (36 students) - 11.1%
- The data indicated that while African American students represents 4.6% of the student population, their suspension rate is (19.3%) higher than all other student groups. Students with Disabilities represents 17.6% of the student population and 18.3% of the suspension rate.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Proficiency that Leads to College and Career Readiness

LEA/LCAP Goal

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

Goal 1

Increase the Dashboard Academic Indicator by 10% in both ELA and MATH as measured by SBAC/CAASSP scores.

Identified Need

According to the results of the 2022 SBAC/CAASSP test, Pinacate students in all groups (Hispanic, African American, English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Homeless) scored at the lowest level in both English Language Arts and Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA SBAC/CAASSP Scores	2021-2022 90.9 points below standard 2018-2019: 72.3 points below standard	Increase ELA scores by 15 points
Mathematics SBAC Scores	2021-2022 143.1 points below standard 2018-2019: 122.7 points below standard	Increase Mathematics by 28 points
ELPAC Data	2022-2023 Level 1 - 12.58% Level 2 - 28.93% Level 3 - 32.70% Level 4 - 25.79% 2021-2022 Level 1 - 14.25% Level 2 - 34.64% Level 3 - 32.96% Level 4 - 18.18%	Increase by 3%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.1 Provide professional development opportunities that focus on and support English Language Arts and Math best practices to identify student strengths and areas of need.

deficiencies the following but is not limited literacy across the curriculum, PLC training to all content areas to support Teacher Clarity and the Gradual Release Model, Peer Teacher Observations, Classroom Walkthroughs, Standards Based Grading, Content level conferences (NCTM, CMC)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

15,000

Title I
5000-5999: Services And Other Operating Expenditures
Registration fees for conferences, workshops, trainings and other cost associated with professional development to support instructional practices.

5,000

Title I
1000-1999: Certificated Personnel Salaries
Substitute cost for staff to attend conferences, trainings, and workshops and school wide professional development.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.2 Use common formative assessment data to provide differentiated academic support (within the school day and after school tutoring) to improve student learning and achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	Title I 1000-1999: Certificated Personnel Salaries Teacher extra duty pay to support differentiated learning opportunities for students.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All student

Strategy/Activity

1.3 Materials, supplies, licenses, and software subscriptions that support English Language Arts, Math and other core academic programs that improve student learning and achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000	Title I 4000-4999: Books And Supplies Materials and supplies to support core content instructional practices and strategies.
15,000	Title I 5000-5999: Services And Other Operating Expenditures Licenses, software subscriptions to support core content instructional practices and strategies.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College and Career Readiness

LEA/LCAP Goal

All students will graduate from high school prepared for posted-secondary and career options.

Goal 2

Expand access to foundational and enrichment courses and opportunities that prepare students to enter high school prepared to successfully take college and career preparatory courses.

Identified Need

Increase the number of students earning a C grade or better in all four Core Classes and High School Pathway courses.

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.1 Supports for students to meet grade promotion requirements and to increase or improve students' career and college readiness.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	Title I 4000-4999: Books And Supplies Materials and supplies to support alignment of feeder high school CTE Pathways, high school and college board.
4,000	Title I 5000-5999: Services And Other Operating Expenditures Transportation to include college field trips, industry visits.
3,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Including but not limited to: Guest speakers

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Safe and Positive School Environment

LEA/LCAP Goal

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

Goal 3

Improve all attendance indicators by 3% for all sub groups.
Reduce incidents of bullying, drug use, violence, truancies and suspensions/ expulsions by 5% annually.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	Baseline: 2018-19: 20.8% Subgroups: 25.6% SWD, 18.4% ELs, 20% Hispanic, 31.9 Homeless, 21.4% SED 2019-20: 15.96% overall; Subgroup data will be available in the Fall release of the CA Dashboard	
Attendance	Baseline: 2018-19: 92% Attendance Rate 2019-20: 93.43% Attendance Rate	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Improve student attendance by 3% by implementing monthly attendance celebrations for students with perfect and improved attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

15,000

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
Attendance rewards

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Reduce incidents of bullying, drug use, violence, truancies, and suspensions/expulsions by 5%.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

Title I
5800: Professional/Consulting Services And Operating Expenditures
Consultants

5,000

Title I
5000-5999: Services And Other Operating Expenditures
Behavioral Incentives and Rewards

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Field trips for all students who show academic, social or behavioral growth.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20,000	Title I 5000-5999: Services And Other Operating Expenditures Field Trips
5,000	Title I 1000-1999: Certificated Personnel Salaries Transportation

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parental & Family Involvement

LEA/LCAP Goal

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

Goal 4

Build capacity to effectively partner with parents and families.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation	2019-20: Parent Participation = 730* as of March 13, 2020 2018-19: Parent Participation = 962	Increase parent attendance 1%
CA Healthy Kids Survey	2019-20: 2018-19: 118 Parent Survey Results	Increase parent attendance 5%
Social Media	2021-22: Facebook followers: 1,056 Twitter followers: 343 Instagram: 1,342	Increase Social Media followers by 1%
IC Parent Accounts	2019-20: 1,251 Parent Accounts	Increase IC Parent Accounts by 1%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

4.1 Increase parent capacity to support their students academically while participating in or attending trainings/ workshops and conferences

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

7,080

Source(s)

Title I Part A: Parent Involvement
5800: Professional/Consulting Services And Operating Expenditures
Family engagement activities: Paint Nights, Cultural Celebrations, Student performances

3,000

Title I Part A: Parent Involvement
5000-5999: Services And Other Operating Expenditures
Registration fees for parent conferences, workshops, trainings, etc.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic and Language Proficiency Needs of English Learners

LEA/LCAP Goal

All students will attain proficiency in English Language Arts and Mathematics

Goal 5

PMS English Learners will attain language proficiency allowing them to be academically prepared for college and careers. Specifically, Pinacate Middle School will:

- increase the % of English Learners Reclassifying to Fluent English Proficient by 5%.
- increase the % of English Learners scoring Level 4 or improving a performance level on the English Learner Proficiency Assessment for California (ELPAC) by 5%.

Identified Need

Pinacate Middle 2022-2023

1	40	14.25%	12.58%
2	92	34.64%	28.93%
3	104	32.96%	32.70%
4	82	18.16%	25.79%

The 2020-21 Students Redesignated FEP report from California Department of Education (CDE), Dataquest shows 4.9% reclassification rate.

- Preliminary 2021 ELPAC data demonstrates the following student performance level breakdown:
 - Level 4 - %10.9
 - Level 3 - % 30.1
 - Level 2 - % 36.1
 - Level 1 - % 22.9
- Quantitative data from the 2021 ELAC Needs Assessment shows that 63.7% of respondents are concerned about the academic progress of their child.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Rate	20-21 RFEP Rate of 5%	2021-2022 RFEP Rate 10%
ELPAC Results	2021 ELPAC	2022 ELPAC

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Level 4 - 11.5% Level 3 - 29.7% Level 2 - 35.6% Level 1 - 23.2%	Level 4 - 14% Level 3 - 33% Level 2 - 32% Level 1 - 21%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Provide a four period release for an English Learner Teacher Lead to design and conduct professional development sessions using effective research-based strategies to support English Learners and provide instructional support to all teachers in the classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
100,000	LCFF SC 1000-1999: Certificated Personnel Salaries 3000-3999 Health and Welfare Benefits

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$119,179.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$220,080.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$110,000.00
Title I Part A: Parent Involvement	\$10,080.00

Subtotal of additional federal funds included for this school: \$120,080.00

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

State or Local Programs	Allocation (\$)
LCFF SC	\$100,000.00

Subtotal of state or local funds included for this school: \$100,000.00

Total of federal, state, and/or local funds for this school: \$220,080.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I		
District Funded		

Expenditures by Funding Source

Funding Source	Amount
LCFF SC	100,000.00
Title I	110,000.00
Title I Part A: Parent Involvement	10,080.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	115,000.00
4000-4999: Books And Supplies	13,000.00
5000-5999: Services And Other Operating Expenditures	77,000.00
5800: Professional/Consulting Services And Operating Expenditures	15,080.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF SC	100,000.00
1000-1999: Certificated Personnel Salaries	Title I	15,000.00
4000-4999: Books And Supplies	Title I	13,000.00
5000-5999: Services And Other Operating Expenditures	Title I	74,000.00

5800: Professional/Consulting Services And Operating Expenditures	Title I	8,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	7,080.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	50,000.00
Goal 2	10,000.00
Goal 3	50,000.00
Goal 4	10,080.00
Goal 5	100,000.00

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
- 2 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Deidra Johnson-Principal	Principal
Tricia Stanier	Classroom Teacher
Rosa Heredia	Classroom Teacher
Christopher Lara	Classroom Teacher
Lori Thornton-Bershaw	Classroom Teacher
Elsa Serafin	Other School Staff
Cindy Corona	Parent or Community Member
Demyra Cooper	Parent or Community Member
Emily Celiceo Ruiz	Secondary Student
Alyssa Chuop	Secondary Student
Destiny Grzybczyk	Secondary Student

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



Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Title 1 Coordinator

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 June 1, 2022.

Attested:

	Principal, Deidra Johnson on June 1, 2023
	SSC Chairperson, Alyssa Chuop on June 1, 2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019