

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Twin Peaks Middle School	37682966070866	October 7, 2019	November 14, 2019

School Vision and Mission

A community working together to build success and inspire every child, every day.

School Profile

Twin Peaks Middle School is a diverse community comprised of roughly 1,250 adolescent learners. We take pride in working together to build success and inspire every child, every day. This mission statement is the foundation for our staff's commitment towards continual growth and improvement in instructional design and practices, school safety policies and procedures, and is evident in our overall school culture. To align our school focus with the district's 2019-20 initiatives, our site has developed a theory of action focused on increasing student engagement through personalized learning and differentiated instruction. We believe that much of this engagement will be dependent upon the assignment of rigorous learning tasks that are clearly articulated via explicit learning intentions and success criteria. Twin Peaks is a proud Specialized Academic Instruction (SAI) model school in which all students are treated as general education students first. Students of all ability levels are supported with appropriate scaffolding and opportunities for extended learning. As an AVID Site of Distinction, we value and implement research-based strategies school-wide. These strategies help to ensure that each and every student has equitable access to a rich core curriculum that promotes academic discourse, critical thinking, and inquiry.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA is a joint effort between school staff, parents, students, and other stakeholder groups including the School Site Council, the PTSA, TPMS Foundation, the English Learner Advisory Committee, and the Associated Student Body. Progress towards goals established for the prior school year was shared at regular meetings and constituents provided input that helped to shape our current goals. In addition to feedback provided by formalized groups and committees, this plan reflects individual stakeholder input provided via Thoughtexchange, and site-based student and staff surveys.

School and Student Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.4%	0.25%	0.08%	5	3	1
African American	1.9%	1.75%	1.63%	22	21	20
Asian	5.7%	5.83%	6.92%	67	70	85
Filipino	2.7%	3.08%	2.44%	32	37	30
Hispanic/Latino	22.4%	21.67%	21.89%	262	260	269
Pacific Islander	0.3%	0.50%	0.57%	4	6	7
White	59.2%	58.83%	58.18%	692	706	715
Multiple/No Response	1.1%	1.17%	1.06%	13	14	13
Total Enrollment				1,170	1200	1,229

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Grade 6	402	413	400
Grade 7	373	413	419
Grade 8	395	374	410
Total Enrollment	1,170	1,200	1,229

Conclusions based on this data:

1. Overall enrollment has increased by approximately 5% over the last three years.
2. Enrollment by ethnicity has remained fairly stable over the last 3 years
3. While enrollment has remained stable in 6th grade, the number of students in 7th and 8th grades has increased.

School and Student Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	108	106	95	9.2%	8.8%	7.7%
Fluent English Proficient (FEP)	147	145	146	12.6%	12.1%	11.9%
Reclassified Fluent English Proficient (RFEP)	11	16	11	10.9%	14.8%	10.4%

Conclusions based on this data:

1. The English Learner population has declined slightly over each of the last three years.

Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	390	405	394	382	396	380	382	396	381	97.9	97.8	96.4
Grade 7	367	401	407	350	389	397	350	389	397	95.4	97	97.5
Grade 8	393	372	396	373	341	383	373	341	383	94.9	91.7	96.7
All	1150	1178	1197	1105	1126	1160	1105	1126	1161	96.1	95.6	96.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2562.	2570.	2554.	24.08	31.82	27.11	41.62	40.91	36.32	23.30	14.39	19.47	10.99	12.88	17.11
Grade 7	2569.	2589.	2572.	22.29	25.71	23.17	37.71	45.50	39.29	23.14	17.48	19.65	16.86	11.31	17.88
Grade 8	2603.	2572.	2593.	23.32	18.48	22.98	44.50	36.07	39.69	22.52	25.81	25.33	9.65	19.65	12.01
All Grades	N/A	N/A	N/A	23.26	25.67	24.40	41.36	41.03	38.45	22.99	18.92	21.47	12.40	14.39	15.69

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	31.15	38.13	36.41	52.09	43.94	40.63	16.75	17.93	22.96	
Grade 7	32.00	32.39	30.48	42.00	48.33	43.83	26.00	19.28	25.69	
Grade 8	34.85	26.10	30.55	44.50	46.33	49.61	20.64	27.57	19.84	
All Grades	32.67	32.50	32.44	46.33	46.18	44.69	21.00	21.31	22.86	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	34.03	39.39	25.86	50.52	45.71	59.10	15.45	14.90	15.04
Grade 7	33.43	43.70	36.02	50.57	45.76	52.90	16.00	10.54	11.08
Grade 8	38.87	29.50	32.38	49.33	47.49	57.70	11.80	23.01	9.92
All Grades	35.48	37.90	31.49	50.14	46.26	56.51	14.39	15.84	11.99

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	23.82	24.75	21.64	67.02	64.65	66.23	9.16	10.61	12.14
Grade 7	18.00	20.82	15.62	66.29	66.32	70.28	15.71	12.85	14.11
Grade 8	26.27	20.82	21.93	65.15	63.93	70.23	8.58	15.25	7.83
All Grades	22.81	22.20	19.67	66.15	65.01	68.94	11.04	12.79	11.39

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	41.36	49.49	40.11	46.60	42.93	44.33	12.04	7.58	15.57
Grade 7	39.14	45.76	36.27	47.14	44.22	45.34	13.71	10.03	18.39
Grade 8	40.48	37.06	34.20	50.40	45.00	48.04	9.12	17.94	17.75
All Grades	40.36	44.44	36.84	48.05	44.00	45.90	11.58	11.56	17.26

Conclusions based on this data:

1. In 2018-19, the percentage of 6th grade students who met or exceeded the standard in English Language Arts decreased by 9.3%.
2. In 2018-19, the percentage of 7th grade students who met or exceeded the standard in English Language Arts decreased by 8.75%.
3. In 2018-19, the percentage of 8th grade students who met or exceeded the standard in English Language Arts increased by 8.1%.

Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	390	405	394	382	396	382	382	396	382	97.9	97.8	97
Grade 7	367	401	406	346	387	393	346	387	393	94.3	96.5	96.8
Grade 8	393	372	395	372	338	380	372	338	380	94.7	90.9	96.2
All	1150	1178	1195	1100	1121	1155	1100	1121	1155	95.7	95.2	96.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2559.	2556.	2535.	26.96	26.77	25.13	25.92	28.79	24.35	32.20	28.28	23.82	14.92	16.16	26.70
Grade 7	2559.	2579.	2581.	26.88	27.91	31.30	20.81	31.01	29.26	27.46	25.58	21.12	24.86	15.50	18.32
Grade 8	2611.	2581.	2620.	39.25	34.62	42.63	25.00	13.91	24.47	18.01	23.67	16.58	17.74	27.81	16.32
All Grades	N/A	N/A	N/A	31.09	29.53	32.99	24.00	25.07	26.06	25.91	25.96	20.52	19.00	19.45	20.43

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	33.25	32.58	29.92	42.67	41.16	35.96	24.08	26.26	34.12	
Grade 7	33.53	40.05	39.69	32.37	35.92	36.13	34.10	24.03	24.17	
Grade 8	48.66	39.05	52.89	31.18	29.59	28.68	20.16	31.36	18.42	
All Grades	38.55	37.11	40.81	35.55	35.86	33.62	25.91	27.03	25.56	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	30.63	34.60	28.80	51.05	43.94	45.55	18.32	21.46	25.65
Grade 7	33.53	34.88	39.19	42.20	48.06	46.06	24.28	17.05	14.76
Grade 8	44.09	35.21	43.16	32.80	39.94	40.79	23.12	24.85	16.05
All Grades	36.09	34.88	37.06	42.09	44.16	44.16	21.82	20.96	18.79

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	29.32	29.29	27.03	50.52	47.22	41.47	20.16	23.48	31.50
Grade 7	25.14	28.17	30.79	55.20	56.59	53.44	19.65	15.25	15.78
Grade 8	36.29	33.14	37.89	47.31	42.60	47.89	16.40	24.26	14.21
All Grades	30.36	30.06	31.89	50.91	49.06	47.66	18.73	20.87	20.45

Conclusions based on this data:

1. In 2018-19, the percentage of 6th grade students who met or exceeded the standard in mathematics decreased by 5.95%.
2. In 2018-19, the percentage of 7th grade students who met or exceeded the standard in mathematics increased by 1.64%.
3. In 2018-19, the percentage of 8th grade students who met or exceeded the standard in mathematics increased by 18.57%.

Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1505.7		1514.6		1496.4		31	
Grade 7	1557.2		1558.2		1555.7		33	
Grade 8	1538.9		1529.3		1548.0		30	
All Grades							94	

Overall Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	35.48	*	*	*	*	*	31	21
7	57.58	*	36.36	44	*	*	*	*	33	25
8	56.67	*	*	*	*	*	*	*	30	19
All Grades	48.94		31.91		*		*		94	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	45.16	*	35.48	*	*	*	*	*	31	21
7	72.73	*	*	*	*	*	*	*	33	25
8	66.67	*	*	*	*	*	*	*	30	19
All Grades	61.70		26.60		*		*		94	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	35.48	*	*	*	*	*	31	21
7	42.42	*	*	*	33.33	*	*	*	33	25
8	56.67	*	*	*	*	*	*	*	30	19
All Grades	36.17		21.28		28.72		13.83		94	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	38.71	*	38.71	*	*	*	31	21
7	60.61	*	36.36	52	*	*	33	25
8	53.33	*	36.67	*	*	*	30	19
All Grades	51.06		37.23		11.70		94	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	61.29	*	*	52.38	*	*	31	21
7	87.88	48	*	*	*	*	33	25
8	73.33	57.89	*	*	*	*	30	19
All Grades	74.47		17.02		*		94	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	54.84	52.38	31	21
7	42.42	*	*	*	42.42	52	33	25
8	56.67	*	*	57.89	*	*	30	19
All Grades	38.30		19.15		42.55		94	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	61.29	61.9	*	*	31	21
7	*	*	66.67	72	*	*	33	25
8	36.67		53.33	94.74	*	*	30	19
All Grades	29.79		60.64		*		94	

Note: The California Department of Education adjusted the ELPAC Scale Score and Achievement Level thresholds for 2018-19.

Conclusions based on this data:

1. The reading domain is an area of need for our English Learners. The number of students performing at "well developed" declined from the previous year.
2. Due to the large number of students who reclassified over the last year, overall student performance declined.

Student Performance Data

Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
African American	25	21	20	0	1	2	0.0	4.8	11
American Indian or Alaskan	*	*	*	1	1	*	*	*	*
Asian	69	71	85	2	0	3	2.9	0.0	4
Filipino	32	37	24	1	2	1	3.1	5.4	3
Hispanic or Latino	271	270	269	13	20	27	4.8	7.5	9
Did not Report	15	14	13	1	0	1	6.7	0.0	5
Pacific Islander	*	*	*	1	1	*	*	*	*
Two or More Races	74	83	95	4	5	6	5.4	6.0	5
White	718	727	715	36	46	49	5.0	6.4	7
Male	638	654		31	44		4.9	6.8	
Female	575	578		26	30		4.5	5.2	
English Learners	113	110	95	3	6	8	2.7	5.6	11
Students with Disabilities	182	178		18	19	29	9.9	10.8	16
Socioeconomically	252	307	288	18	28	45	7.1	9.2	14
Migrant									
Foster	*	*		1	1		*	*	
Homeless	15	22		3	4		20.0	18.2	
Kindergarten									
Grades 1-3									
Grades 4-6	416	420		20	16		4.8	3.8	
Grades 7-8	797	812		37	58		4.6	7.2	
Grades K-8	1,213	1,232		57	74		4.7	6.1	
Grades 9-12									
Ungraded Elementary/Secondary									
Total	1,213	1,232	1229	57	74	89	4.7	6.1	7

Conclusions based on this data:

- Overall chronic absenteeism increased by 1% during the 2018-19 school year, to 7%.
- Over 10% of students with disabilities missed more than 16% of the 2018-19 school year.
- The percentage of Educationally Disadvantaged Youth who were chronically absent during the 2018-19 school year increased by 5%.

Student Performance Data

Suspension Data

	2016-17	2017-18	2018-19
Suspensions Rate	2.0	2.8	2.5

Conclusions based on this data:

1. Based on preliminary 2018-2019 discipline statistics, the total suspension rate declined by .3%.

Student Performance Data

Graduation Rate

	2016-17	2017-18	2018-19
Graduation Rate			

Conclusions based on this data:

1. Does not apply to Twin Peaks Middle School, as our students promote to high school.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

1. Support high-quality teachers in their implementation of an articulated California standards-based curriculum, instruction, and assessment to ensure College and Career Readiness and Citizenship for all students, TK-12.

Goal 1: Mathematics

2019-2020 CAASPP Mathematics performance will reflect a 10% increase in the number of "All Students" meeting or exceeding the standard. The percentage of students in the following specific groups (African American, Hispanic or Latino, EDY, English Learner, and Students with Disabilities) will increase by 15%.

Identified Need

This goal was established based on the analysis of 2018-19 CAASPP Mathematics performance of all students as well as the following specific groups: African American, Hispanic or Latino, EDY, English Learner and Students with Disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide 2018-19 CAASPP Mathematics scores for All Students.	2018-19 CAASPP Mathematics data shows 59% of "All Students" met or exceeded the standard.	The percentage of "All Students" meeting or exceeding the standard on the CAASPP Mathematics test will increase to 69%.
English Learner 2018-19 CAASPP Mathematics scores for English Learners.	2018-19 CAASPP Mathematics data shows 5% of English Learners met or exceeded the standard.	The percentage of English Learners meeting or exceeding the standard on the CAASPP Mathematics test will increase to 20%.
EDY/Title I 2018-19 CAASPP Mathematics scores for EDY students.	2018-19 CAASPP Mathematics data shows 34% of EDY students met or exceeded the standard.	The percentage of EDY students meeting or exceeding the standard on the CAASPP Mathematics test will increase to 49%.
Student with Disabilities 2018-19 CAASPP Mathematics scores for Students with Disabilities	2018-19 CAASPP Mathematics data shows 12% of Students with Disabilities met or exceeded the standard.	The percentage of Students with Disabilities meeting or exceeding the standard on the CAASPP Mathematics test will increase to 27%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
African American 2018-19 CAASPP Mathematics scores for African American students.	2018-19 CAASPP Mathematics data shows 33% of African American students met or exceeded the standard.	The percentage of African American students meeting or exceeding the standard on the CAASPP Mathematics test will increase to 48%.
Hispanic or Latino 2018-19 CAASPP Mathematics scores for Hispanic or Latino students.	2018-19 CAASPP Mathematics data shows 39% of Hispanic or Latino students met or exceeded the standard.	The percentage of Hispanic or Latino students meeting or exceeding the standard on the CAASPP Mathematics test will increase to 54%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Pilot Specialized Academic Instruction (SAI) to ensure the academic needs of our special education students are addressed in the least restrictive environment and exposed to grade level standards, and supported as they engage with rigorous learning tasks.

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)

Educationally Disadvantaged Youth

English Learners

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

School-wide professional development will be based on Fisher and Frey's *Teacher Clarity Playbook: A Hands-on Guide to Creating Learning Intentions and Success Criteria for Organized, Effective Instruction*. Instructional Team Leaders will facilitate this learning through nine modules with video support modeling the professional dialogue required to successfully accomplish this work. Existing RtI Essential Standards Charts will serve as the basis for this work. Teams will analyze CAASPP performance data and select 3 learning targets to further guide their work for this school year. CAASPP Interim Assessment Blocks aligned with selected learning targets and supported by the CAASPP Digital Library will be used as a formative assessment to monitor progress.

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)

0

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Additional hours for bilingual instructional assistant to work supporting students with mathematics.

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)

1250

English Learners
2000-2999: Classified Personnel Salaries

450

English Learners
3000-3999: Employee Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

EDY Students

Strategy/Activity

Before and after school academic support to be provided by certificated staff in the area of mathematics.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries
1420	Educationally Disadvantaged Youth 3000-3999: Employee Benefits

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

1. Support high-quality teachers in their implementation of an articulated California standards-based curriculum, instruction, and assessment to ensure College and Career Readiness and Citizenship for all students, TK-12.

Goal 2: English Language Arts

2019-2020 CAASPP English Language Arts performance will reflect a 10% increase in the number of "All Students" meeting or exceeding the standard. The percentage of students in the following specific groups (African American, Hispanic or Latino, EDY, English Learner, and Students with Disabilities) will increase by 15%.

Identified Need

This goal was established based on the analysis of 2018-19 CAASPP English Language Arts performance of all students as well as the following specific groups: African American, Hispanic or Latino, EDY, English Learner and Students with Disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide 2018-19 CAASPP English Language Arts scores for All Students.	2018-19 CAASPP English Language Arts data shows 62% of "All Students" met or exceeded the standard.	The percentage of "All Students" meeting or exceeding the standard on the CAASPP English Language Arts test will increase to 72%.
English Learner 2018-19 CAASPP English Language Arts scores for English Language Learners.	2018-19 CAASPP English Language Arts data shows 8% of "English Learners" met or exceeded the standard.	The percentage of English Learners meeting or exceeding the standard on the CAASPP English Language Arts test will increase to 23%.
EDY/Title I 2018-19 CAASPP English Language Arts scores for EDY students.	2018-19 CAASPP English Language Arts data shows 44% of "EDY Students" met or exceeded the standard.	The percentage of EDY Learners meeting or exceeding the standard on the CAASPP English Language Arts test will increase to 59%.
Student with Disabilities 2018-19 CAASPP English Language Arts scores for students with disabilities.	2018-19 CAASPP English Language Arts data shows 11% of "All Students with Disabilities" met or exceeded the standard.	The percentage of students with disabilities meeting or exceeding the standard on the CAASPP English Language Arts test will increase to 26%.
African American Students 2018-19 CAASPP English	2018-19 CAASPP English Language Arts data shows 53% of "All African American	The percentage of African American students meeting or exceeding the standard on the

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Language Arts scores for African American students.	Students" met or exceeded the standard.	CAASPP English Language Arts test will increase to 68%.
Latino Students 2018-19 CAASPP English Language Arts scores for All Students.	2018-19 CAASPP English Language Arts data shows 47% of "All Latino Students" met or exceeded the standard.	The percentage of Latino Learners meeting or exceeding the standard on the CAASPP English Language Arts test will increase to 65%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

We will improve our support of English Learners via explicit Tier 1 instruction delivered by CLAD certified general education teachers and designated support delivered in our ELD Ram class. The ELD coordinator and ELD Ram teacher will attend the 6-day research-based Project GLAD training (an instructional model for accelerating language acquisition through grade-level content) and then build the capacity of our collective staff by sharing additional strategies for supporting English Learners in the acquisition of English.

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)
	Educationally Disadvantaged Youth
2050	English Learners 5000-5999: Services And Other Operating Expenditures Project GLAD 2-Day Research and Theory Workshop and 4-Day Demonstration Site Training
1050	English Learners 1000-1999: Certificated Personnel Salaries Certificated substitutes required for teachers attending Project GLAD and 1 follow-up release day with Meadowbrook Middle School team.
500	English Learners 3000-3999: Employee Benefits

	Benefits associated with substitutes for personnel participating in Project GLAD.
600	English Learners 7000-7439: Other Outgo Mileage and meals associated with Project GLAD.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Pilot Specialized Academic Instruction (SAI) to ensure the academic needs of our special education students are addressed in the least restrictive environment, exposed to grade level standards, and supported as they engage with rigorous learning tasks.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

School-wide professional development will based on Fisher and Frey's *Teacher Clarity Playbook: A Hands-on Guide to Creating Learning Intentions and Success Criteria for Organized, Effective Instruction*. Instructional Team Leaders will facilitate this learning through nine modules with video support modeling the professional dialogue required to successfully accomplish this work. Existing RtI Essential Standards Charts will serve as the basis for this work. Teams will analyze CAASPP performance data and select 3 learning targets to further guide their work for this school year. CAASPP Interim Assessment Blocks aligned with selected learning targets and supported by the CAASPP Digital Library will be used as a formative assessment to monitor progress.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Additional hours for bilingual instructional assistant to work supporting students with literacy.

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)

1250

Source(s)

English Learners
2000-2999: Classified Personnel Salaries

450

English Learners
3000-3999: Employee Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

EDY Students

Strategy/Activity

Before and after school academic support in literacy-based subjects to be provided by certificated staff.

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)

2500

Source(s)

Educationally Disadvantaged Youth
1000-1999: Certificated Personnel Salaries

1420

Educationally Disadvantaged Youth
3000-3999: Employee Benefits

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

3. Strengthen and maintain a safe, healthy, positive, and attractive learning environment for all learners.

Goal 3: Socio-Emotional/Behavior

Chronic absenteeism for EDY, English Learner and Students with Disabilities will decrease by 5% during the 2019-2020 school year.

Identified Need

EDY, English Learners, and Students with Disabilities all exhibit chronic absences rates in excess of 10%. Absence rates for these student populations increased by at least 5% during the 2018-19 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Chronic Absentee rate for all students	The chronic absenteeism rate for all students during the 2018-19 school year was 7%	The percentage of "All Students" who are chronically absent will decrease to 5%.
English Learner Chronic Absentee rate for English Learners	The chronic absenteeism rate for English Learners during the 2018-19 school year was 11%	The percentage of English Learners who are chronically absent will decrease to 6%.
EDY/Title I Chronic Absentee rate for Low SES students	The chronic absenteeism rate for EDY during the 2018-19 school year was 14%	The percentage of EDY who are chronically absent will decrease to 9%.
Student with Disabilities Chronic Absentee rate for Students with Disabilities	The chronic absenteeism rate for all students during the 2018-19 school year was 16%	The percentage of "All Students" who are chronically absent will decrease to 9%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

EDY Students

Strategy/Activity

A team of 5 certificated staff including teachers and counselors will attend the Equity Conference 2020 to learn strategies for building the relational capacity and creating systems of support for our EDY 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)
1700	Educationally Disadvantaged Youth 5800: Professional/Consulting Services And Operating Expenditures Registration for a team of 5 to attend the Equity Conference 2020.
	English Learners
900	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries Sub costs associated with attendance at the Equity Conference.
300	Educationally Disadvantaged Youth 3000-3999: Employee Benefits Benefits associated with sub coverage for the Equity Conference.
300	Educationally Disadvantaged Youth 7000-7439: Other Outgo Mileage for Equity Conference 2020

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EDY Students

Strategy/Activity

Students in our Ram Refresh Program (all EDY) will participate in a full-day team building camp designed to foster a sense of community, resiliency and problem-solving skills. The camp is sponsored by the San Diego County Sheriff's Department. The Sheriff's Department is providing transportation and meals.

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)
300	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries

	Sub coverage for two teachers to attend the Sheriff's camp.
100	Educationally Disadvantaged Youth 3000-3999: Employee Benefits Benefits for substitutes associated with the Sheriff's camp.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

EDY Students

Strategy/Activity

Student Services Specialist will work extended hours to provide additional support groups and after-school clubs for at-risk 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)
3000	Educationally Disadvantaged Youth 2000-2999: Classified Personnel Salaries Additional hours for Student Services Specialist.
1000	Educationally Disadvantaged Youth 3000-3999: Employee Benefits Benefits for Student Services Specialist working increased hours.

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

We believe that our Specialized Academic Instruction (SAI) pilot, which treats every child as a general education student first and results in more inclusive classroom environments, will lead to increased empathy, decreased discipline referrals and suspensions, and improved attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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0

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Positive Behavioral Supports & Interventions (PBIS) will be implemented school-wide. This work will be led by a site team comprised of teachers, administrators, counselors and our Student Services Specialist. In this initial year, we plan to develop consistent expectations for common areas and within our classrooms. A significant part of this work will focus on re-framing our language to ensure positivity, sharing the rationale for expectations and being consistent with enforcement.

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)

0

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

EDY Students

Strategy/Activity

The Student Services Specialist will partner with at-risk students to create a school garden. Students can work through their problems as they till the soil and tend to plants and vegetables. Research has shown that it is sometimes difficult to get students to open up in more traditional office settings and this school gardening project is an attempt at creating a safe space where conversations can arise naturally from the work.

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)

500

Educationally Disadvantaged Youth
4000-4999: Books And Supplies

These funds will be used to purchase gardening materials such as lumber for planter boxes, seeds, soil, etc.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Student Services will provide health snacks in accordance with the PUSD Wellness Policy for students for whom access to food at home is inconsistent. The Free and Reduced Price Lunch option will also be extended to those in need.

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)

500

Source(s)

Educationally Disadvantaged Youth
4000-4999: Books And Supplies

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

Each member of the certificated staff has selected a "focus student" to mentor and support this school year. Students were selected based on academic, behavioral and social-emotional needs. Adults meet with the student, identify strategies that may be helpful, email the students' teachers with a proposed action plan, document the agreed upon interventions into the Rtl console, and monitor and discuss progress at grade level meetings.

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)

0

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

EDY Students

Strategy/Activity

Students in our Ram Refresh program will attend a field trip to the U.S. Coast Guard base in San Diego. Students will tour the facility, aircraft, and cutters and hear from both enlisted staff and officers regarding the military experience and potential careers within the Coast Guard. The trip is designed to spark student curiosity around options for life after high school and hopefully fuel their motivation to apply themselves academically and set personal goals.

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)
1000.00	Educationally Disadvantaged Youth 5000-5999: Services And Other Operating Expenditures Transportation
300.00	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries Substitutes (2)
100.00	Educationally Disadvantaged Youth 3000-3999: Employee Benefits Benefits for substitutes

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	\$25,440.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)
	\$0.00
Educationally Disadvantaged Youth	\$17,840.00
English Learners	\$7,600.00

Subtotal of state or local funds included for this school: \$25,440.00

Total of federal, state, and/or local funds for this school: \$25,440.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	0.00
Educationally Disadvantaged Youth	17,840.00
English Learners	7,600.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	7,550.00
2000-2999: Classified Personnel Salaries	5,500.00
3000-3999: Employee Benefits	5,740.00
4000-4999: Books And Supplies	1,000.00
5000-5999: Services And Other Operating Expenditures	3,050.00
5800: Professional/Consulting Services And Operating Expenditures	1,700.00
7000-7439: Other Outgo	900.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	6,500.00
2000-2999: Classified Personnel Salaries	Educationally Disadvantaged Youth	3,000.00
3000-3999: Employee Benefits	Educationally Disadvantaged Youth	4,340.00
4000-4999: Books And Supplies	Educationally Disadvantaged Youth	1,000.00
5000-5999: Services And Other Operating Expenditures	Educationally Disadvantaged Youth	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Educationally Disadvantaged Youth	1,700.00
7000-7439: Other Outgo	Educationally Disadvantaged Youth	300.00
1000-1999: Certificated Personnel Salaries	English Learners	1,050.00

2000-2999: Classified Personnel Salaries	English Learners	2,500.00
3000-3999: Employee Benefits	English Learners	1,400.00
5000-5999: Services And Other Operating Expenditures	English Learners	2,050.00
7000-7439: Other Outgo	English Learners	600.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,620.00
Goal 2	9,820.00
Goal 3	10,000.00

School Site Council Membership

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

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

Name of Members	Role	Date	Signature
Dr. Kelly Burke	Principal		
Deanna McLaughlin	Classroom Teacher		
Julie Spsychalski	Classroom Teacher		
Jessica Hoffman	Classroom Teacher		
Jonathan Penuliar	Classroom Teacher		
Margo Selensky	Other School Staff		
Mike Furlano	Parent or Community		
Derrick Benson	Parent or Community		
Matt Ficco	Parent or Community		
Megan Talle	Secondary Student		
Jillian Gage	Secondary Student		
Ella Berry	Secondary Student		

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

Recommendations and Assurances

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

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

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

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

Signature	Date	Committee or Advisory Group Name
	10/28/19	English Learner Advisory Committee
	10/28/19	Gifted and Talented Education Program Advisory Committee
	10/28/19	Other: Library

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 10/07/19.

Attested:

Principal, Kelly A. Burke, Ed.D. on 10/28/19
SSC Chairperson, Derrick Benson on 10/28/19

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.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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