School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pinacate Middle School	33-67207-6106223	May 30, 2024	June 12, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Pinacate Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Pinacate Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program

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.

Educational Partner Involvement

How, when, and with whom did Pinacate Middle 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 involvement process for the Single Plan for Student Achievement (SPSA) and Annual Review and Update at Pinacate Middle School is a collaborative effort that engages various stakeholders to ensure comprehensive planning and decision-making.

The SSC will meet regularly throughout the school year to review and update the SPSA. These meetings will serve as platforms for discussion, analysis of data, identification of needs, and development of strategies to address those needs. Importantly, the SSC will actively seek input from key stakeholders, including the Pinacate Middle School English Learner Advisory Committee (ELAC) and the African American Parent Advisory Council (AAPAC).

The involvement of the ELAC and AAPAC ensures that the perspectives and needs of diverse student populations are considered in the decision-making process. Their input enriches discussions and helps tailor strategies to better support the academic achievement and holistic development of all students.

The involvement process will be characterized by transparency, inclusivity, and accountability. All stakeholders will have opportunities to contribute ideas, ask questions, and provide feedback, fostering a sense of ownership and shared responsibility for student success. By leveraging the expertise and insights of the SSC, ELAC, and AAPAC, Pinacate Middle School will develop a comprehensive SPSA that reflects the needs and aspirations of the entire school community.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Not applicable

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Math:
2022-2023 CA Dashboard: Performance Level: Red
All Students: 147.3 (-4.2)
- English Learner: 165.9 (-1.4)
- Hispanic: 146.9 (-5)
- SED: 148.6 (-4.8)

Chronic Absenteeism:
2022-2023 CA Dashboard: Performance Level: Red
All Students- 47.2%
- African American: 58.5% (+6.7%)
- English Learners: 43.0% (-.3%)
- Hispanic: 46.1% (+1.4%)
- Homeless: 53.6% (+1.2)
- SED: 47.8% (+2.9%)
- SWD: 55.8% (-.3%)

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

ELA:
2022-2023 CA Dashboard: Performance Level: Red
- SWD: 155.3 (2)

2022-2023 CA Dashboard: Performance Level: Orange
All Students: 80.2 (+10.7)
- African American: 110.4 (+7.1)
- English Learner: 111.1 (+4.9)
- Hispanic: 79.9 (+12.5)
- Homeless: 74 (+29.4)
- SED: 81.8 (+9.7)

Math:
2022-2023 CA Dashboard: Performance Level: Orange
- African American: 165.8 (+19.4)
- Homeless: 146.5 (+12.8)
- SWD: 209.9 (+3.4)

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Pinacate Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
American Indian	0.2%	%	0.11%	2		1
African American	5.3%	%	6.15%	51		57
Asian	0.4%	%	0.43%	4		4
Filipino	0.4%	%	0.43%	4		4
Hispanic/Latino	87.8%	%	88.67%	851		822
Pacific Islander	0.3%	%	0.11%	3		1
White	3.4%	%	2.91%	33		27
Multiple/No Response	2.2%	%	0.97%	21		9
			Total Enrollment	969		927

Enrollment By Grade Level

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

Conclusions based on this data:

1. Overall student enrollment at Pinacate decreased by 42 students from 2020-2021 (969 students) to 2022-2023 (927 students).

    Student Enrollment Data by student group indicates that the following student group percentages increased from 2020-2021 to 2022-2023.
    African American
    2020-2021 5.3% (51 students)
    2021-2022 No Data
    2022-2023 6.15% (57 students

    Hispanic/Latino
    2020-2021 87.8% (851 students)
    2021-2022 No Data
    2022-2023 88.67% (822 students)

2. 7th grade Student Enrollment increased by 5 students from 2020-2021 (474 students) to 2022-2023 (479 students). 8th grade Student Enrollment decreased by 47 students from 2020-2021 (495 students) to 2022-2023 (448 students).

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners (EL)	387	372	352	39.90%	39.9%	38.0%
Fluent English Proficient (FEP)	223	195	211	23.00%	20.9%	22.8%
Reclassified Fluent English Proficient (RFEP)	8			2.1%		

Conclusions based on this data:

1. PMS has one of the largest EL populations in the state. 38% of our students are English Learners (a decrease of 1.1% from 2021-2022). There are currently 352 English Learner students.

2. According to the 2023 California Dashboard 65.3% of EL students made progress toward English Language Proficiency.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	486	457	474	249	438	459	240	437	458	51.2	95.8	96.8
Grade 8	509	488	452	297	464	433	277	463	432	58.3	95.1	95.8
All Grades	995	945	926	546	902	892	517	900	890	54.9	95.4	96.3

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	2476.	2460.	2472.	6.25	1.83	3.06	20.00	15.79	19.65	25.42	26.09	26.20	48.33	56.29	51.09
Grade 8	2501.	2474.	2480.	5.05	4.10	3.70	22.74	16.85	15.05	30.69	24.41	27.08	41.52	54.64	54.17
All Grades	N/A	N/A	N/A	5.61	3.00	3.37	21.47	16.33	17.42	28.24	25.22	26.63	44.68	55.44	52.58

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts								
	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	6.42	5.03	7.21	53.67	52.17	56.99	39.91	42.79	35.81
Grade 8	7.81	6.26	6.25	49.81	43.20	46.99	42.38	50.54	46.76
All Grades	7.19	5.67	6.74	51.54	47.56	52.13	41.27	46.78	41.12

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Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 7	8.68	2.75	6.11	53.42	46.68	41.48	37.90	50.57	52.40
Grade 8	7.38	4.75	2.78	55.35	42.33	38.19	37.27	52.92	59.03
All Grades	7.96	3.78	4.49	54.49	44.44	39.89	37.55	51.78	55.62

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Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 7	4.46	5.26	6.99	74.55	67.05	68.34	20.98	27.69	24.67
Grade 8	5.58	4.97	5.32	70.63	67.17	70.37	23.79	27.86	24.31
All Grades	5.07	5.11	6.18	72.41	67.11	69.33	22.52	27.78	24.49

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Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 7	7.59	6.18	6.99	61.18	55.84	61.35	31.22	37.99	31.66
Grade 8	11.76	6.91	8.56	66.18	61.12	63.43	22.06	31.97	28.01
All Grades	9.82	6.56	7.75	63.85	58.56	62.36	26.33	34.89	29.89

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Conclusions based on this data:

1. 2023 Fall Dashboard English Language Arts Performance for All Students/Student Group
In regards to all students we had a total of 841 students increased 10.7 points remaining in the orange performance level.
Our 385 English Learners students increased 4.9 points within the orange performance level.
Students with disabilities maintained in the red performance level with a 2 point improvement of the 150 students tested.
In the category Homeless students who increased 29.4 points in the orange performance level, we have a total of 92 students whom are reported in this category.
813 students are considered Socioeconomically Disadvantaged students. In this group an increased 9.7 points was made remaining in the orange level.

   2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity
The subgroup African American group is comprised of 49 students, which had an increase of 7.1 points remaining in the orange level.
Our Hispanic students population of 750 student had an increase of 12.5 points remaining in the orange level.

   In 2022 Pinacate's overall Achievement data indicates that 80.66% of students tested did not Meet the Standards (90.9 points below standard)

7th grade - 82.38% (Nearly Met 26.09%   Not Met 56.29%)
8th grade - 81.05% (Nearly Met 24.41%   Not Met 56.64%)

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

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

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

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

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	485	457	475	291	442	453	287	442	452	60.0	96.7	95.4
Grade 8	509	488	452	333	471	433	331	471	432	65.4	96.5	95.8
All Grades	994	945	927	624	913	886	618	913	884	62.8	96.6	95.6

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	2452.	2434.	2433.	1.39	2.71	1.99	11.85	6.33	8.41	26.48	21.27	20.80	60.28	69.68	68.81
Grade 8	2447.	2428.	2419.	1.51	1.91	1.39	7.25	4.67	3.47	18.73	15.07	11.57	72.51	78.34	83.56
All Grades	N/A	N/A	N/A	1.46	2.30	1.70	9.39	5.48	6.00	22.33	18.07	16.29	66.83	74.15	76.02

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	4.95	3.62	3.32	41.70	31.00	30.09	53.36	65.38	66.59
Grade 8	1.82	2.12	1.16	36.67	26.75	23.15	61.52	71.13	75.69
All Grades	3.26	2.85	2.26	38.99	28.81	26.70	57.75	68.35	71.04

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	2.10	2.04	1.77	46.15	42.08	46.68	51.75	55.88	51.55
Grade 8	3.02	3.18	2.55	39.58	40.55	34.95	57.40	56.26	62.50
All Grades	2.59	2.63	2.15	42.63	41.29	40.95	54.78	56.08	56.90

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	2.79	3.62	1.99	64.81	53.17	54.42	32.40	43.21	43.58
Grade 8	1.81	1.91	0.69	62.24	52.23	46.30	35.95	45.86	53.01
All Grades	2.27	2.74	1.36	63.43	52.68	50.45	34.30	44.58	48.19

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Conclusions based on this data:

1. In 2022 Pinacate's overall achievement data indicates that 92.22% of students tested did not Meet MATH Standard (143.1 points below standard)
7th grade - 90.95% (Nearly Met 21.27%   Not Met 69.68%)
8th grade - 81.05% (Nearly Met 15.07%   Not Met 78.34%)

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

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

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

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

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	1522.2	1529.6	1548.0	1528.5	1533.1	1562.7	1515.4	1525.5	1532.9	192	178	165
8	1535.9	1537.1	1545.6	1541.6	1532.6	1551.4	1529.6	1541.1	1539.3	174	180	159
All Grades										366	358	324

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Grade Level	Overall Language Percentage of Students at Each Performance Level for All Students											
	Level 4			Level 3			Level 2			Level 1		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	16.93	16.85	32.12	32.28	28.65	27.88	35.98	44.38	26.67	14.81	10.11	13.33
8	17.07	19.44	18.87	32.32	37.22	37.74	29.27	25.00	30.19	21.34	18.33	13.21
All Grades	17.00	18.16	25.62	32.29	32.96	32.72	32.86	34.64	28.40	17.85	14.25	13.27

Total Number of Students: 7 — 189, 178, 165; 8 — 164, 180, 159; All Grades — 353, 358, 324.

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Grade Level	Oral Language Percentage of Students at Each Performance Level for All Students											
	Level 4			Level 3			Level 2			Level 1		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	31.75	28.09	47.27	42.86	48.31	34.55	17.99	19.66	12.12	7.41	3.93	6.06
8	26.83	32.22	37.11	39.63	37.78	38.99	20.73	15.00	15.72	12.80	15.00	8.18
All Grades	29.46	30.17	42.28	41.36	43.02	36.73	19.26	17.32	13.89	9.92	9.50	7.10

Total Number of Students: 7 — 189, 178, 165; 8 — 164, 180, 159; All Grades — 353, 358, 324.

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Written Language Percentage of Students at Each Performance Level for All Students														
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	8.47	7.87	10.30	15.34	16.85	24.85	39.68	42.70	32.73	36.51	32.58	32.12	189	178	165
8	7.32	11.11	7.55	18.90	24.44	24.53	38.41	40.56	40.88	35.37	23.89	27.04	164	180	159
All Grades	7.93	9.50	8.95	17.00	20.67	24.69	39.09	41.62	36.73	35.98	28.21	29.63	353	358	324

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	9.63	12.92	21.82	64.71	71.35	61.82	25.67	15.73	16.36	187	178	165
8	19.63	16.67	16.35	61.35	61.11	71.07	19.02	22.22	12.58	163	180	159
All Grades	14.29	14.80	19.14	63.14	66.20	66.36	22.57	18.99	14.51	350	358	324

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	74.87	57.06	72.12	19.25	40.11	22.42	5.88	2.82	5.45	187	177	165
8	54.19	45.00	58.23	38.71	38.89	36.71	7.10	16.11	5.06	155	180	158
All Grades	65.50	50.98	65.33	28.07	39.50	29.41	6.43	9.52	5.26	342	357	323

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	12.17	11.80	15.15	29.63	40.45	40.61	58.20	47.75	44.24	189	178	165
8	18.40	16.67	15.72	26.38	27.78	42.77	55.21	55.56	41.51	163	180	159
All Grades	15.06	14.25	15.43	28.13	34.08	41.67	56.82	51.68	42.90	352	358	324

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
7	6.42	5.62	13.94	77.54	79.78	69.09	16.04	14.61	16.97	187	178	165
8	1.89	9.44	8.23	84.28	76.11	74.05	13.84	14.44	17.72	159	180	158
All Grades	4.34	7.54	11.15	80.64	77.93	71.52	15.03	14.53	17.34	346	358	323

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Conclusions based on this data:

1.
38% students are English Language Learners.

According to 2023 Preliminary ELPAC data, 58.35% of Pinacate EL students scored a 3 or 4 on the test. Students scoring a 3 or 4 on the 2023 ELPAC test increased by 7.22% compared to the 2022 ELPAC test data (51.12%).

The 2022-23 California Department of Education (CDE) Dataquest shows a 21.6% reclassification rate. ELPAC data demonstrates the following student performance level breakdown:

LEVEL   2023   2022   2021
1   13.27%   14.25%   17.85%
2   28.40%   34.64%   32.86%
3   32.72%   32.96%   32.29%
4   25.62%   18.16%   17.00%

2.
Each year the percentage of students testing at Level 1 decreases.
Each year the percentage of students testing at Level 4 increases.

School and Student Performance Data

California School Dashboard
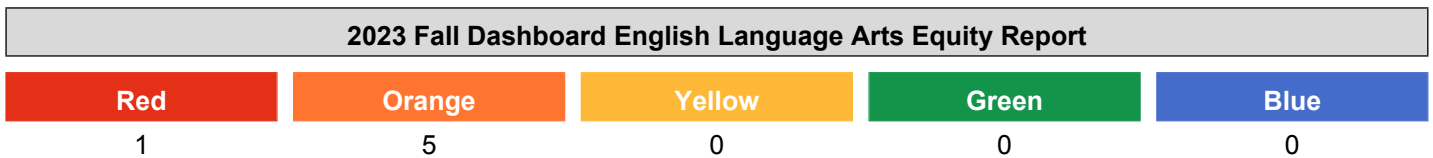## Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
927	**96.5**	**38**	**1**
Total Number of Students enrolled in Pinacate Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	352	38
Foster Youth	9	1
Homeless	88	9.5
Socioeconomically Disadvantaged	895	96.5
Students with Disabilities	160	17.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	57	6.1
American Indian	1	0.1
Asian	4	0.4
Filipino	4	0.4
Hispanic	822	88.7
Two or More Races	9	1
Pacific Islander	1	0.1
White	27	2.9

Conclusions based on this data:

1. For the 2022-2023 school year, Pinacate Middle School had a population of 927. Student demographics data indicates the following:
   Hispanic Students comprised 88.7% of the student population (822 students).
   African American Students comprised 6.1% of the student population (57 students).
   White students comprised 2.9% of the student population (27 students).

   For the 2021-2022 school year, Pinacate Middle School had a population of 932. Student demographics data indicates the following:
   Hispanic Students comprised 89.3% of the student population (832 students).
   African American Students comprised 4.6% of the student population (43 students).
   White students comprised 3.3% of the student population (31 students).

2. 2022-2023 school year
   38% of students are identified as English Learners (352 students).
   96.5% of students are identified as Socioeconomically Disadvantaged (895 students).
   17.3% of students were identified as Students with Disabilities (160 students).

   2021-2022 school year
   39.9% of students are identified as English Learners (372 students).
   95.5% of students are identified as Socioeconomically Disadvantaged (899 students).
   17.6% of students were identified as Students with Disabilities (164 students).

School and Student Performance Data

Overall Performance

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Red	**Suspension Rate** Yellow
Mathematics Red		
English Learner Progress Green		

Conclusions based on this data:

1.
2022-2023
English Language Arts (ELA) - students performed at the Orange level which was an increase from 2021-2022 school year when students preformed at the Red level.
Mathematics - students performed at the lowest level (Red)
English Learner Progress was very high (Green level)
Chronic Absenteeism remains very high (Red level)
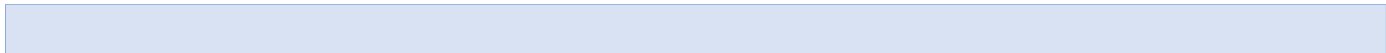
School and Student Performance Data
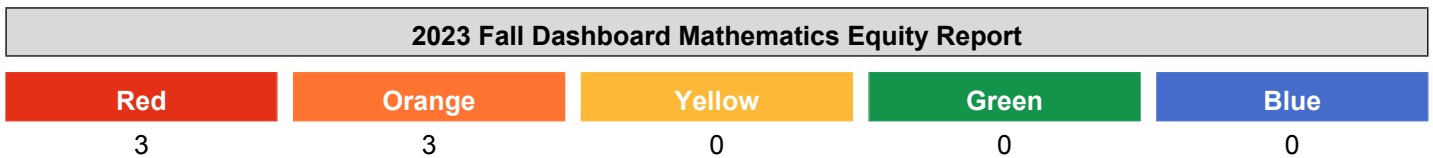
Academic Performance
English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	5	0	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Less than 11 Students
80.2 points below standard	111.1 points below standard	
Increased +10.7 points	Increased +4.9 points	9 Students
841 Students	385 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	Red
74 points below standard	81.8 points below standard	155.3 points below standard
Increased Significantly +29.4 points	Increased +9.7 points	Maintained +2 points
92 Students	813 Students	150 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Orange 110.4 points below standard Increased +7.1 points 49 Students	Less than 11 Students 2 Students	Less than 11 Students 4 Students	Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 79.9 points below standard Increased +12.5 points 750 Students	Less than 11 Students 8 Students	Less than 11 Students 1 Student	92.3 points below standard Decreased -12.5 points 25 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
163.2 points below standard	33.8 points below standard	76 points below standard
Decreased Significantly -16.4 points	Maintained -1.6 points	Increased +12.7 points
230 Students	155 Students	319 Students

Conclusions based on this data:

1. 2022-2023 Student Performance Group levels:
All students (841 students) - 80.2 points below standard (Improved +10.7 points from previous year)
English Learners (385) - 111.1 points below standard (Improved +4.9 points from previous year)
African American (49 students) - 110.4 points below standard (Improved +7.1 points from previous year)
Homeless (92 students) - 74 points below standard (Improved +29.4 points from previous year)
Socioeconomically Disadvantaged (813 students) - 81.8 points below standard (Improved +9.7 points from previous year)
Students with Disabilities (150 students) - 155.3 points below standard (Maintained +2)
Hispanic (750 students) - 79.9 points below standard (Improved +12.5 points from previous year)

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	3	0	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	Less than 11 Students
147.3 points below standard	165.9 points below standard	
Decreased -4.2 points	Maintained -1.4 points	9 Students
836 Students	384 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Red	Orange
146.5 points below standard	148.6 points below standard	209.9 points below standard
Increased +12.8 points	Decreased -4.8 points	Increased +3.4 points
91 Students	809 Students	148 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange 165.8 points below standard Increased Significantly +19.4 points 49 Students	Less than 11 Students 2 Students	Less than 11 Students 4 Students	Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 146.9 points below standard Decreased -5 points 747 Students	Less than 11 Students 8 Students	Less than 11 Students 1 Student	172 points below standard Maintained -2.7 points 24 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
207 points below standard Decreased Significantly -18.6 points 228 Students	105.8 points below standard Decreased -5.5 points 156 Students	150.3 points below standard Decreased -3.1 points 318 Students

Conclusions based on this data:

1. Overall, student academic performance in Mathematics remained in the lowest performance category (red) as reflected by the 2023 Fall Dashboard data. Fall 2023 Mathematics scores decreased by 4.2 points from Fall 2022. Pinacate students scored 147.3 points below standard.

   All students (836 students) - 80.2 points below standard (Improved +10.7 points from previous year)
   English Learners (385) - 111.1 points below standard (Improved +4.9 points from previous year)
   African American (49 students) - 110.4 points below standard (Improved +7.1 points from previous year)
   Homeless (92 students) - 74 points below standard (Improved +29.4 points from previous year)
   Socioeconomically Disadvantaged (813 students) - 81.8 points below standard (Improved +9.7 points from previous year)
   Students with Disabilities (150 students) - 155.3 points below standard (Maintained +2)
   Hispanic (750 students) - 79.9 points below standard (Improved +12.5 points from previous year)

   Three student subgroups made Math progress and grew from red (lowest performance) to orange:
   - African American student scores increased 19.4 points. African American students (49 students) scored 165.8 points below standard.
   - Homeless student scores increased 12.8 points. Homeless students (91 students) scored 146.5 points below standard.

- Students with Disabilities scores increased 3.4 points. Students with Disabilities (148 students) scored 209.9 points below standard.

2. The following student groups decreased
   - Socioeconomically Disadvantaged student scores decreased by 4.8 points. Socioeconomically Disadvantaged students (809 students) scored 148.6 points below standard.
   - Hispanic student scores decreased by 5 points. Hispanic students (747 students) scored 146.9 points below standard.

3. Overall, English Learners student scores decreased by 1.4 points. English Learners (384 students) scored 165.9 points below standard.
   - Current English Learner scores decreased by 18.6 points. Current English Learners (228 students) scored 207 points below standard.
   - Reclassified English Learners scores decreased by 5.5 points. Reclassified English Learners (156 students) scored 105.8 points below standard.
   - English Only English Learners scores decreased by 3.1 points. English Only English Learners (318 students) scored 150.3 points below standard.

School and Student Performance Data

Academic Performance
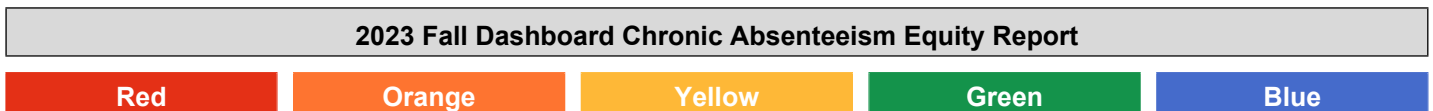### English Learner Progress

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Green
64.9% making progress towards English language proficiency
Number of EL Students: 302 Students
Performance Level: 4
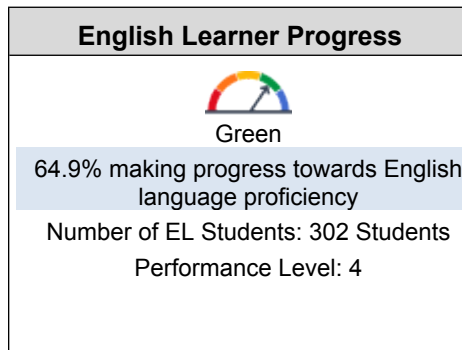
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 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**
34	71	5	191

Conclusions based on this data:

1. English Learners are progressing at a very high level (Green Category). Of the 302 English Learner students,
   - 63% of the students (191 students) progressed at least one ELPI level.
   - 25% of the students (76 students) maintained their ELPI level (1-4)
   - 11% of the English Learner students (34 students) decreased one ELPI level

School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
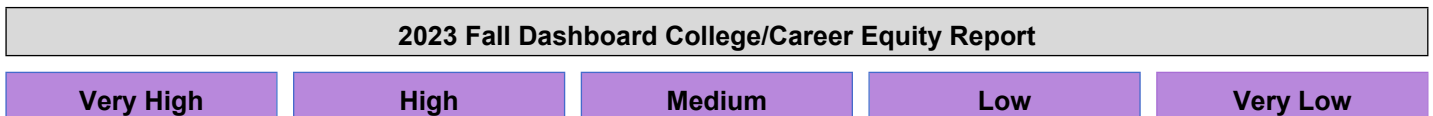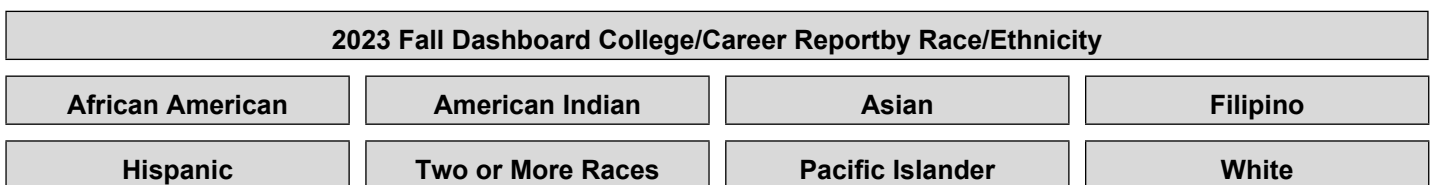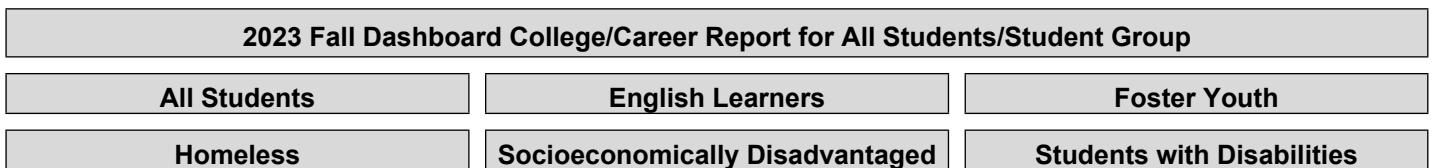
Conclusions based on this data:

1. No data provided for middle schools.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	54.5% Chronically Absent
47.2% Chronically Absent	43% Chronically Absent	0
Increased 2	Maintained 0.3	
984 Students	402 Students	11 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Red	Red	Red
53.6% Chronically Absent	47.8% Chronically Absent	55.8% Chronically Absent
Increased 1.2	Increased 2.9	Maintained -0.3
112 Students	947 Students	172 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red 58.5% Chronically Absent Increased 6.7 65 Students	Less than 11 Students 1 Student	Less than 11 Students 4 Students	Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 46.1% Chronically Absent Increased 1.4 870 Students	75% Chronically Absent Increased 45.6 12 Students	Less than 11 Students 1 Student	48.1% Chronically Absent Declined -15.5 27 Students

Conclusions based on this data:

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

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

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

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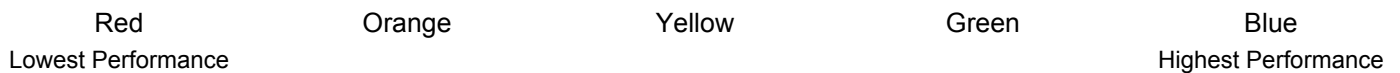
School and Student Performance Data

Academic Engagement
Graduation Rate

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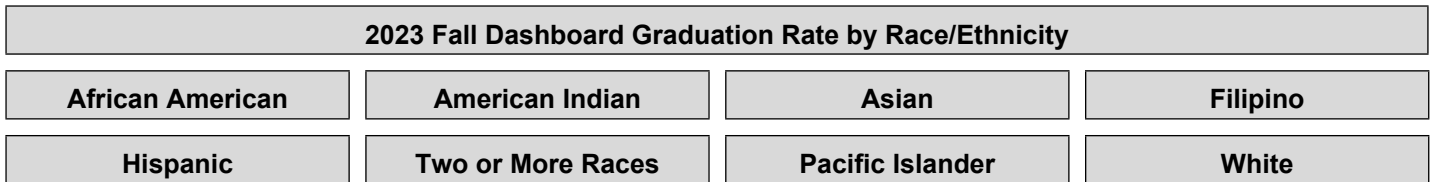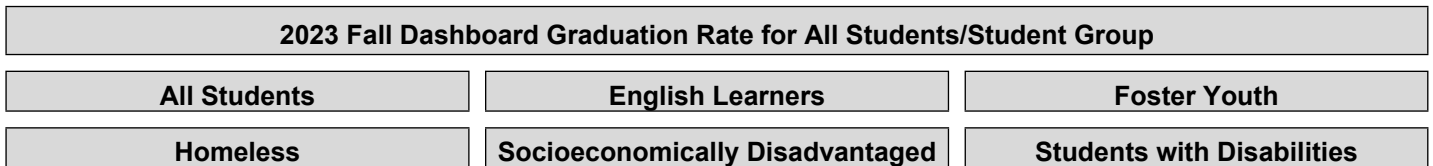
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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1. Not applicable for middle schools.

School and Student Performance Data

Conditions & Climate
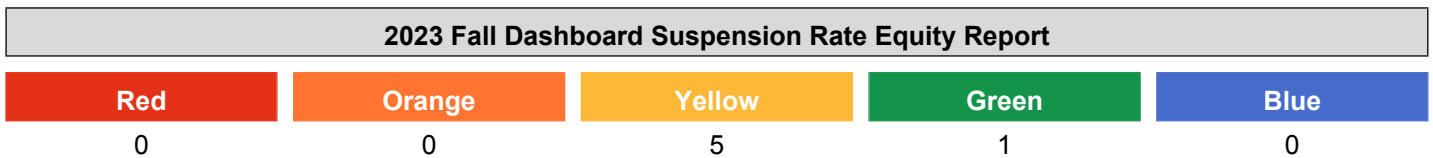### Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	5	1	0

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	15.4% suspended at least one day
8.3% suspended at least one day	8.2% suspended at least one day	
Declined Significantly -4.2	Declined Significantly -4	Declined -4.6
1023 Students	417 Students	13 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Yellow	Yellow
11.4% suspended at least one day	8.2% suspended at least one day	11.2% suspended at least one day
Declined -6.4	Declined Significantly -4.7	Declined Significantly -7
114 Students	983 Students	178 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	Less than 11 Students	Less than 11 Students	Less than 11 Students
11.4% suspended at least one day	2 Students	4 Students	4 Students
Declined -7.9			
70 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	23.1% suspended at least one day	Less than 11 Students	3.4% suspended at least one day
8% suspended at least one day	Increased 23.1	1 Student	Declined -7.7
Declined Significantly -4.4	13 Students		29 Students
900 Students			

Conclusions based on this data:

1. The 2022 Dashboard Suspension Rate data reported that Pinacate's suspension rate was Very High. The Suspension Rate for all student groups is as followings:
   All students (1057 students) - 12.5%
   Homeless (45 students) - 17.8%
   English Learners (444 students) - 12.2%
   Socioeconomically Disadvantaged (1005 students) - 12.9%
   Students with Disabilities (186 students) - 18.3%
   African American (57 students) - 19.3%
   Hispanic (932 students) - 12.4%
   White (36 students) - 11.1%

2. The data indicated that while African American students represents 4.6% of the student population, their suspension rate is (19.3%) higher than all other student groups.
   Students with Disabilities represents 17.6% of the student population and 18.3% of the suspension rate.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Proficiency
By June 2025, Pinacate Middle School will increase the number of students meeting grade level standards on the Mathematics and ELA assessment as measured by CA Dashboard, as per the metrics below.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the 2022-2023 CA Dashboard and local data, Pinacate Middle School has identified significant areas needing improvement, particularly in English Language Arts (ELA) and Mathematics. Students with Disabilities (SWD) performed at a Red level in ELA with a Distance from Standard (DFS) of -155.3. Overall, students scored at an Orange level in ELA with a DFS of -80.2 and in Math with a DFS of -147.3. Subgroups such as African American, English Learners, Hispanic, homeless, and socioeconomically disadvantaged students also showed significant performance gaps. To address these challenges, Pinacate Middle School is implementing targeted interventions, professional development for teachers, data-driven decision making, increased family and community engagement, and enhanced support services. These measures aim to improve student performance and close achievement gaps across all student groups.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Indicator: ELA	2022-2023 CA Dashboard: Performance Level: Red • SWD: 155.3 (2) 2022-2023 CA Dashboard: Performance Level: Orange All Students: 80.2 (+10.7) • African American: 110.4 (+7.1) • English Learner: 111.1 (+4.9) • Hispanic: 79.9 (+12.5) • Homeless: 74 (+29.4) • SED: 81.8 (+9.7)	2023-2024 CA Dashboard: Performance Level: Orange All Students: 70.2 • African American: 100 • English Learner: 101 • Hispanic: 70 • Homeless: 64 • SED: 78 • SWD: 135
Academic Indicator: Mathematics	2022-2023 CA Dashboard: Performance Level: Red All Students: 147.3 (-4.2) • English Learner: 165.9 (-1.4) • Hispanic: 146.9 (-5)	2023-2024 CA Dashboard: Performance Level: Red All Students: 137 • English Learner: 155 • Hispanic: 136

	• SED: 148.6 (-4.8) 2022-2023 CA Dashboard: Performance Level: Orange • African American: 165.8 (+19.4) • Homeless: 146.5 (+12.8) • SWD: 209.9 (+3.4)	• SED: 138 2023-2024 CA Dashboard: Performance Level: Orange • African American: 155 • Homeless: 136 • SWD: 199
ELPAC Data	2022-2023 Level 1 - 12.58% Level 2 - 28.93% Level 3 - 32.70% Level 4 - 25.79% 2021-2022 Level 1 - 14.25% Level 2 - 34.64% Level 3 - 32.96% Level 4 - 18.18%	2023-2024 Level 1 - 12.58% Level 2 - 28.93% Level 3 - 32.70% Level 4 - 25.79% Increase the number of students advancing to a higher Level by 5%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Activities and Strategies: Professional development, assessment tools, intervention programs, and technology integration. Math and ELA intervention and support programs focus on providing targeted assistance to students struggling with these essential skills. Recognizing the importance of Math and ELA for academic success and future career opportunities, these interventions aim to ensure that all students achieve proficiency. Title I funds will support initiatives across all content areas to enhance overall student outcomes, with a particular emphasis on improving ELA and Math performance.	All Students	20,000 Title I 1000-1999: Certificated Personnel Salaries Release time, sub cost, teacher extra duty 4,668 Title I 3000-3999: Employee Benefits Benefits paid in Object code 1000s 20,000 Title I 4000-4999: Books And Supplies Materials and supplies across the content areas that are supplemental to the core instructional program. This could include, but not limited to: software, ancillaries, manipulatives, additional markers, white boards, poster boards, materials to support student projects. 15,000 Title I

			5000-5999: Services And Other Operating Expenditures Professional development opportunities for staff to attend: conferences, workshops, trainings

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

College and Career Readiness
By June 2025, Pinacate Middle School aims to enhance college and career readiness by increasing participation in college-preparatory programs like AVID, elevating college and career readiness for all students. This goal reflects our commitment to equipping students with the skills and resources necessary for success as students matriculate to high school, as reflected by the metrics listed below.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of Dashboard and local data reveals areas needing significant improvement at Pinacate Middle School, particularly in enhancing college and career readiness. Despite the absence of specific Dashboard data indicators for this goal, identified needs include increasing student participation in college-preparatory programs like AVID, addressing performance gaps among various student groups, and providing targeted support to ensure all students are prepared for high school and beyond. To address these needs, Pinacate Middle School is committed to equipping students with the necessary skills and resources, reflecting our dedication to elevating college and career readiness for all students. This goal is supported by metrics such as AVID participation rates, student performance in preparatory programs, and overall readiness for high school.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AVID Enrollment	2023-2024: Local Indicator: AVID Participation 7th graders: 131 8th graders: 125	2024-2025: Local Indicator: AVID Participation 7th graders: 140 8th graders: 150

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Activities/Strategies: At Pinacate Middle School, expanding college and career readiness will include after-school tutoring, college and career readiness workshops, field trips to colleges, career fairs, test prep, career exploration platforms, etc.	All Students	5,000 Title I 1000-1999: Certificated Personnel Salaries

	These strategies aim to improve students college and career readiness as they matriculate to high school. By implementing these activities and strategies, Pinacate Middle School can better prepare students for the academic and personal challenges of high school, setting them on a path toward college and career success.		Teacher extra duty for before or after tutoring 1,156 Title I 3000-3999: Employee Benefits Benefits on Object code 1000s 2,500 Title I 4000-4999: Books And Supplies Materials and supplies that support college and career awareness events and activities. That can include: work based learning projects 5,000 Title I 5000-5999: Services And Other Operating Expenditures Transportation cost for field trips that support college and career awareness: local community college, US/CSU, apprenticeship programs, local businesses, job shadow, etc.

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Creating Safe & Supportive Environments
By June 2025, Pinacate Middle School is committed to cultivating a positive school climate by implementing strategies to reduce suspension rates, enhance outcomes in the CA Healthy Kids Survey, mitigate chronic absenteeism, and improve overall attendance rates. This goal reflects our dedication to fostering an inclusive and supportive environment where every student feels valued and motivated to succeed, as reflected in the metrics below.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a review of the 2022-2023 CA Dashboard and local data, Pinacate Middle School has identified significant areas needing improvement. The school's overall performance level is Red, with only 47.2% of all students meeting standards. Performance gaps are particularly notable among African American students (58.5%), English Learners (43.0%), Hispanic students (46.1%), homeless students (53.6%), socioeconomically disadvantaged students (47.8%), and students with disabilities (55.8%).

Suspension rates also indicate areas for concern, with 8.3% of all students suspended at least one day, placing the school at a Yellow performance level. Subgroups with higher suspension rates include African American students (11.4%), English Learners (8.2%), homeless students (11.4%), socioeconomically disadvantaged students (8.2%), and students with disabilities (11.2%).

To address these issues, Pinacate Middle School has analyzed data from the 2023-24 California Healthy Kids Survey (CHKS). The survey modules provide insights into student behavior, school safety, school climate, and tobacco use among 7th graders, with participation rates varying from 34% to 72%. These insights will help the school tailor interventions and strategies to improve student outcomes and create a more supportive and inclusive school environment.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	2022-2023 CA Dashboard: Performance Level: Red All Students: 47.2% • African American: 58.5% (+6.7%) • English Learners: 43.0% (-.3%) • Hispanic: 46.1% (+1.4%) • Homeless: 53.6% (+1.2) • SED: 47.8% (+2.9%) • SWD: 55.8% (-.3%)	2023-2024 CA Dashboard: Performance Level: Red All Students: 37% • African American: 53% • English Learners: 38% • Hispanic: 41% • Homeless: 50% • SED: 44% • SWD: 52%
Suspensions	2022-2023 CA Dashboard: Performanve Level: Yellow All Students: 8.3% suspended at least one day • African American: 11.4% • English Learners: 8.2% • Homeless: 11.4% • SED: 8.2% • SWD: 11.2%	2023-2024 CA Dashboard: Performanve Level: Yellow All Students: 6% suspended at least one day • African American: 9% • English Learners: 5% • Homeless: 8% • SED: 5% • SWD: 8%
CA Healthy Kids Survey	2023-24 CHKS Core Module: • 7th grade: 333/464 (72%) Behavior Module: • 7th grade: 115/232 (50%) School Safety & Violence Module: • 7th grade: 157/464 (34%) School Climate Module: • 7th grade: 192/464 (41%) Tobacco Module: • 7th grade: 157/464 (34%)	2024-25 CHKS Core Module: • 7th grade: 375 Behavior Module: • 7th grade: 225 School Safety & Violence Module: • 7th grade: 225 School Climate Module: • 7th grade: 225 Tobacco Module: • 7th grade: 225

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Activities/Strategies: At Pinacate Middle Schooll, we engage students during lunchtime with a variety of activities that foster a positive and inclusive school environment. These activities could include monthly club fairs, Wellness Wednesdays with stress-relief and mindfulness sessions, talent showcases, and game days with board and video games. We will also celebrate diverse cultures through themed events, host trivia competitions, and provide craft stations for creative expression. Additionally, we can organize outdoor sports	All Students	2,000 Title I 4000-4999: Books And Supplies Materials and supplies to support activities and events to foster a positive and inclusive environment. 8,000 Title I

		5800: Professional/Consulting Services And Operating Expenditures Consultant contracts for student engagement for lunchtime, events, activities, before or after school events.
tournaments, and student-teacher mixers. These initiatives, led by counselors and ASB, aim to connect students, promote well-being, and enhance the overall school experience.		

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **Fostering Strong Home-School-Community Connections**
> By June 2025, Pinacate Middle School aims to significantly increase opportunities for parent involvement and improve communication between the school and the community, as measured by the metrics below.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

> Based on a review of the 2023-2024 CA Dashboard and local data, Pinacate Middle School has identified significant areas needing improvement, particularly in parent participation and attendance rates. While the school had 2,835 instances of parent participation in various activities, only 52 parents responded to the CA School Parent Survey (CSPS), indicating a low response rate that hinders comprehensive feedback. Additionally, there is a focused concern on attendance as highlighted by the Parent Engagement and Leadership Initiative (PELI).
>
> To address these areas, Pinacate Middle School is implementing strategies to boost parent engagement, such as increasing communication efforts, organizing more inclusive school events, and providing resources to help parents support their children's education. Furthermore, to improve attendance rates, the school is introducing targeted interventions, including attendance monitoring programs, incentives for good attendance, and enhanced support services for students with chronic absenteeism. These steps aim to foster a more engaged school community and ensure better student attendance and academic outcomes.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation	2023-2024 Parent Participation: 2,835	2024-25: Parent Participation: 3,118
CA School Parent Survey (CSPS)	2023-2024 CA School Parent Survey (CSPS): Respondents: 52	2024-2025 CA School Parent Survey (CSPS): Respondents: 275
Parent Square	Metrics TBD	Metrics TBD

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Activities/Strategies: Provide trainings and workshops for parents and community members to enhance their capacity and connections. By building skills and fostering connections, this equips parents to play a proactive role in their children education, promoting student success through collaborative efforts. Includes participation in: Back to School Night, National Hispanic Heritage Month Family Event, Black History Month Family Event , Open House, Awards Night, Pastries with the Principals, PELI, National Parent Involvement Day, Parent Appreciation Day.	All Students	2,710 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Materials & Supplies: PELI, Parent Appreciation Week, Nation Parent Involvement Day, any workshops/trainings/ conferences.

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Academic and Language Proficiency Needs of English Learners
PMS English Learners will attain language proficiency allowing them to be academically prepared for college and careers. Specifically, PMS:
*will increase the % of English Learners Reclassifying to Fluent English Proficient by 5%.
*will increase the % of English Learners scoring Level 4 or improving a performance level on the English Learner Proficiency Assessment for California (ELPAC) by 5%

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

All students will attain proficiency in English Language Arts and Mathematics

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2022-23 Students Redesignated FEP report from district estimates shows a 21.6% reclassification rate.

Preliminary 2023 ELPAC data demonstrates the following student performance level breakdown:
Level 4- 25.62%
Level 3- 32.72%
Level 2- 28.40%
Level 1- 13.27%

Qualitative data from the 2023 ELAC Needs Assessment shows that 30% of respondents are concerned about the academic progress of their child.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Rate	22-23 RFEP Rate 16.7%/ 21.86%	2023-24 RFEP Rate 26.86%
ELPAC Results	2023 ELPAC Level 4- 25.62% Level 3- 32.72% Level 2- 28.40% Level 1- 13.27% 2022 ELPAC Level 4 - 14% Level 3 - 33% Level 2 - 32%	2024 ELPAC Level 4- 30.62% Level 3- 34.72% Level 2-24.40% Level 1- 10.27%

	Level 1 - 21% 2021 ELPAC Level 4 - 11.5% Level 3 - 29.7% Level 2 - 35.6% Level 1 - 23.2%	

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Provide a four period Release for an English Learner Teacher Lead to Design and conduct professional development sessions using effective research-based strategies to support English learners and provide instructional support to teachers in the classroom	English Learners	100,000 LCFF SC 1000-1999: Certificated Personnel Salaries Centralized Services from Ed Services that includes: professional development and academic coaching,
5.2	Incentives for English Learners who reclassify.	English Learners who reclassify	33,700 LCFF SC 4000-4999: Books And Supplies Materials, supplies, and incentives that support EL language Acquisition

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$219,734.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	$83,324.00
Title I Part A: Parent Involvement	$2,710.00

Subtotal of additional federal funds included for this school: $86,034.00

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

State or Local Programs	Allocation ($)
LCFF SC	$133,700.00

Subtotal of state or local funds included for this school: $133,700.00

Total of federal, state, and/or local funds for this school: $219,734.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I		
District Funded		

Expenditures by Funding Source

Funding Source	Amount
LCFF SC	133,700.00
Title I	83,324.00
Title I Part A: Parent Involvement	2,710.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	125,000.00
3000-3999: Employee Benefits	5,824.00
4000-4999: Books And Supplies	60,910.00
5000-5999: Services And Other Operating Expenditures	20,000.00
5800: Professional/Consulting Services And Operating Expenditures	8,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF SC	100,000.00
4000-4999: Books And Supplies	LCFF SC	33,700.00
1000-1999: Certificated Personnel Salaries	Title I	25,000.00
3000-3999: Employee Benefits	Title I	5,824.00
4000-4999: Books And Supplies	Title I	24,500.00
5000-5999: Services And Other Operating Expenditures	Title I	20,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	8,000.00

| 4000-4999: Books And Supplies | Title I Part A: Parent Involvement | 2,710.00 |

Expenditures by Goal

Goal Number		Total Expenditures
Goal 1		59,668.00
Goal 2		13,656.00
Goal 3		10,000.00
Goal 4		2,710.00
Goal 5		133,700.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

3 Secondary Students

Name of Members	Role
Deidra Johnson	Principal
Rosa Heredia	Classroom Teacher
Jewell Cunningham	Classroom Teacher
Guadalupe Diaz-DeLeon	Classroom Teacher
Mayra Lopez	Parent or Community Member
Lorena Pacheco	Parent or Community Member
Valerie Thompson	Parent or Community Member
Maria Garcia	Other School Staff
VACANT: TEACHER	Classroom Teacher
Solara Massas	Secondary Student
Ricardo Valenzuela	Secondary Student
Sariyah Scott	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 June 1, 2022.

Attested:

Principal, Deidra Johnson on

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

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

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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 the S.M.A.R.T. approach.
A S.M.A.R.T. goal 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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:
- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Additional CSI Planning Requirements:
- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:
- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).

            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.

                ii.   Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

                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 LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: 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/

Updated by the California Department of Education, October 2023