



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pinacate Middle School	33-67207-6106223	May 26, 2021	June 16, 2021

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
- Stakeholder Involvement 15
- Resource Inequities 16
- School and Student Performance Data 17
 - Student Enrollment..... 17
 - CAASPP Results..... 19
 - ELPAC Results 23
 - Student Population 25
 - Overall Performance 27
 - Academic Performance 28
 - Academic Engagement 34
 - Conditions & Climate..... 37
- Goals, Strategies, & Proposed Expenditures..... 39
 - Goal 1..... 39
 - Goal 2..... 43
 - Goal 3..... 46
 - Goal 4..... 49
- Budget Summary 51
 - Budget Summary 51
 - Other Federal, State, and Local Funds 51
- Budgeted Funds and Expenditures in this Plan 52
 - Funds Budgeted to the School by Funding Source..... 52
 - Expenditures by Funding Source 52
 - Expenditures by Budget Reference 52
 - Expenditures by Budget Reference and Funding Source 52
 - Expenditures by Goal 53
- School Site Council Membership 54
- Recommendations and Assurances 55
- Instructions..... 56

Instructions: Linked Table of Contents.....56
Purpose and Description.....57
Stakeholder Involvement.....57
Resource Inequities57
Goals, Strategies, Expenditures, & Annual Review58
Annual Review59
Budget Summary60
Appendix A: Plan Requirements62
Appendix B:.....65
Appendix C: Select State and Federal Programs67

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).

This school year the students were asked to participate in 2 High School Ready surveys: One survey was given 12 weeks into Semester 1. The second survey was given at 6 weeks during Semester 2. The 2nd-semester survey was “live” for the remainder of the school year so that data can continue to be collected. The goal of the surveys was to gauge how students were feeling about their academic progress during the 2020-2021 school year. Over 428 students responded to the first survey: (A total of 209 8th graders and 219 7th graders responded). 174 students (40.7%) passed their core classes with a C or above. Out of the 428 responses, 74% of the students were passing ELA, 71% were passing Math, 83% were passing Science, and 87% were passing History.

Classroom Observations

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

The administration makes formal observations at least twice a year for non-tenured teachers, and once every two years for tenured staff members. This school year (2020-2021), in lieu of 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, Ed-Tech in the virtual classroom, CANVAS learning management system, high school readiness, standards-based grading systems, PBIS, and social-emotional support systems. After-school tutoring was offered weekly to all students to support the Student Incentives Contract (ABS's)

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)

Due to the global pandemic/COVID 19, data reflects the 2018-2019 school year.

Teachers utilize a variety of assessments to determine students' success. End-of-level test scores, state achievement testing scores, 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 by level of proficiency. There are five levels of ELPAC and the teachers use both written and oral assessments, as well as anecdotal evidence to determine whether a student should be promoted from one level to another.

Pinacate uses the following standardized assessments:

ELPAC: (English Language Proficiency Assessment of California)

Transitioning to a new platform (Mastery Connect)-EADMS: EADMS is our data management system that allows teachers to create standards-based tests using custom test questions, or choose from thousands of standard-aligned questions. EADMS also allows access to up-to-date academic and demographic student data in one convenient place. 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)

Due to the global pandemic/COVID 19, data reflects the 2018-2019 school year. Teachers use data to analyze 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 (EADMS) 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. SACS 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: Literacy, writing, effective lesson planning which will include in-class co-plan and co-teach 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 the high academic 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 new 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:

- * Assessments and in class lessons currently range in Depth of Knowledge (DOK) levels one to three. It is an area to improve to move to DOK three and four for students to have the CCSS required level of rigor.
- * New ELA materials are providing Reading strategies; transference of these strategies into additional content areas is an area for growth.
- * A new focus on writing using Step Up to Writing across contents was initiated in 2016-17. This has shown evidence of writing in many classrooms, but maintained focus in this area is necessary.
- * Digital Citizenship was taught schoolwide. Additional schoolwide guidelines and expectations for all students regarding Chrome Book use and accountability remains a need.

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.

Staff is continuously working on aligning text, benchmark tests, and major assignments to the Common Core Standards. Students identified as English Learners (EL) and GATE receive additional services. These programs and the instructional program are aligned with 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 Flocabulary, Quill.org, and Pear Deck 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. In addition to AVID strategies and project-based learning, 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 benchmark scores, end-of-level testing, final grades and teacher recommendation, placement data from the curriculum embedded testing as available and applicable.

ELL students who have been in the United States for less than 12 months and have been identified on the CELDT as level 1 and 2, will be blocked in a two-period setting. Other 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 AVID Excel as an elective.

Other interventions will continue to include after-school tutoring for students most at risk of not meeting district benchmarks and subject mastery of state standards content.

More students are entering Pinacate having had access to intervention programs in their K-6 experience. Many parents still have difficulty understanding the needs of their students who are significantly below grade level in math, reading, and other Language Arts areas.

Evidence-based educational practices to raise student achievement

All teachers will be provided the opportunity to participate in professional development that addresses 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 2021-2022 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. Cornell notes and other content appropriate AVID strategies will continue to be provided throughout all departments. Classroom teachers will implement teacher clarity throughout their daily instruction. 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 Parent Engagement). There has also been a large percentage of parent participation in school functions and in a variety of parent workshops that have been offered throughout the school year.

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.

* 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.

* High-School Ready Committee

* Alternative Resource counseling services for Tier 2 and 3 students

* Parenting workshops

* E-Sports After-School Club

* LEGO After-School Club

* Family Literacy and Parent Nights.

* Student "fairs" to display projects (i.e. Math Night, Science Night, and Winter and Spring Fine Arts Nights)

* PBIS (Positive Behavior Interventions and Supports Committee)

* P.B.I.S After-School Committee

* Standards-Based Grading After School Committee

* Club Live

* Adult ESL classes (Beginning & Intermediate level classes)

* Parent "Health & Nutrition" workshops

* Adult Computer Literacy class

* Parent Mental Health workshops

* Youth Accountability Team (YAT) is used to address serious problems displayed by youth.

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:

Title I: These funds are used to support effective, research-based educational strategies that close the achievement gap between high-and low-performing students and enable the students to meet the state's challenging academic standards.

Key stakeholders participate in these committees:

- Gifted & Talented Education (GATE) program
- LCAP Stakeholder
- 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) -
- The District Leadership Team provides a district-wide Parent Planning Night that enables parents, teachers, administrators and other key district and community members to review, evaluate, and revise (if needed) the district Title I board policies on Parental Involvement. In addition, each site then will notify the parents by mail of the Program Improvement status prior to the beginning of the 2017-2018 academic year.

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.

- A. Parent outreach and education
- B. After School Tutoring (TASC)
- C. Instructional Coaching for Teachers
- D. Awards Assemblies for Student Achievement
- E. Plus Program (Peer intervention program)
- F. Technology Equipment
- G. After School Transportation
- H. Gifted & Talented Education (GATE)
- I. Advancement via Individual Determination (AVID)
- J. Career Awareness and Development
- K. Support materials and supplies for the library
- L. Support, supplies, and resources for the Visual & Performing Arts Program
- M. Benchmark students will be pulled out for additional targeted instruction involve tutors and/other certificated personnel
- N. After School Education and Safety (ASES)
- O. STEM: (after school enrichment)
- P. Pear Deck, Flocabulary, Quill.org, and additional Computer-based program that offers individualized online instruction in both ELA, Math, and SPED
- Q. Incentives and field trips

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).

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

Not applicable

School and Student Performance Data

Student Enrollment Enrollment By Student Group

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

Student Enrollment Enrollment By Grade Level

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

Conclusions based on this data:

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

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

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

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

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

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

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

Conclusions based on this data:

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

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

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

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

In the area of Listening:

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

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

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

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	1.81	4.06	4.38	34.12	31.55	37.21	64.07	64.39	58.42
Grade 8	3.91	4.11	4.64	25.62	39.82	32.65	70.46	56.07	62.71
All Grades	2.88	4.08	4.50	29.83	35.75	35.04	67.30	60.16	60.46

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

Conclusions based on this data:

1. Data indicates that a high percentage (97%) of both 7th and 8th graders participated in CAASPP testing.
2. The number of 7th and 8th grade students that Nearly Met the Standards is 25% and 21% respectively.

Data indicates that for 7th grade there was an improvement of approximately 1% in the category of Standards not Met, a 2% improvement in Standard nearly Met, as well a a 2% improvement in Standard Met.

In the 8th grade, there was an improvement of 5% in Standards Not Met, a 4% improvement in Standard Nearly Met, and a 1.75% improvement in Standard Met.
3. For both 7th and 8th grade students, Concepts and Procedures are the areas that approximately 94% of students tested show to be an area of primary focus for remediation.

7th grade data shows that 98% of students struggle in the area of Problem Solving and Modeling Data.

8th grade data shows that 94% of students struggle in this category as well.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 7	1536.4	1539.8	1537.5	1542.4	1534.8	1536.9	202	220
Grade 8	1534.6	1538.4	1530.8	1540.6	1538.0	1535.7	185	172
All Grades							387	392

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	32.67	22.73	37.62	39.55	23.27	27.27	6.44	10.45	202	220
8	33.51	18.02	37.30	34.88	17.30	34.30	11.89	12.79	185	172
All Grades	33.07	20.66	37.47	37.50	20.41	30.36	9.04	11.48	387	392

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	54.46	45.00	34.65	31.82	9.90	17.27	*	5.91	202	220
8	54.59	33.72	29.19	36.63	10.27	20.35	5.95	9.30	185	172
All Grades	54.52	40.05	32.04	33.93	10.08	18.62	3.36	7.40	387	392

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	17.82	10.00	22.28	24.55	32.67	42.27	27.23	23.18	202	220
8	25.41	8.14	21.08	23.26	28.11	36.05	25.41	32.56	185	172
All Grades	21.45	9.18	21.71	23.98	30.49	39.54	26.36	27.30	387	392

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

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

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

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

Conclusions based on this data:

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

School and Student Performance Data

Student Population

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

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

This is the total number of students enrolled.

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

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

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

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

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

Conclusions based on this data:

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

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





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

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

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="293 506 371 533">Yellow</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="784 506 833 533">Red</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1248 506 1326 533">Yellow</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="289 703 376 730">Orange</p>		

Conclusions based on this data:

1. English Language Arts(ELA) is indicated as the content area that needs to be addressed. There is the potential of improved campus culture and environment with increased student engagement.
2. Improved ELA levels will assist in addressing comprehension/unpacking issues in mathematics.
3. 2020 Spring CAASSP was not administered due to COVID-19 school closure.

School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

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

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

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

Conclusions based on this data:

1. Data indicates a decline in overall performance in ELA for all subgroups.
2. 2020 Spring CAASSP was not administered due to COVID-19 school closure.

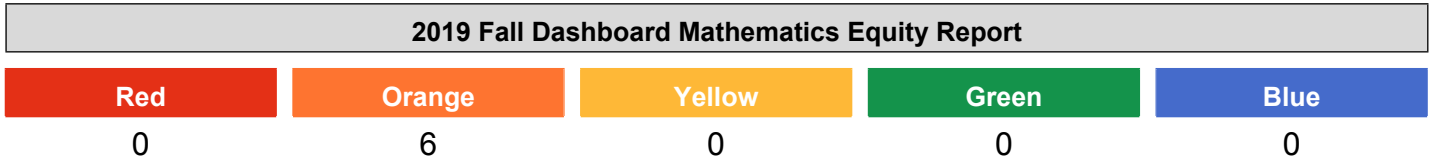
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

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

Conclusions based on this data:

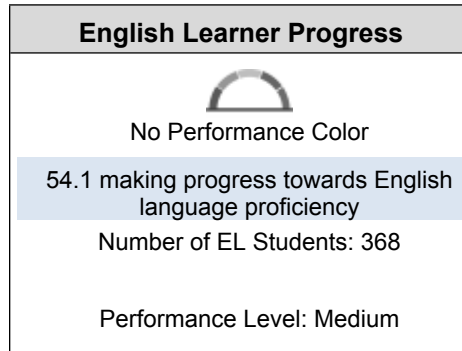
1. The two largest student sub-groups, Hispanic (935) and Black (47), both increased.
2. Of all of the Student groups, the greatest gain was seen in the Socioeconomically Disadvantaged sub-group, which represented 92% of the entire student population.
3. 2020 Spring CAASSP was not administered due to COVID-19 school closure.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.8	29.0	3.8	50.2

Conclusions based on this data:

1. The results of the new English Language Proficiency Assessment of California showed that Pinacate has 71% percent of ELs scoring a 3 or 4. This shows that 33% are proficient on this test and 38% are one level from proficiency. This is an outstanding achievement for the EL department as we are in our first full year of implementation of our new ELD curriculum. It should also be noted that approximately 120 students were enrolled in the AVID Excel program as their required EL mandate. The AVID Excel program did not participate in the new curriculum implementations. We were the top middle school in the region and we placed 3rd in the county as a district. The LTEL taskforce implemented motivational workshops, data workshops, and incentives to improve student performance and awareness of LTEL identification. The ELPAC results also resulted in the EL department making necessary changes to improve administration of the ELPAC. Upcoming results should show gains in academic performance on the ELPAC leading to higher rates of reclassification.
2. 2020 Spring CAASSP was not administered due to COVID-19 school closure.

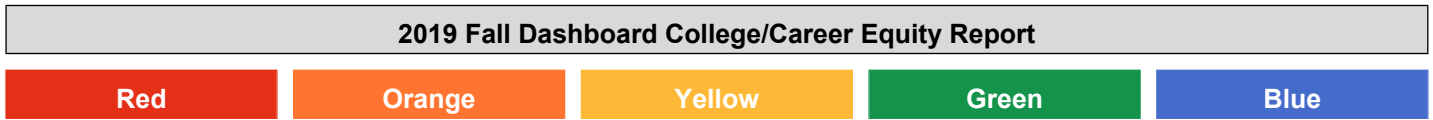
School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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

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

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

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

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

Conclusions based on this data:

1. Not applicable

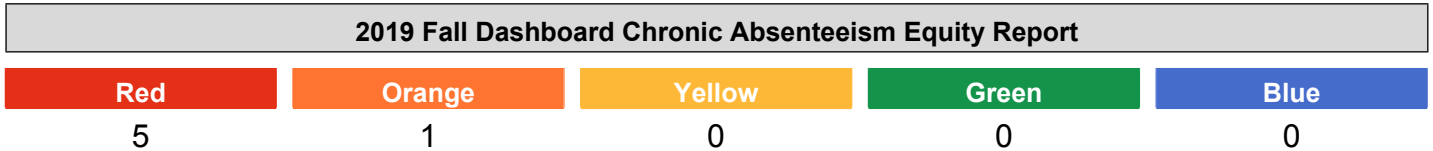
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 27.7 Declined -7.7 101	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Red 20 Increased Significantly +4.6 1124	 No Performance Color 22.2 Declined -8.5 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 29.4 Declined -3.9 34

Conclusions based on this data:

1. 2020 Spring CAASSP was not administered due to COVID-19 school closure. The overall total of 212 students of 1,248 showed a slight increase of 2.1% in chronic absenteeism.
2. It is important to note that of the 1,248 students at Pinacate, the majority of the student population is Hispanic (1,211 of 1248 students). Hispanic students maintained the lowest percentage of chronic absenteeism. While this appears good, the 15.4% chronic absenteeism equates to 170 students.
3. The subgroup with the highest percentage, African American Students, with 35.4% of 79 students is 27.9 students, a disproportionate number/percentage of the total student population. Students of Two or More Races (13 students) showed an improvement of 19%. All other subgroups had no Performance Color indicated.

School and Student Performance Data

Academic Engagement Graduation Rate

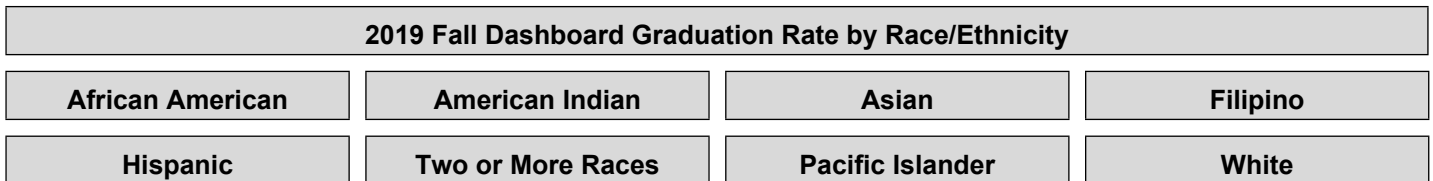
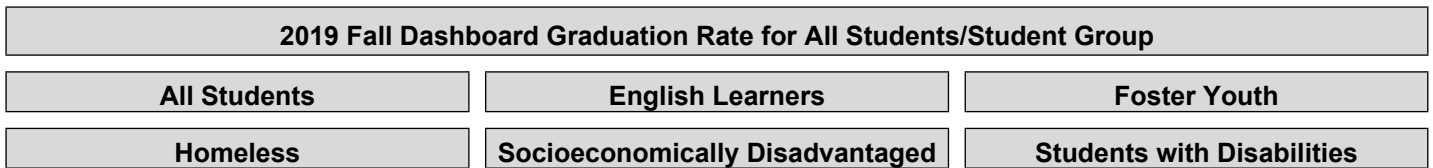
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

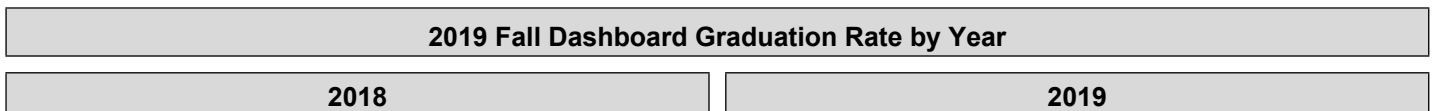
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

1. Not applicable

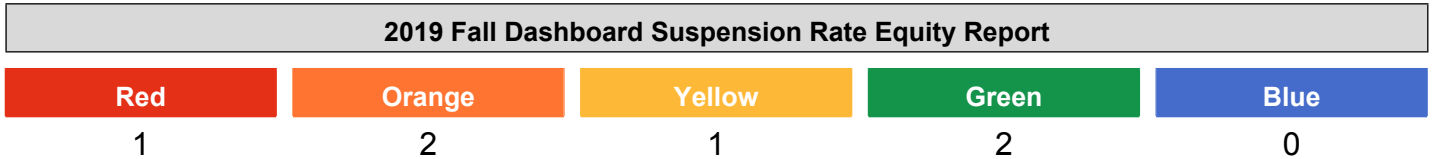
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

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

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	13.8	9.5

Conclusions based on this data:

1. 2020 Spring CAASSP was not administered due to COVID-19 school closure. The overall suspension rate decreased by 3.2% over the 2017 academic year. The most significant decline was seen in White students at 10%, African American students at 6.6%, and Homeless Youth at 6.5%.
2. Suspension rates declined in all subgroups with the exception of Foster Youth which increased by 2%.
3. While the data appears to present a positive turn in lowered suspension rates, it is apparent that the suspension rate for students with disabilities and African American students are suspended at a greater percentage based on the representative group enrollment figures.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Proficiency that Leads to College and Career Readiness

LEA/LCAP Goal

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

Goal 1

SPSA GOAL #1: Increase the Dashboard Academic Indicator by increasing the ELA CAASSP scores +19.8 annually (3 years) to obtain Performance Level: Green
 Increase the Dashboard Academic Indicator by increasing the math CAASSP scores +19.8 annually (3 years) to obtain Performance Level: Green

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.1 Provide professional development opportunities that support 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)

5,000

Source(s)

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.

10,000

Title I
1000-1999: Certificated Personnel Salaries
Sub cost for staff to attend conferences, trainings, and workshops, or participate in teacher collaboration and/or other 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 Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following: after school tutoring

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
1000-1999: Certificated Personnel Salaries
Teacher extra duty to support tutoring
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 students

Strategy/Activity

1.3 Materials and supplies that support the core academic program and instruction to include but limited to wall talkers, whiteboards, iPad Pens, notebooks, graphing paper, manipulatives, Science Fair boards, instructional technology support software, planners, reading books in alternate languages, digital sketchpads, science lab kits, and online subscriptions and supplies.

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)

20,000

Source(s)

Title I
4000-4999: Books And Supplies
Materials and supplies 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 and opportunities for all students to take college and career preparatory courses and curriculum. Including but not limited to honors, advanced curriculum, Career Education Technical courses, participating in college readiness activities and events.

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.1 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)
5,000	Title I 4000-4999: Books And Supplies Materials and supplies to support alignment of feeder high school CTE Pathways, high school and college board.
3,000	Title I 5000-5999: Services And Other Operating Expenditures Transportation to include college field trips, industry visits.
5,250	Title I 1000-1999: Certificated Personnel Salaries Sub Cost for teacher release to review student academic achievement.

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)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Identified Need

Due to COVID 19, no new data. Although African American and Students With Disabilities went from red to orange this year. We still struggle to keep their suspension numbers down.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Bullying	<p>Due to COVID 19, no new data</p> <p>Baseline: 2018-19: 31 Unduplicated Incidents</p> <p>2019-20: 17 Unduplicated Incidents</p>	Spring 2021: Reduce incidence by 3%
Substance Use	<p>Due to COVID 19, no new data</p> <p>Baseline: 2018-19: 18 Unduplicated Incidents</p> <p>2019-20: 25 Unduplicated Incidents</p>	Spring 2021: Reduce incidence by 3%
Attendance	<p>Due to COVID 19, no new data</p> <p>Baseline: 2018-19: 92% Attendance Rate</p> <p>2019-20: 93.43% Attendance Rate</p>	Spring 2021: Increase by .75%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions	Due to COVID 19, no new data Baseline: 2018-19: 213 Unduplicated Incidents 2019-20: 39 Unduplicated Incidents	Spring 2021: Reduce incidence by 3%
Expulsions/PFDA	Due to COVID 19, no new data Baseline: 2018-19: 18 PFDA 2019-20: 8 PFDA	Spring 2021: Reduce incidence by 3%
Chronic Absenteeism	Due to COVID 19, no new data Baseline: 2018-19: 20.8% Subgroups: 25.6% SWD, 18.4% ELs, 20% Hispanic, 31.9 Homeless, 21.4% SED 2019-20: 15.96% overall; Subgroup data will be available in the Fall release of the CA Dashboard	Spring 2021: Reduce Chronic Absenteeism by 3% across all subgroups

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.1 Integrated student supports such as the provision of health, counseling, or mental health services, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

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)

30,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Consultant Contracts: Oliver Petty, Smiles for Student Growth
2,000	Title I 5000-5999: Services And Other Operating Expenditures Conference: CASL Student Leadership, WEB training
18,110	Title I 4000-4999: Books And Supplies Materials and supplies to include but limited to certificates, PUMA prizes and awards, and incentives.

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

3.2 Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

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)
2,000	Title I 5000-5999: Services And Other Operating Expenditures Conferences: SEL
500	Title I 1000-1999: Certificated Personnel Salaries Substitute costs

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parental Involvement

LEA/LCAP Goal

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

Goal 4

Build capacity to effectively partner with parents and families.

Identified Need

Parent and community engagement in the School Site Council, the ELAC, 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	<p>DUE TO COVID 19 SCHOOL CLOSURE</p> <p>2019-20: Parent Participation = 730* as of March 13, 2020</p> <p>2018-19: Parent Participation = 962</p>	Increase parent attendance 1%
CA Healthy Kids Survey	<p>2019-20: No survey was administered due to COVID-19</p> <p>2018-19: 118 Parent Survey Results</p>	Increase parent attendance 5%
Social Media	<p>2019-20: Facebook followers: 948 Twitter followers: 318 Instagram: 1203</p>	Increase Social Media followers by 1%
IC Parent Accounts	<p>2019-20: 1,251 Parent Accounts</p>	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)

1,319

Source(s)

Title I Part A: Parent Involvement
4000-4999: Books And Supplies
Materials and supplies for parent outreach and engagement to include, but limited to brochures, fliers, certificates, etc.

2,000

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

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	\$119,179.00

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	\$115,860.00
Title I Part A: Parent Involvement	\$3,319.00

Subtotal of additional federal funds included for this school: \$119,179.00

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

Total of federal, state, and/or local funds for this school: \$119,179.00

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
Title I	115,860.00
Title I Part A: Parent Involvement	3,319.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	30,750.00
4000-4999: Books And Supplies	44,429.00
5000-5999: Services And Other Operating Expenditures	14,000.00
5800: Professional/Consulting Services And Operating Expenditures	30,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	30,750.00
4000-4999: Books And Supplies	Title I	43,110.00
5000-5999: Services And Other Operating Expenditures	Title I	12,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	30,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,319.00

5000-5999: Services And Other
Operating Expenditures

Title I Part A: Parent Involvement

2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	50,000.00
Goal 2	13,250.00
Goal 3	52,610.00
Goal 4	3,319.00

School Site Council Membership

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

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

Name of Members	Role
ChaKwan Jones-Principal	Principal
Jonathan Synnott 2019-2021	Other School Staff
Tricia Stanier 2018-2021	Classroom Teacher
Sean Muhammed 2019-2021	Classroom Teacher
Gustavo Guerra 2019-2021	Classroom Teacher
Rosa Heredia 2019-2021	Classroom Teacher
Josephina Gonzalez 2020-2021	Parent or Community Member
Christina Regalado 2020-2021	Parent or Community Member
Amber Brashier 2019-2021	Parent or Community Member
Jessica Valdez 2021-2022	Secondary Student
Alyssa Jones 2019-2021	Secondary Student
Thomas Walker 2019-2021	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 28, 2020.

Attested:

Principal, ChaKwan Jones on May 26, 2021

SSC Chairperson, Jonathan Synnott on May 26, 2021

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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.

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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