School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pacific Grove Middle School	27-66134-6058754	5/17/21	5/20/21

Purpose and Description

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

X Schoolwide Program

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

Pacific Grove Middle School has developed goals designed to improve English Language Arts, mathematics, social emotional learning, visual and performing arts, school attendance, and safety in alignment with the
district goals as described in our Local Control Accountability Plan.

Comprehensive Needs Assessment Components

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

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

Pacific Grove Middle School's 7th grade students, families and staff took the California Healthy Kids Survey.
Parent Survey Summary:
- Parent involvement: PGMS scored high in nearly all areas of parent involvement with scores ranging from 75%-88% agreeing to the questions. One area of need surfaced in the area of the school actively seeking the input of parents before making important decisions - 54% of parents agreed with this statement.
- School Keeps Parents Well Informed: PGMS scored high in all areas of this category as well with scores ranging from 72%-91%. One area of need surfaced in the area of "Teachers communicate with parents about what students are expected to learn in class" which was the lowest rated at 71% of parents responding agreement with that statement.
- Information Dissemination to Parents: PGMS scored mixed results in this category with parents responding in agreement ranging from 30%-82%. Two areas of need that surfaced were in the areas of "Providing information on how to help your child plan for college or vocational school" in which parents agreed with this statement 39% of the time; and "Providing information on why your child is placed in particular classes or groups" where parents responded in agreement with the statement 60% of the time.
- Student Learning Environment: PGMS scores ranged from 60% to 91% of parents agreeing with the statement. The lone area of need in this domain was, "School encourages students of all races to enroll in challenging courses" in which 60% of parents agreed with this statement.
- Student Developmental Supports and Opportunities: PGMS scored high in nearly all areas of this category, with scores ranging from 68%-94% agreeing to the questions. One area of need surfaced in the area of "School provides quality programs for my child's talents, gifts, or special needs" in which 68% of parents responded that they agreed with the statement.
- Respect and Cultural Sensitivity: PGMS achieved scores ranging from 57%-82% agreeing to the questions. Two areas of need surfaced, "School provides culturally appropriate materials" which 57% of parents agreeing with that statement; and Racial/Ethnic Conflict with 58% of parents rating this question as not a problem or a small problem. For the Racial/Ethnic question, 39% of parents responding "don't know".
- Student Risk Behavior and Prevention: PGMS scores were high given the high number of parents that responded "Don't Know" to each prompt. One area in which 29% parents responded that "Harassment or Bullying" was Somewhat a problem".
- Discipline- PGMS scored high in these three categories, with 4% disagreeing with clearly stated consequences; 10% disagreeing with school rules enforcement and 12% disagreeing that the school provides social emotional counseling.
- Facilities- PGMS scored 85% for our facilities being well maintained.
- Nutrition: PGMS scored 54% for schools providing healthy food choices

Staff Survey Summary
- Student Learning Environment: PGMS rated the student learning environment very high with responses ranging from 97%-100%.
- Staff Working Environment: PGMS rated the work environment high nearly all areas 81%-100%. The lowest area of response was 81%" school promotes personnel in decision-making that affects school practices and policies
- General Staff Supports: PGMS scored between 68%-85% in this category, with the lowest performing prompt being 68% agreeing that "Provided with adequate benefits".
- Special Education Supports: PGMS responded positively to both prompts with 85% each.
- Facilities- Well maintained 95%
- Supports for Learning and Student Academic Engagement: PGMS rated this domain highly, with scores ranging from 88%-100%.
- Fairness, Rule Clarity and Respect for Diversity: PGMS rated this domain highly as well, with staff responding positively in the 90%-100% range.
- Instructional Equity: PGMS scores varied, with 5 of the 7 questions rated between 84%-100%. Two prompts had higher levels of disagree/strongly disagree and they were: "emphasizes using instructional materials that reflect the culture or ethnicity of it's students" (29%) and "has staff examine their own cultural biases through professional development of other processes" (34%)

- Cultural Sensitivity: PGMS scored highly between 88%-100%
- Student Peer Relationships: PGMS scored highly between 97%-100%
- Anti Bullying Climate: PGMS scored highly between 90%-100%
- Truancy: PGMS 97% rated Truancy a mild or insignificant problem
- Mental Health: PGMS rated student depression or other mental health issues a moderate to severe problem (51%)
- Delinquency: PGMS rated this domain low, as respondents rating delinquency issues a mild/insignificant problem between 95%-100%.
- Counseling and Discipline: PGMS Scored low in this area, with 16% reporting that they agree/strongly agree that discipline is harsh.
- Professional Development: The two areas of interest reported for professional development opportunities are: Serving English language learners (38%) and closing the achievement gap (41%)
- Discipline, Safety, and Behavior Management: PGMS rated these practices very high, with responses ranging from 88%-100%, with the lone outlier being "Seeks to maintain a secure campus" which only rated 33%.
- Substance Abuse and Risk Behavior: Rated highly at PGMS, scores ranged from 78%-100%.
- Physical Health and Special Needs: Ratings for this domain ranged from 78%-100%, with the lowest response being "provides heathy food for students" (78%).
- Youth Development and Social Emotional Supports: PGMS rated these supports very highly, with the range being 88%-100% positive.

7th grade student survey: Summary of Key Indicators
- School Engagement and Supports: The reporting from the 19/20 schoolyear showed improvement in all sub indicators when compared to the 18/19 results. The scores ranged from 74%-81%, an improvement across the board over the 18/19 scores. The lone outlier was the "meaningful participation" domain, with a student score of 38% agreeing with the statement, which was improvement over the 18/19 results of 32%.
- School Safety: Students reported improvements in their responses to perceived safety, harassment/bullying, rumors and fighting, indicating our move to a character program is having a positive impact. More work needs to be done.
- Substance Use and Physical/Mental Health: Students response to alcohol, drug, vaping and tobacco use remained extremely low. The two concerning outliers were "sleep deprivation" (30%) and "experienced chronic sadness/hopelessness" with 25% of students responding pretty much true/very much true.
- School connectedness: Students responded strongly to this prompt, with 74% reporting that the agree/strongly agree that they feel connected to school. This was a school emphasis and improving school connectedness was the major reason for adopting the Character Strong program.

- Olweus Bullying Survey: Given in the fall to the entire student body as a baseline for the spring summative survey. The latter never occurred as PGMS went to shelter in place. The results of these data reported that:

65% of students haven't been bullied in the past several months
23.32% reported being bullied only once or twice in the past several months
5% reported being bullied 2/3 times a month
1% reported being bullied once a week
0% reported being bullied several times a week

Classroom Observations

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

Throughout the 2019-2020 school year, PGMS administration conducted 36 formal evaluations lasting between 45-60 minutes in length. Administration conducted learning walks on a weekly basis. These observations were informal and ranged in purpose from viewing new instructional techniques to follow ups from a formal observation. During the 2020-2021 school year, administration conducted 31 observations lasting between 60-80 minutes in length. Administration found that teachers were using district adopted curriculum materials satisfactorily in teaching common core aligned content. Administration also found teachers were adapting well to distance learning during the 20/21 school year. Training in technology use and application were the highest need areas, and were provided to staff early and often by our tech ninja staff and our Leadership team. Additionally, we will be adopting a new science curriculum for the 21/22 school year and there will be a need for targeted professional development in implementing this curriculum.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

2019/20 Smarter Balanced Assessment data was analyzed as was our content area benchmarks, formative assessments, SRI/SMI data and PGMS. 97% of PGMS students completed the state assessments and this data was used to help inform placement of students along with district and site assessments. During the 2020/21 school year, PGMS PLC teams focused mainly on formative assessment data, and looked at student placement in one of our four small cohorts as an additional level of support. These cohorts totaled 55 students at it's height, ran Monday through Friday each week. The data bears out that 83% of students that participated in the small group cohorts showed improvement in their grades and levels of engagement.

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

During the 2019/20 school year in grades 6-8, all content areas utilized both district assessments or local (content specific) assessments to monitor student learning. ELA used both Illuminate benchmarks as well as Study Sync formative assessments. Math utilized both Illuminate benchmarks, assessments from the Math Diagnostics Testing Project as well as the Silicon Valley Math Initiative for measuring student growth. History, Science, PE and Electives used in house common formative assessments to gauge student learning and mitigate learning loss. During the 2020/21 school year, the majority of assessment data was formative, completed by the history, science, PE and Elective departments. ELA also conducted three essay benchmarks (inform/explain, argumentative, narrative), to gauge student writing progress. In addition, PGMS is administering three tests (2 ELA, 1 Math) called the Measures of Academic Progress, which is a nationally normed assessment to gauge student learning for the 2020/21 school year.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All certificated staff members at PGMS meet the NCLB requirements for Highly Qualified status.

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

All certificated teachers participate in mandatory district professional development programs lasting three work days in the contracted year. In addition, numerous teachers participate in a wide range of individual voluntary professional development activities specific to their content area, and shared with their departments/site wide.

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

All staff development is aligned and supports the teaching of the California Content Standards. Multiple data sources are used to identify areas of professional growth. In addition, our site participates in a school wide professional study, which for PGMS was the Teacher Clarity Playbook. Survey data from 19/20 indicated that the staff wanted and received professional development in the area of teaching English Learners as well as generally how to attack the achievement gap. During the 2020/21 school year, the emphasis on educational technologies to support distance learning was the main focus of staff professional development. Our intent is to begin the 2021/22 school year with professional development topics to include: Synergy, Character Strong, Response to Intervention and Data Driven instruction within Professional Learning Communities.

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

During the 19/20 school year, PGMS participated in multiple training opportunities that targeted using data to drive instruction (school wide), how to model academic language for English Learners (whole staff), modeling break out groups for peer to peer learning (Math department), Silicon Valley Math Initiative training (math department), Avid strategies (school wide). Site wide professional learning topic: Teacher Clarity and Student Success Criteria. During the 20/21 school year, the staff focus was on educational technologies that apply to distance learning. These trainings were provided by the district tech team, the site tech team, the University of Phoenix and the PGMS Leadership team. Some of the topics included: Google Suites, Peardeck, Edpuzzle, auditing curriculum pacing, school wide AVID training, and Trauma Informed Practices.

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

During the 2019/20 school year, PGMS has Tides which is our school wide collaboration time. We practice Professional Learning Communities (PLC's) looking at student achievement data, grade level and departmental collaboration time for planning/aligning instruction, whole staff PD (Teacher Clarity learning), Students of Concern (grade level and whole staff). During PLC's, we look at student data and closely monitor our at-promise students to monitor the effectiveness of interventions and the need to alter these plans. We continued our focus on data during the 2020/21 school year, but in addition, our departments focused on pacing, yearly alignment, technology use and needs, and the social emotional needs of our students during our Monday Tides collaborations.

Teaching and Learning

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

All curriculum, instruction, and materials are aligned to content and performance standards.

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

All of our classes are providing the recommended instructional minutes for reading/language arts and mathematics.

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

ELA (Study Sync), Math (Big Ideas), History (TCI) have pacing guides provided by the publisher and altered to fit our school year. Science, Electives and PE have internally created pacing guides. Our master schedule has the flexibility to offer three grade level math support classes, a transitional ELA class, Math and Read 180 courses, a Learning Center for students on an iep and 504.

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

PGMS has sufficient instructional materials for all students in Language Arts and Math.

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

All of our instructional materials are SBE-adopted and standards aligned as are our intervention materials.

Opportunity and Equal Educational Access

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

Services are provided both within and outside the school day. In the 20/21 school year, PGMS added an additional learning center class for students on a 504 plan during the school day. Again in 20/21 school year, we revamped our Math support classes from response to intervention (RTI) to direct grade level support classes in math classes grade 6-8. During this school year, PGMS was awarded the California Distinguished School award in part due to the gains made in our underperforming students

Evidence-based educational practices to raise student achievement

In addition to research based instructional strategies that our teachers employ, PGMS has studied and fully embraced Dufour's 4 Questions, a series of tiered interventions to help support struggling students. Our professional developments have been conducted with and by the entire staff and involve high impact teaching strategies such as Teacher Clarity of instruction and Student Understanding of the Success Criteria. This is our 6th year as a PLC school, which involves co planning of a lesson, delivery, evidence/data to support student achievement, and the ability to intervene when students have not mastered the standards. During the 20/21 school year, our use and implementation of educational technologies rose dramatically. Many of these new technologies (Edpuzzle, Peardeck) will continue to be used in post Covid instruction.

Parental Engagement

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

During the 2020/21 school year, parents were able to engage with PGMS by attending: Principal office hours, Town Hall Meetings, School Site Council, PTSA meetings, Back to School/Open House, numerous parent survey's, Parent Task Force meetings, individual conferences, weekly/monthly principal communications and newsletters.

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

Not Applicable!

Funding

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

Title I funding supports a portion of a credentialed intervention teacher's contract as well as highly qualified instructional assistant support to assist underperforming students.

Fiscal support (EPC)

The PGMS Single Plan for Student Achievement provides analysis of student data to identify areas of academic need. Title I funds are used to provide personnel, staff development and solicit parent involvement as required.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

PGMS involved multiple stakeholders in the review and update of our Single Plan for Student Achievement. School Site Council met monthly and on August 21st, 2020 (due to the testing interruption, this is the first time student achievement data was discussed publicly) discussed the results of the prior years Smarter Balanced assessment results as well as the data from the California Healthy Kids Survey. Principal Roach presented the overall data, then the specific data that pertained to the prior years school site goals. As a team, we determined that we must maintain

some of our goals and alter others to include additional student populations who were struggling. Upon completion and agreement of the new goals using the latest data, Principal Roach shared this information with the school staff, PTSA, Leadership team, and the School Climate Committee. The discussion with the Leadership team yielded additions to the site goals. The dates of the meetings are listed below:

School Site Council: were the dates of discussion and input regarding site goals 2/1/21, 3/8/21, 4/9/21. Committee members were tasked with comparing the data with the school goals to ensure that adequate emphasis is placed in the greatest area(s) of need. This conversation led to several additions to the site goals.

PTSA: 8/19/20 and 1/15/21: were the dates of Discussion, presentation and input on the site goals. PTSA members were asked to provide input on these goals based on the data and discussions.

Instructional Leadership Team (meets monthly): 8/21/20, 11/20/20, 3/15/21: were the dates of Discussion, input, presentation and modes of progress monitoring of site goals. The Leadership team participated in the data presentation component at the beginning of the school year.

Resource Inequities

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

Not identified

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	1.03%	0.67%	0.9%	5	3	4
African American	3.49%	2.66%	2.2%	17	12	10
Asian	9.65%	8.43%	10.8%	47	38	50
Filipino	2.46%	2.66%	1.9%	12	12	9
Hispanic/Latino	17.86%	19.51%	19.4%	87	88	90
Pacific Islander	1.44%	1.11%	1.3%	7	5	6
White	59.55%	60.98%	57.6%	290	275	268
Multiple/No Response	%	2.88%	3.7%		5	17
			Total Enrollment	487	451	465

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	175	131	151
Grade 7	144	180	133
Grade 8	168	140	181
Total Enrollment	487	451	465

Conclusions based on this data:

1. Our subgroup proportions remain fairly consistent year over year.

2. Our "bubble" class of 7th grade students will be moving to 8th grade. We must shift sections to the 8th grade level to accommodate the larger class and maintain contract levels for daily student contacts.

3. Very small 6th grade class

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	12	15	14	2.5%	3.3%	3.0%
Fluent English Proficient (FEP)	84	76	71	17.2%	16.9%	15.3%
Reclassified Fluent English Proficient (RFEP)	5	4	1	35.7%	33.3%	6.7%

Conclusions based on this data:

1. Slight rise in the percentage of English Learners.

2. Slight decline in the percentage of Fluent English Proficient students.

3. Steep decline in the percentage of Reclassified Fluent English Proficient students

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	153	151	176	150	150	174	150	150	174	98	99.3	98.9
Grade 7	188	160	143	179	155	140	179	155	140	95.2	96.9	97.9
Grade 8	161	187	162	156	180	159	156	180	159	96.9	96.3	98.1
All Grades	502	498	481	485	485	473	485	485	473	96.6	97.4	98.3

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2589.	2591.	2602.	37.33	38.67	44.25	44.67	36.00	40.80	12.67	21.33	12.07	5.33	4.00	2.87
Grade 7	2609.	2600.	2625.	30.73	30.32	40.00	48.60	47.10	45.00	15.64	14.19	11.43	5.03	8.39	3.57
Grade 8	2595.	2615.	2632.	23.08	30.56	38.99	42.95	41.67	37.74	17.95	19.44	18.87	16.03	8.33	4.40
All Grades	N/A	N/A	N/A	30.31	32.99	41.23	45.57	41.65	41.01	15.46	18.35	14.16	8.66	7.01	3.59

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	40.00	47.33	48.28	46.67	40.67	42.53	13.33	12.00	9.20
Grade 7	41.90	44.52	49.29	47.49	43.23	42.86	10.61	12.26	7.86
Grade 8	35.90	40.00	52.20	39.10	43.33	38.36	25.00	16.67	9.43
All Grades	39.38	43.71	49.89	44.54	42.47	41.23	16.08	13.81	8.88

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	52.00	49.66	57.47	40.67	40.27	38.51	7.33	10.07	4.02
Grade 7	50.28	47.74	52.14	43.58	45.81	44.29	6.15	6.45	3.57
Grade 8	40.38	42.22	44.65	46.15	49.44	47.17	13.46	8.33	8.18
All Grades	47.63	46.28	51.59	43.51	45.45	43.13	8.87	8.26	5.29

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	20.00	38.67	33.91	73.33	55.33	63.79	6.67	6.00	2.30
Grade 7	27.37	17.42	30.00	65.92	74.84	65.71	6.70	7.74	4.29
Grade 8	25.64	28.33	30.19	60.26	64.44	63.52	14.10	7.22	6.29
All Grades	24.54	28.04	31.50	66.39	64.95	64.27	9.07	7.01	4.23

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	56.67	50.00	47.13	35.33	47.33	48.28	8.00	2.67	4.60
Grade 7	42.46	39.35	47.86	49.72	52.26	47.14	7.82	8.39	5.00
Grade 8	32.05	42.78	47.17	52.56	51.11	48.43	15.38	6.11	4.40
All Grades	43.51	43.92	47.36	46.19	50.31	47.99	10.31	5.77	4.65

Conclusions based on this data:

1. Our school wide overall mean score grew year over year across all three grade levels.

2. PGMS students scoring in the Below Standard fell dramatically in all areas of the ELA summative test (Reading, writing, listening, and research/inquiry)

3. The domain with the most students in the Below Standard category continues to be the Reading domain.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	153	151	176	150	150	173	150	150	173	98	99.3	98.3
Grade 7	188	160	143	180	157	141	180	157	141	95.7	98.1	98.6
Grade 8	162	187	162	157	180	157	157	180	157	96.9	96.3	96.9
All Grades	503	498	481	487	487	471	487	487	471	96.8	97.8	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2565.	2574.	2585.	30.67	40.67	38.15	30.00	21.33	27.75	28.00	24.00	21.97	11.33	14.00	12.14
Grade 7	2604.	2605.	2597.	41.11	44.59	34.75	23.33	24.20	25.53	24.44	19.11	29.08	11.11	12.10	10.64
Grade 8	2612.	2626.	2628.	40.76	45.56	44.59	22.29	16.67	18.47	17.83	22.78	22.93	19.11	15.00	14.01
All Grades	N/A	N/A	N/A	37.78	43.74	39.28	25.05	20.53	23.99	23.41	21.97	24.42	13.76	13.76	12.31

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	39.33	46.67	49.13	42.00	30.00	34.10	18.67	23.33	16.76
Grade 7	55.00	54.78	47.52	30.00	27.39	34.04	15.00	17.83	18.44
Grade 8	47.77	51.11	50.32	28.66	32.22	27.39	23.57	16.67	22.29
All Grades	47.84	50.92	49.04	33.26	29.98	31.85	18.89	19.10	19.11

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	28.00	38.67	36.99	60.67	45.33	46.24	11.33	16.00	16.76
Grade 7	38.33	42.04	38.30	40.00	42.04	46.81	21.67	15.92	14.89
Grade 8	43.31	45.56	50.32	37.58	40.56	36.31	19.11	13.89	13.38
All Grades	36.76	42.30	41.83	45.59	42.51	43.10	17.66	15.20	15.07

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	29.33	41.33	38.15	55.33	37.33	50.29	15.33	21.33	11.56
Grade 7	44.44	43.95	36.17	43.89	45.22	53.90	11.67	10.83	9.93
Grade 8	42.04	40.56	46.50	40.13	44.44	41.40	17.83	15.00	12.10
All Grades	39.01	41.89	40.34	46.20	42.51	48.41	14.78	15.61	11.25

Conclusions based on this data:

1. Overall Math SBAC scores rose across the board, with 6th and 7th grade math showing the most improvement.

2. Minimal to no progress on students scoring below standard in Concepts/Reasoning and Problem Solving domains, however, good progress made in lessoning below standard students in the communicating reasoning domain (department emphasis).

3. Result for 8th grade Concepts/Procedures domain saw a sizeable increase in the percentage of students scoring in the below standard range.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	*	*	*	*	*	*	*	6
Grade 7	*	*	*	*	*	*	*	4
Grade 8	*	*	*	*	*	*	*	*
All Grades							*	13

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*		*	*	*	*	*
All Grades	*	30.77	*	53.85		7.69	*	7.69	*	13

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*		*		*	*	*
7	*	*		*	*	*	*	*	*	*
All Grades	*	46.15	*	38.46	*	7.69	*	7.69	*	13

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*		*	*	*	*	*	*	*
8	*	*	*	*		*		*	*	*
All Grades	*	46.15	*	15.38	*	30.77	*	7.69	*	13

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*	*	*	*	*
All Grades	*	15.38	*	76.92	*	7.69	*	13

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*	*	*	*	*
All Grades	*	69.23	*	23.08	*	7.69	*	13

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	46.15	*	30.77	*	23.08	*	13

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*	*	*	*	*
All Grades	*	7.69	*	84.62	*	7.69	*	13

Conclusions based on this data:

1. None currently, the data presented is a baseline for growth.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
451	**21.1**	**3.3**	**0.2**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	15	3.3
Foster Youth	1	0.2
Socioeconomically Disadvantaged	95	21.1
Students with Disabilities	58	12.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	12	2.7
American Indian	3	0.7
Asian	38	8.4
Filipino	12	2.7
Hispanic	88	19.5
Two or More Races	5	1.1
Pacific Islander	5	1.1
White	275	61.0

Conclusions based on this data:

1. Schoolwide enrollment increased by 35 students year over year.

2. Our students on free and reduced lunch percentage continues to grow slightly year over year.

3. There is an increase in Hispanic students enrolled at PGMS.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts	**Chronic Absenteeism**	**Suspension Rate**
Blue	Green	Green
Mathematics		
Blue		

Conclusions based on this data:

1. PGMS showed a solid reduction (green) in Suspension Rate which was a school wide area of emphasis.

2. PGMS showed a solid reduction (green) in Chronic Absenteeism which was also a school wide area of emphasis , outreach and counseling.

3. PGMS scored in the highest achievement band in both ELA and Math achievement scores.

School and Student Performance Data

Academic Performance
English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	1	4

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Green	No Performance Color
69.5 points above standard	6.2 points above standard	0 Students
Increased Significantly ++16.4 points	Increased ++14.4 points	
458	42	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	Yellow
0 Students	32.1 points above standard	24.7 points below standard
	Increased Significantly ++18.2 points	Increased ++9.8 points
	120	55

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
37.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy	80.1 points above standard	98 points above standard
16	5	Maintained -2.5 points	12
		41	

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color	No Performance Color	Blue
46.1 points above standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy	73.9 points above standard
Increased Significantly ++23.8 points		6	Increased ++13.2 points
86			273

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy	14 points above standard	71.4 points above standard
9	Increased Significantly ++29.2 points	Increased ++12.4 points
	33	367

Conclusions based on this data:

1. Overall ELA scored increased 16.4 points, and remain in the highest achievement category (blue).

2. Students with disabilities increased by 9.8 points, however they are still in the yellow category, and are 24.7 points below standard. Must continue to maintain a collaborative relationship between general and special educators.

3. Our largest at-promise population-socio economically disadvantaged students increased significantly by 18.2 points and are in the highest category of blue.

School and Student Performance Data
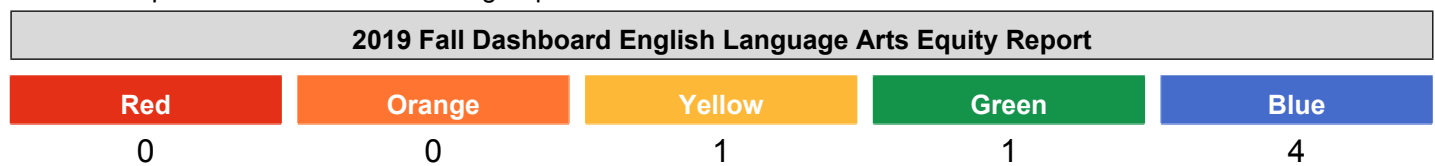
Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	3	1

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Orange	
35.3 points above standard	31.9 points below standard	
Maintained ++0.2 points	Maintained -1.9 points	
455	42	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Green	Yellow
	22.4 points below standard	78.1 points below standard
	Increased ++4.6 points	Increased ++5.9 points
	118	54

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
31.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	56.1 points above standard	77.8 points above standard
16	5	Declined Significantly -46.7 points	12
		41	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green		No Performance Color	Blue
7.4 points below standard		Less than 11 Students - Data Not Displayed for Privacy	44.2 points above standard
Increased ++5.3 points		6	Maintained ++0.9 points
85			271

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	25.3 points below standard	37.7 points above standard
9	Increased Significantly ++21.3 points	Maintained -2.4 points
	33	364

Conclusions based on this data:

1. Our overall Math achievement scores increased slightly, and remain in the highest category (blue).

2. Our reclassified English Learners increased significantly (21.3 point increase) and closed the achievement gap to 25.3 points below standard.

3. Our Asian students declined significantly (-46.7 points) and fell to the second highest category of Green.

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
making progress towards English language proficiency
Number of EL Students:
Performance Level: No Data

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

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

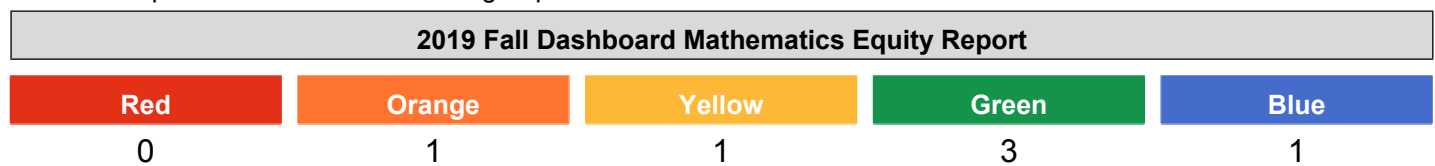**1.** None

School and Student Performance Data

Academic Performance
College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group

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

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	3	0	2	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
6.5	5	Less than 11 Students - Data Not Displayed for Privacy
Declined -1	Increased +0.8	0
504	20	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	11.5	19.3
2	Increased +4.6	Increased +2.3
	131	57

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Green	No Performance Color
5.6	Less than 11 Students - Data Not Displayed for Privacy	4.3	8.3
18	5	Declined -6.3	12
		47	

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Orange
7.7	0	Less than 11 Students - Data Not Displayed for Privacy	7
Declined -1.6	Declined -10	7	Increased +0.7
91	23		301

Conclusions based on this data:

1. Our overall Chronic Absenteeism rate has declined, placing us in the green category.

2. Emphasis and outreach for our students with disabilities, our socio economically disadvantaged and white students must continue based on both groups increase in chronic absenteeism rates.
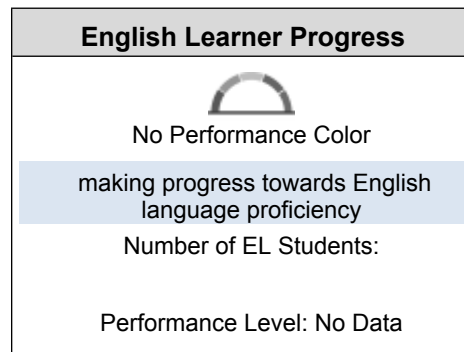
School and Student Performance Data

Academic Engagement
Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 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 or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

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

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate
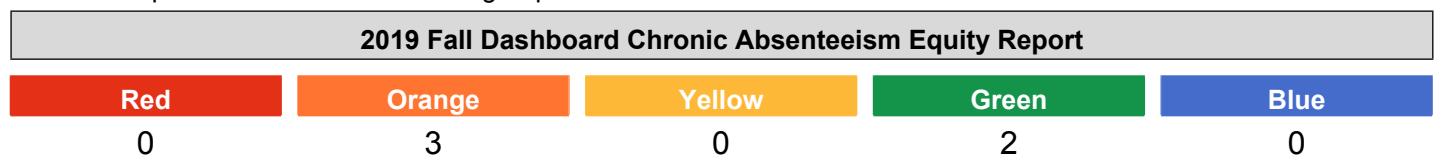
The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	0	3	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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	
2.9	0	
Declined -1.1	Maintained 0	
511	21	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Green
Less than 11 Students - Data Not ~~Displayed for Privacy~~	6.8	3.3
2	Increased +0.7	Declined -1.8
	132	60

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Orange	No Performance Color
0	Less than 11 Students - Data Not Displayed for Privacy 5	6.3	0
18		Increased +1	12
		48	

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Green
4.3	0	Less than 11 Students - Data Not Displayed for Privacy 7	2.6
Declined -1.9	Maintained 0		Declined -1.1
93	24		304

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4	2.9

Conclusions based on this data:

1. Our overall suspension rate at PGMS declined placing us in the green category.

2. Hispanic and students with disabilities groups both showed declines in suspension rates and both reside in the green category.

3. Slight increase in Asian students and socio economically disadvantaged students, bears targeting and counseling.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 3: Mathematics and English Language Arts
All English Learners (EL), Socioeconomically Disadvantaged Students (SED), Foster Youth (FY), Students With Disabilities (SWD), and Hispanic will show a measurable increase in achieving grade level standards in mathematics and English Language Arts each year as measured by Smarter Balanced Assessments and local valid assessments.

Goal 1

Decrease the achievement gap experienced by students with disabilities in English Language Arts by 10% and continue to increase achievement overall as measured on the ELA Smarter Balanced summative assessments for the 2021-2022 school year. Continue to make positive gains for Asian, White, English Learners, socio-economically disadvantaged students, and Hispanic students.

Identified Need

This year, we have identified our students with disabilities as the only as the sub group still experiencing an achievement gap in English Language Arts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022 SBAC ELA summative assessment for students with disabilities.	Students with disabilities scored 17 points below standard on the 2019 ELA Sbac test. That number is an improvement, as the 2018 results had this group 28 points below standard.	10 points below standard, an improvement of 7 points

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with Disabilities.

Strategy/Activity

Dedicated schedule co teaching and co planning time for Sped and General education teachers weekly on Mondays to plan lessons with accommodations embedded within the lesson. This is under the direction of and to include the Principal.

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

Amount(s)	Source(s)
	None Specified

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with disabilities

Strategy/Activity

Push in support in English Language Arts class to support students on an iep for private check for understanding, direct assistance, clarification of expectations/accommodations. Coverage will be assigned within the master schedule to support these students to the greatest extent possible.

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

Amount(s)	Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with disabilities

Strategy/Activity

General education and special education teacher release time to plan implementation of classroom lessons and strategies students with disabilities a minimum of each quarter. Collaboration with high school Sped department to share best practices, immediate and ongoing (would entail additional release time).

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

Amount(s)	Source(s)
1200	Site Budget ($1200)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with disabilities

Strategy/Activity

Middle School Professional Learning Communities (PLC's) will closely monitor the academic progress of our students with disabilities using common formative assessments four times a year and provide interventions when necessary. This group will consist of both general education and special education teachers familiar with the students, their accommodations and their learning challenges.

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

Amount(s)	Source(s)
	General Fund: No additional costs

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with disabilities

Strategy/Activity

Academic Intervention Class: Targeted intervention for our struggling students with disabilities. This placement would be the result of the general education and special education data review teams recommendation as to the amount of support needed. The data will come from the Fall of 2021 Measures of Academic Progress reading and language assessment.

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

Amount(s)	Source(s)
5000	Site Funds ($5,000)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with disabilities

Strategy/Activity

Continue to offer specialized support classes for Sped students in English Language Arts. Current offerings for 2021/22 school year are: Transitional ELA (1 section) , Read 180 (one section) and Learning Center (2 sections).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
100,000	General Fund: $100,000 (4 sections)

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with disabilities

Strategy/Activity

Arrange with the Monterey County SELPA for training with Sped and general education teachers in regards to best practices in support of students with disabilities in light of student learning loss.

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

Amount(s)	Source(s)
	Free Training via MCOE Selpa

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with disabilities

Strategy/Activity

Utilize time (10 min/day, 3x/week) in support classes (AIC, Learning Center, ELD) to teach specific academic behaviors like note-taking, summarizing, paraphrasing, using Google Classroom, test taking strategies, organization, conducting research, etc. and add a parent information component!

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

Amount(s)	Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with disabilities

Strategy/Activity

Monitor achievement levels of students with disabilities during the data analysis cycle of our PLC's. Look at this group as a stand alone.

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

In the 2018-2019 school year, we continued our focus on looking at our at-promise student populations during our Professional Learning Communities to find ways to reduce and/or eliminate the achievement gaps experienced by these groups in ELA and Math. Our focus on sped/general education planning, and co teaching will continue and has shown improvement. The data suggests that our support classes embedded within the school day (Transitional ELA, Learning Center and Read 180) are showing gains for those cohorts. The additional of professional development in the area of co-teaching and co-planning for students with disabilities will help support these students in the general education classes. We will review the results of our 2022 SBAC results to evaluate the success of these efforts as well as our district benchmarks and Measures of Academic Support formative assessment data.

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

None

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.

Data Analysis of our student achievement scores from the 17/18 school year, our students with disabilities group has the greatest achievement gap of all student populations. Our emphasis on supporting and intervening this group of students found some success. The achievement gap for students with disabilities ELA fell from 28 points below standard in 17/18 to 17 points below standard in 18/19. Though this group had higher achievement results and the achievement gap was reduced, they remain the group with the highest gap in achievement.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 3: Mathematics and English Language Arts
All English Learners (EL), Socioeconomically Disadvantaged Students (SED), Foster Youth (FY), Students With Disabilities (SWD), and Hispanic will show a measurable increase in achieving grade level standards in mathematics and English Language Arts each year as measured by Smarter Balanced Assessments and local valid assessments.

Goal 2

Decrease the achievement gap experienced by students with disabilities and English Learners by 10% in Math and continue to increase achievement overall as measured on the Math Smarter Balanced summative assessments for the 2021-2022 school year. Continue to make positive gains for Asian, White, socio-economically disadvantaged students, and Hispanic students.

Identified Need

Our students with disabilities as well as our English Learners continue to experience a gap in achievement as measured by the Sbac summative math scores. Though improvement for each group has been made, they are our two lowest performing at-promise student populations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020 Sbac Math Summative: Students with disabilities.	79 points below standard (an improvement of 4 points)	10% improvement: 71 points below standard
2020 Sbac Math Summative: English Learners	31.9 points below standard (a regression of 1.9 points)	20% improvement: 25 points below standard

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All students will be evaluated to see if they qualify for placement in Math 180 or our embedded Math intervention class via the Scholastic Math Intervention assessment. Additionally, students will be given the Measures of Academic Performance assessment at the beginning, middle and end of the 2021/22 school year to assess and address deficits.

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

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with disabilities and English Learners

Strategy/Activity

Both at-promise student populations Math assessment data (Scholastic Math Inventory and Measures of Academic Progress assessments) will be monitored to ensure proper placement and program effectiveness. These student groups will be monitored and discussed separately from the entire school to ensure that we are monitoring progress and applying interventions if necessary.

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

Amount(s)   Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Math 180 teachers will continue to receive support and coaching in the implementation and best practices of using the Math 180 program.

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

Amount(s)	Source(s)
	Measure A and district funds

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

PGMS will provide additional support for students who are identified as struggling in math. Students will attend Academic Intervention Class (AIC) for additional math support. This class will meet after

school from 3-4pm Tuesday-Friday for small group math support. These students will be identified in August of 2021 via the Measures of Academic Progress math assessment (MAP assessment).

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

Amount(s)	Source(s)
5,000	Site Funds: $5,000

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students on an iep

Strategy/Activity

Monitoring and gathering data from transitional Math class to bridge the gap between Math 180 and grade level math content. Adding this data point to our data cycle quarterly. Dedicated collaboration time for these instructors.

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

Amount(s)	Source(s)
	No funding necessary; master schedule change

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Creation of a Math 180 Professional Learning Community (PLC) to share data, best practices and collaborate on student entry and exit decision(s). These teachers will work in concert with grade level math teachers to monitor the path to grade level math placement.

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

Amount(s)   Source(s)

	No funding necessary, collaboration time.

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Creation of three grade level Math support classes, each taught by a credentialed math teacher to provide direct support to students who struggle in Math. We anticipate that we will serve between 45-50 students (roughly 12% of our enrollment) who identified in May of 2021 for placement in this support class. Math support is a class provided during the day, and is a companion class to the grade level math class.

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

Amount(s)	Source(s)
81,000	General Fund $81,000 (three dedicated sections)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

In the 2018-2019 school year, we continued our focus on looking at our at-promise student populations during our Professional Learning Communities to find ways to reduce and/or eliminate the achievement gaps experienced by these groups in ELA and Math. Our focus on sped/general education planning, and co teaching will continue to/and has shown improvement as PGMS was awarded the honor of a California Distinguished School in part due to our work on reducing the achievement gap. The data suggests that our support classes embedded within the school day (Math Support 6-8, Learning Center and Math 180) are showing gains for those cohorts. The additional of professional development in the area of co-teaching and co-planning for students with disabilities will help support these students in the general education classes. In addition, much like our Language Review Team, PGMS has instituted a collaborative team consisting of the Math

Intervention teachers, counselor, administration, the English Language Development teacher to monitor our language learners in math, and to track the effectiveness of these support programs. We will look to our three 2021 Measures of Academic Progress Math results to evaluate the success of this approach.

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

None currently

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.

Data Analysis of our student achievement scores from the 18/19 school year show our students with disabilities and English Learner groups to have the greatest achievement gap of all student populations in the area of math. Our emphasis on supporting and intervening this group of students found some success. The achievement gap for students with disabilities Math fell 4 points from from 83 points below standard in 17/18 to 79 points below standard in 18/19. The achievement gap for English Learners actually rose 1.9 points to 31.9 points below standard in 18/19. Though our students with disabilities saw improvement achievement results, they remain the group with the highest gap in achievement.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2: Social Emotional learning Goal :To advance educational equity and excellence by focusing on the social, emotional, and mental health of our school community by creating a safe and affirming school environment and culture that supports and encourages school connectedness and resiliency

Goal 3

Increase the level of school connectedness by 20 points as measured on the California Healthy Kids Survey by providing a variety of programs, special events, and activities that provide motivation and support for academics, climate, and culture of the school. Continue using the Character Strong program to embed within our school the 8 Essentials of: honesty, humility, forgiveness, kindness, selflessness, respect, commitment, and patience. Calendar events at the beginning of the year in particular for parent function(s) to increase involvement and participation.

Identified Need

Continue to expand student opportunity for involvement in a variety of activities of interest, utilize the Character Strong social-emotional program and include students, staff and parents in a continuing discussion regarding school safety.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey Students	Overall School Climate score increased positively by 30 points from 299 in 2019 to 329 in 2020 In the Overall Supports and Engagement domain, PGMS saw a positive increase of 36 points from 317 in 2019 to 353 in 2020.	10% Increase in Overall School Climate score from 329 to 362. 10% increase in Overall Supports and Engagement score from 353 to 388.
California Healthy Kids Survey Parents		
California Healthy Kids Survey Staff		
Olweus Bullying Survey	California Healthy Kids Survey results within the Overall Low Violence and Substance Abuse domain had positive growth from a score of 281 in 2019 to 301 in 2020.	10% increase in Low Violence/Substance abuse score from 301 to 331.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Staff wide Character Strong training in support of creating a safe and nurturing school environment. Plan to begin 2021/22 motivational activities - Guest Speaker assemblies, CHILL (Courage, Honor, Integrity, Lasting Loyalty) days and events. Continue to work with our Leadership students to support quarterly Heart and Mind traits. A

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

Amount(s)	Source(s)
2000.00	One Time Funds (CA Grant) - $2,000

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Student Voice- Students input will be sought regarding educational decisions/changes (example-homework) on an bi annual basis. Students will be surveyed both quarter 1 and quarter 3 to gauge their insights and recommendations regarding their education. Results of which are to be shared and discussed with staff and families.

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

Amount(s)	Source(s)
	N/A

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Staff wide presentation by Sean Roach and Jason Tovani of 2020/2021 California Healthy Kids Survey to monitor and identify levels of satisfaction students feel about our school. Maintain our Advisory period class on a weekly basis, continue the paid subscription ($500 annually), and host a trainer of Character Strong program ($2000) to achieve a "tipping point" at PGMS for those who did not attend the launch training. Continue to utilize bi-annual Olweus Survey on Bullying.

Once again this year, eight staff members will identify and attend a training at the Monterey County Office of Education geared towards Social Emotional Learning

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

Amount(s)	Source(s)
2500	Site Funds $500; One time funds $2000

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Implement activities, themes, lessons, and/or events that teach tolerance and celebrate diversity through our Character Strong program. Assemble a diverse group of students, staff members and parents to utilize as a think tank whose charge is to create opportunities and activities to teach tolerance and celebrate our shared diversity. Site funded for food, speakers, materials and release time for members of this group

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

Amount(s)	Source(s)
1000	Site Funds $1000

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue our advisory period class on a weekly basis with grade level curriculum delivery. Teacher agreement, no additional cost.

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

Amount(s)	Source(s)
	Site funds: No cost

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue with Mind Up social-emotional-academic program to be run out of PE classes. Collaborate with the elementary school 5th grade team to consider lesson planning this curriculum for 5th and 6th grade seamlessly.

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

Amount(s)	Source(s)
200	Site Funds: $200 Continuing License

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff will participate in further professional development and resources regarding Growth Mindset and Mindfulness to improve student achievement and reduce student anxiety. We would like to attend or host a professional development with our high school to provide a 6th through 12th grade emphasis on social emotional learning.

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

Amount(s)	Source(s)
1000	One Time funds: $1000

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Expand opportunities for parent engagement/input by extending more opportunities for meaningful involvement. Hosting parent nights and morning topics: Safety, Health, Social Media, Connecting with your Teen by Ohana group, Dr. Bonnie Bufkin, Josh Ochs, Officer Hankes and PGMS counseling and staff members.

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

Amount(s)	Source(s)
1,200	Site Funds: $1200

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Student Voice- Students input will be sought regarding educational decisions/changes (example- homework) on an annual basis via Google Forms. In addition to our California Healthy Kids Survey and Olweis Bullying Survey, we intend to survey quarter 1 and 3 to seek student input on changes or initiatives.

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

Amount(s)	Source(s)
	No cost.

Strategy/Activity 10
Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Olweis Student Bullying survey instituted quarterly beginning with the end of quarter 1. Results will be analyzed to take appropriate action(s), and to utilize Character Strong topics to support empathy and compassion. Share the survey and results with parent groups for input.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No cost

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The Overall scores for PGMS California Healthy Kids Survey increased by 10%. The overall score is comprised of both the Overall Supports and Engagement domain and the Overall Low Violence and Substance Use domains, and both domains showed strong growth, 10% and 7% respectively. We studied these data with staff, school site counsel, PTSA and management teams. We found within the School Climate Subscale Results, that PGMS showed solid growth in all areas:

Domain	2019	2020
Growth/Decline		
High Expectations and caring relationships	328	363
+35		
Opportunities for meaningful participation	309	352
+43		
Perceived school safety	326	348
+22		
School connectiveness	304	349
+45		
Low physical/emotional violence victimization	264	277
+13		
Low harassment and bullying	250	280
+30		

Low substance use at school +29	269	298

Our site goal last year targeted school connectedness, the main reason for our purchase of the Character Strong character program. We can see from the data that school connectedness was our single largest area of growth. Solid gains were made in every single subscale area, but I would have liked to see more growth in Low physical/emotional violence victimization. Fortunately, we referenced these data versus the Olweus Bullying Survey, which provided another view

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

None, we continue to offer our Character program, we continue to look at data from the California Healthy Kids Survey (Students, Staff, Parents) and the Olweus Bullying Survey and share with our staff, management, climate team, school site council and PTSA.

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.

None

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2: Social Emotional learning Goal :To advance educational equity and excellence by focusing on the social, emotional, and mental health of our school community by creating a safe and affirming school environment and culture that supports and encourages school connectedness and resiliency

Goal 4

Improve student attendance by:
Decreasing the number of students who miss five or more days of school during Fall Semester by 50%.
Decreasing the number of students who miss 10 or more days during the school year by 50%.
Increasing parental awareness about the importance of school attendance, arriving on-time, and the resources/supports available. Create and maintain a system of contact between the school and families with students missing school more than 10 percent of the time and record their response to taylor interventions in the following areas: family leave, illness, anxiety/social emotional challenges, socio-economic factors on a quarterly basis.

Identified Need

Upon looking at the 2019 SBAC summative results we found that the rates of Chronically Absent students grew in three at-promise groups: students with disabilities, socio-economically disadvantaged students and our white students. While our overall numbers showed improvement (Overall Green category, declined by 1 point to 6.5 points), we need to target these student groups showing an increase.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Chronic Absenteeism Indicator	The following student groups saw a rise in Chronic Absenteeism • Socio-economically disadvantaged students increased 4.6 points to 11.5 points overall in the orange category • Students with Disabilities rose 2.3 points to 19.3 points overall in the orange category • White students increased .7 points to 7 points overall in the orange category.	Expectation: PGMS will have an overall Chronic Absenteeism indicator color of Green or Blue • Students with disabilities will be in the green or blue category • Socio-economically disadvantages students will be in the green or blue category • White students will be in the green or blue category.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Conduct a parent attendance night, to explain attendance rules, school supports and legal ramifications of missing school (whole school). Principal, assistant principal, attendance clerk and school resource officer to present. Make contact with families who's history denote chronic absenteeism at the beginning of the school year and maintain contact and build that relationship (targeted intervention-proactive). Creating an adjunct Attendance team consisting of administration, counseling, attendance clerk, school resource officer, much like a Professional Learning Community (PLC) to review attendance data and target outreach. Combining attendance education and targeted outreach makes us far more proactive, and creating and maintaining relationships with families with poor attendance historically we believe will be impactful.

Combine efforts with the high school on best practices and what's working, as this is a goal of their as well. Creation of a dedicated report in Synergy that actively tracks this data for reference/intervention. Research a system of incentives aimed at recognizing and rewarding improved attendance among our chronically absent students.

Creation of an attendance/engagement staff team that looks at progress monthly (adjunct duty).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

During our review of 18/19 SBAC data, our leadership and management teams discovered that our Chronic Absenteeism (CA) rates were rising overall. Formerly, we had this goal to reduce our CA rates embedded within our School Climate goal. We decided to pull this goal out and make it a stand alone objective in 19/20. Overall our school CA indicator is green, which shows we've made improvements overall. However a closer look at the data reveals that three student groups (white, socio-economically disadvantaged and students with disabilities) CA rates continued to rise. Our initial efforts were largely informational, discussing school wide with families the importance of school attendance, and what the different attendance codes meant to ensure accuracy. Now we need a more targeted message. We intend to have a tiered approach

- Tier 1- general information regarding attendance requirements
- Tier 2- outreach/personal invitation to meet with school administration, counseling, school resource officer or a combination of all to come up with a plan to improve attendance. Plan could include modified schedule, weekly check in with family, wellness check PGPD, district transportation, Student Success Team to improve attendance and provide early intervention.
- Tier 3- Mandatory meeting with administration, school resource officer, notifying the district attorney. Discussion of high impact alternatives: modified schedule, alternative placement.

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

No major differences

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.

Based on the 18/19 data, we saw that our school wide efforts to reduce Chronic Absenteeism were successful. Our emphasis on informing families, early intervention, monitoring data weekly and celebrating successes proved successful. We now see that we need to delve deeper, and target the student groups that are not improving, and make those contacts at the beginning of the school year, and maintaining those relationships to react proactively rather than reactively.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$200,100.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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 ($)
	$200,100.00

Subtotal of state or local funds included for this school: $200,100.00

Total of federal, state, and/or local funds for this school: $200,100.00

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

3 Other School Staff

7 Parent or Community Members

2 Secondary Students

Name of Members	Role
Apple Atofau	Other School Staff Parent or Community Member
Lacrisha Ferriera	Parent or Community Member
Mary Ann Fort	Classroom Teacher
Sean Roach	Principal Parent or Community Member
Patti Odell	Other School Staff
Susan Torres	Classroom Teacher Parent or Community Member
Emerson Ferriera	Secondary Student
Anna Mitchell	Secondary Student
Katya Kuska	Parent or Community Member
Petula Lee	Parent or Community Member
Summer Wright	Parent or Community Member
Jason Hahn	Parent or Community Member
Jung Hwa Kim	Parent or Community Member
Julie Mills	Classroom Teacher Parent or Community Member

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

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 5/17/21.

Attested:

Principal, Sean Roach on 5/17/21

SSC Chairperson, Apple Atofau on 5/17/21

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

  1. The comprehensive needs assessment of the entire school shall:

   a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

   b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

    i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

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

    iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

    iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

    v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019