

# 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 |
|------------------------------|-----------------------------------|--|---------------------------|
| Baechtel Grove Middle School | 23-65623-6025282                  | March 14, 2022                         | October 13, 2021          |

## Purpose and Description

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

Schoolwide Program  
Comprehensive Support and Improvement

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.

Willits Unified School District and Baechtel Grove Middle School have shared vocabulary and a planning process that is embedded in the context of continuous improvement. The LCAP and the SPSA are designed to work together, and joint meetings have been carried out to consult with stakeholders in the development of the plan. An involvement process was facilitated with meaningful engagement, feedback was collected and incorporated into the plan. The process included the four steps of an improvement cycle; assess needs, create a plan (informed by a needs assessment and effective practice), implement the plan, monitor the work, and adjust the course. This is an ongoing, annual process. Included in this process is the requirement for the CSI plan to identify and describe any resource inequities. Consideration of these inequities have provided a basis for the establishment of expected outcomes for specific groups of students. Identified Needs, using quantitative and qualitative information, are the basis for establishing the goals, including results of an annual review process and performance data reported on the California School Dashboard. We identified the metrics that will be used to evaluate progress toward the measurable outcomes, and accomplishing the goals, reestablishing our baseline every year. Also involved in the plan development were individuals that will carry out the plan, teachers, and other school leaders. The ELAC reviews, and certifies the plan annually. To address the CSI requirement the plan was locally developed with a target on improving student outcomes with a comprehensive support and improvement focus. As an added needs assessment focused on student attendance and engagement the Mendocino County Office of Education, Department of School Improvement, worked with the BGMS staff, involving them in a mental models process including; empathy interviews, data analysis, deriving root cause statements, identifying new structures, new beliefs,

new structures, and new behaviors, identifying possible barriers, and designing a four step action plan.

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# 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).

### California Healthy Kids Survey information for SPSA

In the spring of 2021 the seventh grade students took the California Healthy Kids Survey. The staff also took the California School Staff Survey. The information from these two surveys is intended to determine the degree to which staff perceptions align with the attitudes and experiences of students. We picked three climate areas to compare; meaningful participation, caring relationships, and disciplinary harshness, along with three in classroom areas; high expectations, academic motivation, and student learning environment. In each of these areas, results from similar questions asked of students and staff were compared by the teaching staff. They made use of the process of comparing by stating "What I see... , What I think..., and What I wonder..."

These were their summarized written responses in each area:

#### Student Meaningful Participation

Staff see that there were significant discrepancies between staff and student perceptions about students having decision making around activities or rules.

They think that they are thinking that they don't have a voice.

They wonder if there is a way to involve students more so that they think they make a difference.

#### Caring Relationships

Staff see that slightly over half of the students know they are cared about.

They are concerned that there is a percentage of staff who feel staff does not care or pay attention to students.

They wonder if this percentage is about teachers not listening to students, because they don't have the time.

#### Disciplinary Harshness

Staff see that teachers didn't think students got in trouble for breaking small rules, but students think they get in trouble for breaking small rules.

They think that teachers don't think the rules are strict and students think they are strict.

They wondered if the consequences had some influence on how strict they think the rules are.

#### High Expectations

They see that less than half of the students feel there is a teacher who always wants them to do their best.

They think that almost a quarter of the teachers don't believe every student can succeed

They wonder why not all teachers think that all students can be successful.

#### Academic Motivation

Staff see that students are not interested in the work, and feel they are not supported in doing the work.

They think that there might be a disconnect between what teachers see and what students feel.

They wonder how teachers can make learning more relevant and exciting.

#### Student Learning Environment

Staff see that one third of the students have no feelings about the learning environment.

They think that teachers and students agree that teachers teach relevant lessons.

They wonder how teachers can give more meaningful feedback to students.

This was all information that we took into the end of the process of doing our needs assessment focused on attendance and engagement using the Mental Models process. MCOE Staff Developers

conducted empathy interviews with all certificated staff and listed strategies that are working, structures (explicit and implicit), behavioral patterns, and assumptions and beliefs. These were reviewed with the whole staff and we brain stormed the new values, assumptions, beliefs that we wanted to embrace moving forward. From these root cause statements were derived. Then new beliefs, causes and statements moving forward were elicited.

New beliefs were identified as BGMS believes;

- Students see school as purposeful to get them to their goals
- Students and staff know the “why” behind the work they do
- On a focus on lifelong learning for everyone
- A value and an appreciation of diversity cultivates a sense of belonging
- Students have a variety of needs beyond academics (SEL, mental health, behavioral)
- In a practice of reflection (how we show up for ourselves, other staff and students)
- In the value of parents as partners in student learning and that families are our allies

New structures were identified as BGMS supports;

- Non-academic ways for students to have fun and engage with school
- Project based learning that is paced, planned, personalized and connected to student’s lives
- A shared vision & purpose between teachers/admin/students
- Being explicit with students about the why of learning anything
- Opportunities for authentic collaboration across staff

New behaviors were identified as at BGMS;

- The things students learn make it back home to families
- Students are collaborative and excited
- Everyone’s ideas and opinions are welcomed
- Staff feel safe being vulnerable. “I can say I tried something and it didn’t work”
- Families are involved and find value in school
- There is an emphasis on creating rapport with students
- There is group decision-making
- We build trusting relationships one at a time
- We recognize and build on everyone’s strengths

Possible barriers were identified, and a four step action plan was written. That plan has been incorporated into the goals in this plan. Five committees were formed to implement the five areas of actionable items; 1 - Non-academic ways for students to have fun and engage with school, 2 - A shared vision & purpose between teachers/admin/students, 3 - Being explicit with students about the why of learning anything, 4 - Structure SEL curriculum for students and staff, 5 - Create a system to engage in 'fair process' with students to elicit student input.

## Classroom Observations

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

Administration observes classrooms informally every week for an average of 15 classes a week. Every teacher is observed at least once a week in different classes, and different periods each week. Our goal is that every class on the master schedule is observed at least once every 7 full school weeks. The Principal uses the Willits Instructional Model, and the Willits Unified Walk-Through Assessment Form, the AVID Classroom Observation forms, and other forms that delineate lesson purpose and format. Written feedback of what is observed in the classroom is given to each teacher observed, on an informal basis. The focus this year is on student engagement in classrooms, instructional design, using technology to deliver effective lessons, and use of AVID strategies. Teachers conduct peer observations for these focus areas, and then discuss their observations to inform their instruction, following the Instructional Rounds format developed by Robert Marzano . Teachers will also conduct peer observations for use of classroom management

techniques and use of AVID strategies. In Mathematics teachers will conduct peer observations for effective implementation of the iReady Math program, as well as the CA Collections curriculum in ELA, and the Foss Science Units. The entire staff was trained in strategies for; lesson closure, transitions, room entry and exit, warm ups, classroom management, classroom routines, cooperative learning, paired conversations, the PDSA Cycle, Learning Walkthroughs, looking at CAASPP Data, establishing norms for observations, the Consultancy Protocol, differentiation for EL students and students with 504's, and trauma informed practices. These were implemented in the Math classrooms and observed during the classroom Walkthroughs about 2 weeks after the professional development. After the walkthroughs had been conducted, members of the observing team convened to debrief on their experiences. They do so by discussing each observation one at a time. Each teacher comments on what he or she noted. The leader of the rounds facilitates this process. As observer teachers took turns commenting on what they saw in a particular classroom, they used a "pluses" and "deltas" format. The observer teacher began by noting the positive things he or she observed in the classroom. Next, the observer talked about some questions they had about the teacher's use of strategies. Finally, the observer teacher compares and contrasts his or her classroom strategies with one or more of the techniques observed. The Math Department also reflected on the process during these walkthrough sessions. A lead teacher was trained in their role as a lead teacher and in facilitating the walkthrough debrief. In the regular evaluation process 60% of BGMS teachers will also have two whole period formal observations with a pre-conference before the observation, and a post-conference after the observation. This is for the purpose of improved instruction in classrooms. 60% of the teaching staff at BGMS is new to BGMS within the last year. Each new teacher has a mentor and participates in the CTIP credentialing program. The mentor also observes the teacher they are supporting and assists them in self reflection about their instruction. A support group for classroom management met once a week to discuss and share strategies used in the classroom and their effectiveness. Evidence is the effectiveness of teacher support is shown in the retention rate of new teachers this year, which was 100%.

## **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)

Teachers in Math, ELA, Social Studies and Science meet in Professional Learning Communities to implement common assessments. The benchmark assessments for Language Arts are curriculum based assessments, with at least one common writing assessment for Language Arts. In Math the Math diagnostic, in iReady, is used as benchmark assessments. All of these benchmarks are used to inform instruction (Meeting performance goals).

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

Teachers use the DuFour cycle of inquiry to use common assessments to monitor student progress on curriculum-embedded assessments. Standards Mastery Assessments in iReady Classroom Mathematics, unit tests in Social Studies and Science, writing assignments in Language Arts, are all used to inform and modify their instruction (Meeting performance goals).

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

No teachers are new to BGMS, and there is one intern and one pre-intern on staff, not meeting all requirements (Not meeting performance goals).

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

100% of teachers have had training in CCSS implementation in each core subject. 100% of Language Arts Core teachers have received training, that are using the CA Collections curriculum, and AVID methodologies. 100% Math teachers have been trained in the newly updated iReady Classroom Math curriculum, according to the requirements of the program (Meeting performance goals).

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

Staff development focused on the use of the online components of CA Collections, and Ready Math curriculum, using the gradual release of responsibility Instructional Model and research based best practices. These will focus on teacher use of access strategies for students with special education services and English Learners, and embedding SEL lessons in content delivery. New teachers receive training through the CTIP Induction Program. Teachers in the GATE program received GATE training in the CAG Institute. CCSS implementation training continues through these programs, and through the new adoption of updated editions of the Teachers Curriculum Institute History Alive textbook series for middle school. (Exceeding performance goals).



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

Baechtel Grove uses Teacher Leaders for assistance and support for teachers. In PLCs pacing, content, instruction, and assessment is tied to data and implemented. This year a team is training with the California Principals Support Network along with several districts in our rural area in the PLC process. All pre-intern, intern, and second year teachers have access to the CTIP Induction program and/or have a Mentor who meets with them once a week. Peer walk-throughs are carried out in the Math department as part of the reflection on their teaching that is carried out. (Meeting performance goals).

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

Teachers collaborate by grade level, once, every two weeks, and by subject, and on early release days during collaboration time. (Exceeding performance goals).

## Teaching and Learning

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

Math is using pacing calendars for implementation from the iReady Classroom Math curriculum. Language Arts is using pacing calendars for implementation from the CA Collections curriculum, and Social Studies is using the pacing calendar from the updated TCI History Alive curriculum. Science is adjusting their pacing this year to better align to the NGSS, using the Delta Education Foss Science Units for an integrated middle school program. They review their pacing as a regular activity every week to adjust as needed. (Exceeding performance goals).

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

Reading/Language Arts is taught meeting the recommended instructional minutes. Mathematics is taught meeting the recommended instructional minutes (Meeting performance goals).

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

Every core subject uses a pacing calendar which is discussed in collaboration for needed adjustments. The master schedule includes a period 1 support time for Career Readiness, and Reading and Math instruction classes. (Exceeding performance goals).

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

CCSS based instructional materials are available with differentiation materials for all student groups in both ELA/ELD and Mathematics, through our adopted ELA/ELD and Math curricula. Teachers have also been trained in and are expected to use accessibility tools in the students' use of technology, and a universal design for learning format. (Meeting performance goals).

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

ELA/ELD adopted curriculum is the CA Collections and Ready Math. Reading intervention uses the intervention program from the adopted curriculum and standards-aligned instructional materials. Mathematics intervention classes use the Intervention Program from the adopted curriculum which are standards aligned (meeting performance goals).

## Opportunity and Equal Educational Access

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

Services provided by the regular program that enable under-performing students to meet state standards are the period of support classes. There is scaffolding and differentiation strategies used in the classroom and UDL is used in lesson planning. To build accessibility we use Google Accessibility Apps We make use of AVID strategies so that students can access the standards. (Meeting performance standards).

Evidence-based educational practices to raise student achievement

The research-based educational practices are; use of Professional Learning Communities for teacher collaboration, use of a district wide instructional model that incorporates the gradual release of responsibility (Fisher and Frye), the use of Accelerated Reader school wide, use of AVID methodologies school wide, such as focused note taking, and interactive notebooks, and implementing common classroom expectations for every teacher's classroom. The counselor also coordinates bully intervention education, and conflict resolution sessions. Social emotional curriculum is taught at every subject area, embedded with content. Restorative Practices, including circles and conferences are used as needed by the counselor and administration. Grade level meetings are held for students during a common prep time weekly. They feed information into the SST process for students. Administration and the counselor work closely with the foster youth liaison in the county to coordinate services for students in this system. The counselor and therapists from the Mendocino County Youth Program carry out support groups for students, focusing on the topics of trust, friendship and relationships, social media, self esteem, drugs and alcohol, healthy choices, and executive functioning. Designing a bell schedule that separates the grade levels at lunch time, because of student conflicts, which were impacting classroom time, has helped to calm the energy during lunch time. The addition of an elective teacher to teach Art as an elective class has allowed students to have choice in their elective classes. All this is creating a learning climate at the school that is conducive to achievement by students at risk for low performance. (Exceeding performance standards)

## Parental Engagement

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

The resources available to assist under-achieving students are the Kids Club After School program at BGMS. ASES funding provides Academic Assistance classes after school at BGMS. Web Leaders tutoring at BGMS is carried out by eighth graders for sixth graders. Grade level Team meetings are carried out at BGMS involving parents and students in developing plans for student success. IEP, 504, SST, and parent/student conferences are all attended by parents to plan for student success. The counselor carries out meeting with parents to plan for the success in promotion for students at risk of retention called Promotion with a Plan, in the third trimester. Community members have volunteered to assist the Science department in the development of projects for the Science Fair, which is a large community event. The College and Careers Week community workshops use community professionals to present career options to students. In the community there exists several tutor services such as the Sherwood Valley Rancheria tutoring center, and the public library tutoring services. (Meeting performance goals).

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)

Baechtel Grove Middle School has a school site council consisting of parents, teachers, and administration. They are involved in the planning, implementation, and evaluation of consolidated application programs, as well as the development of the Consolidated Support and Improvement strategies. A Title I parent group also meets once a year to evaluate programs. Parents of EL students are accessed for input for the English Learner program through participation in an ELAC. We partner with Migrant Education to involve our parents of migrant students in MPAC meetings. Parents, students, the community, and the staff are involved in a school climate survey for program evaluation (Meeting performance goals).

## Funding

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

The services provided by categorical funds are:

Reading support courses during the regular day  
Math support classes during the regular day  
After School Academic Assistance Program in Language Arts, Mathematics, and Science  
Professional Learning Communities Teacher Training  
Gradual release of responsibility Instructional Model training for teachers  
Ca Collections curriculum teacher collaboration  
AVID teacher training through Summer Digital XP training to use in instruction in all subject areas and in student College readiness preparation  
SEL Teacher Education training  
Adult SEL professional development  
College visits by AVID students  
Access to technology, all students are 1 to 1 using Chromebooks  
AR Reading Program  
Academic Support classes during the regular day  
AVID Elective Sections, and District Director  
Staff development for technology use in the classroom  
Language Arts support instructional materials  
Mathematics support intervention materials  
Staff training in Trauma Informed practices  
Social Studies Framework training  
Summer school Program  
PLC analysis of aggregated data to inform instruction using the cycle of inquiry meetings  
Use of accessibility tools in Google apps for EL students, and students with special education services in language intensive courses  
ELD class during period 1 for EL students  
AVID workshops, and Parent Education Nights partnering with First Five Mendocino  
EI Student Family for parent trainings  
Newcomer Class for EL students  
PE and Exploratory Department Lead to emphasize SEL in these sections of the master schedule  
Student attendance incentives  
Transportation for summer school  
(Exceeding performance goals)

## Fiscal support (EPC)

Most Staff Development is provided by Title II and ELO funding. The AVID professional development, and program components are funded using CSI funding. A Vice Principal and a Counselor are provided by Supplemental Concentration funding. Extra teachers to have true elective courses is supported by the general fund. Summer Growth Program is funded by CSI funding. The EL family liaison, the Newcomer class, the PE and Exporatories Lead, student attendance incentives, and the instructional materials during distance learning are all funded using CSi funding.

## Educational Partner 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 Baechtel Grove School Site Council has taken four meetings, in four different months to look at the overall data from the State Testing to review and update the achievement goals for the SPSA. The School Site Council is made up of parents, teachers, students, classified personnel, and administrators. Input is sought from students in focus groups, and using the Student Council meetings. A meeting was held for parents of English Learners to give input into the plan. Review by the ELAC is an ongoing process throughout the year. Extra school site council meeting were held to look at data for the Comprehensive School Improvement funding, and research based interventions, which were incorporated into the updated SPSA for 2021-22. Each of the previous goals were evaluated using achievement data particular to each individual goal. The Healthy Kids Survey was used to evaluate the school climate, along with the Staff School Survey, and the Mental Models process. There are several groups that parents can use as a platform to express their concerns and ideas to both the school and the district; the Title I parent meetings, the School Site Council, the AVID Parent Workshops, and whole School Parent Workshops, the English Learner Advisory Committee, and the Migrant Parent Advisory Committee. The annual BGMS Parent Survey is given in January, but was not given for 2020-2021. The results of 2022 will be incorporated into the SPSA for 2022-2023. A distance learning survey was given in March of 2020 and the results were incorporated into the CSI action items. The Board approved the SPSA in October and considered the updated items in March of 2022, as recommended by the BGMS School Site Council.

## Resource Inequities

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

Resource inequities identified as a result of the needs assessment were:

- Special Education ELA and Math courses are not addressing grade level standards
- This is a rural community and about 15% of our students do not have reliable internet access at home
- BGMS has had a consistent turnover in teaching staff for the previous three years (this year there was no turnover), from experienced teachers to beginning and pre-intern teachers, lacking experience and expertise
- Spanish speaking parents now have a half time liaison who can communicate well with the school personnel, and help them to access school information and trainings

- The Therapeutic Support Program from Mendocino County Office of Education for students with significant behavioral needs involves a pre-intern teacher, and two first year behavioral aides.
- A small portion of the students with top tier behavioral needs are not accessing counselor, and small group services, even when made available to them.
- The need for student SEL school wide is significant as we return from distance learning, and due to the high poverty rate in our community.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup |                       |       |        |                    |       |       |
|--------------------------------|-----------------------|-------|--------|--------------------|-------|-------|
| Student Group                  | Percent of Enrollment |       |        | Number of Students |       |       |
|                                | 19-20                 | 20-21 | 21-22  | 19-20              | 20-21 | 21-22 |
| American Indian                | 6.99%                 | 6.8%  | 7.94%  | 19                 | 18    | 20    |
| African American               | 1.1%                  | 1.9%  | 3.17%  | 3                  | 5     | 8     |
| Asian                          | 0.74%                 | 0.4%  | 1.19%  | 2                  | 1     | 3     |
| Filipino                       | 0%                    | %     | %      | 0                  |       |       |
| Hispanic/Latino                | 37.5%                 | 42.8% | 43.65% | 102                | 113   | 110   |
| Pacific Islander               | 0%                    | %     | %      | 0                  |       |       |
| White                          | 42.28%                | 37.5% | 33.73% | 115                | 99    | 85    |
| Multiple/No Response           | 2.21%                 | 1.5%  | 1.19%  | 6                  | 4     | 3     |
| Total Enrollment               |                       |       |        | 272                | 264   | 252   |

## Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 19-20              | 20-21 | 21-22 |
| Grade 6                           | 99                 | 80    | 83    |
| Grade 7                           | 85                 | 93    | 82    |
| Grade 8                           | 88                 | 91    | 87    |
| Total Enrollment                  | 272                | 264   | 252   |

### Conclusions based on this data:

1. Enrollment for 21-22 has decreased to 269 students. Most of 2019-2020 was at 275 students.
2. The Hispanic population is increasing, and the White population is decreasing, making the Hispanic population larger than the White population.
3. The American Indian population is less than 10%, but did not decrease significantly in 19-20.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment               |                    |       |       |                     |        |       |
|---|--------------------|-------|-------|---------------------|--------|-------|
| Student Group                                 | Number of Students |       |       | Percent of Students |        |       |
|   | 19-20              | 20-21 | 21-22 | 19-20               | 20-21  | 21-22 |
| English Learners                              | 58                 | 60    | 49    | 21.3%               | 22.70% | 19.4% |
| Fluent English Proficient (FEP)               | 15                 | 18    | 29    | 5.5%                | 6.80%  | 11.5% |
| Reclassified Fluent English Proficient (RFEP) | 0                  | 0     |       | 0.0%                | 0.00%  |       |

### Conclusions based on this data:

1. 53% of the Hispanic students are English Language Learners. Except for one child Spanish is the only other language students speak.
2. Overall 25% of students are now, or have been at some point English Language Learners.
3. Only 10% of students from families that speak a language other than English are fluent in English when they arrive at school.

# School and Student Performance Data

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

| Overall Participation for All Students |                        |       |       |                      |       |       |                    |       |       |                        |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with |       |       | % of Enrolled Students |       |       |
|  | 18-19                  | 20-21 | 21-22 | 18-19                | 20-21 | 21-22 | 18-19              | 20-21 | 21-22 | 18-19                  | 20-21 | 21-22 |
| Grade 6                                | 86                     | 74    | 82    | 82                   | 70    | 78    | 82                 | 70    | 78    | 95.3                   | 94.6  | 95.1  |
| Grade 7                                | 91                     | 87    | 81    | 87                   | 82    | 76    | 87                 | 82    | 76    | 95.6                   | 94.3  | 93.8  |
| Grade 8                                | 111                    | 86    | 85    | 103                  | 80    | 82    | 102                | 80    | 82    | 92.8                   | 93.0  | 96.5  |
| All Grades                             | 288                    | 247   | 248   | 272                  | 232   | 236   | 271                | 232   | 236   | 94.4                   | 93.9  | 95.2  |

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Overall Achievement for All Students |                  |       |       |            |       |       |                |       |       |                   |       |       |                |       |       |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard |       |       | % Standard Met |       |       | % Standard Nearly |       |       | % Standard Not |       |       |
|                                      | 18-19            | 20-21 | 21-22 | 18-19      | 20-21 | 21-22 | 18-19          | 20-21 | 21-22 | 18-19             | 20-21 | 21-22 | 18-19          | 20-21 | 21-22 |
| Grade 6                              | 2460.            | 2419. | 2440. | 3.66       | 0.00  | 0.00  | 18.29          | 5.71  | 26.92 | 29.27             | 22.86 | 21.79 | 48.78          | 71.43 | 51.28 |
| Grade 7                              | 2493.            | 2480. | 2444. | 3.45       | 0.00  | 0.00  | 27.59          | 20.73 | 10.53 | 25.29             | 34.15 | 27.63 | 43.68          | 45.12 | 61.84 |
| Grade 8                              | 2501.            | 2477. | 2489. | 6.86       | 2.50  | 0.00  | 21.57          | 17.50 | 17.07 | 25.49             | 25.00 | 41.46 | 46.08          | 55.00 | 41.46 |
| All Grades                           | N/A              | N/A   | N/A   | 4.80       | 0.86  | 0.00  | 22.51          | 15.09 | 18.22 | 26.57             | 27.59 | 30.51 | 46.13          | 56.47 | 51.27 |

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 18-19            | 20-21 | 21-22 | 18-19                 | 20-21 | 21-22 | 18-19            | 20-21 | 21-22 |
| Grade 6  | 3.66             | 1.43  | 3.85  | 46.34                 | 44.29 | 48.72 | 50.00            | 54.29 | 47.44 |
| Grade 7  | 5.75             | 6.10  | 5.26  | 49.43                 | 62.20 | 53.95 | 44.83            | 31.71 | 40.79 |
| Grade 8  | 8.82             | 8.75  | 1.22  | 44.12                 | 45.00 | 59.76 | 47.06            | 46.25 | 39.02 |
| All Grades   | 6.27             | 5.60  | 3.39  | 46.49                 | 50.86 | 54.24 | 47.23            | 43.53 | 42.37 |

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



| <b>Writing</b><br><b>Producing clear and purposeful writing</b> |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level   | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 18-19            | 20-21 | 21-22 | 18-19                 | 20-21 | 21-22 | 18-19            | 20-21 | 21-22 |
| Grade 6   | 6.17             | 0.00  | 0.00  | 40.74                 | 22.86 | 44.87 | 53.09            | 77.14 | 55.13 |
| Grade 7   | 6.90             | 2.44  | 2.63  | 48.28                 | 48.78 | 28.95 | 44.83            | 48.78 | 68.42 |
| Grade 8   | 10.78            | 3.75  | 1.22  | 45.10                 | 38.75 | 46.34 | 44.12            | 57.50 | 52.44 |
| All Grades  | 8.15             | 2.16  | 1.27  | 44.81                 | 37.50 | 40.25 | 47.04            | 60.34 | 58.47 |

2019-20 Data:

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| <b>Listening</b><br><b>Demonstrating effective communication skills</b> |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level   | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 18-19            | 20-21 | 21-22 | 18-19                 | 20-21 | 21-22 | 18-19            | 20-21 | 21-22 |
| Grade 6   | 6.10             | 11.43 | 8.97  | 64.63                 | 52.86 | 61.54 | 29.27            | 35.71 | 29.49 |
| Grade 7   | 10.34            | 2.44  | 5.26  | 56.32                 | 82.93 | 67.11 | 33.33            | 14.63 | 27.63 |
| Grade 8   | 6.86             | 10.00 | 4.88  | 60.78                 | 63.75 | 73.17 | 32.35            | 26.25 | 21.95 |
| All Grades  | 7.75             | 7.76  | 6.36  | 60.52                 | 67.24 | 67.37 | 31.73            | 25.00 | 26.27 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| <b>Research/Inquiry</b><br><b>Investigating, analyzing, and presenting information</b> |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 18-19            | 20-21 | 21-22 | 18-19                 | 20-21 | 21-22 | 18-19            | 20-21 | 21-22 |
| Grade 6  | 8.54             | 1.43  | 3.85  | 52.44                 | 61.43 | 56.41 | 39.02            | 37.14 | 39.74 |
| Grade 7  | 8.05             | 3.66  | 1.32  | 51.72                 | 76.83 | 64.47 | 40.23            | 19.51 | 34.21 |
| Grade 8  | 11.76            | 7.50  | 3.66  | 43.14                 | 56.25 | 76.83 | 45.10            | 36.25 | 19.51 |
| All Grades   | 9.59             | 4.31  | 2.97  | 48.71                 | 65.09 | 66.10 | 41.70            | 30.60 | 30.93 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. The 18-19 whole group data might not be representative of this 8th grade class because a large group of boys were opted out by their parents, at the last minute, about 7 students. 8th grade between the grades of 6 through 8 loose 14 percentage points in the standards not met category, and gain those percentage points in the standards met and standards exceeded category in overall achievement. The highest percentage in the category of above standard is in the area of research/inquiry at 11.76% in 2018-2019. The lowest percentage in above standard is in the category of listening in 8th grade.
2. In seventh grade in overall achievement, the standards met category grew by 15 percentage points, while the standards not met category diminished by 12 percentage points. In seventh grade the largest percent in the above standard category is in the area of listening. The lowest percentage in the above standard category is in reading.

3. In sixth grade 21.95% of students are in the standards met and exceeded categories, and 48.78% are in the standards not met category, about twice as many. In sixth grade the highest percentage of students in the above standards category are in the area of research/inquiry, and the lowest are in the area of reading. The percentages in the above standard category are lower in three areas for 6th grade compared to 7th, and 8th grade.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

| Overall Participation for All Students |                        |       |       |                      |       |       |                    |       |       |                        |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with |       |       | % of Enrolled Students |       |       |
|  | 18-19                  | 20-21 | 21-22 | 18-19                | 20-21 | 21-22 | 18-19              | 20-21 | 21-22 | 18-19                  | 20-21 | 21-22 |
| Grade 6                                | 86                     | 74    | 82    | 81                   | 70    | 78    | 80                 | 70    | 78    | 94.2                   | 94.6  | 95.1  |
| Grade 7                                | 91                     | 87    | 81    | 87                   | 81    | 76    | 87                 | 81    | 76    | 95.6                   | 93.1  | 93.8  |
| Grade 8                                | 111                    | 86    | 85    | 106                  | 79    | 82    | 105                | 79    | 82    | 95.5                   | 91.9  | 96.5  |
| All Grades                             | 288                    | 247   | 248   | 274                  | 230   | 236   | 272                | 230   | 236   | 95.1                   | 93.1  | 95.2  |

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Overall Achievement for All Students |                  |       |       |            |       |       |                |       |       |                   |       |       |                |       |       |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard |       |       | % Standard Met |       |       | % Standard Nearly |       |       | % Standard Not |       |       |
|                                      | 18-19            | 20-21 | 21-22 | 18-19      | 20-21 | 21-22 | 18-19          | 20-21 | 21-22 | 18-19             | 20-21 | 21-22 | 18-19          | 20-21 | 21-22 |
| Grade 6                              | 2424.            | 2407. | 2425. | 3.75       | 0.00  | 5.13  | 13.75          | 0.00  | 8.97  | 18.75             | 20.00 | 20.51 | 63.75          | 80.00 | 65.38 |
| Grade 7                              | 2481.            | 2443. | 2451. | 3.45       | 0.00  | 1.32  | 14.94          | 8.64  | 5.26  | 37.93             | 30.86 | 30.26 | 43.68          | 60.49 | 63.16 |
| Grade 8                              | 2467.            | 2413. | 2452. | 7.62       | 1.27  | 1.22  | 9.52           | 5.06  | 2.44  | 20.95             | 16.46 | 26.83 | 61.90          | 77.22 | 69.51 |
| All Grades                           | N/A              | N/A   | N/A   | 5.15       | 0.43  | 2.54  | 12.50          | 4.78  | 5.51  | 25.74             | 22.61 | 25.85 | 56.62          | 72.17 | 66.10 |

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Concepts & Procedures<br>Applying mathematical concepts and procedures |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 18-19            | 20-21 | 21-22 | 18-19                 | 20-21 | 21-22 | 18-19            | 20-21 | 21-22 |
| Grade 6  | 5.00             | 0.00  | 7.69  | 23.75                 | 18.57 | 25.64 | 71.25            | 81.43 | 66.67 |
| Grade 7  | 6.90             | 1.23  | 1.32  | 33.33                 | 44.44 | 35.53 | 59.77            | 54.32 | 63.16 |
| Grade 8  | 8.57             | 2.53  | 0.00  | 23.81                 | 26.58 | 37.80 | 67.62            | 70.89 | 62.20 |
| All Grades   | 6.99             | 1.30  | 2.97  | 26.84                 | 30.43 | 33.05 | 66.18            | 68.26 | 63.98 |

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| <b>Problem Solving &amp; Modeling/Data Analysis</b><br><b>Using appropriate tools and strategies to solve real world and mathematical problems</b> |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 18-19            | 20-21 | 21-22 | 18-19                 | 20-21 | 21-22 | 18-19            | 20-21 | 21-22 |
| Grade 6  | 3.75             | 0.00  | 3.85  | 31.25                 | 24.29 | 39.74 | 65.00            | 75.71 | 56.41 |
| Grade 7  | 8.05             | 1.23  | 2.63  | 47.13                 | 44.44 | 55.26 | 44.83            | 54.32 | 42.11 |
| Grade 8  | 12.38            | 1.27  | 1.22  | 28.57                 | 31.65 | 48.78 | 59.05            | 67.09 | 50.00 |
| All Grades   | 8.46             | 0.87  | 2.54  | 35.29                 | 33.91 | 47.88 | 56.25            | 65.22 | 49.58 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| <b>Communicating Reasoning</b><br><b>Demonstrating ability to support mathematical conclusions</b> |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 18-19            | 20-21 | 21-22 | 18-19                 | 20-21 | 21-22 | 18-19            | 20-21 | 21-22 |
| Grade 6  | 7.50             | 1.43  | 3.85  | 28.75                 | 48.57 | 51.28 | 63.75            | 50.00 | 44.87 |
| Grade 7  | 5.75             | 0.00  | 1.32  | 66.67                 | 66.67 | 65.79 | 27.59            | 33.33 | 32.89 |
| Grade 8  | 7.62             | 1.27  | 0.00  | 34.29                 | 60.76 | 56.10 | 58.10            | 37.97 | 43.90 |
| All Grades   | 6.99             | 0.87  | 1.69  | 43.01                 | 59.13 | 57.63 | 50.00            | 40.00 | 40.68 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

- In eighth grade the percentage of students moving into the standards met and standards exceeded category increased slightly between 17-18 and 18-19. The standards not met category also increased slightly. In eighth grade the largest percentage in the above standard category is in the area of Problem solving and modeling/data analysis, at 12.38%. The lowest percentage in the above standard category is in the area of communicating reasoning in eighth grade in 18-19.

Only 17% in sixth grade, and 18% in seventh and eighth grade are meeting or exceeding grade level standards. Even though the nearly met category in seventh grade is larger, over half of the students in sixth and eighth grade, and just under half in seventh, are in the standards nearly met category.

The area where students are nearing standard is in communicating reasoning.

The area where the largest number of students are near or above standards is in communicating reasoning.

In seventh grade there was a movement of about 10 percentage points into the standards not met category, from the standards nearly met and the standards met category between 17-18 and 18-19, in overall achievement. The largest percentage in the above standard category for seventh grade is in the area of problem solving and modeling/data analysis, at 8.5%. The lowest percentage is in communicating reasoning, in seventh grade.

In sixth grade 17% scored in the standards met and standards exceeded categories and almost 64% scored in the standards not met category in overall achievement. This is about the same place our eighth graders started in sixth grade, and as eighth graders they gained 32 percentage points in these categories. The largest percentage in the above standard category is in the area of communicating reasoning, 7.5%. The lowest percentage of 3% is in the area of problem solving and modeling/data analysis.

In sixth grade 12% scored in the standards met and standards exceeded categories and almost 64% scored in the standards not met category in overall achievement. This is about the same place our eighth graders started, and they ended only a few percentage points smaller in this category. The largest percentage in the above standard category is in the area of communicating reasoning, 7.5%, in sixth grade. The lowest percentage of 3% is in the area of problem solving and modeling/data analysis in sixth grade.

2. The Standards Mastery Assessments (SMA) were to be used by teachers at every grade level to assess their instruction of a standard, analyze the data and inform their instruction for targeted reteaching. There is consistent data between trimester 1 and trimester 2 that follows:

6th Grade -

6.RP.A.1: Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

Form A 23% Proficient, 32% progressing, 20% beginning

Form B 23% Proficient, 44% progressing, 33% beginning

7th Grade -

7.NS.A.1a: Describe situations in which opposite quantities combine to make 0.

7.NS.A.1b: Understand  $p + q$  as the number located a distance  $|q|$  from  $p$ , in the positive or negative direction depending on whether  $q$  is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.

Form A 10% proficient, 45% progressing, 45% beginning

Form B 52% proficient, 26% progressing, 22% beginning

8th Grade -

8.EE.A.1: Know and apply the properties of integer exponents to generate equivalent numerical expressions.

Form A 4% proficient, 47% progressing, 49% beginning

Form B 11% proficient, 34% progressing, 54% beginning

\*Notice - 45/50 took assessment A, 35/50 took assessment B (50% took less than 15 minutes)

Focusing on:

Academic language

We did not schedule a new SMT as we are all adjusting to the changes in classes for Trimester 3.

Observations:

All grade levels have an increase in the Proficient and Progressing categories after each of the reteaching.

The largest increase was for 7th grade with a 42% increase in the Proficient category.

There is a need to motivate students to try their best and persevere in test taking.

3. The Math Diagnostic 1 was taken at the start of the school year, 2 was given at the end of the first trimester and Diagnostic 3 given at the end of the second trimester. These were the results (Green is Proficient, Yellow is Progressing and Red is Beginning):

Diagnostic

(whole school) Diagnostic 1 - Green - 5%, Yellow - 16%, Red - 79%

Diagnostic 2 - Green - 11%, Yellow - 30%, Red - 59%

Diagnostic 3 - Green - 18%, Yellow - 29%, Red - 52%

Breakdown:

D1 Number Operations - G8%, Y25%, R67% D3 NO - G25%, Y31%, R44%

D1 Algebraic thinking - G8%, 25%, R67% D3 ALG - G21%, Y26%, R53%

By grade level:

6th Grade D1 G5%, Y18%, R77% D3 G16%, Y36%, R57% (59.75%)

7th Grade D1 G5%, Y24%, R71% D3 G19%, Y 36%, R45% (59.18%)

8th Grade D1 G6%, Y6%, R89% D3 G20%, Y24%, R 57% (53.68%)

Observations:

As a whole school the Red tier continues to decrease throughout the year.

All categories of yellow increase throughout the year.

8th grade is not significantly different from the level of achievement in 7th and 6th grade.

# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |        |        |               |        |        |                  |        |        |                           |       |       |
|--|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level  | Overall |        |        | Oral Language |        |        | Written Language |        |        | Number of Students Tested |       |       |
|  | 18-19   | 20-21  | 21-22  | 18-19         | 20-21  | 21-22  | 18-19            | 20-21  | 21-22  | 18-19                     | 20-21 | 21-22 |
| 6  | *       | 1492.9 | 1490.4 | *             | 1479.8 | 1489.6 | *                | 1505.4 | 1490.6 | 5                         | 18    | 14    |
| 7  | *       | 1553.3 | 1529.6 | *             | 1570.2 | 1533.7 | *                | 1535.9 | 1525.1 | 9                         | 20    | 17    |
| 8  | 1539.0  | *      | 1575.3 | 1536.3        | *      | 1592.2 | 1541.2           | *      | 1557.9 | 16                        | 8     | 13    |
| All Grades   |         |        |        |               |        |        |                  |        |        | 30                        | 46    | 44    |

### 2019-20 Data:

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| Overall Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|   | 18-19   | 20-21 | 21-22 | 18-19   | 20-21 | 21-22 | 18-19   | 20-21 | 21-22 | 18-19   | 20-21 | 21-22 | 18-19                    | 20-21 | 21-22 |
| 6   | *       | 5.88  | 0.00  | *       | 29.41 | 28.57 | *       | 41.18 | 42.86 | *       | 23.53 | 28.57 | *                        | 17    | 14    |
| 7   | *       | 35.00 | 18.75 | *       | 30.00 | 31.25 | *       | 20.00 | 31.25 | *       | 15.00 | 18.75 | *                        | 20    | 16    |
| 8   | 12.50   | *     | 23.08 | 31.25   | *     | 46.15 | 50.00   | *     | 30.77 | 6.25    | *     | 0.00  | 16                       | *     | 13    |
| All Grades  | 10.00   | 24.44 | 13.95 | 36.67   | 24.44 | 34.88 | 50.00   | 26.67 | 34.88 | 3.33    | 24.44 | 16.28 | 30                       | 45    | 43    |

### 2019-20 Data:

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| Oral Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|--|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level  | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|  | 18-19   | 20-21 | 21-22 | 18-19   | 20-21 | 21-22 | 18-19   | 20-21 | 21-22 | 18-19   | 20-21 | 21-22 | 18-19                    | 20-21 | 21-22 |
| 6  | *       | 11.76 | 14.29 | *       | 52.94 | 35.71 | *       | 11.76 | 35.71 | *       | 23.53 | 14.29 | *                        | 17    | 14    |
| 7  | *       | 55.00 | 31.25 | *       | 30.00 | 37.50 | *       | 5.00  | 12.50 | *       | 10.00 | 18.75 | *                        | 20    | 16    |
| 8  | 31.25   | *     | 53.85 | 37.50   | *     | 23.08 | 25.00   | *     | 23.08 | 6.25    | *     | 0.00  | 16                       | *     | 13    |
| All Grades   | 36.67   | 35.56 | 32.56 | 40.00   | 35.56 | 32.56 | 20.00   | 8.89  | 23.26 | 3.33    | 20.00 | 11.63 | 30                       | 45    | 43    |

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Written Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|   | 18-19   | 20-21 | 21-22 | 18-19   | 20-21 | 21-22 | 18-19   | 20-21 | 21-22 | 18-19   | 20-21 | 21-22 | 18-19                    | 20-21 | 21-22 |
| 6   | *       | 0.00  | 0.00  | *       | 23.53 | 0.00  | *       | 17.65 | 35.71 | *       | 58.82 | 64.29 | *                        | 17    | 14    |
| 7   | *       | 10.00 | 0.00  | *       | 20.00 | 18.75 | *       | 45.00 | 56.25 | *       | 25.00 | 25.00 | *                        | 20    | 16    |
| 8   | 12.50   | *     | 7.69  | 25.00   | *     | 30.77 | 31.25   | *     | 46.15 | 31.25   | *     | 15.38 | 16                       | *     | 13    |
| All Grades  | 6.67    | 6.67  | 2.33  | 20.00   | 17.78 | 16.28 | 40.00   | 33.33 | 46.51 | 33.33   | 42.22 | 34.88 | 30                       | 45    | 43    |

2019-20 Data:

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| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 18-19          | 20-21 | 21-22 | 18-19               | 20-21 | 21-22 | 18-19     | 20-21 | 21-22 | 18-19                    | 20-21 | 21-22 |
| 6   | *              | 0.00  | 7.14  | *                   | 76.47 | 71.43 | *         | 23.53 | 21.43 | *                        | 17    | 14    |
| 7   | *              | 15.00 | 6.25  | *                   | 80.00 | 75.00 | *         | 5.00  | 18.75 | *                        | 20    | 16    |
| 8   | 6.25           | *     | 23.08 | 68.75               | *     | 69.23 | 25.00     | *     | 7.69  | 16                       | *     | 13    |
| All Grades  | 10.00          | 13.33 | 11.63 | 70.00               | 68.89 | 72.09 | 20.00     | 17.78 | 16.28 | 30                       | 45    | 43    |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level  | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|  | 18-19          | 20-21 | 21-22 | 18-19               | 20-21 | 21-22 | 18-19     | 20-21 | 21-22 | 18-19                    | 20-21 | 21-22 |
| 6  | *              | 33.33 | 28.57 | *                   | 40.00 | 57.14 | *         | 26.67 | 14.29 | *                        | 15    | 14    |
| 7  | *              | 73.33 | 64.29 | *                   | 20.00 | 21.43 | *         | 6.67  | 14.29 | *                        | 15    | 14    |
| 8  | 43.75          | *     | 53.85 | 50.00               | *     | 46.15 | 6.25      | *     | 0.00  | 16                       | *     | 13    |
| All Grades   | 56.67          | 50.00 | 48.78 | 36.67               | 28.95 | 41.46 | 6.67      | 21.05 | 9.76  | 30                       | 38    | 41    |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 18-19          | 20-21 | 21-22 | 18-19               | 20-21 | 21-22 | 18-19     | 20-21 | 21-22 | 18-19                    | 20-21 | 21-22 |
| 6   | *              | 0.00  | 7.14  | *                   | 29.41 | 21.43 | *         | 70.59 | 71.43 | *                        | 17    | 14    |
| 7   | *              | 10.00 | 6.25  | *                   | 65.00 | 62.50 | *         | 25.00 | 31.25 | *                        | 20    | 16    |
| 8   | 12.50          | *     | 23.08 | 50.00               | *     | 38.46 | 37.50     | *     | 38.46 | 16                       | *     | 13    |
| All Grades  | 6.67           | 6.67  | 11.63 | 43.33               | 42.22 | 41.86 | 50.00     | 51.11 | 46.51 | 30                       | 45    | 43    |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 18-19          | 20-21 | 21-22 | 18-19               | 20-21 | 21-22 | 18-19     | 20-21 | 21-22 | 18-19                    | 20-21 | 21-22 |
| 6   | *              | 0.00  | 0.00  | *                   | 94.12 | 78.57 | *         | 5.88  | 21.43 | *                        | 17    | 14    |
| 7   | *              | 0.00  | 12.50 | *                   | 80.00 | 68.75 | *         | 20.00 | 18.75 | *                        | 20    | 16    |
| 8   | 0.00           | *     | 7.69  | 87.50               | *     | 76.92 | 12.50     | *     | 15.38 | 16                       | *     | 13    |
| All Grades  | 3.33           | 0.00  | 6.98  | 90.00               | 82.22 | 74.42 | 6.67      | 17.78 | 18.60 | 30                       | 45    | 43    |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. The number of English Learners increased last year in the 7th grade cohort by 75%.
2. The percentage of students at level 4 increased by 14% between 18-19 and 20-21 in over all language.
3. The increase seems to have come from an increase in the listening domain.



# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

| 2021-22 Student Population   |  |  |   |
|--|--|--|---|
| Total Enrollment   | Socioeconomically Disadvantaged  | English Learners   | Foster Youth  |
| 252  | 66.3   | 19.4   | 2.0   |
| Total Number of Students enrolled in Baechtel Grove Middle School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2021-22 Enrollment for All Students/Student Group |       |            |
|---|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 49    | 19.4       |
| Foster Youth                                      | 5     | 2.0        |
| Homeless  | 3     | 1.2        |
| Socioeconomically Disadvantaged                   | 167   | 66.3       |
| Students with Disabilities                        | 40    | 15.9       |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 8     | 3.2        |
| American Indian              | 20    | 7.9        |
| Asian                        | 3     | 1.2        |
| Filipino                     |       |            |
| Hispanic                     | 110   | 43.7       |
| Two or More Races            | 3     | 1.2        |
| Pacific Islander             |       |            |
| White                        | 85    | 33.7       |

**Conclusions based on this data:**

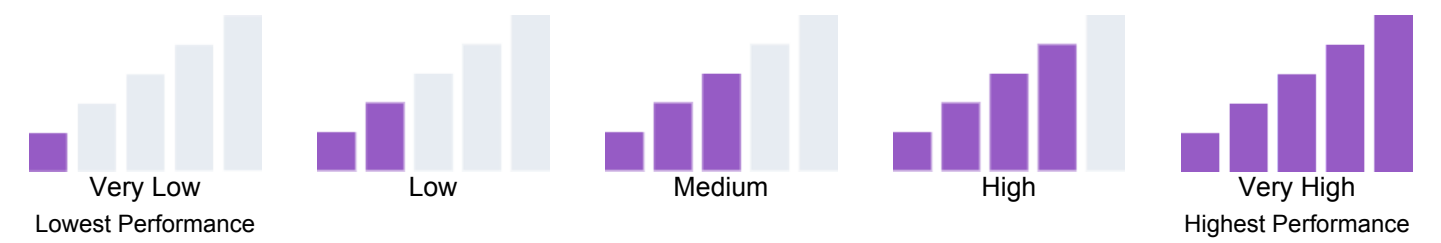
1. English learners now comprise about a quarter of our student population. The percentage of students with special education services dropped 3 percentage points to 15%.
2. Most of our population of students are socioeconomically disadvantaged. The two largest ethnic groups White and Hispanic are almost equal in size at 37% and 42%.
3. The percent of foster youth increased by 1% , and children who live with grandparents, aunts and uncles are not included in the percentage of homeless or displaced children.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students

| Academic Performance                                  | Academic Engagement                                 | Conditions & Climate                            |
|---|---|---|
| <div>English Language Arts</div> <div>Very Low</div>  | <div>Chronic Absenteeism</div> <div>Very High</div> | <div>Suspension Rate</div> <div>Very High</div> |
| <div>Mathematics</div> <div>Very Low</div>            |   |   |
| <div>English Learner Progress</div> <div>Medium</div> |   |   |

#### Conclusions based on this data:

- Chronic absenteeism, suspension rate and mathematics academic achievement are all areas of challenges. These are the indicators that required a Comprehensive School Improvement effort.
- English Language Arts achievement is an area that has improved.

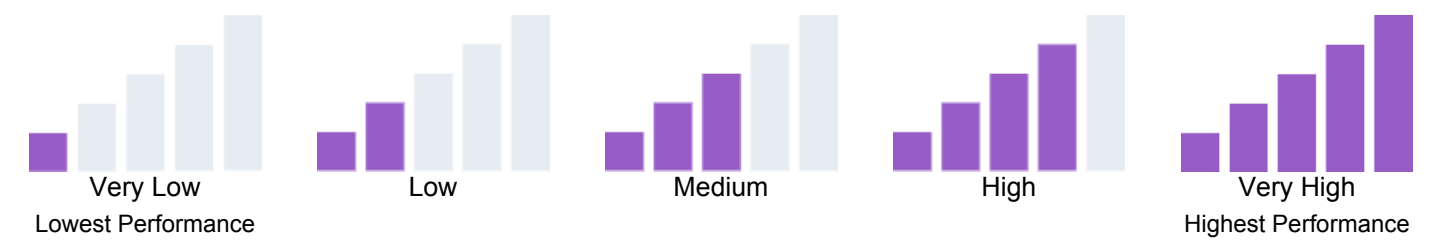
3. Mathematics is the largest academic area of need for improvement.

# School and Student Performance Data

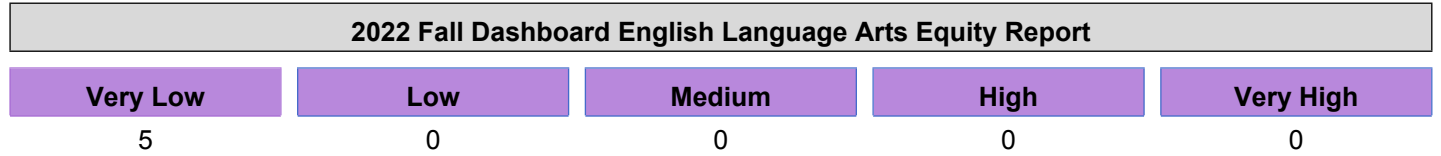
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

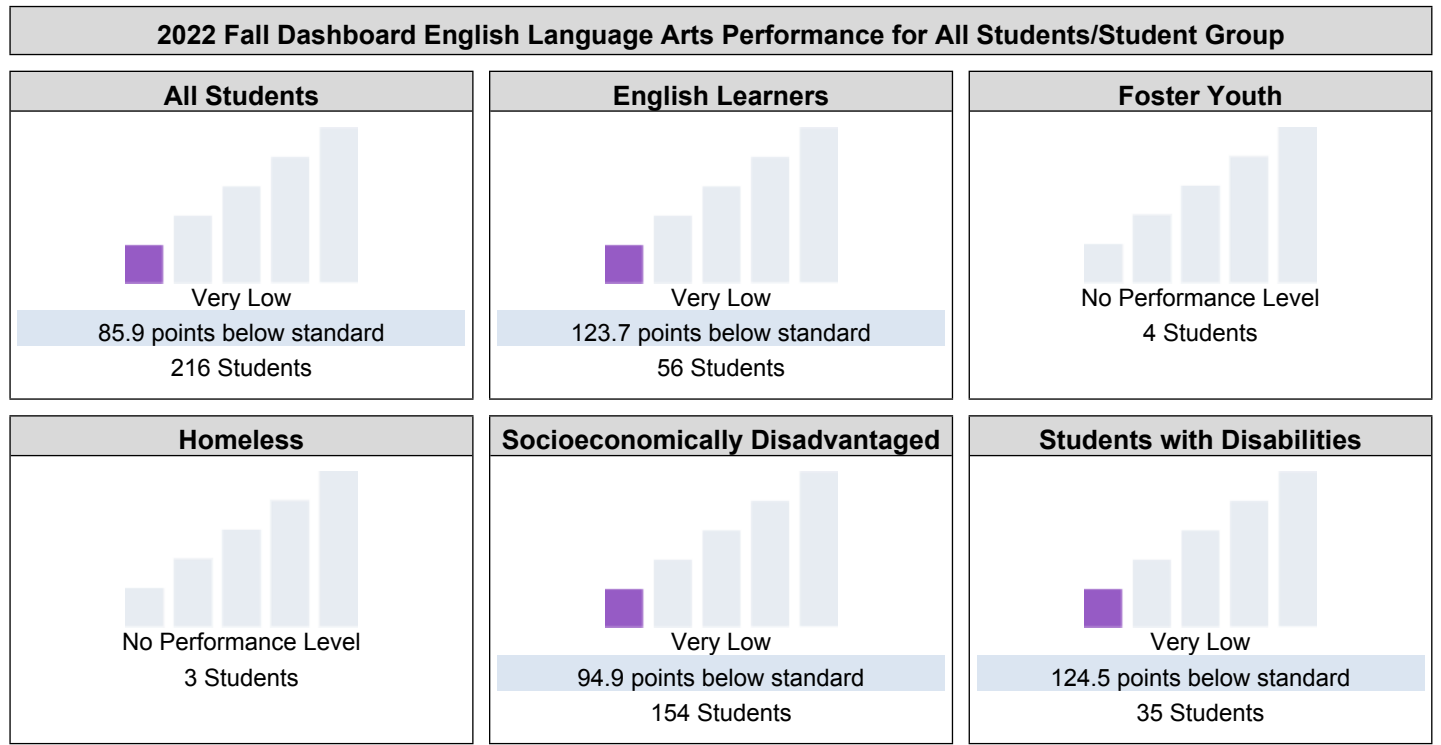
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



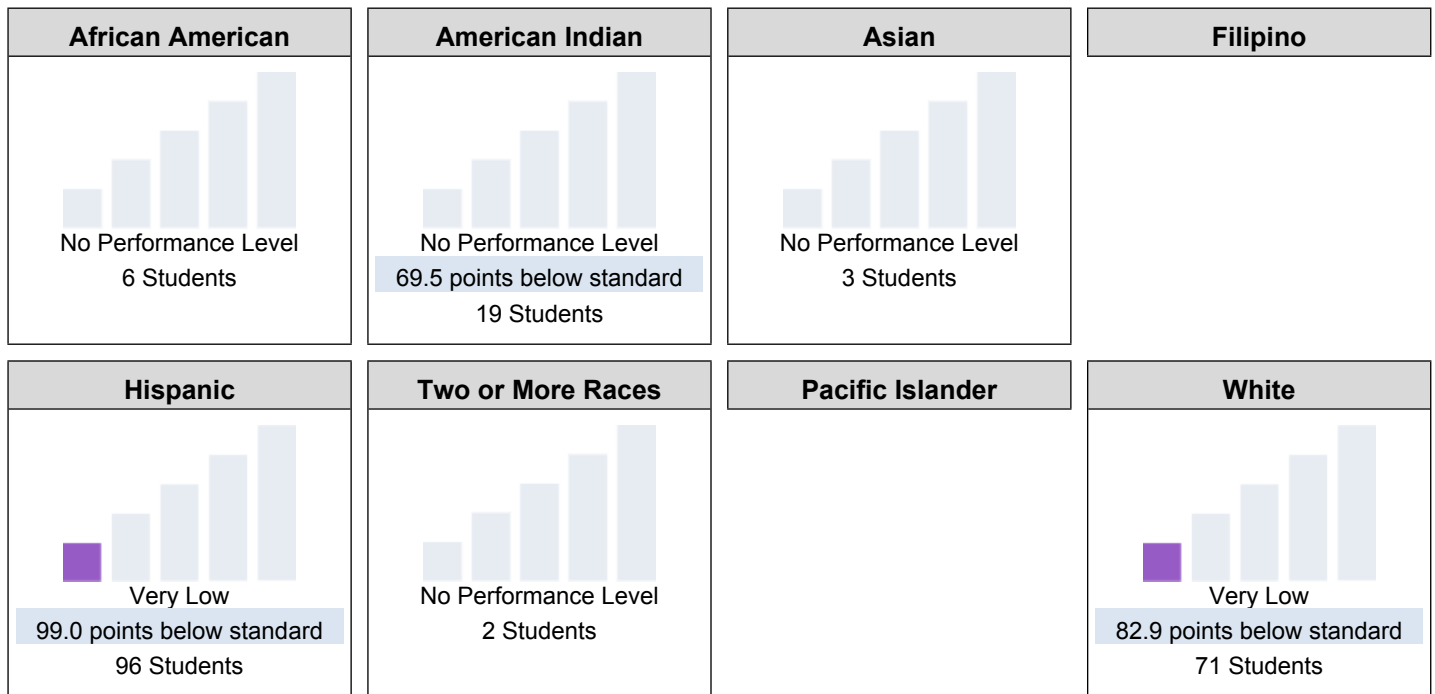
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner                    | Reclassified English Learners             | English Only                               |
|--|---|--|
| 151.8 points below standard<br>41 Students | 61.3 points below standard<br>16 Students | 75.3 points below standard<br>146 Students |

#### Conclusions based on this data:

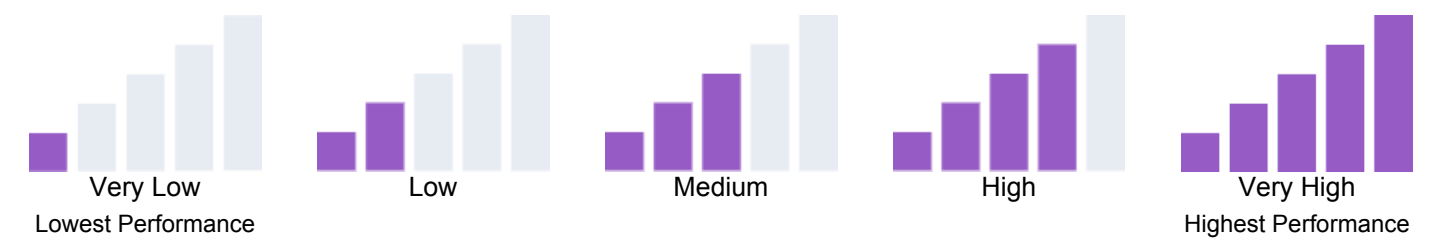
1. All students and the largest populations of Socioeconomically disadvantaged and Hispanic students are all 60, 66, and 68 points below standard. The current English Learners are 87 points below standard, and the Students with disabilities are 145 points below standard.
2. The current English Learner students increased significantly in points below standard in 2019, 25 points, whereas the English only students increased only 4 points.
3. There are 58 current English Learners and they increased 25 points, and there are 51 students with disabilities and they declined 5 points.

# School and Student Performance Data

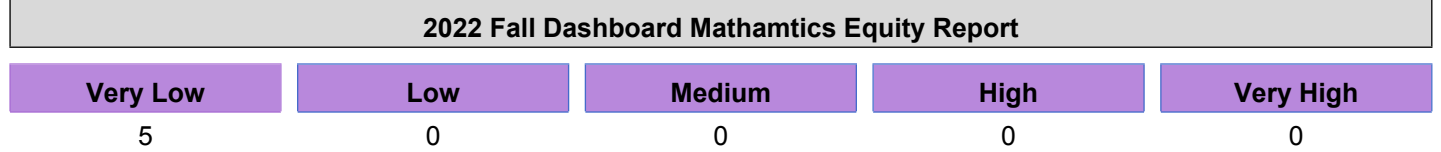
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

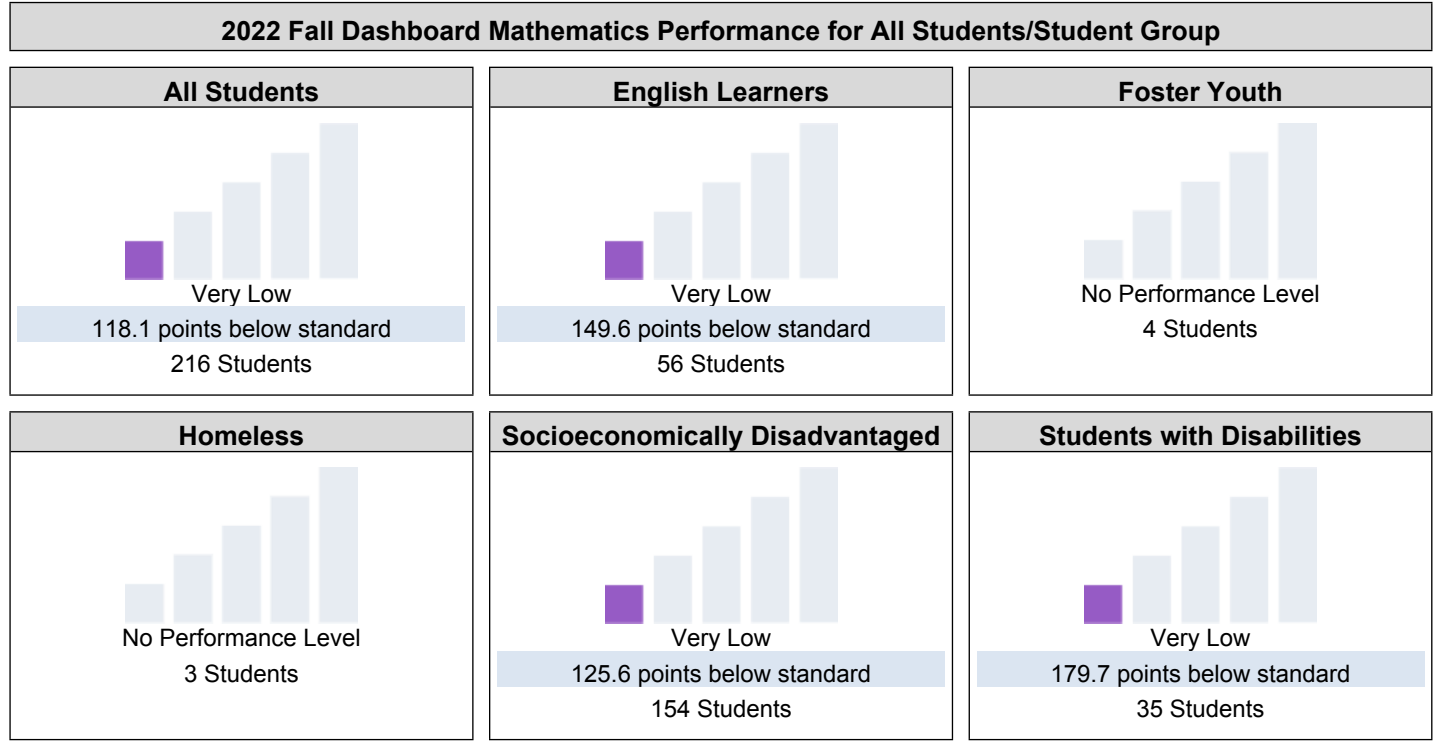
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



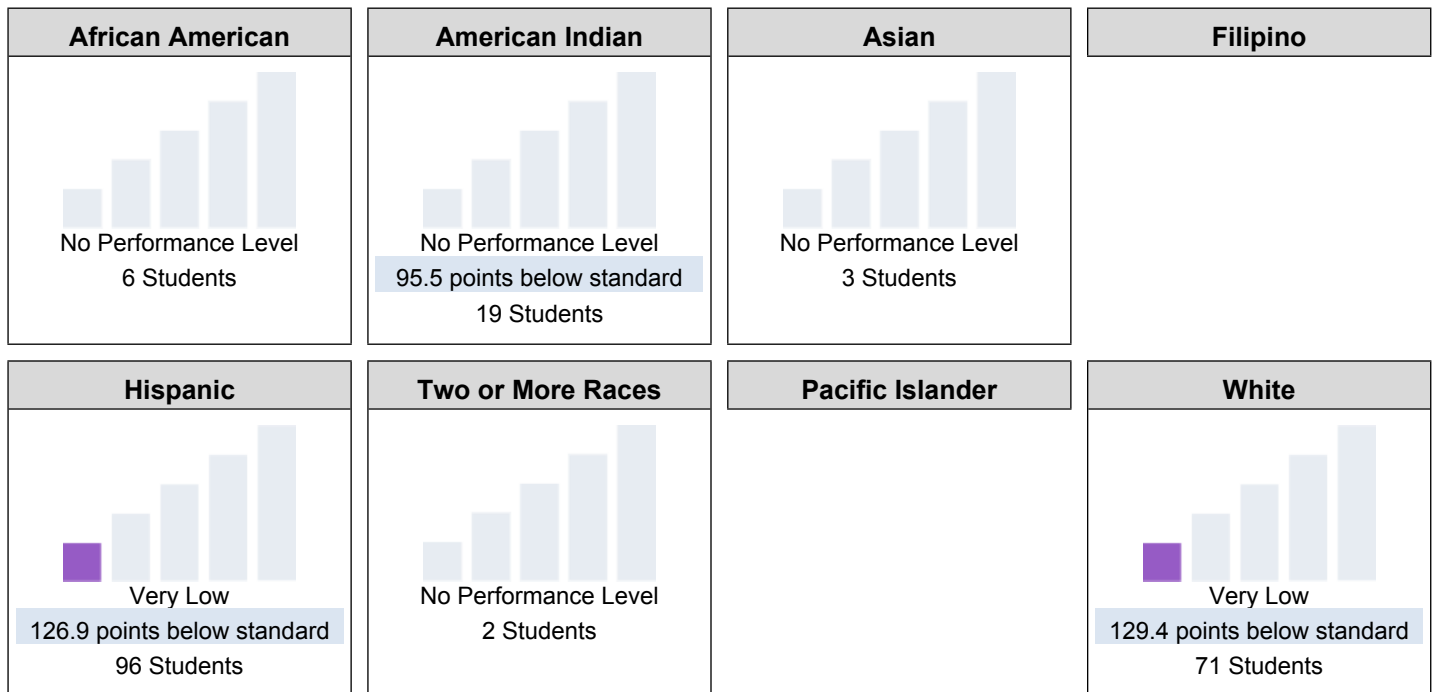
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner                    | Reclassified English Learners              | English Only                                |
|--|--|---|
| 168.2 points below standard<br>40 Students | 103.1 points below standard<br>16 Students | 106.1 points below standard<br>146 Students |

#### Conclusions based on this data:

1. All students, students with disabilities, and White students all declined in Math achievement towards standard, with the largest decline for White students and students with disabilities at 16 points each. Students with disabilities have the largest gap in achievement, being 209 points below standard.
2. Socioeconomically disadvantaged, and Hispanic students both increased toward standards by 9 and 11 points. The highest gain of 18 points is for English Learners. Even though English Learners, Hispanic and Socioeconomically disadvantaged students increased in their achievement towards grade level, their gap is still larger than our white population, in Mathematics.
3. Current English Learners increased significantly by 18 points to standard in Mathematics, this is about a quarter of our population.



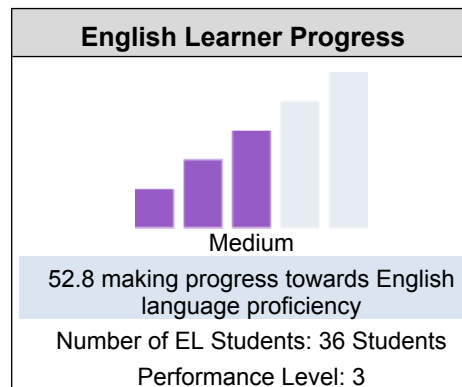
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 25.0%                    | 22.2%                                      | 5.6%                    | 47.2%                              |

#### Conclusions based on this data:

1. There are 27 English Learners. 22% progressed at least one ELPI level.
2. 33% maintained their ELPI level.
3. 44% decreased one ELPI level, causing a larger gap in their achievement.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

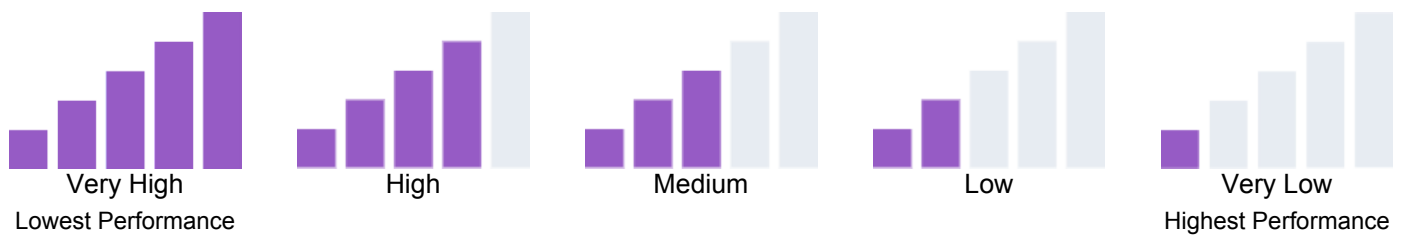
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# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



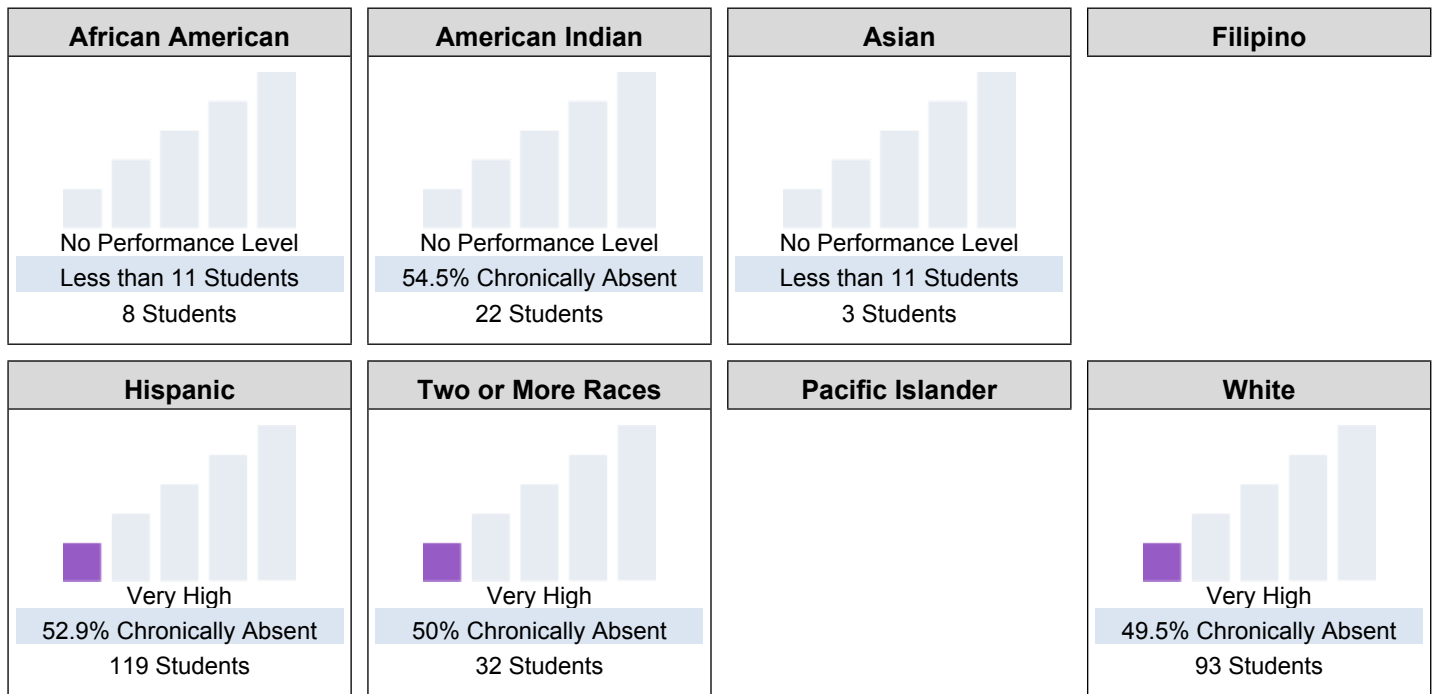
This section provides number of student groups in each level.

| 2022 Fall Dashboard Chronic Absenteeism Equity Report |      |        |     |          |
|---|------|--------|-----|----------|
| Very High   | High | Medium | Low | Very Low |
| 6   | 0    | 0      | 0   | 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.

| 2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group             |   |   |
|--|---|---|
| <b>All Students</b><br><br>Very High<br>50.2% Chronically Absent<br>277 Students   | <b>English Learners</b><br><br>Very High<br>48.2% Chronically Absent<br>56 Students                 | <b>Foster Youth</b><br><br>No Performance Level<br>Less than 11 Students<br>9 Students        |
| <b>Homeless</b><br><br>No Performance Level<br>Less than 11 Students<br>5 Students | <b>Socioeconomically Disadvantaged</b><br><br>Very High<br>60.6% Chronically Absent<br>203 Students | <b>Students with Disabilities</b><br><br>Very High<br>53.2% Chronically Absent<br>47 Students |

## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



### Conclusions based on this data:

1. English Learners, White, and Hispanic students attendance is in the orange performance level.
2. All students, Socioeconomically disadvantaged students, and Students with disabilities are all in the red performance level.
3. The largest increase in attendance was from the students with disabilities group. The largest drop in attendance is from the English Learner group.

# School and Student Performance Data

## Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

|                    |     |        |      |                     |
|--------------------|-----|--------|------|---------------------|
| Very Low           | Low | Medium | High | Very High           |
| Lowest Performance |     |        |      | Highest Performance |

This section provides number of student groups in each level.

| 2022 Fall Dashboard Graduation Rate Equity Report |     |        |      |           |
|---|-----|--------|------|-----------|
| Very Low  | Low | Medium | High | Very High |

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

| 2022 Fall Dashboard Graduation Rate for All Students/Student Group |                                 |                            |
|--|---------------------------------|----------------------------|
| All Students   | English Learners                | Foster Youth               |
| Homeless   | Socioeconomically Disadvantaged | Students with Disabilities |

| 2022 Fall Dashboard Graduation Rate by Race/Ethnicity |                   |                  |          |
|---|-------------------|------------------|----------|
| African American                                      | American Indian   | Asian            | Filipino |
| Hispanic  | Two or More Races | Pacific Islander | White    |

Conclusions based on this data:

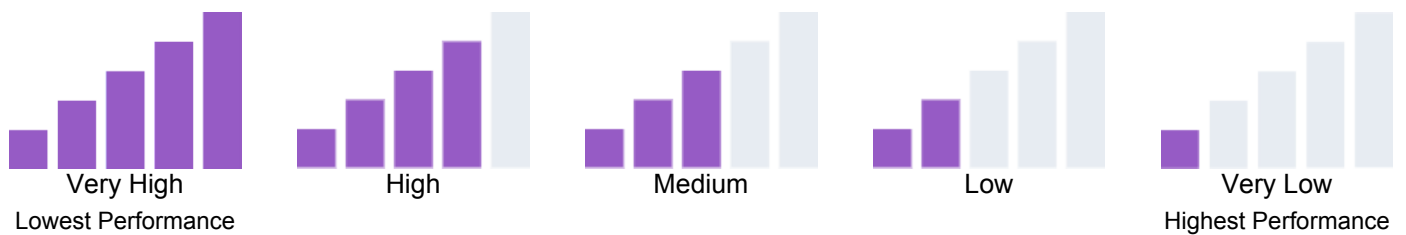
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# School and Student Performance Data

## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



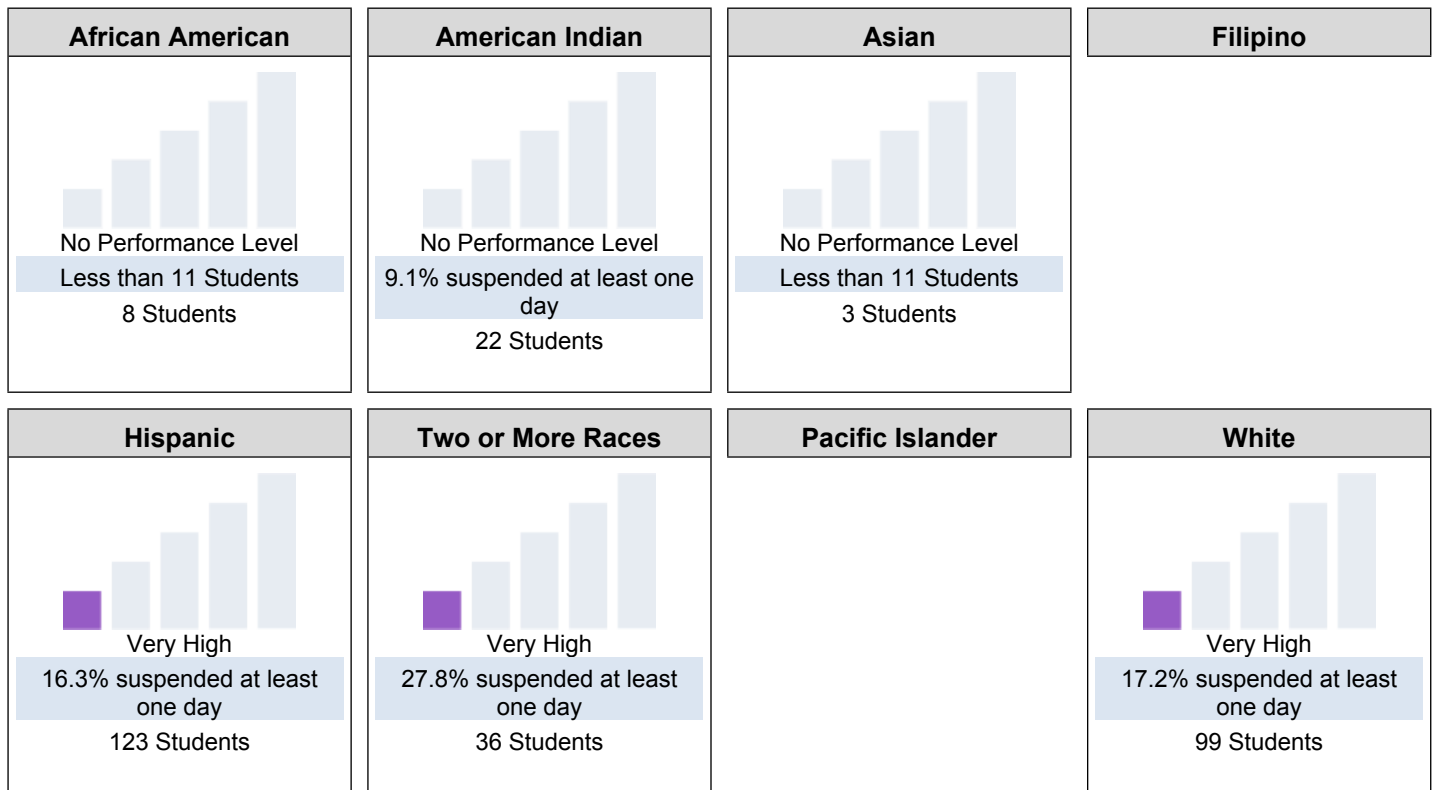
This section provides number of student groups in each level.

| 2022 Fall Dashboard Suspension Rate Equity Report |      |        |     |          |
|---|------|--------|-----|----------|
| Very High   | High | Medium | Low | Very Low |
| 6   | 0    | 0      | 0   | 0        |

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

| 2022 Fall Dashboard Suspension Rate for All Students/Student Group                               |   |   |
|--|---|---|
| <b>All Students</b> <p>Very High</p> <p>17.5% suspended at least one day</p> <p>291 Students</p> | <b>English Learners</b> <p>Very High</p> <p>17.5% suspended at least one day</p> <p>57 Students</p>                 | <b>Foster Youth</b> <p>No Performance Level</p> <p>Less than 11 Students</p> <p>9 Students</p>                |
| <b>Homeless</b> <p>No Performance Level</p> <p>Less than 11 Students</p> <p>5 Students</p>       | <b>Socioeconomically Disadvantaged</b> <p>Very High</p> <p>16.7% suspended at least one day</p> <p>210 Students</p> | <b>Students with Disabilities</b> <p>Very High</p> <p>18.4% suspended at least one day</p> <p>49 Students</p> |

## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

1. There was an increase in the percentage of students with at least one suspension from 11% in 2018 to 14% in 2019. The largest gain was in the students with disabilities group, with a 25 point increase.
2. All students increased, White and Socioeconomically disadvantaged increased significantly at 5% and 7%, as well.
3. English Learners and Hispanic students declined slightly by 2% and .3%.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Academic Achievement

## LEA/LCAP Goal

LCAP Goal #1: Students will be prepared to be college and or career ready.

## Goal 1

BGMS Goal #1 Prepare students to be college and/or career ready as evidenced by increasing the percent scoring at the 70 percentile, at each grade level by 5% for Renaissance Learning Star Reading assessment given to assess standards taught in ELA, and using the Standards Mastery Assessments from iReady in Math to increase the proficient category by 10%, and decreasing the progressing and beginning categories, given after first instruction, and then again after reteaching, including analyzing results and informing reteaching.

## Identified Need

Only 9% of sixth graders, 12% of seventh graders, and 15% of eighth graders are scoring at the 70th percentile on the Renaissance Learning Star Reading assessment given to assess standards taught in ELA. The average percent proficient in the standards mastery test for all three grade levels is 16.

## Annual Measurable Outcomes

| Metric/Indicator   | Baseline/Actual Outcome  | Expected Outcome           |
|--|--|----------------------------|
| Renaissance Learning Star Reading Assessment score in the 70th percentile. | 9% of sixth graders, 12% of seventh graders, and 15% of eighth graders are scoring at the 70 percentile on the Renaissance Learning Star Reading assessment. | 10% increase in one year   |
| SMA scores for all students in Mathematics after every set of standards.   | The average percent proficient in the standards mastery test for all three grade levels is 16.   | 10% increase after reteach |

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



Participate in the multi district California Principal's Network professional development with a team of teachers in various areas such as strengthening PLC's 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)

6,800

Source(s)

Comprehensive Support and Improvement (CSI)  
5000-5999: Services And Other Operating  
Expenditures  
CAPS Network fees for one Principal, one Vice  
Principal and two teachers

### **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

Meet in PLCs for each subject area using the cycle of inquiry, Analyze the data from the Star and the SMA's to develop goals for reteaching of each set of standards. Facilitation support from MCOE Continuous Improvement Department for process and protocols.

### **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)

9,167

Source(s)

Comprehensive Support and Improvement (CSI)  
1000-1999: Certificated Personnel Salaries  
10 teachers once a month for two hours

### **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

Professional Development in Co-Teaching strategies to mainstream students with special education services and support their learning of grade level standards in the general education classes.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

5,514

Source(s)

General Fund  
1000-1999: Certificated Personnel Salaries  
15 teachers on one pre-service staff  
development day

### **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

Teachers will be involved in AVID Digital XP training for use of AVID School wide digital strategies in Math and ELA, and collaborate with an AVID-facilitated Community of Practice, access AVID's vast digital resources, including designing instruction that leverages fast-changing digital resources and one-to-one coaching throughout the 2021-2022 school year.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

15,337

Source(s)

Comprehensive Support and Improvement (CSI)  
1000-1999: Certificated Personnel Salaries  
9 ELA and Math teachers at \$850.00  
registration and 20.5 hours of extra duty pay

### **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

Use web based version of Renaissance Learning Accelerated Reader as a motivational and tracking tool, as well as a district wide progress monitoring assessment in Language Arts.

#### **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)

13,498

Source(s)

Other

5000-5999: Services And Other Operating Expenditures  
One account for every student (3 year contract, ELO funding)

## Strategy/Activity 6

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

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

All students

### Strategy/Activity

All teachers will participate in Classroom Walkthroughs to hold each other accountable for use of agreed upon resources for reteaching and embedding deficit skills into grade level standards. Teachers will set goals when analyzing their SMA and Star data for reteaching, and explicitly use agreed upon resources for reteaching. Teachers will use these goals and a protocol for walkthrough observations, following the format of Robert Marzano's Instructional Rounds.

### 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)

3,186

#### Source(s)

Comprehensive Support and Improvement (CSI)  
1000-1999: Certificated Personnel Salaries  
10 teachers 1 period observations, 1 debrief period, once a month for each teacher = 2 1/2 day subs a month = 20 days of substitute pay

## 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

AVID Eighth, Seventh, and Sixth Grade Elective, and use of AVID school wide strategies of interactive notebooks, focused note taking, Philosophical Chairs, Socratic Seminars, and WICOR classroom strategies.

### 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)

34,184

#### Source(s)

General Fund  
1000-1999: Certificated Personnel Salaries  
Cost of three sections on master schedule

## Strategy/Activity 8

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

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

Students with Special Education services

### Strategy/Activity

Special education teachers analyze data from the Star Reading assessment and the iReady Math diagnostic to inform their individual one on one instruction of grade level standards.

### 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)

2,016

#### Source(s)

Comprehensive Support and Improvement (CSI)  
1000-1999: Certificated Personnel Salaries  
Three teachers twice a month one hour after school

## 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

AVID Site Team meetings carried out to further the implementation using teachers as leaders.

### 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)

7593

#### Source(s)

Comprehensive Support and Improvement (CSI)  
1000-1999: Certificated Personnel Salaries  
9 teachers X 1.5 hours for 9 months extra duty pay

## Strategy/Activity 10

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

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

All students

### Strategy/Activity

ELA Math teachers participate in instructional coaching to support their selection of effective strategies to reteach a concept.

**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)  |
|-----------|--|
| 18,562    | Comprehensive Support and Improvement (CSI)<br>5800: Professional/Consulting Services And<br>Operating Expenditures<br>Cost of coach and extra duty pay for 10<br>teachers 1.5 hours twice a month |
| 400       | Comprehensive Support and Improvement (CSI)<br>4000-4999: Books And Supplies<br>materials for effective reteaching   |

**Strategy/Activity 11****Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

Address student engagement through the use of hands on projects in the classroom, such as art in Social Studies, and Quest Boxes in 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)  |
|-----------|--|
| 1,000     | Comprehensive Support and Improvement (CSI)<br>4000-4999: Books And Supplies<br>Materials for hands on projects                                |
| 1,000     | Comprehensive Support and Improvement (CSI)<br>1000-1999: Certificated Personnel Salaries<br>Teacher professional development (Quest<br>Boxes) |

**Strategy/Activity 12****Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

Update both the teacher content knowledge and teaching materials for the Middle School Comprehensive Sexuality Education unit in Science classes.

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s)   |
|-----------|---|
| 1,250     | Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries<br>3 Science teachers taking courses and planning their materials and pacing, 8 hours each teacher |

## Annual Review

### SPSA Year Reviewed: 2021-22

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

### ANALYSIS

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

The ELA teachers did not use the Smarter Balanced Interim Assessment Blocks as pre and post assessments for reteaching because it was difficult to monitor students on distance learning to participate in the assessment. The Renaissance Learning Star assessment was used instead. These were taken the first two trimesters, but the transition to returning to in person instruction was too great to remain consistent in giving these the third trimester, along with the CAASPP testing. This was very useful data and did increase achievement. PLC's met and developed goals from the analysis of the data for each trimester. All teachers were trained in use of CA Collections and Ready Mathematics curriculum and all materials. 11 Administrators and teachers were trained in AVID Digital XP summer professional development, and this created a large impact on instruction using best practices, as well as a college going climate. The instructional walkthroughs carried out by the Math department can be seen in the increased achievement in Math. ELA did not participate in walk throughs this year. Students in the AVID Elective raised or maintained a C or better during the time they were in the AVID Elective by an average percent of 73 in eighth grade. Students with special education services did not take progress monitoring assessments. Instructional coaching was carried out and teachers made progress toward their instructional goals. Their instructional focus was on giving students opportunities for choice in the classroom, in ELA, and Checking for understanding, decoding math problems, and multiplication and addition of integers in Math.

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

There were no major differences.

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

Participation in the California Principals Network, a multi district professional development, by a team of administrators and teachers has been added, to focus on Professional Learning Communities implementation, and classroom instruction as we return to in person instruction. A

step forward to include co-teaching in classrooms with mainstreamed students with special education services in classrooms has been made for general education and special education teachers. Both strategies are identified in the conclusions to the data analysis. Comprehensive Sexual Education was added as an area that needed an update to both the content knowledge of teachers and their instruction, because it had not been taught by these teachers in two years.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Learner acquisition of English

## LEA/LCAP Goal

LCAP Goal #1: Students will be prepared to be college and or career ready.

## Goal 2

Increase the percent of students who progress at least one ELPI level 5% to 27% and those who maintain their ELPI level 5% to 38% on the English Language Proficiency Assessments for California (ELPAC).

## Identified Need

44% of EL students taking the ELPAC in April 2019 decreased one ELPI level.

## Annual Measurable Outcomes

| Metric/Indicator   | Baseline/Actual Outcome   | Expected Outcome  |
|--------------------|---|---|
| ELPAC 2021 results | progress one level from 22" to 27% on the English Language Proficiency Assessment for California<br>maintain their ELPI level from 33% to 38% on the English Language Proficiency Assessment for California | progress one level from 22" to 27% on the English Language Proficiency Assessment for California<br>maintain their ELPI level from 33% to 38% on the English Language Proficiency Assessment for California |

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)

EL Students

### Strategy/Activity

Implement a designated ELD program using student materials from the California Collections adoption.

### 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)   |
|-----------|---|
| 45,584    | General Fund<br>1000-1999: Certificated Personnel Salaries<br>Four sections of English Language Development |

**Strategy/Activity 2**

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

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

EL Newcomer Students

**Strategy/Activity**

Provide a newcomer class everyday after school as part of an extended day, to increase the exposure to the English Language and its structure.

**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)  |
|-----------|--|
| 11,251    | Comprehensive Support and Improvement (CSI)<br>1000-1999: Certificated Personnel Salaries<br>one teacher , 1 hour after school, 30 minute prep time, Monday through Friday |
| 3,934     | Comprehensive Support and Improvement (CSI)<br>2000-2999: Classified Personnel Salaries<br>One aide 1 hour after school , Monday through Friday                            |

**Strategy/Activity 3**

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

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

All students with attention given to EL progress.

**Strategy/Activity**

Use PLC meetings to go deeper into and monitor more closely the performance of ELs, with a special focus on ELs who continue to perform at the Moderate Level on the ELPAC, in all subject areas.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

20,000.00

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries  
Collaboration Tuesdays during regular teacher contract time

#### **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

Teachers will train in and use the iLITEL curriculum from Savvas Learning Company to use as a curriculum in ELD, and a progress checking assessment.

##### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

5,500

Source(s)

Comprehensive Support and Improvement (CSI)  
4000-4999: Books And Supplies  
45 student licenses and 1 activation training

#### **Strategy/Activity 5**

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

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

Students with a home language of Spanish

Strategy/Activity

Bilingual Parent Liaison

##### **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)

29,511

Source(s)

Comprehensive Support and Improvement (CSI)  
2000-2999: Classified Personnel Salaries  
Cost of .5 FTE Bilingual Parent Liaison

29,511

Title I  
2000-2999: Classified Personnel Salaries  
Cost of .5 Bilingual Liaison

# Annual Review

## SPSA Year Reviewed: 2021-22

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.

ELD was implemented for one trimester the Ca Collections ELD materials were used to support the regular ELA instruction. One trimester was not enough additional support to advance EL students. The PLC's focused on disaggregating EL data from the progress monitoring assessments, to address differentiated instruction in their classrooms, this gave EL students additional access. Teachers make accessibility technology accessible to all students who need it. All teachers were trained in the designated ELD materials in the CA Collections curriculum, which they used for the one trimester we had ELD in the master schedule.

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

Due to the shortened instructional day during distance learning in 2/3rds of the year, ELD was implemented only one trimester. Teachers did not train in the Smarter Balanced Tools for Teachers as an online collection of resources, because they had to learn how to teach online. A newcomer's class had to be added because we had 6 students who arrived in the community and they were non-English speakers. A Bilingual Family Liaison was added to help keep Spanish speaking parents connected to the online learning with training, and information.

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.

ELD will be in the master schedule for the entire year. There is no longer a need to provide professional development for the use of accessibility technology for teachers. Teachers will train in the Smarter Balanced Tools for Teachers as an online collection of resources, as there is still a need to support the use of the formative assessment process to adjust teaching for improving student learning, and to practice in the format of the SBAC assessment. We have had an influx of non-English speaking students, and need to continue to have a Newcomer Class after school as part of our extended day offerings, along with a bilingual Parent Liaison to keep parents informed and knowledgeable about their students' situation at school. These can be found in the data analysis as part of our parent input from the ELAC.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Academic Intervention

## LEA/LCAP Goal

LCAP Goal #3: Students will be provided academic support to promote language, mathematical and technology literacy.

## Goal 3

Provide academic support by teaching deficit skills where necessary to learn grade level standards to increase students' Math diagnostic scaled score 25 points, and AR Star Reading Assessment grade equivalent .5, in every trimester for each student.

## Identified Need

Only 12% of sixth grade students accomplished a scaled score increase of 25 points. Only 23.3% of students accomplished a scale score increase of 25 points on the Star Reading assessment, and every grade level dropped a grade level in the grade equivalent from the first to the second trimester.

## Annual Measurable Outcomes

| Metric/Indicator   | Baseline/Actual Outcome   | Expected Outcome  |
|--|---------------------------|---|
| Math diagnostic scaled scores<br>AR Star Assessment grade equivalent | differs for every student | Scaled score increase of 25 points<br>grade equivalent increase of .5 |

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 under-performing students

### Strategy/Activity

AVID Academy classes at the start of the day for students who are struggling with learning. This class will give students strategies for how to study, stay organized, turn in work on time, and provide a collaborative group to study 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)

37,700

Source(s)

General Fund  
1000-1999: Certificated Personnel Salaries  
Three sections of AVID Academy classes on the master schedule

## Strategy/Activity 2

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

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

Students at risk of retention

Strategy/Activity

Summer Session 2022 will be used to establish several resources for embedding deficient skills in the instruction of grade level standards. Use hands on relevant projects to teach Mathematics and ELA deficit skills.

### 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)

30,614

Source(s)

Comprehensive Support and Improvement (CSI)  
1000-1999: Certificated Personnel Salaries  
Cost of four teachers for 16 days of Summer School, 5 hours a day.

## Strategy/Activity 3

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

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

Under-performing students

Strategy/Activity

Place students in AVID Academy classes to teach them how to use strategies for studying, staying organized, using study groups, and accessing college prep classes.

### 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)

75,400

Source(s)

General Fund  
1000-1999: Certificated Personnel Salaries  
1.0 FTE AVID Academy classes for core subject intervention

12,608

Title VI Part B: Rural Education Achievement Program

1000-1999: Certificated Personnel Salaries  
.18 FTE teaching intervention classes for Math

#### **Strategy/Activity 4**

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

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

Under-performing students

##### **Strategy/Activity**

Meet with teachers for students not accomplishing a 2.0 overall GPA with parent present, each trimester, continue to monitor student achievement, and document teacher use of interventions along with parent communication.

##### **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)**

31,521

##### **Source(s)**

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
One third the cost of a full time academic counselor

#### **Strategy/Activity 5**

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

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

Under-performing students

##### **Strategy/Activity**

Meet with parents, teachers, and student in Student Success Team meetings for students not responding to teacher documented interventions.

##### **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)**

31,521

##### **Source(s)**

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
One third the cost of a full time academic counselor

#### **Strategy/Activity 6**

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

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

All Students

### Strategy/Activity

Access Willits Kids Club after school program, for low performing BGMS students; including after school homework intervention classes in ELA and Math taught by credentialed teachers, and homework help.

### 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)

8,000

Source(s)

After School and Education Safety (ASES)  
1000-1999: Certificated Personnel Salaries  
Extra duty Teacher Pay for Math and ELA  
support classes

### 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

Math and ELA teachers will meet and share the use of the acceleration model of addressing grade level standards and embedding deficient skills, using focused standards and a progression of deficient skills, in a lesson study format.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,625

Source(s)

Comprehensive Support and Improvement (CSI)  
1000-1999: Certificated Personnel Salaries  
1 hour a month for 9 months

## Annual Review

### SPSA Year Reviewed: 2021-22

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.

Teachers did take the new updated Math curriculum and discuss on which skills inside of the standards they should focus because it is not possible to cover all the skills in the little time they



had for in person instruction (shortened day). This helped to make sure that all teachers knew what material had been covered and what had not for this year. There was no growth noticed in students in a Math intervention class, that they were in for only one trimester. The main problem is that they do not know how to stay organized, and how to study. The summer session was a tremendous success. 85% of students targeted to attend, consistently attended. Students were engaged in hands on projects; building a garden with planter boxes, individualized stepping stones, and a mural depicting the main characters in the novels "Alice's Adventures in Wonderland" and "Through the Looking Glass", which they read and analyzed. The students took a pre and post Mathematics assessment; 64% grew in the number of correct responses, and 30% maintained their score. Math intervention classes were only available to students one trimester due to the shortened day. There was no significant improvement in Math achievement in those students. The Vice Principal and the Counselor met with a third of the students in meetings to address the lack of achievement of students in the first trimester. Many of these parents were unaware of the lack of engagement of these students, and had no idea how to re-engage them. A specific plan was made for each student with parental involvement. When classroom interventions are closely monitored by the counselor, misidentification of students for special education services decreases, as is evident by our drop in that population from last year. Teachers trained in the progressions in ELA and Math. Just one trimester of in person instruction was not enough to see an increase in students' learning loss.

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

Both the ELA and the Mathematics curriculum have progressions from grade level to grade level, and there was no need for teachers to do this work. Three AVID Academy classes at the start of the day for students who are struggling with learning were added. This class will give students strategies for how to study, stay organized, turn in work on time, and provide a collaborative group to study with. The Ready Math curriculum was updated to the iReady Classroom Math Curriculum to take advantage of the learning progressions and the materials made to address students' unfinished learning due to distance learning. The Willits Kids Club was only operational for in person participation for the third trimester of last year.

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.

Three AVID Academy classes were added to the master schedule as a support class for underperforming students. Math intervention classes will be replaced with AVID Academy classes that will teach students to use strategies to access the content, stay organized, use a study group, and access college prep courses at the high school level. After school Math and ELA intervention classes will be replaced with homework assistance and work completion for ELA and Mathematics. These changes can be found in the analysis of data.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Safety

## LEA/LCAP Goal

LCAP Goal #4: Students and families will be supported and encouraged to advocate healthy lifestyle choices

## Goal 4

Continue to implement supports for Students' Health and Safety as evidenced by a reduction in the percentage of students suspended in one year from 14%, in a regular year to 9%.

## Identified Need

In a year when only one trimester was spent at the school site in in person instruction 2% of the total student population was suspended, 4% of the students with special education services, 5% of Native Americans, 1% of white students, and .9% of Hispanic students were suspended.

## Annual Measurable Outcomes

| Metric/Indicator  | Baseline/Actual Outcome                                   | Expected Outcome  |
|---|---|---|
| Percent of students suspended on the California Dashboard | 14.3% of all students suspended at least once in one year | 9% of all students, or less suspended at least once in one year |

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

Use classroom interventions such as review of classroom norms, parent contact, and student contracts before referring disruptive students for administrative action, assigned, supported and monitored by the Vice Principal.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

104,124

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
Cost of the Vice Principal

## 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

Social Emotional curriculum will be taught as an exploratory class on a rotation with the other two explanatories. The counselor will put together the SEL Leadership team to implement the Adult SEL component of the SEL curriculum.

### 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)

31,520

#### Source(s)

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
One third the Cost of a Counselor

8437

Comprehensive Support and Improvement (CSI)  
1000-1999: Certificated Personnel Salaries  
Leadership meetings once a month, 15 teachers  
in small groups to discuss Adult SEL topics  
extra duty pay

## 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

Teachers use grade level team meetings for student meetings to talk about the needs of students and their behavior, as well as to met with parents and to look for solutions.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

15,000

#### Source(s)

General Fund  
1000-1999: Certificated Personnel Salaries  
30 minutes a week during regular contract time.

## 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

Build consistency in classroom management by using the common expectations for students and staff, and reviewing their use through a teacher support group.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

833

#### Source(s)

General Fund  
1000-1999: Certificated Personnel Salaries  
1 hour of a Staff Development Day

11,250

Comprehensive Support and Improvement (CSI)  
1000-1999: Certificated Personnel Salaries  
10 teachers twice a week 1 hour extra duty time

## 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

Use Restorative Practices, community service, conflict resolution, counseling groups, and counseling as a responsive service to altercations, as alternatives to suspension.

### 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)

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
Included in the full time cost of a Vice Principal

0

None Specified  
None Specified  
RCS Professional Development (How to address student behavior with empathy, and Motivational Interviews)

0

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries

Counselor professional development to train in suspension laws to develop alternatives to suspension. Included in the full time cost of a Counselor

## Strategy/Activity 6

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

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

All students

### Strategy/Activity

Provide a College and Careers Week, and an AVID Elective to support the College Going Culture.

### 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)

General Fund  
1000-1999: Certificated Personnel Salaries  
Cost of three sections of AVID Elective previously funded

## Strategy/Activity 7

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

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

AVID Students

### Strategy/Activity

Provide AVID Parent Workshops about college going topics.

### 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)

2,000

#### Source(s)

Comprehensive Support and Improvement (CSI)  
4000-4999: Books And Supplies  
Parent materials needed for sessions.

## 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

Continue a Peer Helper program for conflict management, and peer mentoring.

### **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)

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
Included in the cost of a full time counselor

### **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

Provide rewards for student behavior in classrooms; merit draws, honor assembly rewards, and certificates, with Student Council input.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

1,000

Source(s)

Comprehensive Support and Improvement (CSI)  
4000-4999: Books And Supplies  
Incentive prizes

### **Strategy/Activity 10**

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

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

8th and 6th grade students

Strategy/Activity

Use WEB, the (Where Everyone Belongs) Program for 6th graders as a transition from elementary to middle school.

### **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)

361

Source(s)

Site Based Gifts and Donations  
4000-4999: Books And Supplies

|          |   |
|----------|---|
|          | From the Willits Police Funding donation                                      |
| 1,253.00 | LCFF<br>1000-1999: Certificated Personnel Salaries<br>Stipend for WEB Advisor |

## Strategy/Activity 11

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

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

All Students

### Strategy/Activity

Provide student clubs to encourage participation in healthy activities and school contentedness.

### Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s)   |
|-----------|---|
| 1,500.00  | LCFF<br>1000-1999: Certificated Personnel Salaries<br>\$500 stipend for three club advisers |

## Annual Review

### SPSA Year Reviewed: 2021-22

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.

Due to the number of teacher turnover, classroom interventions were used by 50% of the teachers. Parent notifications seemed to work the best. These were not effective for the top tier students with misbehavior, about 5%. Social Emotional curriculum was implemented by teachers in their lessons, but they were ineffective due to a lack of relevance for students. Teachers met as a team and with parents during grade level team meetings to target certain students with specific interventions, that was effective, but the top 10% had parents who were not available most of the time. A support group for implementation of classroom norms met every week upon returning to in person instruction. Teachers told us that they received many effective strategies for classroom management from this group. Restorative practices were used and are effective at deterring behavior. The AVID elective classes were successful in developing a college going culture at BGMS. The College and Career Week was not implemented due to being out due to the pandemic. Parent education nights were very poorly attended. The campus supervisor position was not replaced when the one person left. Extrinsic rewards are very effective for students with middle level behavior. The WEB program continues to be effective in helping sixth graders with the transition to middle school. School clubs were non-existent due to the regulations for COVID.

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

In person instruction at the school site was only carried out one trimester due to the pandemic. Most teachers found it difficult to include SEL in their lessons, as I observed when doing informal classroom visitations. The classroom norms group focused on a process to share classroom management strategies, identify one to use, and return to the group for debriefing, instead of talking about the classroom norms. AVID Parent workshops were not implemented due to the regulations prohibiting gatherings. There were less activities in the first 2/3rds of the year due to the virtual aspect of the student interactions. School clubs were non-existent due to the regulations for COVID.

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.

Teachers will be involved in Adult SEL curriculum, as well as support groups, and whole staff discussion of topics, to increase their SEL skills, and their use towards students and other staff members. Teachers do not have common prep due to the complexity of the master schedule. We will continue with the classroom management support group format of reflection, selection, trial, and debrief. Parent Education Nights were very poorly attended, but AVID Parent Nights are well attended. A variety of club choices for students is an action step in the plan for climate change that resulted from our Mental Models needs assessment. These committees can be found in the survey results section.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Attendance

## LEA/LCAP Goal

LCAP Goal #3: Students and families will be supported and encouraged to advocate healthy lifestyle choices

## Goal 5

Lower the rate of chronically absent students from 34% (distance learning period of 2020-2021 school year).

## Identified Need

From 2018 to 2019 for percent of Chronically Absent students increased by .9%, from 28.3 to 29.2, the state average is 10.1 %.

## Annual Measurable Outcomes

| Metric/Indicator  | Baseline/Actual Outcome  | Expected Outcome                                    |
|---|--|---|
| Percent of Chronically Absent students in the California Dashboard. | 29.2% of students at BGMS are Chronically absent in the 2018-2019 school year. | lowered by 5% to 24.2% in the 2020-2021 school year |

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

Structure a reward system for perfect and improved attendance, including quarterly recognition, student led attendance challenges, and a year end activity. Initiate categories other than just perfect attendance, keeping with the growth mind set, such as Stellar Attendance, Good Attendance, etc.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)



1,000.00

Comprehensive Support and Improvement (CSI)  
0001-0999: Unrestricted: Locally Defined  
attendance incentives

## Strategy/Activity 2

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

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

All students

### Strategy/Activity

Publicize to students and families the advantages to achievement and programs that would be gained with improved attendance, at school and at home.

### 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)

200

Source(s)

General Fund  
4000-4999: Books And Supplies  
Newsletters and Flyers

## Strategy/Activity 3

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

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

Chronically absent students

### Strategy/Activity

Weekly check in by counselor and Vice Principal to give feedback on daily attendance monitoring, set goals, and rewarding appropriate behavior.

### 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)

2,000.00

Source(s)

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
Included in cost of a Vice Principal and  
Counselor

## 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

Call parents once a week to update school activities, and encourage them as partners and advocates for all 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)

1,285

Source(s)

District Funded  
5800: Professional/Consulting Services And  
Operating Expenditures  
Use new website

#### **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

Access services from MCYP for therapeutic services for groups and individuals who are experiencing mental health needs due to the effects of the pandemic.

#### **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)

40,000

Source(s)

Other  
5000-5999: Services And Other Operating  
Expenditures  
BGMS share of MYCP contract, ELO funded

#### **Strategy/Activity 6**

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

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

All Students

Strategy/Activity

Provide a Challenge Day assembly for all students. This is an experiential program that increases student awareness and empathy.

#### **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)

4,000.00

Comprehensive Support and Improvement (CSI)  
5800: Professional/Consulting Services And  
Operating Expenditures  
One Challenge Day Assembly

## Annual Review

### SPSA Year Reviewed: 2021-22

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.

Students were not identified specifically as chronically absent so services were not targeted at specific students. In the summer session, the attendance rewards were very impactful. Parents are sent Newsletter once a trimester outlining the effects of chronic absenteeism. Check-ins by the counselor were effective for students. Parents have given feedback that the Sunday calls are needed to keep them up to date for every week. Teachers were overwhelmed with the emotional state of the students and were unable to take the time from their instruction to address their emotional needs.

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

Teachers used trauma informed instructional strategies, however, they were unable to fully give their attention to the emotional needs of students.

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.

Student check-ins are added, with goal setting, monitoring data, and rewarding appropriate behavior. Teachers need to know how to react to student conditions due to the pandemic sheltered in place practice at the end of the last academic year. This year a partnership has been added with the Mendocino County Youth Project for therapeutic services for students, both in support groups and individually. These changes can be found in the data analysis and the needs assessment.

# 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 | \$33,530     |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$170,283    |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$723,550.00 |

## 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 (\$) |
|--|-----------------|
| Comprehensive Support and Improvement (CSI)          | \$180,433.00    |
| Title I  | \$29,511.00     |
| Title VI Part B: Rural Education Achievement Program | \$12,608.00     |

Subtotal of additional federal funds included for this school: \$222,552.00

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

| State or Local Programs                  | Allocation (\$) |
|--|-----------------|
| After School and Education Safety (ASES) | \$8,000.00      |
| District Funded                          | \$21,285.00     |
| General Fund                             | \$214,415.00    |
| LCFF                                     | \$2,753.00      |
| LCFF - Supplemental                      | \$200,686.00    |
| None Specified                           | \$0.00          |
| Other                                    | \$53,498.00     |
| Site Based Gifts and Donations           | \$361.00        |

Subtotal of state or local funds included for this school: \$500,998.00

Total of federal, state, and/or local funds for this school: \$723,550.00

# 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**

## Expenditures by Funding Source

| Funding Source                                       | Amount     |
|--|------------|
| After School and Education Safety (ASES)             | 8,000.00   |
| Comprehensive Support and Improvement (CSI)          | 180,433.00 |
| District Funded                                      | 21,285.00  |
| General Fund   | 214,415.00 |
| LCFF   | 2,753.00   |
| LCFF - Supplemental                                  | 200,686.00 |
| None Specified                                       | 0.00       |
| Other  | 53,498.00  |
| Site Based Gifts and Donations                       | 361.00     |
| Title I  | 29,511.00  |
| Title VI Part B: Rural Education Achievement Program | 12,608.00  |

## Expenditures by Budget Reference

| Budget Reference  | Amount     |
|---|------------|
| 0001-0999: Unrestricted: Locally Defined                          | 1,000.00   |
| 1000-1999: Certificated Personnel Salaries                        | 564,988.00 |
| 2000-2999: Classified Personnel Salaries                          | 62,956.00  |
| 4000-4999: Books And Supplies                                     | 10,461.00  |
| 5000-5999: Services And Other Operating Expenditures              | 60,298.00  |
| 5800: Professional/Consulting Services And Operating Expenditures | 23,847.00  |
| None Specified  | 0.00       |

## Expenditures by Budget Reference and Funding Source

| Budget Reference  | Funding Source                                       | Amount     |
|---|--|------------|
| 1000-1999: Certificated Personnel Salaries                        | After School and Education Safety (ASES)             | 8,000.00   |
| 0001-0999: Unrestricted: Locally Defined                          | Comprehensive Support and Improvement (CSI)          | 1,000.00   |
| 1000-1999: Certificated Personnel Salaries                        | Comprehensive Support and Improvement (CSI)          | 106,726.00 |
| 2000-2999: Classified Personnel Salaries                          | Comprehensive Support and Improvement (CSI)          | 33,445.00  |
| 4000-4999: Books And Supplies                                     | Comprehensive Support and Improvement (CSI)          | 9,900.00   |
| 5000-5999: Services And Other Operating Expenditures              | Comprehensive Support and Improvement (CSI)          | 6,800.00   |
| 5800: Professional/Consulting Services And Operating Expenditures | Comprehensive Support and Improvement (CSI)          | 22,562.00  |
| 1000-1999: Certificated Personnel Salaries                        | District Funded                                      | 20,000.00  |
| 5800: Professional/Consulting Services And Operating Expenditures | District Funded                                      | 1,285.00   |
| 1000-1999: Certificated Personnel Salaries                        | General Fund   | 214,215.00 |
| 4000-4999: Books And Supplies                                     | General Fund   | 200.00     |
| 1000-1999: Certificated Personnel Salaries                        | LCFF   | 2,753.00   |
| 1000-1999: Certificated Personnel Salaries                        | LCFF - Supplemental                                  | 200,686.00 |
| None Specified  | None Specified                                       | 0.00       |
| 5000-5999: Services And Other Operating Expenditures              | Other  | 53,498.00  |
| 4000-4999: Books And Supplies                                     | Site Based Gifts and Donations                       | 361.00     |
| 2000-2999: Classified Personnel Salaries                          | Title I  | 29,511.00  |
| 1000-1999: Certificated Personnel Salaries                        | Title VI Part B: Rural Education Achievement Program | 12,608.00  |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 119,507.00         |
| Goal 2      | 145,291.00         |

|        |            |
|--------|------------|
| Goal 3 | 232,989.00 |
| Goal 4 | 177,278.00 |
| Goal 5 | 48,485.00  |



# 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
- 2 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 0 Secondary Students

| Name of Members              | Role                       |
|------------------------------|----------------------------|
| Maria de los Angeles Munguia | Principal                  |
| Richard Kale                 | Parent or Community Member |
| Fernando Silveira            | Parent or Community Member |
| Kim Shuster                  | Parent or Community Member |
| Kameron Ludwig               | Classroom Teacher          |
| Conan McKay                  | Classroom Teacher          |

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                                |
|-----------|---|
|           | State Compensatory Education Advisory Committee                 |
|           | English Learner Advisory Committee                              |
|           | Special Education Advisory Committee                            |
|           | Gifted and Talented Education Program Advisory Committee        |
|           | District/School Liaison Team for schools in Program Improvement |
|           | Compensatory Education Advisory Committee                       |
|           | Departmental Advisory Committee                                 |

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:



|                                    |
|------------------------------------|
| Principal, Chris Kinney on 2/22/23 |
| SSC Chairperson, Kristin Fraser on |

# Instructions

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## Educational Partner Involvement

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

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

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

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

## Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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



# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

Authority Cited: 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](mailto: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 (Educational Partner 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/guidanceusesinvestment.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 (Educational Partner 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/guidanceusesinvestment.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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