

School Year: 2019-20



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
Gustine Middle School	24736196103766		

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations	4
Analysis of Current Instructional Program.....	5
Stakeholder Involvement	10
School and Student Performance Data	11
Student Enrollment.....	11
CAASPP Results.....	13
ELPAC Results	17
Student Population	19
Overall Performance	20
Academic Performance	21
Academic Engagement	26
Conditions & Climate.....	28
Goals, Strategies, & Proposed Expenditures.....	30
Goal 1	30
Goal 2.....	34
Goal 3.....	38
Goal 4.....	41
Goal 5.....	44
Budget Summary	47
Budget Summary	47
Other Federal, State, and Local Funds	47
Budgeted Funds and Expenditures in this Plan	48
Funds Budgeted to the School by Funding Source.....	48
Expenditures by Funding Source	48
Expenditures by Budget Reference	48
Expenditures by Budget Reference and Funding Source	48
Expenditures by Goal.....	48
School Site Council Membership	49
Recommendations and Assurances	50
Instructions.....	51
Instructions: Linked Table of Contents.....	51

Purpose and Description52

Stakeholder Involvement.....52

Resource Inequities52

Goals, Strategies, Expenditures, & Annual Review53

Annual Review54

Budget Summary55

Appendix A: Plan Requirements57

Appendix B:60

Appendix C: Select State and Federal Programs62

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).

During the 2018-2019 school year, Gustine Middle School has utilized multiple means to consult with school stakeholders in our on going effort to communicate our planning process. GMS administered a Title 1 Needs Assessment at the beginning of the school year, held school site council meetings, English language Acquisition Committee (ELAC), District English Language Acquisition Committee (DELAC) meetings, and Parent's Club meetings to elicit feedback and stakeholder points of view. Additionally, the GMS principal conducts a needs assessment presentation at Back to School Night. Both of these options allow parents a formal document to voice their interests and points of view. School Site Council, ELAC, and DELAC meetings all happen at least quarterly. Each meeting is open to the public, and an agenda to the public is posted prior to each meeting. Parent's club meetings are held monthly. At each meeting, the GMS principal delivers a report, and we collect feedback from parents regarding what programs and services continue to be desired. As parents complete and submit the needs assessment, it frames the scope for site council meetings. Each site council meeting agenda presents steps to be taken that will help GMS meet the SMART goals stated in the annual SPSA.

surveys throughout the school year. We have surveyed parents using the Healthy Families Survey and the ELAC needs Survey. The results of these surveys have shown that parents feel that school is a safe place for their child, provides opportunities for meaningful student participation, promotes respect of all cultural beliefs and practices and treats all students with respect. GMS has also utilized the Healthy Family Surveys for our students as well as a School Culture survey. These surveys revealed that the majority of our parents feel that the school enforces school rules equally and clearly communicates consequences of breaking rules.

Finally, the teachers were asked to participate in the Healthy Families Survey as well as an on site Culture Survey. These results indicated that a majority of teachers believe every student can be a success, they feel that GMS has sufficient resources to create a safe campus but has an moderate problem with alcohol and drug use and a moderate/severe problem with harassment/bullying. These consultations, in conjunction with the data collected from the CDE Dashboard helped GMS create broad goals that are directly related to academic improvement for all students, creating a sustainable and positive school culture, and improving the frequency with which parents are involved in the school and school-based activities. Once the broad goals were written, we used the information gathered during outreach consultation to identify specific steps that will be taken in order to help GMS meet the goals stated in the SPSA. GMS anticipates that as each step is implemented, with fidelity, the outcome will be indicated by successfully meeting and/or exceeding the stated goals for the 2019-2020 SPSA.

Classroom Observations

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

On going classroom observations occur throughout the year. On a site level, informal walk-throughs happen multiple times a week in random classrooms at random times. This allows the administration to have a general feel for the classroom environment and have various views of the teaching and learning that is happening in the classrooms. Teachers are scheduled for formal observations by

the site administrator, according to their contract and their years of service in the district and are conducted using the current district contract and forms. New Teachers/Non Tenured Teachers are observed and evaluated by the site administrator, every year including two Formal Observations completed by February 1st. Tenured Teachers are observed and evaluated, by the site administrator, two times every other year which will be completed prior to May 1st. Tenured Teachers in the district for 10 + years, if they have satisfactory evaluations during the 10 years, will be evaluated every 5 years. If unsatisfactory evaluation, then the teacher will be evaluated every year until a satisfactory evaluation is obtained. Tenured Teachers in the District for less than 10 years, if received satisfactory evaluations during the years, will be evaluated every other year by the site administrator and if there is an unsatisfactory evaluation, the teacher will be evaluated every year until a satisfactory evaluation is obtained. A teacher may be recommended in PAR if a teacher has received an unsatisfactory evaluation. Teachers will be given constructive feedback and recommendations for growth throughout all observations. Throughout the observations we have learned that GMS teachers have been proactive in displaying learning objectives and target learning goals. In addition, most teachers have AVID strategies, a college wall, school expectations and consequences, weekly schedules and agenda items displayed daily in their classrooms. We have seen many of our teachers actively engaging our students and using the one to one technology. Observations have also shown that many teachers are still working on engaging students in their learning and practicing collaboration techniques as well as utilizing small groups to better differentiate learning and scaffold instruction to meet all students where they are at. Observations have also allowed us to see that many teachers are still working on classroom management skills. They are still working towards helping students be proficient in SEL strategies and helping students to become responsible for their own learning. This information will help administration to give specific support in the needed areas as well as guide the professional learning that will happen at the site during the school year.

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)

Gustine Middle School utilizes the state assessment data to guide their teaching practices. Initially the data was dissected as a district and then again at the site level. The CAASPP information was broken down into multiple leveled groups including grade level groups, subject area, language levels, ethnicity groups, and socio-economic groups. This allows the data to identify the needs and guides the instruction. In addition, students are given the Intermittent Benchmark Assessments (IBA) to further direct the instructional practices of the site. The IBA's allow students to experiment with the assessment tools and understand the context in which they are taking the assessments. The IBA's are scored and the data is used to guide the instruction to better prepare students and to confirm that they are learning in a high rigor environment.

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

In addition to the IBA's our students complete three assessments throughout the year. The initial assessment is given in the middle of the first quarter, towards the end of the second quarter and prior to the end of the fourth quarter. The information gathered is used to help teachers differentiate their instructions for all students. In addition, the data is used to guide instruction. As a site we are tasked to be sure all identified essential standards are addressed and the pacing of the instruction is such that all essential standards will be covered by the end of the school year. This information is also used to identify skills that students have a deficit in which afford us to offer extra support in the form of after school academies and tutoring.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All certificated employees in a teaching or services positions hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

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

All credentialed teachers at GMS have equal access to instructional materials as well as access to professional development on SBE adopted instructional materials. GMS teachers have had multiple professional development opportunities addressing Study Sync, Eureka Math, the newly adopted social studies curriculum and the various science curriculum that we are piloting prior to a district wide adoption. In addition, GMS teachers have had professional development on our current Social and Emotional Learning Curriculum and on iReady which is our district wide Benchmark Assessments. We have also offered professional development in the area of grading, English Language Development, AVID, blended learning, PBIS, CAASPP Assessment and Co- Teaching.

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

All of the before mentioned professional development training's are aligned to assist teachers in addressing the struggles students have in regards to accessing the necessary grade level standards. Teachers address multiple standards throughout the year but focus most intently on the site identified essential content standards that have been collaboratively identified by GMS teachers. The professional development in Study Sync, Eureka Math, Science and History assists teachers in gaining new skills and deepening their knowledge of the grade level standards that they are teaching. This information supports our teachers in their instruction to meet the needs of our students where they are at as well as scaffold the information to our struggling students so they can access grade level information. The professional development around iReady and CASPP Assessments assist the teacher in understanding the functions and tools of the assessments so they can teach our students the needed skills to access the test and accurately share the knowledge they have gained in the core content areas. The alignment of staff development in grading, English Language Development, AVID, blended learning, PBIS, and Co- Teaching will allow teachers to meet all other aspects of students needs. Enhancing students skills in social and emotional skills and their language development will allow students to focus on the instruction presented to them breaking through the trauma and emotional baggage that so many of our students carry with them.

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

Gustine Middle School is committed to on going instructional assistance and support for our teachers. We have multiple ways of providing ongoing assistance and supports. GMS has access to an instructional coach to support all of our teachers as well as an additional layer of an induction program for our beginning teachers. We also have contracted with our county office Math expert who will present, visit, and observe our math instruction. His recommendations will guide our teachers to use best practices and will support them in the evidenced based research in the areas of math. We also have utilized the help of an outside consultant. This consultant assist in strengthening our PLC process which in return allows our teachers to improve their instruction by using data to make informed decisions on instruction.

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

Gustine Middle School participates in weekly Professional Learning Communities. This is time where teachers meet as a content and grade level teams and look at the data collected from their instruction. Our teachers collaborate to monitor their instruction, students learning, how to improve their instruction when students are not learning the identified standards and how to move students forward when they do understand the information and are ready to go deeper. This work is done on a weekly bases and is cyclical in nature. Once a data cycle is completed the whole process begins again focusing on the next targeted learning objective derived from the district identified essential standard.

Teaching and Learning

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

The importance of our Professional Learning Communities is to ensure that through identifying essential standards as well as the specific learning targets within that standards, students are exposed to grade level curriculum, instruction, and materials. Following this process ensures students are receiving appropriate instruction and we work towards guarantying students have mastered the standards before they leave their grade level. The process also includes creating common formative assessments to compare data across the grade level using inter-reliability standards. Teachers then collaborate on the most effective practices used and share that information with their peers. Students who did not master the information are re taught in a different way and students who mastered the information are pushed to go deeper into the standard. In addition to working with their grade level and content team, teachers are also given the opportunity to work vertically with their peers in the above and lower grade levels. Work with peers cross curricular ensures that students have the opportunity to learn the information in a variety of ways. These special Professional Learning Communities occur throughout the year with multiple groups.

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

Students receive their core Tier I instruction in their English Language Arts and Math periods. Adherence to the recommended amount of instructional minutes is reviewed annually at the beginning of the year by site leadership in a review of master schedules. This year we have implemented a double block period for all grade levels in ELA with a total of 90 minutes of ELA instruction.

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

Site and District Leadership work together with teachers to ensure that all students have adequate access to Tier I core instruction during content areas. Targeted intervention (tier II) and after school extension time for math is also part of the schedule. Explain how the double block allows more time in ELA.

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

All students at Gustine Middle School have standards based materials available and accessible at all times.

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

In addition to Gustine Middle School utilizing the intervention pieces of the adopted, standards based aligned curriculum housed within Study Sync, targeted specific needs are assessed and addressed within the iReady program that all students use throughout the year. Most significantly, a growing number of teachers are wielding the ability to target specific needs through utilizing small groups and AVID tutors in their classrooms.

Opportunity and Equal Educational Access

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

Gustine Middle School provides an ELD Coordinator for instructional support for students in 6th - 8th grade as well as an instructional support para-professional who assists identified "at-risk" students in the general education classrooms. We also provide an Academic Coach who provides coaching, demonstration lessons, and planning to support teachers.

Evidence-based educational practices to raise student achievement

At Gustine Middle School we are incorporating the use of Professional Learning Communities with other evidence-based practices to raise student achievement. Currently we have an Academic Coach who assists teachers in improving their instruction practices and we have committed to and began a push in/ co-teaching model to support our students with disabilities allowing students more general education classroom time, more exposure to grade level standards as well as less time out of the classroom. We have also offered after school learning focusing on specific learning standards.

Parental Engagement

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

Parents at Gustine Middle School have multiple resources available to them. To encourage communication from our families, the administration meets with the parents on a monthly basis. This is time to reflect on what is happening at the site and address any concerns that parents may have. During these monthly meetings we also offer various workshops to parents to help increase engagement between parents and their students as well as parents and the school. We also have a Spanish speaking Community Liaison available at meeting to assist in translating the information to our Spanish speaking parents.

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)

Gustine Middle School offers various ways of gaining involvement from parents, community representatives, all staff personnel to evaluate the programs offered at the site. This includes, but is not limited to, input gathered during and planning core programs and supplemental services such as; Parent Compact which is included in the Parent/Student Handbook, School Site Council, our English Language Acquisition Committee, District English Language Acquisition Committee, our time at Coffee with the Principal, and meetings surrounding the LCAP process.

Funding

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

Gustine Middle School supports the needs of English Learners, students who need academic support, and at risk students through allocations from multiple funding sources such as LCFF, Title I, Title II, and Title III funds. With these funds we are able to support students through an Instructional Coach, an EL Para Professional, Academic Tutoring, county level Academic coaching, and AVID tutors.

Fiscal support (EPC)

Gustine Middle School received funds to support student needs through the LCFF, Title I, Title III, and additional funds.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Meeting as a team we received input from the School Site Council and our ELAC committee. In addition input was gathered from stakeholders through Coffee with the Principal, PTA, Parent/Student surveys, Back to School, Open House, and community LCAP Meetings. The team met again to revise the plan with the input that was given and gathered from the various sources. The final update was given to the School Site Council for their approval. The school then met with the Leadership Team and Curriculum Support Provider as part of the SPSA process.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.5%	0%	0%	2	0	0
African American	0.5%	0.46%	.45%	2	2	2
Asian	0.7%	0.93%	.45%	3	4	2
Filipino	0.2%	0%	.45%	1	0	2
Hispanic/Latino	78.6%	83.33%	85.9%	327	360	378
Pacific Islander	0.5%	0.69%	.45%	2	3	2
White	16.1%	12.73%	10%	67	55	44
Multiple/No Response	1.7%	0.69%	1.77%	7	3	10
Total Enrollment				416	432	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Grade 6	154	146	130
Grade 7	120	156	152
Grade 8	142	130	158
Total Enrollment	416	432	440

Conclusions based on this data:

1. The student enrollment at GMS has increased for the 2018-2019 school year.
2. The largest Student Group is our Hispanic population at 85.9%
3. The largest growth in our Students Groups have been Hispanic growing from 83.33% to 85.9% of the student population.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	121	110		29.1%	25.5%	
Fluent English Proficient (FEP)	148	175		35.6%	40.5%	
Reclassified Fluent English Proficient (RFEP)	25	30		23.1%	24.8%	

Conclusions based on this data:

1. EL data will be available in mid November will update once received.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	155	149	131	154	147	129	154	147	129	99.4	98.7	98.5
Grade 7	120	151	152	120	150	152	120	150	152	100	99.3	100
Grade 8	146	127	159	144	126	158	144	126	158	98.6	99.2	99.4
All Grades	421	427	442	418	423	439	418	423	439	99.3	99.1	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2450.	2460.	2467.	3.90	2.04	6.98	16.23	21.09	18.60	25.97	31.29	29.46	53.90	45.58	44.96
Grade 7	2503.	2490.	2484.	6.67	4.67	0.66	30.83	27.33	27.63	24.17	25.33	24.34	38.33	42.67	47.37
Grade 8	2512.	2508.	2500.	1.39	5.56	3.16	27.08	24.60	22.78	33.33	25.40	28.48	38.19	44.44	45.57
All Grades	N/A	N/A	N/A	3.83	4.02	3.42	24.16	24.35	23.23	27.99	27.42	27.33	44.02	44.21	46.01

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	5.84	4.08	10.85	40.91	44.22	31.01	53.25	51.70	58.14
Grade 7	15.00	6.67	5.26	40.83	42.00	35.53	44.17	51.33	59.21
Grade 8	9.72	12.70	7.01	45.14	34.13	41.40	45.14	53.17	51.59
All Grades	9.81	7.57	7.53	42.34	40.43	36.30	47.85	52.01	56.16

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	5.19	2.72	8.53	38.31	44.90	41.86	56.49	52.38	49.61
Grade 7	13.33	13.33	9.87	37.50	47.33	51.97	49.17	39.33	38.16
Grade 8	9.72	11.90	15.92	48.61	40.48	44.59	41.67	47.62	39.49
All Grades	9.09	9.22	11.64	41.63	44.44	46.35	49.28	46.34	42.01

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	5.19	5.44	9.30	54.55	59.18	55.81	40.26	35.37	34.88
Grade 7	5.83	3.33	3.29	63.33	54.67	57.89	30.83	42.00	38.82
Grade 8	6.25	9.52	3.18	70.83	53.17	64.97	22.92	37.30	31.85
All Grades	5.74	5.91	5.02	62.68	55.79	59.82	31.58	38.30	35.16

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	10.39	12.24	15.50	42.86	48.30	42.64	46.75	39.46	41.86
Grade 7	16.67	22.67	13.16	50.00	43.33	44.74	33.33	34.00	42.11
Grade 8	15.28	20.63	7.64	51.39	42.06	47.13	33.33	37.30	45.22
All Grades	13.88	18.44	11.87	47.85	44.68	44.98	38.28	36.88	43.15

Conclusions based on this data:

1. The overall writing score for all students in all grade levels above, at or near standards, has increased over 7% from 2016-2017 school year to the 2018-19 school year.
2. It is noted that the overall listening scores for all grade levels have declined from the 2016-2017 school year to the 2018-19
3. A question is drawn as to why our 7th and 8th grade students have shown a decline from 6th grade in achievement in many ELA areas.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	155	149	131	154	147	131	154	147	131	99.4	98.7	100
Grade 7	120	151	152	120	150	152	120	150	152	100	99.3	100
Grade 8	146	127	159	145	126	157	145	126	157	99.3	99.2	98.7
All Grades	421	427	442	419	423	440	419	423	440	99.5	99.1	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2424.	2432.	2440.	0.65	2.04	3.82	7.14	6.80	6.87	26.62	24.49	24.43	65.58	66.67	64.89
Grade 7	2480.	2465.	2473.	10.00	2.00	1.97	19.17	14.00	14.47	19.17	30.67	29.61	51.67	53.33	53.95
Grade 8	2468.	2495.	2450.	2.76	8.73	1.27	6.90	15.08	8.28	26.21	21.43	20.38	64.14	54.76	70.06
All Grades	N/A	N/A	N/A	4.06	4.02	2.27	10.50	11.82	10.00	24.34	25.77	24.77	61.10	58.39	62.95

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2.60	2.04	6.11	19.48	18.37	16.03	77.92	79.59	77.86
Grade 7	13.33	6.67	7.24	28.33	30.00	28.29	58.33	63.33	64.47
Grade 8	4.83	14.29	1.91	31.03	28.57	24.84	64.14	57.14	73.25
All Grades	6.44	7.33	5.00	26.01	25.53	23.41	67.54	67.14	71.59

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2.60	4.08	2.29	24.68	27.89	32.82	72.73	68.03	64.89
Grade 7	11.67	2.67	3.95	40.00	40.00	42.11	48.33	57.33	53.95
Grade 8	2.76	10.32	1.91	30.34	46.03	33.12	66.90	43.65	64.97
All Grades	5.25	5.44	2.73	31.03	37.59	36.14	63.72	56.97	61.14

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	3.25	3.40	3.82	36.36	31.29	43.51	60.39	65.31	52.67
Grade 7	9.17	4.67	6.58	52.50	53.33	51.32	38.33	42.00	42.11
Grade 8	4.14	7.14	4.46	42.07	53.17	36.31	53.79	39.68	59.24
All Grades	5.25	4.96	5.00	42.96	45.63	43.64	51.79	49.41	51.36

Conclusions based on this data:

1. Overall achievement for all students meeting or exceeding the 6th grade math standards increased by nearly 3% from 2016-2017 school year to the 2018-19 school year.
2. Our overall participation for all students remained constant at 99+% for all three reporting years.
3. It is evident from our math data that more common core aligned math strategies need to be implemented in our instruction at GMS to support student achievement.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1523.9		1526.6		1520.7		35	
Grade 7	1521.9		1518.1		1525.2		38	
Grade 8	1523.9		1518.8		1528.5		25	
All Grades							98	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		51.43		*		*		35	
7	*		36.84		*		*		38	
8	*		52.00		*		*		25	
All Grades	21.43		45.92		18.37		14.29		98	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	48.57		37.14		*		*		35	
7	47.37		*		*		*		38	
8	*		44.00		*		*		25	
All Grades	45.92		32.65		15.31		*		98	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		*		37.14		37.14		35	
7	*		*		34.21		31.58		38	
All Grades	*		22.45		34.69		33.67		98	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		74.29				35	
7	28.95		55.26		*		38	
8	*		48.00		*		25	
All Grades	29.59		60.20		*		98	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	74.29		*		*		35	
7	65.79		*		*		38	
8	56.00		*		*		25	
All Grades	66.33		26.53		*		98	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		*		71.43		35	
7	*		*		68.42		38	
8	*		*		68.00		25	
All Grades	*		21.43		69.39		98	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		71.43		*		35	
7	*		71.05		*		38	
8	*		72.00		*		25	
All Grades	15.31		71.43		13.27		98	

Conclusions based on this data:

1. ELPAC data will be available in mid November will update once received.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
432	83.8%	25.5%	0.5%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	110	25.5%
Foster Youth	2	0.5%
Homeless	2	0.5%
Socioeconomically Disadvantaged	362	83.8%
Students with Disabilities	71	16.4%

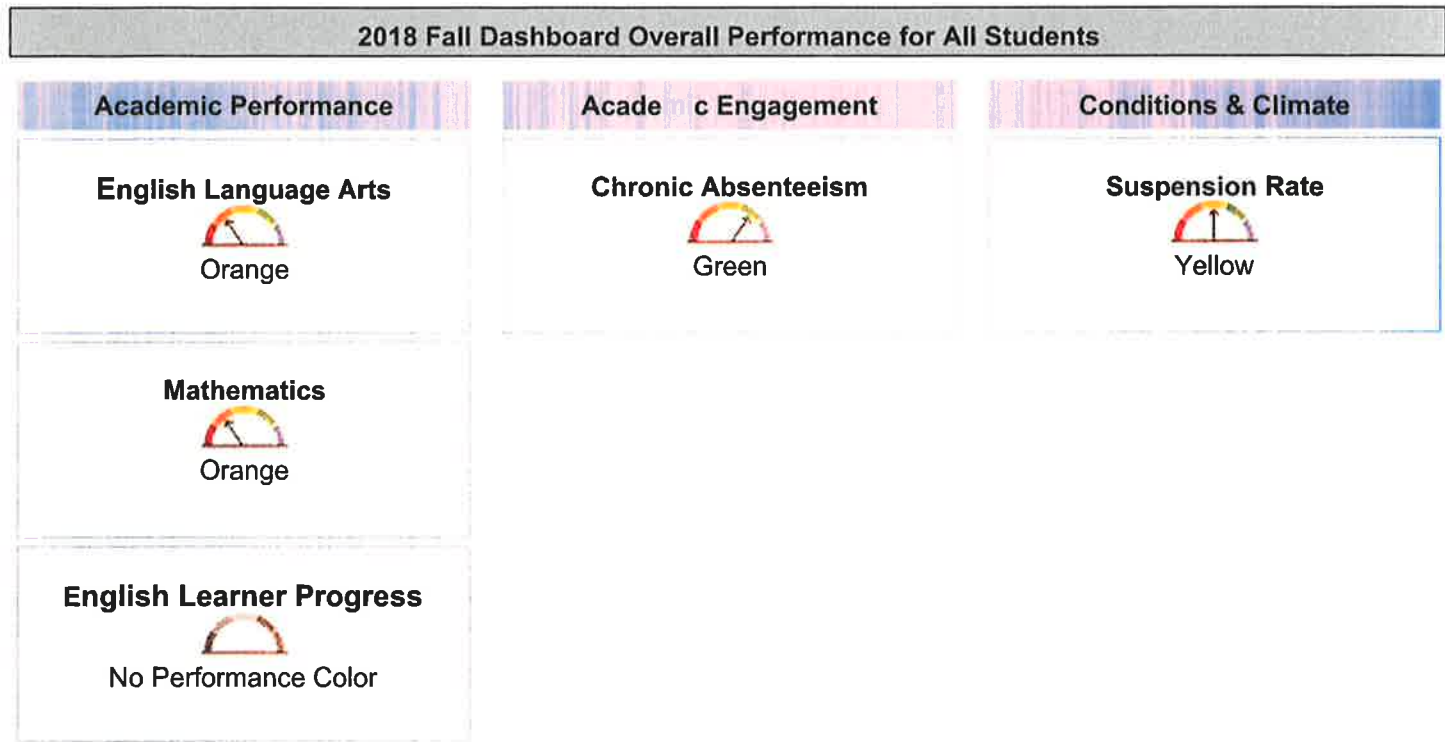
Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.5%
Asian	4	0.9%
Hispanic	360	83.3%
Two or More Races	5	1.2%
Pacific Islander	3	0.7%
White	55	12.7%

Conclusions based on this data:

1. Gustine Middle School has a large population of Socioeconomically Disadvantaged students at 83.8%.
2. Gustine Middle School has a minimal amount of diversity as 83.3% are Hispanic, with the remaining percentage is divided between all other student groups.
3. Gustine Middle School has a very low Homeless and Foster Youth population.

School and Student Performance Data

Overall Performance



Conclusions based on this data:

1. Gustine Middle School has a moderate suspension rate.
2. Attendance at Gustine Middle School is good, as the indicator on the dashboard is green.
3. The dashboard indicates that English Language Arts and Math scores are in need of improvement.

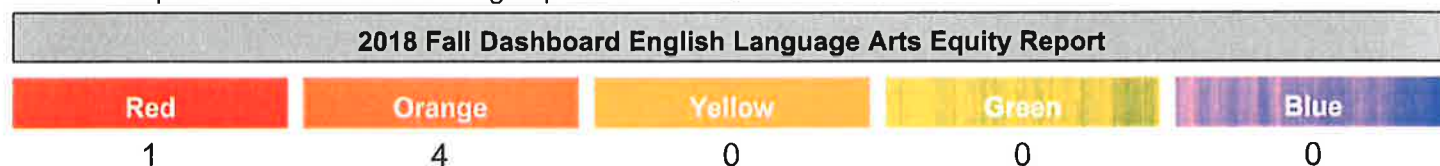
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 61 points below standard Declined -3.2 points 401 students	English Learners  Orange 75.8 points below standard Increased 13.3 points 241 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Socioeconomically Disadvantaged  Orange 68.6 points below standard Maintained -0.3 points 339 students	Students with Disabilities  Red 151.6 points below standard Declined -14.8 points 63 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 65 points below standard Maintained 1.4 points 334 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Orange 50.9 points below standard Declined -22.3 points 53 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
151.2 points below standard Maintained 0.3 points 90 students	30.8 points below standard Increased 16.8 points 151 students	53.6 points below standard Declined -12.8 points 136 students

Conclusions based on this data:

- Although our reclassified learners are 30.8 points below standard, they did show an increase of 16.8 points.
- Our current English Learners have maintained their status, yet are still 151 points below standard.
- Our Students with Disabilities declined 14.8 points and is our only red classification on the dashboard.

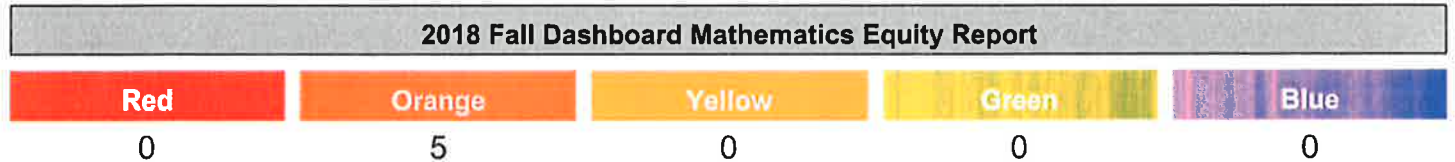
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 100.9 points below standard Increased 7.3 points 401 students	 Orange 118.2 points below standard Increased 15.3 points 241 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Orange 108.4 points below standard Increased 9.1 points 339 students	 Orange 189.3 points below standard Increased 5.3 points 63 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 104.2 points below standard Increased 9.4 points 334 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Orange 87.2 points below standard Declined -5.6 points 53 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
178 points below standard Increased 10.1 points 90 students	82.5 points below standard Increased 14.7 points 151 students	85.8 points below standard Increased 16.9 points 136 students

Conclusions based on this data:

1. Indicators showed an increase of 15.3 points for our English Learners.
2. Our Students with Disabilities increased 5.3 points.
3. Our overall student scores showed an increase of 7.3 points.

School and Student Performance Data

Academic Performance English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
98	21.4%	45.9%	18.4%	14.3%

Conclusions based on this data:

1. Of the 98 students tested, 21.4% of them, scored at Level 4 Well Developed.
2. Over 32% of our Language Learners need substantial support having scored in the Beginning and Somewhat Developed stages.
3. Over 67% percent of our students scored Moderately Developed or Well Developed.

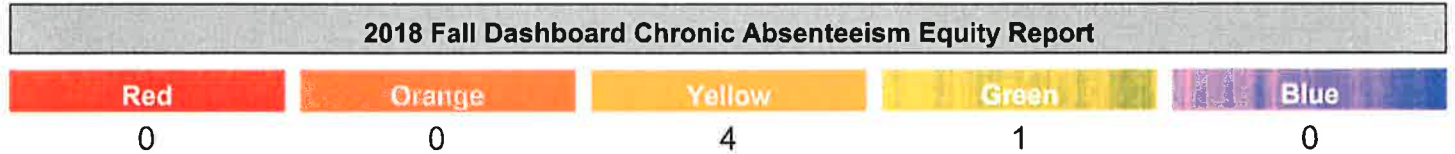
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Green 10% chronically absent Declined 4.5% 450 students	English Learners  Yellow 13.7% chronically absent Declined 1.8% 117 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Socioeconomically Disadvantaged  Yellow 10.7% chronically absent Declined 5% 383 students	Students with Disabilities  Yellow 13.2% chronically absent Declined 5% 76 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 10.1% chronically absent Declined 3.8% 375 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Green 7.3% chronically absent Declined 7.2% 55 students

Conclusions based on this data:

1. Our over all student absenteeism improved by 4.5% to only 10% Chronically absent.
2. Students with Disabilities absenteeism has declined 5%
3. In the Socioeconomically Disadvantaged Student Group, absenteeism declined 5% making this significant as the Student Group is 383 students.

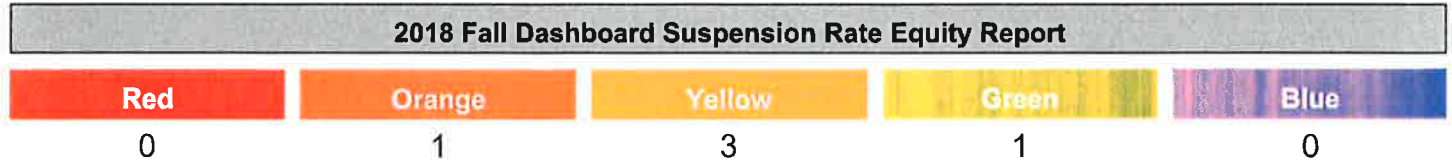
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 9% suspended at least once Declined -1.9% 467 students	English Learners  Yellow 9.5% suspended at least once Declined -0.8% 126 students	Foster Youth  No Performance Color Less than 11 Students - Data Not 4 students
Homeless  No Performance Color Less than 11 Students - Data Not 3 students	Socioeconomically Disadvantaged  Yellow 9.6% suspended at least once Declined -2.2% 395 students	Students with Disabilities  Orange 11.8% suspended at least once Increased 2.8% 76 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American  No Performance Color Less than 11 Students - Data 3 students	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data 4 students	Filipino  No Performance Color Less than 11 Students - Data 1 students
Hispanic  Yellow 9% suspended at least once Declined -0.4% 389 students	Two or More Races  No Performance Color Less than 11 Students - Data 10 students	Pacific Islander  No Performance Color Less than 11 Students - Data 3 students	White  Green 7% suspended at least once Declined -11.8% 57 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	2017	2018
8.4% suspended at least once	10.9% suspended at least once	9% suspended at least once

Conclusions based on this data:

1. Students with Disabilities Student Groups showed an increase of 2.8% of students being suspended at least once.
2. Socioeconomically Disadvantaged Student Group showed a decline of 2.2% of students suspended at least once.
3. Overall, our student groups declined 1.9% of students suspended at least once.

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 Achievement

LEA/LCAP Goal

Gustine Unified School District will develop and enhance quality instructional programs, through professional development, recruitment, and retention of quality teachers to increase student achievement and prepare students to be college and career ready.

Goal 1

For the 2020 School year, Gustine Middle School will improve 5% on students meeting or exceeding ELA standards in grades 6-8.

Identified Need

GMS students tend to struggle with literacy skills. Our first SMART goal is intended to increase the performance outcomes for each GMS student in the areas of reading comprehension, grade level analysis, and language fluency. We determined this need based on the data output from the CDE Dashboard, CAASPP Testing results, ELPAC Testing results, individual student scores on iReady, and parental input.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	2018-2019 Percent 6th 25.28% 7th 28.29% 8th 25.94%	Assuming that GMS meets its performance SMART goal for ELA performance in 2019, the modified, yet continued SMART goal for May 2020 will be to continue increasing overall performance growth numbers by 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 Students

Strategy/Activity

Action/Service

GMS Teachers will continue to meet weekly in their Professional Learning Communities; Data will drive instruction

Person(s) Responsible

Principal
Teacher Leaders
Teachers

Action/Service

GMS will over continue to participate in professional development opportunities in the area of ELA. Opportunities include; site, district wide, county and state Professional Development.

Person(s) Responsible

Principals
Teachers

Action/Service

GMS will fund an Instructional Coach to support teacher instruction.

Person(s) Responsible

Principal
Teachers
Instructional Coach

Action/Service

Implement student exposure to CAASPP assessments through giving IAB's monthly.

Person(s) Responsible

Principal
Teacher

Action/Service

Science and Social studies will continue to integrate with ELA and Math CAASPP skills within their instruction

Person(s) Responsible

Teachers
Instructional Aide
SPED Aides
ELD Teachers

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)

LCFF

4000-4999: Books And Supplies

	School Supplies-Technology
	Title I 1000-1999: Certificated Personnel Salaries Instructional Coach
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Solution Tree Educational Consultant - Brig Leane
	Title I 2000-2999: Classified Personnel Salaries Bilingual Aide

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

The expectation was that all GMS students would by May 2019 students will demonstrate a minimum 10 point overall growth in performance, based on the CDE Dashboard for ELA performance for all students in grades 6-8 was not met. 6th grade made the largest increase with 2.25% gain. Unfortunately, the 7th grade had a decrease of 3.71% and the 8th grade had a decrease of 4.22%.

The 2018 – 2019 ELA scores for Gustine Middle School were as follows:

Met/Exceeded Standards 2017-2018 Points	Met/Exceeded Standards 2018-2019 Points	Overall Growth Points
6th 23.03	25.28	+2.25
7th 32	28.29	-3.71
8th 30.16	25.94	-4.22

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

The expectation was that all GMS students would by May 2019 students will demonstrate a minimum 10 point overall growth in performance, based on the CDE Dashboard for ELA performance for all students in grades 6-8 was not met. It was further assumed that all students would improve—across all demographic student groupings. GMS students tend to struggle with literacy skills. We did not meet our first SMART goal is intended to increase the performance outcomes for each GMS student in the areas of reading comprehension, grade level analysis, and language fluency.

Each ELA teacher consulted with the CDE dashboard data to frame the broad instructional goals regarding ELA performance progression. The strategy of basing on where students performance levels to improve scores for all students, while 25 intentionally focusing on specific student groups who are close to moving across various performance bands. Was not executed and did not bring about a large amount of student achievement. GMS students took multiple iReady diagnostic tests during the 2018-2019 school year. The diagnostic indicates how individual students are progressing but the tool was not utilized appropriately to guide the students learning. Finally, Accelerated Reader (AR) was encouraged and utilized in the classrooms. This program helped to build ongoing fluency for students via tracking progress of their independent reading level (IRL). ELA teachers were not trained on this program, and did not receive the necessary PD training. Teachers did however track students' ongoing reading process by tracking how many points each student earned, and/or how many words have been read. According to our scores this strategy was not effective for our 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.

The 2019-2020 Goal 1 will be modified to meet the district goal of 5% improvement in achievement for all students in all grade levels. This change is reflected in Goal 1 strategies and analysis.

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 Achievement

LEA/LCAP Goal

Gustine Unified School district will develop and enhance quality instructional programs, through professional development and recruitment of quality teachers to increase student achievement and prepare students to be college and career ready

Goal 2

For the 2020 School year, Gustine Middle School will improve 5% on students meeting or exceeding Math standards in grades 6-8.

Identified Need

GMS students tend to struggle with foundational mathematics and number sense. Our second SMART goal is intended to increase the performance outcomes for each GMS student in the areas of mathematics fluency, number sense recognition, problem solving, and algebraic thinking. We determined this need based on the data output from the CDE Dashboard, CAASPP Testing results, individual student scores on iReady, and parental input.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	Met/Exceeded Standards 2018-2019 Percentages 6th 10.69 7th 16.44 8th 9.55	Assuming that GMS meets its performance SMART goal for Math performance in 2019, the modified, yet continued SMART goal for May 2020 will be to continue increasing overall performance growth numbers by 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 Students

Strategy/Activity

Action/Service

GMS Teachers will continue to meet weekly in their Professional Learning Communities; Data will drive instruction

Person(s) Responsible
Principal
Teacher Leaders
Teachers

Action/Service
GMS will over continue to participate in professional development opportunities in the area of Math. Opportunities include; site, district wide, county and state Professional Development.

Person(s) Responsible
Principals
Teachers

Action/Service
GMS will fund an Instructional Coach to support teacher instruction.

Person(s) Responsible
Principal
Teachers
Instructional Coach

Action/Service
Implement student exposure to CAASPP assessments through giving IAB's monthly.

Person(s) Responsible
Principal
Teacher

Action/Service
Science and Social studies will continue to integrate with ELA and Math CAASPP skills within their instruction

Person(s) Responsible
Teachers
Instructional Aide
SPED Aides
ELD Teachers

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)

LCFF
4000-4999: Books And Supplies
School Supplies - Technology

	Title I 1000-1999: Certificated Personnel Salaries Instructional Coach
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Solution Tree Educational Consultant - Brig Leane
	Title I 2000-2999: Classified Personnel Salaries Bilingual Aide

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

The expectation was that all GMS students would by May 2019 students will demonstrate a minimum 10 point overall growth in performance, based on the CDE Dashboard for math performance for all students in grades 6-8 was not met. 6th grade made the largest increase with 1.85% gain followed by the 7th grade .44 % gain. Unfortunately, the 8th grade students had a 14.26% decrease in their math scores.

The 2018 – 2019 Math scores for Gustine Middle School were as follows:

Met/Exceeded Standards 2017-2018 Points	Met/Exceeded Standards 2018-2019 Points	Overall Growth Points
6th 8.84	10.69	+1.85
7th 16	16.44	+0.44
8th 23.81	9.55	-14.26

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

The expectation was that all GMS students would by May 2019 students will demonstrate a minimum 10 point overall growth in performance, based on the CDE Dashboard for math performance for all students in grades 6-8 was not met. It was further assumed that all students would improve—across all demographic student groupings. Each mathematics teacher consulted with the CDE dashboard data to frame the broad instructional goals regarding math performance progression. The strategy of basing on where students performance levels to improve scores for all students, while 25 intentionally focusing on specific student groups who are close to moving across various performance bands. Was not executed and did not bring about a large amount of student achievement. GMS students took multiple iReady diagnostic tests during the 2018-2019 school year. The diagnostic indicates how individual students are progressing but the tool was not utilized

appropriately to guide the students learning. Finally, Math 180 was offered as a supplemental elective course option for students performing two or more grade levels below grade-level standards in math. According to our scores this strategy was not effective for our 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.

The 2019-2020 Goal 2 will be modified to meet the district goal of 5% improvement in achievement for all students in all grade levels. This change is reflected in Goal 2 strategies and analysis.

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 Achievement

LEA/LCAP Goal

Gustine Unified School district will develop and enhance quality instructional programs, through professional development and recruitment of quality teachers to increase student achievement and prepare students to be college and career ready.

Goal 3

By May 2020 the number of ELD students eligible for reclassification will increase by 10%. Students not eligible for reclassification will demonstrate continued proficiency on the ELPAC test, in conjunction with continued improvement in iReady diagnostic scores and RI Lexile score reports.

Identified Need

GUSD has a large population of English learner students (after reclassification in Spring 2019, GMS has 106 EL students—this number does not include incoming 6th grade students from elementary school). Of these students, 85 students are considered long term English Learners (LTEL). According to the CDE Dashboard, many of our current EL and LTEL students are performing multiple levels below grade level standard. We have identified a need to target our instruction towards meeting the performance needs of both EL students and LTEL students alike. Over the previous three school years, ELD has become a targeted and focused elective required of all EL students. This ensures each EL student's guarantee of a designated instructional time for English support. Where GMS continues to lag, and needs to focus future attention is in connection to improving our commitment of integrated EL instruction for all children within all classes. We assert that this additionally focused commitment will in turn help all EL students make gains in terms of improved learning outcomes across all academic disciplines.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Assessment	Currently 15% of our EL's scored at a level 4 of the ELPAC	ELPAC Percentage at level 4 should be 25%

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)

English Learners

Strategy/Activity

Action/Service

GMS will work with Solution Tree and will continue consult with Brigg Leane to provide ongoing professional development geared towards maximizing instructional outcomes for all EL and LTEL students in the general education (integrated) setting. These PD services surround best practices in the five (5) domains for effective instruction, and are intentionally targeted for EL students to continue incorporating elements of formal language acquisition within an integrated setting

Person(s) Responsible

GMS Principal
ELD Coordinator
GMS Teachers

Action/Service

EL students will have a Bilingual Aide rotating thought the instructional day supporting students in their core content classes.

Person(s) Responsible

GMS Principal
EL Coordinator
GMS Bilingual Aide

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)

District Funded
5800: Professional/Consulting Services And Operating Expenditures
The GMS administration, EL Coordinator, and Brigg Leane will construct a system for improved instruction for EL students. The CDE dashboard indicated significant improvement for EL students due to improved EL instruction during designated EL time. The next course of action for GMS is to ensure that EL best instructional practices are being implemented system wide in each classroom

Title I
2000-2999: Classified Personnel Salaries
GMS will provide a rotating Bilingual Aide to assist EL students in their core content areas.

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Over 88% percent of our students scored Somewhat/Moderately Developed or Well Developed. Out of that number 15% have the potential for Reclassification. The strategies learned through working with the consultant and the additional focus on English Language Learners has aided in the positive movement of our EL student achievement.

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

GMS worked with Solution Tree and continued to consult with Brig Leane who provided ongoing professional development geared towards maximizing instructional outcomes for all EL and LTEL students in the general education (integrated) setting. These PD services surround best practices in the five (5) domains for effective instruction, and are intentionally targeted for EL students to continue incorporating elements of formal language acquisition within an integrated setting. I PD had sound evidence based practices that were transferred to the classroom. In addition, during the 2019-2020 school year, GMS acknowledged and targeted ways to include LTEL students in the integrated instructional environment

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.

The 2019-2020 Goal 4 will be remain at 10% improvement in achievement for all students in all grade levels. This change is reflected in Goal 4 strategies and analysis.

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

Safe and Healthy School Environment

LEA/LCAP Goal

Gustine Unified School District will create safe, healthy, and welcoming learning environments to enhance the social-emotional and academic learning for all students—necessary to become productive members of society

Goal 4

For 2019-2020 School year, GMS will reduce the number of disciplinary referrals that result in suspension and/or expulsion to less than 8% of our student population.

Identified Need

According to the CDE Dashboard and school disciplinary infraction rates, GMS still need to work on decreasing in the number of student disciplinary infractions resulting in referrals to the school office and/or suspensions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CDE Dashboard	During the 2019-2020 school year, GMS had a 9% suspension rate for their total population.	GMS will work to reduce total number of disciplinary referrals that result in suspension and/or expulsion to under 8% of the student population.

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

Action/Service

GMS administration will continue working towards a whole scale reduction in the number and frequency of student disciplinary infractions.

Person(s) Responsible

Counselor

Principal

ASB

All Teachers and Admin Staff in a supporting role

Action/Service

GMS will build upon Positive Behavior and Intervention Support (PBIS) The students will be taught the behavior and expectations of GMS. A team of GMS teachers will attend the PBIS State conference and report back to the GMS staff. After school clubs, along with GMS' ASB, will work together to celebrate positive behaviors and relationship building for all students/staff.

Person(s) Responsible

School Counselor

School Psychologists

Principal

PBIS Teacher Team

Action/Service

GMS will develop a school wide behavior system intended to help create and sustain improved school culture for all children. The scope of this service surrounds the broad ideas of creating a safe place for students, recognizing pro-social behavior, and encouraging students and staff to sustain positive relationships with one another.

Person(s) Responsible

Principal

School Counselor

School Psychologist

GMS Leadership Team

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)**

	LCFF 5800: Professional/Consulting Services And Operating Expenditures PBIS Conference
	District Funded 5800: Professional/Consulting Services And Operating Expenditures PBIS Professional Development
	LCFF 4000-4999: Books And Supplies Incentives

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

The implementation of the strategies was found to be effective in achieving the goal that by May 2020 GMS will reduce the number of disciplinary referrals that result in suspension and/or expulsion to less than 8% of our student population.

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

GMS administration continued working towards a whole scale reduction in the number and frequency of student disciplinary infractions. Unfortunately, this year, Where Everyone Belongs (WEB) did not continue at GMS. Through Positive Behavior and Intervention Support (PBIS) instruction began to instruct students of the behavioral expectations of GMS. After school clubs and GMS' ASB, worked together to celebrate positive behaviors and relationship building for all students/staff. GMS developed a school wide system intended to help create and sustain improved school culture for all children. The scope of this service surrounds the broad ideas of creating a safe place for students, recognizing pro-social behavior, and encouraging students and staff to sustain positive relationships with one another.

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.

The goal this year was modified to meet the necessary requirements to move our school into the green.

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

Decline in school wide absenteeism.

LEA/LCAP Goal

Gustine Unified School District will create safe, healthy, and welcoming learning environments to enhance the social-emotional and academic learning for all students necessary to become productive members of society

Goal 5

By May 2019 GMS' will have an overall gain of 1% from 96.5% to 97.5%

Identified Need

During the 2016-2017 school year, the CDE Dashboard did not have data fields included regarding Chronic Absenteeism. All data were derived from LEA reports regarding GMS' current attendance records

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard	97% school attendance for the entire school year	GMS is will improve attendance by 1% from 96.5% to 96.5%

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 Students

Strategy/Activity

Action/Service

Monthly attendance incentives will be given out to the classes that demonstrate the best attendance rates for each month (incentives include early release to the lunch line, school parties, etc.)

Person(s) Responsible

Principal

ASB

Attendance Team

Action/Service

Gustine will communicate to the families via Parent Square for encouragement attendance and communicate special events.

Action/Service

Free yearbook to any individual student who has earned perfect attendance on the school year (Perfect is defined as 100% attendance each day, with no tardy citations for any class, and not having been checked in or out of school for any appointments)

Person(s) Responsible

Principal

Attendance Clerk

Yearbook Adviser

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)

	LCFF 4000-4999: Books And Supplies Incentives
	None Specified None Specified Monthly reports are run via Aeries to determine which, if any students, have sustained perfect attendance on the school year. An assumption will be made in March, 2019 to purchase yearbooks based on an approximate number of students eligible to receive a free yearbook
	District Funded 5900: Communications Parent Square

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

The implementation of the strategies was found to be effective in achieving the goal that by May 2019 GMS' monthly attendance rates will increase compared to 2017-2018 attendance rates by a minimum 0.6% per month, with an annual average attendance goal of 97%. Our over all student absenteeism improved by 4.5% to only 10% Chronically absent and in the Socioeconomically Disadvantaged Student Group, absenteeism declined 5% making this significant as the Student Group is 383 students.

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

Monthly attendance incentives were given out to the classes that demonstrate the best attendance rates for each month (incentives include early release to the lunch line, school parties, etc.) In addition, free yearbooks were given to individual students who earned perfect attendance for the school year (Perfect is defined as 100% attendance each day, with no tardy citations for any class, and not having been checked in or out of school for any appointments). Students seemed to respond to the incentives.

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.

With the data now available on the CDE Dashboard will have an additional tool to measure absenteeism.

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	\$180,060
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$

Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
-------------------------	-----------------

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

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

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
----------------	--------

Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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Expenditures by Goal

Goal Number	Total Expenditures
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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:

- Tawnya Coffey School Principal
- Pam Perry Classroom Teachers
- Mario Madrigal Other School Staff
- Mario Panoja Parent or Community Members

Name of Members	Role
Antonio Gonzalez	Classroom Teacher
Manuel Ortega	Classroom Teacher
Denise Fantozzi	Classroom Teacher
Rochelle Cotta	Classroom Teacher
Antone Elishio	Parent or Community Member
Ruth Valdez	Parent or Community Member
Isabel Martinez	Parent or Community Member
Deisi Noguez	Parent or Community Member
Angelica Tovar	Parent or Community Member
Erika Alvarez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

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

Attested:



Principal, Tawnya Coffey 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.

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

The TSI plan shall:

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