# 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<br>Date |
|--------------------------------|-----------------------------------|--|------------------------------|
| Pacific Grove Middle<br>School | 27-66134-6058754                  | 5/14/2019                              |                              |

### **Purpose and Description**

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

Schoolwide Program

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

### **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).

Student Survey Olweus Survey and results indicated that 8% of students indicated that they suffer from bullying once a week or 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.

Each classroom was visited by administration at least once a week, informal results indicated the need for professional development on gradual release of responsibility and checking for understanding; which were conducted.

### **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)

The entire staff employed three quarterly common formative assessments to monitor student achievement and adjust instruction.

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

The entire staff employed three quarterly common formative assessments to monitor student achievement and adjust instruction.

### **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

| Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)        |
|--|
|  |
| Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)   |
|  |
| Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)   |
|  |
| Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)  |
|  |
| Teaching and Learning  |
| Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)  |
|  |
| Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)   |
|  |
| Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)  |
|  |
| Availability of standards-based instructional materials appropriate to all student groups (ESEA)   |
|  |
| Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC) |
|  |
| Opportunity and Equal Educational Access   |
| Services provided by the regular program that enable underperforming students to meet standards (ESEA)   |
|  |
|  |

| Parental Engagement  |
|--|
| Resources available from family, school, district, and community to assist under-achieving students (ESEA)   |
| 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) |
| <u>Funding</u>   |
| Services provided by categorical funds that enable underperforming students to meet standards (ESEA)   |
| Fiscal support (EPC)   |

### 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

Staff members: 8/23/18, 12/13/18, 4/25/19- discussion, presentation and progress monitoring of site goals

PTSA: 9/19/2019- Discussion and presentation of the site goals

Evidence-based educational practices to raise student achievement

Instructional Leadership Team: 8/9/18, 11/15/18, 4/4/19- Discussion, input, presentation and modes of progress monitoring of site goals

School Site Council: 8/20/19, 4/29/19, 5/14/19- Progress update, discussion of and crafting new site goals.

Parent Night: 10/24/18- presentation and discussion of Goal #3

### **Resource Inequities**

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

Discussion of adding counseling days to MS, as a result of CHKS, Bullying survey and parent input

### Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup |         |                 |                |         |               |         |  |  |  |  |  |  |
|--------------------------------|---------|-----------------|----------------|---------|---------------|---------|--|--|--|--|--|--|
|                                | Per     | cent of Enrollr | ment           | Nu      | mber of Stude | ents    |  |  |  |  |  |  |
| Student Group                  | 2015-16 | 2016-17         | 2017-18        | 2015-16 | 2016-17       | 2017-18 |  |  |  |  |  |  |
| American Indian                | 0.4%    | 0.2%            | 0.40%          | 2       | 1             | 2       |  |  |  |  |  |  |
| African American               | 2.0%    | 1.6%            | 0.40%          | 10      | 8             | 2       |  |  |  |  |  |  |
| Asian                          | 8.6%    | 8.7%            | 7.01%          | 44      | 43            | 35      |  |  |  |  |  |  |
| Filipino                       | 2.0%    | 1.6%            | 1.00%          | 10      | 8             | 5       |  |  |  |  |  |  |
| Hispanic/Latino                | 20.9%   | 19.0%           | 19.44%         | 107     | 94            | 97      |  |  |  |  |  |  |
| Pacific Islander               | 0.6%    | 1.0%            | 1.00%          | 3       | 5             | 5       |  |  |  |  |  |  |
| White                          | 58.3%   | 59.5%           | 62.12%         | 298     | 295           | 310     |  |  |  |  |  |  |
| Multiple/No Response           | 6.1%    | 1.0%            | 1.00%          | 31      | 5             | 5       |  |  |  |  |  |  |
|                                |         | To              | tal Enrollment | 511     | 496           | 499     |  |  |  |  |  |  |

### Student Enrollment Enrollment By Grade Level

|                  | Student Enrollment by Grade Level |                    |         |  |  |  |  |  |  |  |  |
|------------------|-----------------------------------|--------------------|---------|--|--|--|--|--|--|--|--|
|                  |                                   | Number of Students |         |  |  |  |  |  |  |  |  |
| Grade            | 2015-16                           | 2016-17            | 2017-18 |  |  |  |  |  |  |  |  |
| Grade 6          |                                   | 151                | 155     |  |  |  |  |  |  |  |  |
| Grade 7          |                                   | 186                | 161     |  |  |  |  |  |  |  |  |
| Grade 8          |                                   | 159                | 183     |  |  |  |  |  |  |  |  |
| Total Enrollment |                                   | 496                | 499     |  |  |  |  |  |  |  |  |

### Conclusions based on this data:

### Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment               |         |             |         |                     |         |         |  |  |  |  |
|---|---------|-------------|---------|---------------------|---------|---------|--|--|--|--|
| 2, 1, 12                                      | Num     | ber of Stud | lents   | Percent of Students |         |         |  |  |  |  |
| Student Group                                 | 2015-16 | 2016-17     | 2017-18 | 2015-16             | 2016-17 | 2017-18 |  |  |  |  |
| English Learners                              | 22      | 22          | 14      | 4.3%                | 4.4%    | 2.8%    |  |  |  |  |
| Fluent English Proficient (FEP)               | 62      | 61          | 90      | 12.1%               | 12.3%   | 18.0%   |  |  |  |  |
| Reclassified Fluent English Proficient (RFEP) | 1       | 3           | 17      | 4.2%                | 13.6%   | 77.3%   |  |  |  |  |

### Conclusions based on this data:

# CAASPP Results English Language Arts/Literacy (All Students)

|            | Overall Participation for All Students |       |       |       |                      |       |       |                           |       |       |                      |       |  |  |  |
|------------|--|-------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|----------------------|-------|--|--|--|
| Grade      |  |       |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Students Tested |       |  |  |  |
| Level      | 15-16                                  | 16-17 | 17-18 | 15-16 | 16-17                | 17-18 | 15-16 | 16-17                     | 17-18 | 15-16 | 16-17                | 17-18 |  |  |  |
| Grade 6    | 191                                    | 153   | 151   | 184   | 150                  | 150   | 184   | 150                       | 150   | 96.3  | 98                   | 99.3  |  |  |  |
| Grade 7    | 165                                    | 188   | 160   | 159   | 179                  | 155   | 159   | 179                       | 155   | 96.4  | 95.2                 | 96.9  |  |  |  |
| Grade 8    | 161                                    | 161   | 187   | 154   | 156                  | 180   | 154   | 156                       | 180   | 95.7  | 96.9                 | 96.3  |  |  |  |
| All Grades | 517                                    | 502   | 498   | 497   | 485                  | 485   | 497   | 485                       | 485   | 96.1  | 96.6                 | 97.4  |  |  |  |

|            | Overall Achievement for All Students |       |       |                        |       |                   |       |                          |       |       |                       |       |       |       |       |
|------------|--------------------------------------|-------|-------|------------------------|-------|-------------------|-------|--------------------------|-------|-------|-----------------------|-------|-------|-------|-------|
| Grade      |                                      |       |       | % Standard<br>Exceeded |       | % Standard<br>Met |       | % Standard<br>Nearly Met |       |       | % Standard<br>Not Met |       |       |       |       |
| Level      | 15-16                                | 16-17 | 17-18 | 15-16                  | 16-17 | 17-18             | 15-16 | 16-17                    | 17-18 | 15-16 | 16-17                 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 6    | 2581.                                | 2589. | 2591. | 33                     | 37.33 | 38.67             | 39    | 44.67                    | 36.00 | 23    | 12.67                 | 21.33 | 5     | 5.33  | 4.00  |
| Grade 7    | 2580.                                | 2609. | 2600. | 25                     | 30.73 | 30.32             | 39    | 48.60                    | 47.10 | 22    | 15.64                 | 14.19 | 14    | 5.03  | 8.39  |
| Grade 8    | 2606.                                | 2595. | 2615. | 29                     | 23.08 | 30.56             | 37    | 42.95                    | 41.67 | 22    | 17.95                 | 19.44 | 12    | 16.03 | 8.33  |
| All Grades | N/A                                  | N/A   | N/A   | 29                     | 30.31 | 32.99             | 38    | 45.57                    | 41.65 | 22    | 15.46                 | 18.35 | 10    | 8.66  | 7.01  |

|              | Reading  Demonstrating understanding of literary and non-fictional texts |           |       |                       |       |       |                  |       |       |  |  |  |  |  |
|--------------|--|-----------|-------|-----------------------|-------|-------|------------------|-------|-------|--|--|--|--|--|
| Overde Level | % A  | bove Stan | dard  | % At or Near Standard |       |       | % Below Standard |       |       |  |  |  |  |  |
| Grade Level  | 15-16  | 16-17     | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |  |  |  |  |  |
| Grade 6      | 31   | 40.00     | 47.33 | 55                    | 46.67 | 40.67 | 14               | 13.33 | 12.00 |  |  |  |  |  |
| Grade 7      | 28   | 41.90     | 44.52 | 52                    | 47.49 | 43.23 | 19               | 10.61 | 12.26 |  |  |  |  |  |
| Grade 8      | 37   | 35.90     | 40.00 | 45                    | 39.10 | 43.33 | 18               | 25.00 | 16.67 |  |  |  |  |  |
| All Grades   | 32   | 39.38     | 43.71 | 51                    | 44.54 | 42.47 | 17               | 16.08 | 13.81 |  |  |  |  |  |

|              | Writing Producing clear and purposeful writing |           |       |       |                       |       |       |                  |       |  |  |  |  |  |
|--------------|--|-----------|-------|-------|-----------------------|-------|-------|------------------|-------|--|--|--|--|--|
| Overde Level | % A  | bove Stan | dard  | % At  | % At or Near Standard |       |       | % Below Standard |       |  |  |  |  |  |
| Grade Level  | 15-16  | 16-17     | 17-18 | 15-16 | 16-17                 | 17-18 | 15-16 | 16-17            | 17-18 |  |  |  |  |  |
| Grade 6      | 46   | 52.00     | 49.66 | 46    | 40.67                 | 40.27 | 8     | 7.33             | 10.07 |  |  |  |  |  |
| Grade 7      | 43   | 50.28     | 47.74 | 46    | 43.58                 | 45.81 | 11    | 6.15             | 6.45  |  |  |  |  |  |
| Grade 8      | 45   | 40.38     | 42.22 | 44    | 46.15                 | 49.44 | 10    | 13.46            | 8.33  |  |  |  |  |  |
| All Grades   | 45   | 47.63     | 46.28 | 45    | 43.51                 | 45.45 | 10    | 8.87             | 8.26  |  |  |  |  |  |

|              | Listening  Demonstrating effective communication skills |           |       |        |                       |       |       |                  |       |  |  |  |  |  |
|--------------|---|-----------|-------|--------|-----------------------|-------|-------|------------------|-------|--|--|--|--|--|
| Overde Level | % A   | bove Stan | dard  | % At o | % At or Near Standard |       |       | % Below Standard |       |  |  |  |  |  |
| Grade Level  | 15-16   | 16-17     | 17-18 | 15-16  | 16-17                 | 17-18 | 15-16 | 16-17            | 17-18 |  |  |  |  |  |
| Grade 6      | 31  | 20.00     | 38.67 | 65     | 73.33                 | 55.33 | 4     | 6.67             | 6.00  |  |  |  |  |  |
| Grade 7      | 21  | 27.37     | 17.42 | 70     | 65.92                 | 74.84 | 9     | 6.70             | 7.74  |  |  |  |  |  |
| Grade 8      | 29  | 25.64     | 28.33 | 62     | 60.26                 | 64.44 | 9     | 14.10            | 7.22  |  |  |  |  |  |
| All Grades   | 27  | 24.54     | 28.04 | 66     | 66.39                 | 64.95 | 7     | 9.07             | 7.01  |  |  |  |  |  |

|              | Research/Inquiry Investigating, analyzing, and presenting information |           |       |        |                       |       |       |                  |       |  |  |  |  |  |
|--------------|---|-----------|-------|--------|-----------------------|-------|-------|------------------|-------|--|--|--|--|--|
| Overde Level | % A   | bove Stan | dard  | % At o | % At or Near Standard |       |       | % Below Standard |       |  |  |  |  |  |
| Grade Level  | 15-16   | 16-17     | 17-18 | 15-16  | 16-17                 | 17-18 | 15-16 | 16-17            | 17-18 |  |  |  |  |  |
| Grade 6      | 40  | 56.67     | 50.00 | 54     | 35.33                 | 47.33 | 6     | 8.00             | 2.67  |  |  |  |  |  |
| Grade 7      | 33  | 42.46     | 39.35 | 50     | 49.72                 | 52.26 | 17    | 7.82             | 8.39  |  |  |  |  |  |
| Grade 8      | 32  | 32.05     | 42.78 | 53     | 52.56                 | 51.11 | 14    | 15.38            | 6.11  |  |  |  |  |  |
| All Grades   | 35  | 43.51     | 43.92 | 53     | 46.19                 | 50.31 | 12    | 10.31            | 5.77  |  |  |  |  |  |

### Conclusions based on this data:

- 1. Our school wide score is 53.7 points above level 3 and in the "blue" category.
- **2.** Every at risk population except our English Learners increased and lessened the achievement gap. Goalsetting and progress monitoring our English Learner students includes shooting for "standard exceeded".
- 3. Scores improved as grade levels advanced, with the exception of 8th grade, which had minimal growth.

# CAASPP Results Mathematics (All Students)

|            | Overall Participation for All Students |          |         |                      |       |       |         |                    |       |                      |       |       |  |  |
|------------|--|----------|---------|----------------------|-------|-------|---------|--------------------|-------|----------------------|-------|-------|--|--|
| Grade      | # of St                                | udents E | nrolled | # of Students Tested |       |       | # of \$ | Students<br>Scores | with  | % of Students Tested |       |       |  |  |
| Level      | 15-16                                  | 16-17    | 17-18   | 15-16                | 16-17 | 17-18 | 15-16   | 16-17              | 17-18 | 15-16                | 16-17 | 17-18 |  |  |
| Grade 6    | 191                                    | 153      | 151     | 183                  | 150   | 150   | 183     | 150                | 150   | 95.8                 | 98    | 99.3  |  |  |
| Grade 7    | 165                                    | 188      | 160     | 159                  | 180   | 157   | 159     | 180                | 157   | 96.4                 | 95.7  | 98.1  |  |  |
| Grade 8    | 161                                    | 162      | 187     | 155                  | 157   | 180   | 155     | 157                | 180   | 96.3                 | 96.9  | 96.3  |  |  |
| All Grades | 517                                    | 503      | 498     | 497                  | 487   | 487   | 497     | 487                | 487   | 96.1                 | 96.8  | 97.8  |  |  |

|            | Overall Achievement for All Students |       |       |                        |       |       |                   |       |       |       |                   |       |                    |       |       |
|------------|--------------------------------------|-------|-------|------------------------|-------|-------|-------------------|-------|-------|-------|-------------------|-------|--------------------|-------|-------|
| Grade      | Mean                                 | Scale | Score | % Standard<br>Exceeded |       |       | % Standard<br>Met |       |       |       | Standa<br>early M |       | % Standard Not Met |       |       |
| Level      | 15-16                                | 16-17 | 17-18 | 15-16                  | 16-17 | 17-18 | 15-16             | 16-17 | 17-18 | 15-16 | 16-17             | 17-18 | 15-16              | 16-17 | 17-18 |
| Grade 6    | 2560.                                | 2565. | 2574. | 28                     | 30.67 | 40.67 | 26                | 30.00 | 21.33 | 31    | 28.00             | 24.00 | 14                 | 11.33 | 14.00 |
| Grade 7    | 2562.                                | 2604. | 2605. | 26                     | 41.11 | 44.59 | 25                | 23.33 | 24.20 | 30    | 24.44             | 19.11 | 19                 | 11.11 | 12.10 |
| Grade 8    | 2597.                                | 2612. | 2626. | 36                     | 40.76 | 45.56 | 19                | 22.29 | 16.67 | 24    | 17.83             | 22.78 | 21                 | 19.11 | 15.00 |
| All Grades | N/A                                  | N/A   | N/A   | 30                     | 37.78 | 43.74 | 24                | 25.05 | 20.53 | 28    | 23.41             | 21.97 | 18                 | 13.76 | 13.76 |

|              | Concepts & Procedures Applying mathematical concepts and procedures |       |       |    |       |       |    |       |       |  |  |  |  |  |
|--------------|---|-------|-------|----|-------|-------|----|-------|-------|--|--|--|--|--|
| Overde Level | % Above Standard % At or Near Standard % Below Standard             |       |       |    |       |       |    |       |       |  |  |  |  |  |
| Grade Level  | Grade Level 15-16 16-17 17-18 15-16 16-17 17-18 15-16 16-17 17-     |       |       |    |       |       |    |       |       |  |  |  |  |  |
| Grade 6      | 34  | 39.33 | 46.67 | 39 | 42.00 | 30.00 | 26 | 18.67 | 23.33 |  |  |  |  |  |
| Grade 7      | 32  | 55.00 | 54.78 | 38 | 30.00 | 27.39 | 30 | 15.00 | 17.83 |  |  |  |  |  |
| Grade 8      | Grade 8 37 47.77 51.11 37 28.66 32.22 25 23.57 16.67                |       |       |    |       |       |    |       |       |  |  |  |  |  |
| All Grades   |   |       |       |    |       |       |    |       |       |  |  |  |  |  |

| Using         | Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems |       |       |       |       |       |       |       |       |  |  |  |  |  |
|---------------|---|-------|-------|-------|-------|-------|-------|-------|-------|--|--|--|--|--|
| One de l'avel | % Above Standard % At or Near Standard % Below Standard   |       |       |       |       |       |       |       |       |  |  |  |  |  |
| Grade Level   | 15-16   | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |  |  |  |  |  |
| Grade 6       | 23  | 28.00 | 38.67 | 61    | 60.67 | 45.33 | 15    | 11.33 | 16.00 |  |  |  |  |  |
| Grade 7       | 31  | 38.33 | 42.04 | 46    | 40.00 | 42.04 | 23    | 21.67 | 15.92 |  |  |  |  |  |
| Grade 8       | rade 8 37 43.31 45.56 46 37.58 40.56 17 19.11 13.89   |       |       |       |       |       |       |       |       |  |  |  |  |  |
| All Grades    | 30  | 36.76 | 42.30 | 52    | 45.59 | 42.51 | 18    | 17.66 | 15.20 |  |  |  |  |  |

|              | Communicating Reasoning Demonstrating ability to support mathematical conclusions |       |       |       |       |       |       |       |       |  |  |  |  |  |
|--------------|---|-------|-------|-------|-------|-------|-------|-------|-------|--|--|--|--|--|
| Overde Level | % Above Standard  |       |       |       |       |       |       |       |       |  |  |  |  |  |
| Grade Level  | 15-16   | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |  |  |  |  |  |
| Grade 6      | 33  | 29.33 | 41.33 | 55    | 55.33 | 37.33 | 12    | 15.33 | 21.33 |  |  |  |  |  |
| Grade 7      | 31  | 44.44 | 43.95 | 50    | 43.89 | 45.22 | 19    | 11.67 | 10.83 |  |  |  |  |  |
| Grade 8      | Grade 8 35 42.04 40.56 44 40.13 44.44 21 17.83 15.00                              |       |       |       |       |       |       |       |       |  |  |  |  |  |
| All Grades   | ades 33 39.01 41.89 50 46.20 42.51 17 14.78 15.61                                 |       |       |       |       |       |       |       |       |  |  |  |  |  |

### Conclusions based on this data:

- 1. Math SBAC scores rose across the board, with the exception of English Learners which held steady. Students with disabilities, Socio economically disadvantaged, Hispanic, White, Asian all had huge increases, only our English Learner population maintained their performance and did not improve. The addition of a new common core aligned curriculum and additional supplemental curriculum to support our struggling students should have a positive impact.
- 2. School wide Math placement is "blue" with a score of 35.9 points above level three, thats an increase of 8.9 points!
- 3. Need a school wide focus on our English Learners in ELA and Math.

### **ELPAC Results**

|                | 2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students |   |   |   |  |  |  |  |  |  |  |  |  |
|----------------|---|---|---|---|--|--|--|--|--|--|--|--|--|
| Grade<br>Level | Grade Overall Oral Language Written Language Number of                                      |   |   |   |  |  |  |  |  |  |  |  |  |
| Grade 6        | *   | * | * | * |  |  |  |  |  |  |  |  |  |
| Grade 7        | *   | * | * | * |  |  |  |  |  |  |  |  |  |
| Grade 8        | *   | * | * | * |  |  |  |  |  |  |  |  |  |
| All Grades     |   |   |   | * |  |  |  |  |  |  |  |  |  |

|            | Overall Language Number and Percentage of Students at Each Performance Level for All Students |   |   |   |   |   |   |   |          |  |  |  |  |  |  |
|------------|---|---|---|---|---|---|---|---|----------|--|--|--|--|--|--|
| Grade      |   |   |   |   |   |   |   |   |          |  |  |  |  |  |  |
| Level      | #   | % | # | % | # | % | # | % | Students |  |  |  |  |  |  |
| Grade 6    | *   | * |   |   |   |   |   |   | *        |  |  |  |  |  |  |
| Grade 7    | *   | * | * | * |   |   | * | * | *        |  |  |  |  |  |  |
| Grade 8    | *   | * |   |   |   |   |   |   | *        |  |  |  |  |  |  |
| All Grades | *   | * | * | * |   |   | * | * | *        |  |  |  |  |  |  |

|            | Oral Language  Number and Percentage of Students at Each Performance Level for All Students |   |   |   |   |   |   |   |          |  |  |  |  |  |
|------------|---|---|---|---|---|---|---|---|----------|--|--|--|--|--|
| Grade      |   |   |   |   |   |   |   |   |          |  |  |  |  |  |
| Level      | #   | % | # | % | # | % | # | % | Students |  |  |  |  |  |
| Grade 6    | *   | * | * | * |   |   |   |   | *        |  |  |  |  |  |
| Grade 7    | *   | * |   |   | * | * | * | * | *        |  |  |  |  |  |
| Grade 8    | *   | * |   |   |   |   |   |   | *        |  |  |  |  |  |
| All Grades | *   | * | * | * | * | * | * | * | *        |  |  |  |  |  |

|            | Written Language Number and Percentage of Students at Each Performance Level for All Students |   |   |   |   |   |   |   |          |  |  |  |  |  |
|------------|---|---|---|---|---|---|---|---|----------|--|--|--|--|--|
| Grade      |   |   |   |   |   |   |   |   |          |  |  |  |  |  |
| Level      | #   | % | # | % | # | % | # | % | Students |  |  |  |  |  |
| Grade 6    | *   | * |   |   |   |   |   |   | *        |  |  |  |  |  |
| Grade 7    | *   | * |   |   | * | * | * | * | *        |  |  |  |  |  |
| Grade 8    | *   | * | * | * |   |   |   |   | *        |  |  |  |  |  |
| All Grades | *   | * | * | * | * | * | * | * | *        |  |  |  |  |  |

|                | Listening Domain  Number and Percentage of Students by Domain Performance Level for All Students |   |   |   |   |   |   |  |  |  |  |  |  |
|----------------|--|---|---|---|---|---|---|--|--|--|--|--|--|
| Grade<br>Level | Grade Well Developed Somewhat/Moderately Beginning Total Number of                               |   |   |   |   |   |   |  |  |  |  |  |  |
| Grade 6        | *  | * | * | * |   |   | * |  |  |  |  |  |  |
| Grade 7        | *  | * | * | * | * | * | * |  |  |  |  |  |  |
| Grade 8        | *  | * | * | * |   |   | * |  |  |  |  |  |  |
| All Grades     | *  | * | * | * | * | * | * |  |  |  |  |  |  |

|                | Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students |   |   |   |   |   |   |  |  |  |  |  |  |
|----------------|--|---|---|---|---|---|---|--|--|--|--|--|--|
| Grade<br>Level | Grade Well Developed Somewhat/Moderately Beginning Total Number of                             |   |   |   |   |   |   |  |  |  |  |  |  |
| Grade 6        | *  | * |   |   |   |   | * |  |  |  |  |  |  |
| Grade 7        | *  | * | * | * | * | * | * |  |  |  |  |  |  |
| Grade 8        | *  | * |   |   |   |   | * |  |  |  |  |  |  |
| All Grades     | *  | * | * | * | * | * | * |  |  |  |  |  |  |

|   | Reading Domain  Number and Percentage of Students by Domain Performance Level for All Students |   |   |   |   |   |   |  |  |  |  |  |  |  |
|---|--|---|---|---|---|---|---|--|--|--|--|--|--|--|
| Grade Level Well Developed Somewhat/Moderately Beginning Total Number of Students |  |   |   |   |   |   |   |  |  |  |  |  |  |  |
| Grade 6   | *  | * |   |   |   |   | * |  |  |  |  |  |  |  |
| Grade 7   | *  | * |   |   | * | * | * |  |  |  |  |  |  |  |
| Grade 8   | *  | * | * | * |   |   | * |  |  |  |  |  |  |  |
| All Grades  | *  | * | * | * | * | * | * |  |  |  |  |  |  |  |

| Writing Domain Number and Percentage of Students by Domain Performance Level for All Students |  |   |   |   |   |                             |   |
|---|--|---|---|---|---|-----------------------------|---|
| Grade<br>Level  | Well Developed Somewhat/Moderately Beginning |   |   |   |   | Total Number of<br>Students |   |
| Grade 6   | *  | * | * | * |   |                             | * |
| Grade 7   | *  | * | * | * | * | *                           | * |
| Grade 8   |  |   | * | * |   |                             | * |
| All Grades  | *  | * | * | * | * | *                           | * |

### Conclusions based on this data:

### **Student Population**

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

| 2017-18 Student Population |                                    |                     |                 |  |  |  |
|----------------------------|------------------------------------|---------------------|-----------------|--|--|--|
| Total<br>Enrollment        | Socioeconomically<br>Disadvantaged | English<br>Learners | Foster<br>Youth |  |  |  |
| 499                        | 23.2%                              | 2.8%                | 0.8%            |  |  |  |

This is the total number of students enrolled.

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

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

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

| 2017-18 Enrollment for All Students/Student Group |     |       |  |  |  |  |  |
|---|-----|-------|--|--|--|--|--|
| Student Group Total Percentage                    |     |       |  |  |  |  |  |
| English Learners                                  | 14  | 2.8%  |  |  |  |  |  |
| Foster Youth                                      | 4   | 0.8%  |  |  |  |  |  |
| Socioeconomically Disadvantaged                   | 116 | 23.2% |  |  |  |  |  |
| Students with Disabilities                        | 3   | 0.6%  |  |  |  |  |  |

| Enrollment by Race/Ethnicity   |     |       |  |  |  |  |  |
|--------------------------------|-----|-------|--|--|--|--|--|
| Student Group Total Percentage |     |       |  |  |  |  |  |
| African American               | 2   | 0.4%  |  |  |  |  |  |
| American Indian                | 2   | 0.4%  |  |  |  |  |  |
| Asian                          | 35  | 7.0%  |  |  |  |  |  |
| Filipino                       | 5   | 1.0%  |  |  |  |  |  |
| Hispanic                       | 97  | 19.4% |  |  |  |  |  |
| Two or More Races              | 38  | 7.6%  |  |  |  |  |  |
| Pacific Islander               | 5   | 1.0%  |  |  |  |  |  |
| White                          | 310 | 62.1% |  |  |  |  |  |

### Conclusions based on this data:

### **Overall Performance**

# Academic Performance English Language Arts Blue Mathematics Blue English Learner Progress No Performance Color

### Conclusions based on this data:

- 1. We need to explore other disciplinary options than suspension in subjective cases. Need to reaffirm our site wide commitment to progressive discipline.
- 2. Work with our school resource officer to employ more home visits to have a positive impact on chronic absenteeism.

### Academic Performance English Language Arts

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

Lowest Performance



Orange



Green

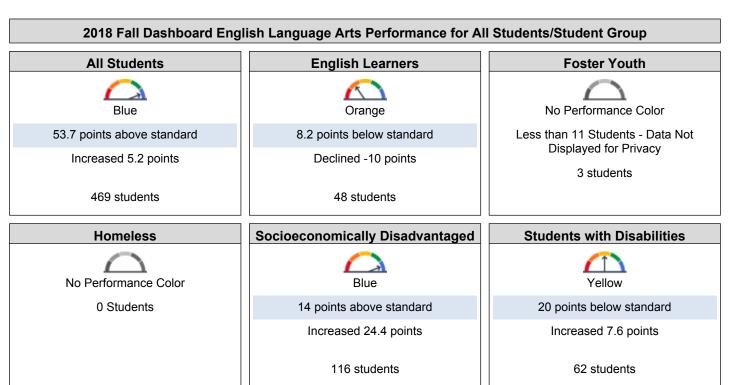
Blue

Highest Performance

This section provides number of student groups in each color.

| 2018 Fall Dashboard English Language Arts Equity Report |        |        |       |      |  |  |  |
|---|--------|--------|-------|------|--|--|--|
| Red   | Orange | Yellow | Green | Blue |  |  |  |
| 0   | 1      | 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.



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

### African American

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

2 students

### American Indian

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

2 students

### Asian



Blue

82.7 points above standard

Increased 18.7 points

32 students

### **Filipino**

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

4 students

### **Hispanic**



22.3 points above standard

Declined -3.2 points

90 students

### **Two or More Races**



53.9 points above standard

Increased 26.6 points

39 students

### Pacific Islander



No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

5 students

### White



61.9 points above standard

Increased 3.3 points

293 students

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

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

### **Current English Learner**

7.1 points above standard

Declined -11.5 points

15 students

### **Reclassified English Learners**

15.1 points below standard Increased 8.7 points

33 students

### **English Only**

59.9 points above standard

Increased 7.9 points

374 students

### Conclusions based on this data:

Need continued data analysis in real time for English Learner group, utilize more staff training in EL strategies and consider expanding the Language Review Team.

# Academic Performance Mathematics

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

Lowest Performance



Orange



Green

Blue

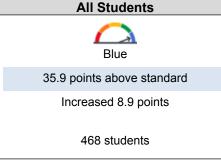
Highest Performance

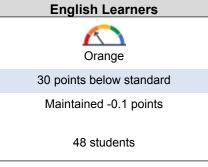
This section provides number of student groups in each color.

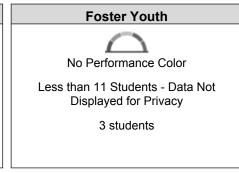
| 2018 Fall Dashboard Mathematics Equity Report |        |        |       |      |  |  |  |
|---|--------|--------|-------|------|--|--|--|
| Red   | Orange | Yellow | Green | Blue |  |  |  |
| 0   | 1      | 3      | 0     | 3    |  |  |  |

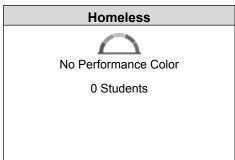
This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is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

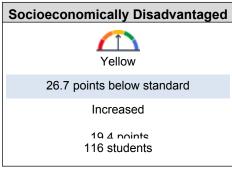
### 2018 Fall Dashboard Mathematics Performance for All Students/Student Group

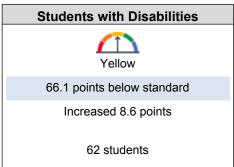












### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

### African American

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

2 students

### American Indian

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

2 students

### Asian



Blue

102.8 points above standard

Increased

40.5 noints 32 students

### Filipino

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

4 students

### Hispanic



Yellow

12.7 points below standard

Declined -17.7 points

89 students

### **Two or More Races**



Blue

39.5 points above standard

Increased

36.4 points 39 students

### Pacific Islander



No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

5 students

### White



Blue

44.6 points above standard

Increased 7.4 points

293 students

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

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

### **Current English Learner**

6.5 points above standard

Increased

17 9 noints 15 students

### **Reclassified English Learners**

46.6 points below standard

Increased 11.6 points

33 students

### **English Only**

41.1 points above standard

Increased 10.6 points

373 students

### Conclusions based on this data:

- 1. Add Hispanic Students to our watch list and data tracking. Include EL strategies in an effort to reach our Hispanic student population.
- 2. Most of our sub groups made solid improvement

# **Academic Performance English Learner Progress**

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

| 2018 Fall Dashboard English Language Proficiency Assessments for California Results |                              |                                    |                                  |                               |  |  |
|---|------------------------------|------------------------------------|----------------------------------|-------------------------------|--|--|
| Number of<br>Students   | Level 4<br>Well<br>Developed | Level 3<br>Moderately<br>Developed | Level 2<br>Somewhat<br>Developed | Level 1<br>Beginning<br>Stage |  |  |
|   | %                            | %                                  |                                  |                               |  |  |

### Conclusions based on this data:

# Academic Performance College/Career

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

| Lowest<br>Performance  | Red  | C                                  | )range    | Yel                                | low                                   | Green      |               | Blue              | Highest<br>Performance |
|--|--|------------------------------------|-----------|------------------------------------|---------------------------------------|------------|---------------|-------------------|------------------------|
| This section provide   | es number c  | of student                         | groups in | each color                         | -                                     |            |               |                   |                        |
|  |  | 2018 F                             | all Dash  | board Coll                         | ege/Career                            | Equity F   | Report        |                   |                        |
| Red  |  | Orange                             |           | Yel                                | ow                                    |            | 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. |  |                                    |           |                                    |                                       |            |               |                   |                        |
|  | 2018 F   | Fall Dashl                         | ooard Co  | ollege/Care                        | er for All S                          | tudents/   | Student G     | roup              |                        |
| All S  | tudents  |                                    |           | English l                          | _earners                              |            |               | Fost              | er Youth               |
| Hon  | neless   |                                    | Socioe    | conomical                          | ally Disadvantaged Students with Disa |            |               | vith Disabilities |                        |
|  |  |                                    |           |                                    |                                       |            |               |                   |                        |
|  |  | 2018 Fal                           | l Dashbo  | oard Colleg                        | e/Career b                            | y Race/E   | thnicity      |                   |                        |
| African Ame  | erican   | Amo                                | erican In | dian                               |                                       | Asian      |               |                   | Filipino               |
| Hispani  | С  | Two                                | or More I | Races                              | Paci                                  | fic Island | der           |                   | White                  |
| This section provide<br>Prepared.  | This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared. |                                    |           |                                    |                                       |            |               |                   |                        |
|  | :  | 2018 Fall                          | Dashboa   | ard College                        | /Career 3-                            | Year Perf  | ormance       |                   |                        |
| Class of 2016  |  |                                    |           | Class                              | of 2017                               |            | Class of 2018 |                   | s of 2018              |
| Prepared   |  |                                    |           | ared                               |                                       |            |               | repared           |                        |
| Approaching Prepared Not Prepared  |  | Approaching Prepared  Not Prepared |           | Approaching Prepared  Not Prepared |                                       |            |               |                   |                        |
|  | •  | loto:                              |           | Notii                              | cparca                                |            |               | NOC               | Теригои                |
| Conclusions base   | eu on mis o  | iaid.                              |           |                                    |                                       |            |               |                   |                        |

# Academic Engagement Chronic Absenteeism

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

Lowest Performance







Green

Blue

Highest Performance

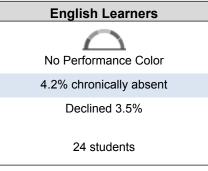
This section provides number of student groups in each color.

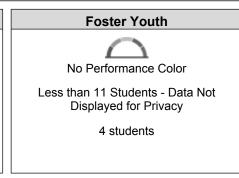
| 2018 Fall Dashboard Chronic Absenteeism Equity Report |   |   |   |   |  |  |  |
|---|---|---|---|---|--|--|--|
| Red Orange Yellow Green Blue                          |   |   |   |   |  |  |  |
| 0   | 3 | 0 | 3 | 0 |  |  |  |

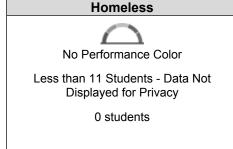
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

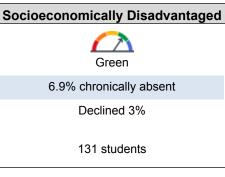
### 2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

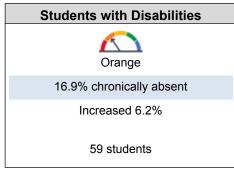
| All Students            |  |  |  |  |
|-------------------------|--|--|--|--|
| Yellow                  |  |  |  |  |
| 7.5% chronically absent |  |  |  |  |
| Maintained 0.3%         |  |  |  |  |
| 520 students            |  |  |  |  |
|                         |  |  |  |  |











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

### **African American**

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

3 students

### **American Indian**

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

3 students

### **Asian**



Orange

10.5% chronically absent

Increased 8.4%

38 students

### **Filipino**

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

5 students

### Hispanic



9.3% chronically absent

Declined 0.9%

97 students

### **Two or More Races**



10% chronically absent

Increased 1.5%

50 students

### Pacific Islander



No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

5 students

### White



6.3% chronically absent

Declined 1%

319 students

### Conclusions based on this data:

Need to monitor these students within the PLC process for the front office. Intervention early with the support of the school resource officer

# Academic Engagement Graduation Rate

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

| Lowest<br>Performance   | Red   | Orar            | ige Yell          | ow                            | Green     |              | Blue              | Highest<br>Performance |
|---|---|-----------------|-------------------|-------------------------------|-----------|--------------|-------------------|------------------------|
| This section provide  | es number c   | of student grou | ups in each color |                               |           |              |                   |                        |
|   | 2018 Fall Dashboard Graduation Rate Equity Report   |                 |                   |                               |           |              |                   |                        |
| Red   |   | Orange          | Yell              | ow                            |           | 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. |                 |                   |                               |           |              |                   |                        |
|   | 2018 F  | all Dashboar    | d Graduation Ra   | te for All S                  | Students  | /Student (   | Group             |                        |
| All Students  |   |                 | English l         | .earners                      |           | Foster Youth |                   |                        |
| Hom   | eless   | So              | ocioeconomical    | lly Disadvantaged Students wi |           |              | vith Disabilities |                        |
|   |   |                 |                   |                               |           |              |                   |                        |
|   |   | 2018 Fall Da    | shboard Gradua    | tion Rate b                   | y Race/   | Ethnicity    |                   |                        |
| African Amei  | rican   | Americ          | an Indian         |                               | Asian     |              |                   | Filipino               |
| Hispanio  |   | Two or N        | Nore Races        | Paci                          | fic Islan | der          |                   | 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. |   |                 |                   |                               |           |              |                   |                        |
|   |   | 2018 Fa         | II Dashboard G    | aduation F                    | Rate by \ | /ear         |                   |                        |
|   | 2017 2018   |                 |                   |                               |           |              |                   |                        |
| Conclusions base  | ed on this d  | lata:           |                   |                               |           |              |                   |                        |

# Conditions & Climate Suspension Rate

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

Lowest Performance









Blue

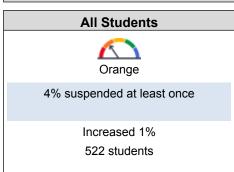
Highest Performance

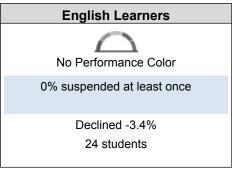
This section provides number of student groups in each color.

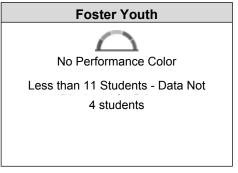
| 2018 Fall Dashboard Suspension Rate Equity Report |   |   |   |   |  |  |
|---|---|---|---|---|--|--|
| Red Orange Yellow Green Blue                      |   |   |   |   |  |  |
| 0   | 3 | 1 | 1 | 1 |  |  |

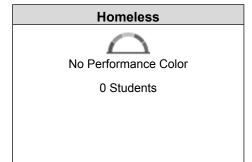
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

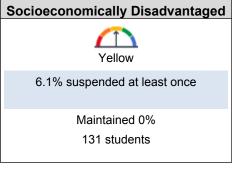
### 2018 Fall Dashboard Suspension Rate for All Students/Student Group













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

### **African American**

No Performance Color

Less than 11 Students - Data

3 students

### **American Indian**

No Performance Color

Less than 11 Students - Data

3 students

### Asian

Orange

5.3% suspended at least once

Increased 3.1% 38 students

### **Filipino**

No Performance Color

Less than 11 Students - Data
5 students

### **Hispanic**



6.2% suspended at least once

Increased 2.1% 97 students

### **Two or More Races**



0% suspended at least once

Declined -4% 50 students

### Pacific Islander

No Performance Color

Less than 11 Students - Data
5 students

### White



Orange

3.7% suspended at least once

Increased 1.5% 321 students

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

### 2018 Fall Dashboard Suspension Rate by Year

| 2016                         | 2017                       | 2018                       |
|------------------------------|----------------------------|----------------------------|
| 0.2% suspended at least once | 3% suspended at least once | 4% suspended at least once |

### Conclusions based on this data:

- 1. During this school year, we have explored and employed alternatives to suspension; more aligned to a progressive discipline model!
- 2. Will employ the new PGUSD district disciplinary matrix for 19/20 school year.
- **3.** Overall suspension rate increased by 1%. Asian, Hispanic and White students suspension rate increased by 3.1%, 2.1% and 1.5% respectively.

### Goals, Strategies, & Proposed Expenditures

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

| LEA | /L | CA | Ρ | Go | al |
|-----|----|----|---|----|----|
|-----|----|----|---|----|----|

### Goal 1

Goal: Increase by 20% the number of English Learners and Hispanic students scoring standard met/standard exceeded on the ELA and Math Smarter Balanced summative assessment between 2018/19 and 2019/20. Continue gains made by Asian Students, Low Income students and Students with Disabilities scoring standard met/standard exceeded on the ELA and Math Smarter Balanced summative assessment between 2018/19 and 2019/20.

### **Identified Need**

This year, we have identified our Hispanic students as a sub group to monitor during our Data Cycle's and Professional Learning Communities.

### 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

professional development cycle focused on using data to drive instruction. Professional Development on strategies to reach Hispanic, English Learner and students on an IEP.

### **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 allocation (\$1000) |

### Strategy/Activity 2

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

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

Hispanic, English Learner and students on an IEP.

| Strategy/Activity  |   |
|--|---|
| resources, professional development on targeted students, Low Income students and students with  |   |
| Proposed Expenditures for this Strategy/Activities the amount(s) and funding source(s) for the presource(s) using one or more of the following: LCFF applicable), Other State, and/or Local.   | oposed expenditures. Specify the funding    |
| Amount(s)  | Source(s)                                   |
|  | Site Allocation and Measure A funds         |
| Strategy/Activity 3 Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific  |   |
| Strategy/Activity  |   |
| Teacher release time to plan implementation, class Learners, Low Income students and students with   |   |
| 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)                                   |
| 800  | Site Budget (\$800)                         |
| Strategy/Activity 4 Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific student groups)  |   |
| Strategy/Activity Middle School PLC's will closely monitor the acad  | emic progress of these targeted populations |
| using common formative assessments four times a year and provide interventions if necessary.   |   |
| Proposed Expenditures for this Strategy/Activities the amount(s) and funding source(s) for the presource(s) using one or more of the following: LCFF   | oposed expenditures. Specify the funding    |

# Amount(s) Source(s) General Fund

applicable), Other State, and/or Local.

### Strategy/Activity 5

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

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

Strategy/Activity

Academic Intervention Class: Targeted intervention for our struggling Low Income students; English Learner Academic Intervention Class: Targeted intervention for our Struggling English Learners.

### 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 (\$10,000) Title III funds    |
| Strategy/Activity 6 Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific   |  |
| Strategy/Activity   |  |
| Middle School Math Coach  |  |
| Proposed Expenditures for this Strategy/Activi List the amount(s) and funding source(s) for the presource(s) using one or more of the following: LCFF applicable), Other State, and/or Local. | oposed expenditures. Specify the funding |
| Amount(s)   | Source(s)                                |
|   |  |
|   | General Fund                             |

### Strategy/Activity 7

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

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

Strategy/Activity

Add a section for RTI grade 6 and AVID 7 to support incoming struggling students.

### 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   |
|--|--|
| Strategy/Activity 8 Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific  |  |
| academic behaviors like note-taking, summarizing   | ses (AIC, Learning Center, ELD) to teach specific g, paraphrasing, using Google Classroom, test ch, etc. and add a parent information component! |
| Proposed Expenditures for this Strategy/Activ List the amount(s) and funding source(s) for the p source(s) using one or more of the following: LCF applicable), Other State, and/or Local. |  |
| Amount(s)  | Source(s)  |
|  | ILT Stipends   |
| Strategy/Activity 9 Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific Strategy/Activity  |  |
| Continue embedded math intervention sections a   | t grades 6-8, to support math understanding.   |
| applicable), Other State, and/or Local.  |  |
| Amount(s)  | Source(s)  |
|  | General Fund   |
| Strategy/Activity 10 Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific   |  |
| Strategy/Activity ELD standards training from Director of Curriculus   | m and Instruction.   |

**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 |

### **Annual Review**

SPSA Year Reviewed: 2018-19

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.

We will begin our PLC process and look at these at risk student groups separately and collaboratively, and monitoring their achievement will be a permanent part of our PLC cycle.

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 made us shift our focus to include our Hispanic student group.

### 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

Goal: All of the Math Cohort who are currently enrolled in Math 180 and the Transitional Math Classes will increase their scores on SBAC aligned assessments and benchmark SMI (Scholastic Math Inventory) scores as well as the Summative test comparing 2018-2019 and 2019-2020.

### **Identified Need**

Monitoring and closing the Math achievement gap with our students who are two or more grade levels behind and ensuring their access to grade level math curriculum.

### **Annual Measurable Outcomes**

| Metric/Indicator                     | Baseline/Actual Outcome | Expected Outcome |
|--------------------------------------|-------------------------|------------------|
| quarterly benchmarks, SMI assessment |                         |                  |

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)

Math 180 and Transitional Math cohort

### Strategy/Activity

Students will be evaluated to see if they should be placed in Math 180 or our embedded Math intervention 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) |
|-----------|-----------|
|           |           |
|           |           |
|           | Measure A |

### Strategy/Activity 2

Students to be Served by this Strategy/Activity

| (Identify either All Students or one or more specific   | student groups)                              |
|---|--|
| Strategy/Activity   |  |
| Student Math assessment data will be monitored t effectiveness.   | to ensure proper placement and program       |
| Proposed Expenditures for this Strategy/Activit<br>List the amount(s) and funding source(s) for the prosource(s) using one or more of the following: LCFF applicable), Other State, and/or Local. | oposed expenditures. Specify the funding     |
| Amount(s)   | Source(s)                                    |
|   | District funds                               |
| Stratogy/Activity 2   |  |
| Strategy/Activity 3 Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific   |  |
| Strategy/Activity   |  |
| Math 180 teachers will continue to receive support 180.   | t and coaching in the implementation of Math |
| Proposed Expenditures for this Strategy/Activity List the amount(s) and funding source(s) for the prosource(s) using one or more of the following: LCFF applicable), Other State, and/or Local.   | oposed expenditures. Specify the funding     |
| 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   |  |
| Strategy/Activity   | (410) 5 1 1111                               |
| Students will attend Academic Intervention Class  | (AIC) for additional math support.           |
| Proposed Expenditures for this Strategy/Activity List the amount(s) and funding source(s) for the presource(s) using one or more of the following: LCFF applicable), Other State, and/or Local.   | oposed expenditures. Specify the funding     |
| Amount(s)   | Source(s)                                    |
|   | Site Funds: \$10,000                         |

### Strategy/Activity 5

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

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

### Strategy/Activity

Monitoring and gaining data from transitional Math class to bridge the gap between Math 180 and grade level math content.

### 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)

### 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).

### 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)

### Strategy/Activity

Utilize Math Coach Kate Galloway to participate in the quarterly Professional Learning Community cycle with our Math department. Areas of emphasis and professional support will be:

Number talks

Data analysis/ Learning target selection

**Common Formative Assessment** 

Targeted Intervention tools for struggling students

Focus on Collaborative work (supports the 8 Mathematical Practices)

| applicable), Other State, and/or Local.  | ng: LCFF, Federal (if Federal identify the Title and Part, as  |
|--|--|
| Amount(s)  | Source(s)  |
|  | General Fund   |
|  | General Fullu  |
| Strategy/Activity 8 Students to be Served by this Strategy/ (Identify either All Students or one or more Strategy/Activity |  |
| Students may utilize Math Academic Inter   | rvention Class for additional support and access.  |
| ` ,  | yy/Activity for the proposed expenditures. Specify the funding ng: LCFF, Federal (if Federal identify the Title and Part, as |

Source(s)

No funding necessary; master schedule change

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding

**Proposed Expenditures for this Strategy/Activity** 

applicable), Other State, and/or Local.

Amount(s)

### 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

Students will have access to a variety of programs, special events, and activities that provide motivation and support for academics, climate, and culture of the school.

### **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 continuing discussion regarding school safety.

### **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)

All students

### Strategy/Activity

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.

### 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 Allocation |

### 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 annual basis.   |            |  |  |  |
| 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 2018/2019 California Healthy Kids Survey to identify levels of satisfaction students feel about our school. Staff wide research and selection of a character program to be purchased and utilized for the 2019/2020 school year. Continue to utilize bi-annual Olweus Survey on Bullying. |            |  |  |  |
| Eight staff members to attend a training at the Monterey County Office of Education called Social Emotional Learning presented by Doug Fisher.  |            |  |  |  |
| 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 |  |  |  |
| 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   |            |  |  |  |

| F, Federal (if Federal identify the Title and Part, as   |
|--|
| Source(s)  |
|  |
| Site Funds: \$500  |
| c student groups)  |
|  |
|  |
| be implemented for the 2019/2020 school year.  |
| ity<br>roposed expenditures. Specify the funding<br>F, Federal (if Federal identify the Title and Part, as |
| Source(s)  |
| Site funds: \$1000-\$2000  |
| ,<br>c student groups)   |
| <b>G</b> , ,   |
|  |
| c program to be run out of PE classes.   |
| ity<br>roposed expenditures. Specify the funding<br>F, Federal (if Federal identify the Title and Part, as |
| Source(s)  |
|  |
| Site Funds: \$200  |
|  |

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding

**Proposed Expenditures for this Strategy/Activity** 

Students to be Served by this Strategy/Activity

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

Strategy/Activity 7

## 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. 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. Source(s) Amount(s) Site Funds: \$400 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. 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: \$300 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.

#### 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.  |  |
|  | NO COSt.  |  |
| Strategy/Activity 10 Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific   |           |  |
| All students   |           |  |
| Strategy/Activity  |           |  |
| Student Bullying survey instituted quarterly beginning with the end of quarter 1. Results will be analyzed to take appropriate action(s).  |           |  |
| 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: 2018-19

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.

Mixed results, some of our indicators on the California Healthy Kids Survey trended in the right direction such as improvement in responses to harassment/bullying. However, student response declined overall in the area of overall School Climate Index and Chronic Sadness/Hopelessness.

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

The addition of a character program

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   |  |
|-----------------|--|
|                 |  |
|                 |  |
| 01 4            |  |
| Goal 4          |  |
|                 |  |
|                 |  |
|                 |  |
| 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)

## 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       | \$     |

### 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 (\$)

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

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

## **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
- 1 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members
- 2 Secondary Students

| Name of Members | Role |
|-----------------|------|
|                 |      |

| Fatima Silva-Gambello | Parent or Community Member           |
|-----------------------|--------------------------------------|
| Dana Marshall         | Parent or Community Member           |
| Mary Ann Fort         | Classroom Teacher                    |
| Sean Roach            | Principal Parent or Community Member |
| Patti Odell           | Other School Staff                   |
| Patrick Godfrey       | Parent or Community Member           |
| Melody Roach          | Secondary Student                    |
| Meena Coleman         | Secondary Student                    |
| Katie Ryan            | Parent or Community Member           |
| Luciana Morgan        | Parent or Community Member           |
| Summer Wright         | Parent or Community Member           |
| Dana Jones            | Parent or Community Member           |
| Ragni Coleman         | Parent or Community Member           |
| Nicole Miller         | 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 5/14/2019.

Attested:

Principal, Sean Roach on 5/14/19

SSC Chairperson, Fatima Silva-Gambello on 5/14/19

### Instructions

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

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

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

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

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

### Instructions: Linked Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

**Budget Summary** 

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning

Requirements

Appendix C: Select State and Federal Programs

For additional guestions 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 <a href="ITTLEI@cde.ca.gov">ITTLEI@cde.ca.gov</a>.

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 LEAand 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—
        - 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
        - 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).
  - 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:

- 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);
- 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 <a href="https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf">https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf</a>);
- 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:

- 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
- 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" <a href="https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf">https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf</a>.)

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: <a href="https://www.cde.ca.gov/fg/aa/co/">https://www.cde.ca.gov/fg/aa/co/</a>
ESSA Title I, Part A: School Improvement: <a href="https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp">https://www.cde.ca.gov/fg/sw/t1/schoolsupport.asp</a>
Available Funding: <a href="https://www.cde.ca.gov/fg/fo/af/">https://www.cde.ca.gov/fg/fo/af/</a>

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