

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
Carquinez Middle School	0761697600685		

Purpose and Description

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

Schoolwide Program

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

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

During the school year, students, parents and staff take a number of surveys that provide important information either back to the school site, or to the district as a whole. Seventh graders and staff at CMS take the California Healthy Kids Survey (CHKS). Students answer questions about healthy choices, perceptions about bullying and drug and alcohol use, and overall environment in an anonymous survey. There is also a parent component to the CHKS. Additionally, the TOSA (Teacher on Special Assignment) conducts internal staff surveys with regard to staff development, school policies, etc.

Staff surveys have been helpful with regard to policies that deal with dress code and other needs to include the direction of staff development, while the California Healthy Kids Surveys (student, staff, and parent) indicate a need to improve the overall environment of Carquinez Middle School as it pertains to safety, belonging, meaningful student participation, the physical environment and other areas.

Classroom Observations

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

All classrooms teachers have administrative walk-throughs of their classrooms many times per year. However, formal observations and evaluations are conducted on a district-scheduled evaluation cycle. Administrators and the teacher being evaluated discuss annual growth goals, monitor progress on these goals, and also monitor the quality of instruction. Non-tenured teachers receive at least one formal observation per semester, with mid-term and final evaluations as well.

During the walk-throughs it has become apparent that teachers are more fully implementing 21st century teaching and learning strategies. There is a noticeable increase in technology-infused instruction, which has increased Carquinez Middle School's need to make Chromebooks available for classroom use. The School Site Council has funded additional Chromebooks with Title 1 funds (1:1 ratio) and similar suggestions were made with regard to LCAP funds. Additionally, both integrated and designated ESL instruction have surfaced as areas of needed attention during walk-throughs.

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)

Carquinez Middle School uses curriculum-embedded, as well as teacher-created assessments in Language Arts and Math. These formative assessments are used to drive instruction and to help determine next steps, whether it is a reteach/enrichment opportunity or class-wide demonstration of mastery. The CAASPP (California Assessment of Student Performance and Progress) assesses student performance in a summative fashion, providing information as to student proficiency near the end of the school year (i.e. mastering material for the next grade level).

In considering the above assessments, a need to provide consistent interim assessments (summative at that point in time) has been made evident. Similarly, comparisons of grade dispersals by subject with CAASPP results indicate a need to instruct and assess students with the end assessment (CAASPP) in mind so as to provide a strong base, consistency, and greater chance of success on such state assessments.

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

As noted above, the results of classroom formative assessments determine how teachers move forward with lessons and units, and how instruction might be modified, retaught, enriched, and/or paced. The data from state summative assessments indicate a need to align and implement curriculum pertinent to expected learning results and to conduct classroom/school-wide formative and summative assessments in a consistent fashion (increasing consistency with grades and standardized test results as an example).

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

At Carquinez Middle School each Wednesday is a minimum day for students, allowing staff (teachers, classified, and administration) to meaningfully collaborate with regard to school practices, results, policy, and climate. The current Wednesday meeting rotation includes staff meetings, department meetings, and grade level meetings. Additionally, other meetings involving the need for highly qualified staff include the Safety Committee, Leadership Team, School Site Council, and ELAC.

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

For the 2019-2020 school year, all positions have been filled by fully-credentialed teachers. Arrangements have been difficult to make with regard to staffing temporary vacancies, for reasons to include maternity leave, with fully-credentialed teachers. We were able to expand our sixth grade staffing to four teachers due to an increase in enrollment. The Leadership Team has been involved in determining future staffing with the goals of providing full four teacher teams at each grade level along with effective designated ESL (and possibly Spanish) instruction. We have ongoing Professional Development throughout the year during Wednesday rotations and district staff development days. Topics to include Trauma-Informed Practices, Sexual Harassment, Restorative Justice, Black Lives Matter, ESL Strategies, and Differentiated Instruction have been focused upon. New curriculum in English and Science has been piloted (some near adoption) and sufficiency of materials has been demonstrated (having addressed one Williams complaint).

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

Carquinez Middle School committed to a heavy load with regard to staff development for the 2019-2020 school year. With a focus on improving our climate and culture, training has taken place with regard to restorative practices and positive behavior interventions in particular. Restorative circles have been utilized in staff meetings, with full knowledge that a healthy staff climate and culture is important in developing a healthy student and family culture (which in turn provides better ability for students and families to be successful academically). It is hoped that sustained effort in this area will address important indicators on the CHKS in addition to overall academic performance (including the CASSPP).

Additionally, staff have worked diligently to learn and implement newly piloted curriculum such as Study Sync, Exact Path, and STEMscopes. As noted above, ESL strategies and differentiated instruction have also been addressed. Recently, additional special education training has taken place as well. Again, our hope is to help students in particular feel safe, part of the whole, and ultimately, to set them up for success.

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

Two full days of staff development occur each year for ongoing instructional assistance. As previously stated, the focus has most recently been on improving our school culture. In addition to training in restorative practices, trauma informed practices, and other areas, we have a "Mindful Life" coach who works to assist staff as well as students, a psychologist who also commits to checking in with staff, and a TOSA (Teacher on Special Assignment) who assists teachers with curriculum implementation, instructional practices, and coordinating recommendations for behavioral intervention plans, 504's, etc. For 2019-2020, a restorative justice expert spent parts or all of three days speaking with, assessing, and advising classified and certificated staff members.

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

Teachers collaborate formally once each month in department meetings, and formally once each month in grade level meetings. The instructional minutes (having far surpassed the state requirement) have been reduced, allowing for approximately 20 more minutes at the end of each school day to collaborate informally. With a team model, every effort is made to partner grade level teachers with the same prep period, which has been impacted by declining enrollment (not able to accommodate all teachers).

Teaching and Learning

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

To strengthen the core academic program and the alignment of curriculum and instruction to common core standards, the revised site plan at Carquinez Middle School focuses on:

- The development of a master schedule that accommodates ELA & Math intervention classes for students performing below grade level
- Strengthening our resource program to best support students with IEPs; offering a combination of push-in and pull-out, which will allow for more targeted focus on meeting the goals in each students' IEP
- Identifying options for intervention support in reading and math for identified intensive intervention and strategic students and students with 504 plans
- Authorization to hire designated ESL instruction for our growing English learner population as well as authorization to pursue designated curriculum

* New curriculum pilots/adoptions: StudySync, Exact Path, STEMscopes, Discovery

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

Carquinez Middle School exceeds the annual requirement of 54,000 instructional minutes per year by more than 3,000 minutes. The total instructional minutes for the 2019-2020 school year are 57,240. Students enrolled in math intervention assistance, or reading intervention assistance, receive 98 minutes of instruction daily in that subject area (82 minutes of instruction on early release Wednesdays). If a student participates in both interventions, the total of minutes in the two subject areas would simply be multiplied by two (i.e. 196 minutes daily, 164 on early release Wednesdays).

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

As Carquinez Middle School has had declining enrollment the past few years, grade levels have not operated in full four person teams (multiple subject credential model). This has impacted master schedule flexibility a bit. We were able to gain back a sixth grade teacher this year, which has helped greatly. The leadership team and staff nearly unanimously elected to restructure staffing for 2020-2021 to allow for four teachers at each grade level along with a designated ESL instruction staff member, which the district approved. Electives have been offered the last two periods, providing flexibility for math and reading intervention courses (possibly designated ESL as of this writing). Pacing schedules have been impacted a bit by the piloting of new curriculum, which continues to be a labor intensive work. Math teachers in particular, with Envision curriculum, have been directed to align with pacing guides in order to cover necessary concepts.

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

Carquinez Middle School had one Williams related complaint which was easily rectified (minimal if any impact). Other than this blip on the radar with new curriculum adoptions and storage, all students have access to the necessary study materials. StudySync, Exact Path, and STEMscopes curriculum are being piloted. With online components, Carquinez is planning to purchase more Chrome Books (better than 1:1), so as to cover the largest class size in each room (tentatively 35 this year and another 35-40 for 2020-2021) and begin us on the path of a depreciation plan so to speak (i.e. purchasing replacement computers each year in addition to additional).

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

We have SBE-adopted instructional materials for all core classes, including a new math materials adoption from 2016 (EnVision). We also have acquired intervention materials for both ELA (Language Live!) and math (ST Math). New curriculum is being piloted in English and Science (StudySync, Exact Path, STEMscopes). ESL curriculum is also being researched though new English curriculum has an ESL component.

Opportunity and Equal Educational Access

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

Carquinez Middle School has worked to identify intervention options for strategic and intensive interventions for students during the school day. These include:

- elective classes to provide targeted ELA and/or math support (Language Live!, ST Math)
- strategically and deliberately use and teach high frequency Academic Vocabulary
- the district has authorized a part-time position to accomplish designated ESL instruction for 2020-2021

Evidence-based educational practices to raise student achievement

Teachers are using research based practices within the classroom including front-loading academic vocabulary, reteach strategies, hands-on common core projects, PBL and collaborative groupings. Teachers are also offering enrichment strategies for students demonstrating mastery, and reteaching as needed.

Parental Engagement

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

The ASSIST program supports under-achieving students and is funded by Conoco Phillips, Rodeo RMAC and the Crockett Community Foundation. The John Swett Education Foundation has also served to fund technology and field trips for students at Carquinez Middle School.

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)

Carquinez Middle School just designated itself as a Title 1 school (School Site Council Meeting 9/30/19). The leadership team, staff, ELAC, and School Site Council in particular will be much more involved in planning, budgeting, implementing, and evaluating programs. As an example, the Mindful Life Project is currently being evaluated and other programs/expenditures being considered due to the new availability of Title 1 funds in particular.

Funding

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

The district office (superintendent) has provided Title II funds for staff development/training that has taken place (on and off campus). Additionally, Carquinez Middle School is now a Title 1 school (approved 9/30/19 by the School Site Council). Such funds have been designated to acquire Mindful Life coaching for students and staff as well as curriculum such as Newsela to assist students in self-regulation and access to pertinent and thoughtful academic material. As of this writing, the Mindful Life Project has been approved for 2020-2021 through Title 1 funds as well.

Fiscal support (EPC)

In addition to current district funding, and federal resources, local donors and organizations such as Conoco Phillips, RMAC, Crockett Community Foundation, John Swett Education Foundation and Carquinez Middle School PTA provide additional fiscal support.

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

Through January of 2020, the School Site Council was regularly consulted with regard to the SPSA along with input from the leadership team and staff in particular. With the shelter in place, we were not able to conduct as much interaction as we would have liked with students and the PTA. We hope to be more inclusive of a variety of groups as we move forward (including the ELAC).

Resource Inequities

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.32%	1.08%	0.73%	1	3	2
African American	18.39%	17.33%	17.88%	57	48	49
Asian	12.58%	12.64%	11.31%	39	35	31
Filipino	8.06%	7.94%	9.85%	25	22	27
Hispanic/Latino	33.23%	29.6%	32.48%	103	82	89
Pacific Islander	0.65%	0.36%	0.36%	2	1	1
White	18.39%	19.86%	15.33%	57	55	42
Multiple/No Response	8.39%	11.19%	12.04%	26	31	33
Total Enrollment				310	277	274

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 6	103	95	83
Grade 7	82	103	93
Grade 8	121	79	98
Grade 9	2		
Grade 11	1		
Grade 12	1		
Total Enrollment	310	277	274

Conclusions based on this data:

1. Enrollment at Carquinez Middle School declined by approximately 10% over a three year period.
2. Whites were the subgroup that exhibited the highest percentage of declining enrollment (approximately 38% decline).
3. Sixth grade has seen a steady decline according to this three year period, from 103 students to 86 (approximately 15% decline).

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	35	40	45	11.29%	14.44%	16.42%
Fluent English Proficient (FEP)	6	4	2	1.93%	1.44%	0.73%
Reclassified Fluent English Proficient	56	35	30	18.06%	12.63%	10.9%

Conclusions based on this data:

1. The percentage of EL students reclassifying to English Proficient has declined markedly over three years (almost 50% fewer students reclassified).
2. While overall school enrollment has decreased, the number of EL students has increased over the three year period (approximately 37%).
3. The percentage of EL students rating proficient has declined by 2/3 (66%) over three years.

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	112	102	91	110	98	91	110	98	91	98.2	96.1	100
Grade 7	96	106	97	94	105	95	94	105	95	97.9	99.1	97.9
Grade 8	121	89	100	119	88	99	119	88	99	98.3	98.9	99
All	329	297	288	323	291	285	323	291	285	98.2	98	99

* 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	2492.	2486.	2472.	5.45	12.24	8.79	28.18	24.49	21.98	31.82	19.39	20.88	34.55	43.88	48.35
Grade 7	2521.	2518.	2515.	11.70	6.67	10.53	32.98	32.38	30.53	20.21	28.57	20.00	35.11	32.38	38.95
Grade 8	2530.	2535.	2545.	4.20	10.23	7.07	29.41	28.41	34.34	36.97	27.27	35.35	29.41	34.09	23.23
All Grades	N/A	N/A	N/A	6.81	9.62	8.77	30.03	28.52	29.12	30.34	25.09	25.61	32.82	36.77	36.49

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	11.82	16.33	9.89	56.36	35.71	36.26	31.82	47.96	53.85
Grade 7	12.77	20.00	15.79	47.87	42.86	34.74	39.36	37.14	49.47
Grade 8	9.24	17.05	13.13	54.62	44.32	47.47	36.13	38.64	39.39
All Grades	11.15	17.87	12.98	53.25	40.89	39.65	35.60	41.24	47.37

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	9.09	18.37	12.09	49.09	32.65	43.96	41.82	48.98	43.96
Grade 7	25.81	13.33	17.89	43.01	55.24	49.47	31.18	31.43	32.63
Grade 8	15.25	15.91	25.25	52.54	42.05	53.54	32.20	42.05	21.21
All Grades	16.20	15.81	18.60	48.60	43.64	49.12	35.20	40.55	32.28

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	10.91	7.14	5.49	68.18	63.27	60.44	20.91	29.59	34.07
Grade 7	10.64	6.67	15.79	56.38	59.05	57.89	32.98	34.29	26.32
Grade 8	5.88	11.36	7.07	76.47	65.91	68.69	17.65	22.73	24.24
All Grades	8.98	8.25	9.47	67.80	62.54	62.46	23.22	29.21	28.07

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	10.00	26.53	12.09	61.82	40.82	43.96	28.18	32.65	43.96
Grade 7	20.21	15.24	20.00	52.13	53.33	44.21	27.66	31.43	35.79
Grade 8	18.64	25.00	12.12	48.31	42.05	59.60	33.05	32.95	28.28
All Grades	16.15	21.99	14.74	54.04	45.70	49.47	29.81	32.30	35.79

Conclusions based on this data:

1. We continue to meet expected participation rates, but our mastery rates are inconsistent. 38% of students met or exceeded ELA standards.
2. Articulation of curriculum/pacing needs to take place between the elementary and middle school.
3. Faithfulness to curriculum/pacing must continue to be an addressed priority for Carquinez Middle School.

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	112	102	91	112	98	91	112	98	91	100	96.1	100
Grade 7	96	106	97	93	105	96	93	105	96	96.9	99.1	99
Grade 8	121	89	100	119	88	100	119	86	100	98.3	98.9	100
All	329	297	288	324	291	287	324	289	287	98.5	98	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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	2470.	2473.	2444.	7.14	9.18	3.30	21.43	17.35	10.99	24.11	29.59	28.57	47.32	43.88	57.14
Grade 7	2501.	2504.	2481.	5.38	11.43	9.38	20.43	20.95	13.54	34.41	21.90	22.92	39.78	45.71	54.17
Grade 8	2487.	2483.	2517.	5.04	8.14	13.00	11.76	11.63	16.00	25.21	22.09	21.00	57.98	58.14	50.00
All Grades	N/A	N/A	N/A	5.86	9.69	8.71	17.59	16.96	13.59	27.47	24.57	24.04	49.07	48.79	53.66

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	12.50	13.27	6.59	32.14	27.55	27.47	55.36	59.18	65.93
Grade 7	10.75	21.90	13.54	38.71	29.52	22.92	50.54	48.57	63.54
Grade 8	5.04	8.14	22.00	30.25	19.77	21.00	64.71	72.09	57.00
All Grades	9.26	14.88	14.29	33.33	25.95	23.69	57.41	59.17	62.02

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	5.36	10.20	2.20	40.18	41.84	38.46	54.46	47.96	59.34
Grade 7	10.75	18.10	12.50	50.54	33.33	40.63	38.71	48.57	46.88
Grade 8	8.40	19.77	17.00	36.13	36.05	41.00	55.46	44.19	42.00
All Grades	8.02	15.92	10.80	41.67	37.02	40.07	50.31	47.06	49.13

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	12.50	15.31	6.59	38.39	33.67	35.16	49.11	51.02	58.24
Grade 7	9.68	13.33	8.33	58.06	54.29	54.17	32.26	32.38	37.50
Grade 8	5.04	8.14	12.00	41.18	36.05	47.00	53.78	55.81	41.00
All Grades	8.95	12.46	9.06	45.06	41.87	45.64	45.99	45.67	45.30

Conclusions based on this data:

1. We continue to meet our schoolwide participation rate.
2. We are a bit inconsistent year to year (less met or surpassed standard in 18-19, approximately 23%).
3. Articulation with elementary school and adherence to curriculum in Carquinez Middle School needed.

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		1575.1		1589.2		1560.3		14
Grade 7		1546.2		1553.2		1538.8		17
Grade 8		1574.7		1590.9		1558.1		15
All Grades								46

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		50.00		42.86		7.14		0.00		14
7		52.94		11.76		17.65		17.65		17
8		33.33		46.67		13.33		6.67		15
All Grades		45.65		32.61		13.04		8.70		46

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		92.86		0.00		7.14		0.00		14
7		52.94		29.41		5.88		11.76		17
8		53.33		40.00		0.00		6.67		15
All Grades		65.22		23.91		4.35		6.52		46

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		21.43		28.57		42.86		7.14		14
7		17.65		29.41		35.29		17.65		17
8		13.33		33.33		33.33		20.00		15
All Grades		17.39		30.43		36.96		15.22		46

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		35.71		57.14		7.14		14
7		17.65		52.94		29.41		17
8		33.33		46.67		20.00		15
All Grades		28.26		52.17		19.57		46

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		92.86		7.14		0.00		14
7		82.35		5.88		11.76		17
8		80.00		13.33		6.67		15
All Grades		84.78		8.70		6.52		46

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		28.57		50.00		21.43		14
7		23.53		29.41		47.06		17
8		13.33		40.00		46.67		15
All Grades		21.74		39.13		39.13		46

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		42.86		57.14		0.00		14
7		11.76		70.59		17.65		17
8		13.33		80.00		6.67		15
All Grades		21.74		69.57		8.70		46

Conclusions based on this data:

1. There is no base line data, as only 2018-2019 scores show.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
294	68.0	15.6	
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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	46	15.6
Homeless	7	2.4
Socioeconomically Disadvantaged	200	68.0
Students with Disabilities	48	16.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	55	18.7
American Indian	4	1.4
Asian	38	12.9
Filipino	28	9.5
Hispanic	96	32.7
Two or More Races	29	9.9
Pacific Islander	1	0.3
White	42	14.3





Conclusions based on this data:

1. The English Learner population at CMS is growing.
2. 16.3% of CMS students have special needs. This exceeds the state average of approximately 12.5% with special needs and the national average of 13.7%.
3. More than 2/3 of students at Carquinez Middle School are socioeconomically disadvantaged. Receiving Title 1 funds in 19-20 will be of assistance.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="289 506 378 537">Orange</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="768 506 857 537">Yellow</p>	<p data-bbox="1177 426 1388 457">Suspension Rate</p>  <p data-bbox="1247 506 1336 537">Green</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="289 703 378 735">Orange</p>		

Conclusions based on this data:

1. CMS suspension rates are heading in the right direction.
2. Absenteeism is an area of caution/improvement for CMS.
3. CMS must make a concerted effort to improve academic performance.

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 35.9 points below standard Maintained -2 points 273	<p>English Learners</p>  Yellow 36.3 points below standard Increased Significantly ++28.5 points 56	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Socioeconomically Disadvantaged</p>  Orange 48.3 points below standard Maintained ++1.3 points 190	<p>Students with Disabilities</p>  Orange 125.6 points below standard Increased ++3.2 points 46

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 110.3 points below standard Declined -3.2 points 49	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 16.2 points above standard Increased ++11.1 points 38	 No Performance Color 1 points below standard Declined -4.5 points 28
Hispanic	Two or More Races	Pacific Islander	White
 Orange 52.6 points below standard Maintained ++0.8 points 85	 No Performance Color 17 points below standard Increased ++8.3 points 28	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 1.5 points below standard Declined -7.3 points 42

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
67.3 points below standard Increased Significantly ++40.8 points 41	48.5 points above standard Increased ++8.8 points 15	43.3 points below standard Declined -8 points 202

Conclusions based on this data:

1. Current English Learners and Reclassified English Learners exhibited significant increases in ELA scores.
2. African American students declined significantly (- 33.7) in the area of ELA and Whites declined as well (to below standard).
3. Students with disabilities and those who are socioeconomically disadvantaged saw small increases in performance in the area of ELA

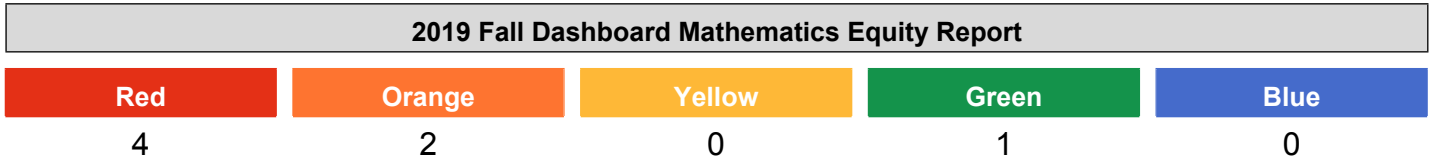
School and Student Performance Data

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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 82.2 points below standard Maintained -2.8 points 273	<p>English Learners</p>  Red 95.2 points below standard Maintained ++1.8 points 56	<p>Foster Youth</p>
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Socioeconomically Disadvantaged</p>  Red 102 points below standard Declined -7.4 points 190	<p>Students with Disabilities</p>  Orange 171.9 points below standard Increased Significantly ++22.1 points 46

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 164 points below standard Declined -5 points 49	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 14.5 points below standard Increased ++13.5 points 38	 No Performance Color 40.1 points below standard Increased Significantly ++26 points 28
Hispanic	Two or More Races	Pacific Islander	White
 Red 98 points below standard Maintained ++0.3 points 85	 No Performance Color 69.5 points below standard Declined Significantly -19.1 points 28	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 56.3 points below standard Declined -12.2 points 42

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
133.1 points below standard Maintained -2.2 points 41	8.5 points above standard Increased Significantly ++23.6 points 15	88.2 points below standard Declined -3.1 points 202

Conclusions based on this data:

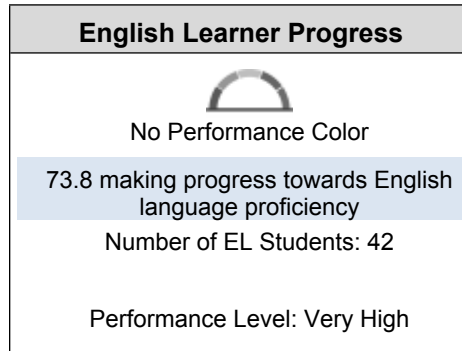
1. Current English Learners (as a group) have very low math scores. ST Math or another "non-language based approach" may help them be more successful.
2. African Americans, as a group, have very low math scores. Whites, as a group, saw a significant decline and are below standard as well. CMS, as a school, is 82.2 points below standard.
3. Fidelity to curriculum, pacing, interim assessment, and other factors will need to be researched.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
6	5	10	21

Conclusions based on this data:

1. N/A at this time.
2. Looking at compliance with designated and integrated instruction, curriculum, etc.

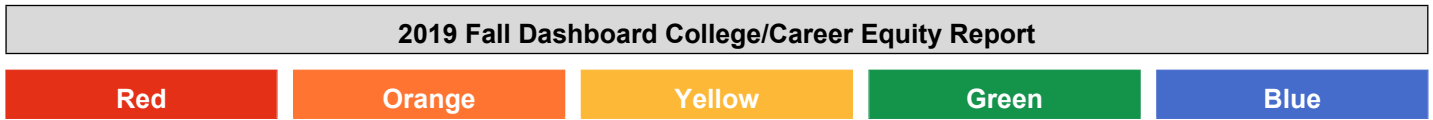
School and Student Performance Data

Academic Performance College/Career

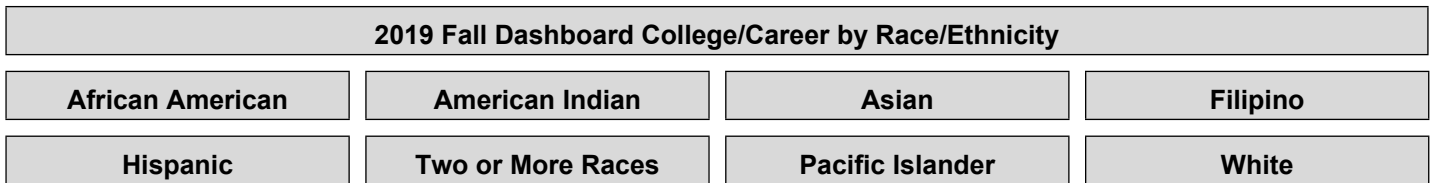
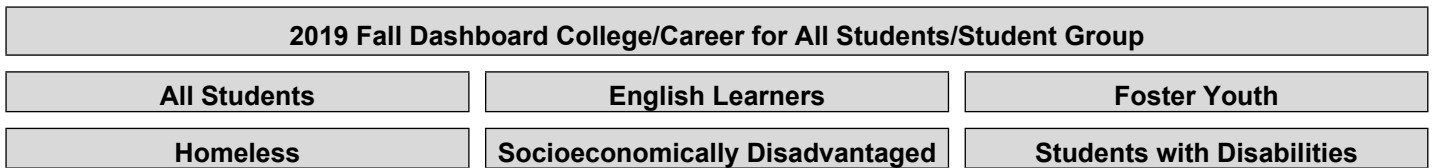
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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



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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. N/A at this time.
2. Middle School, No Program

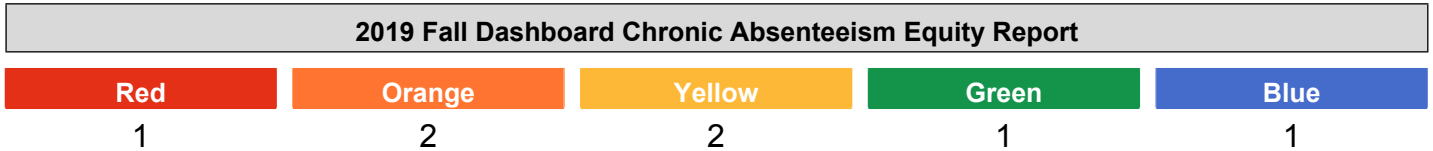
School and Student Performance Data

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Yellow</p> <p>14.7</p> <p>Declined Significantly -5.3</p> <p>307</p>	<p>English Learners</p>  <p>Yellow</p> <p>18.4</p> <p>Declined -3.4</p> <p>49</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>15.9</p> <p>Declined Significantly -6.4</p> <p>214</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>24.5</p> <p>Declined -10.1</p> <p>49</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange	 No Performance Color	 Green	 No Performance Color
20.7	Less than 11 Students - Data Not Displayed for Privacy	5.1	18.8
Declined -14.9	3	Declined -6.5	Increased +1.5
58		39	32
Hispanic	Two or More Races	Pacific Islander	White
 Red	 No Performance Color	 No Performance Color	 Blue
21.2	6.9	Less than 11 Students - Data Not Displayed for Privacy	2.2
Increased +2.9	Declined -11.6	1	Declined -13.2
99	29		46

Conclusions based on this data:

- Chronic absenteeism remains a school-wide problem, but improved by 5.3% (decreased from 20% to 14.7%). This was a substantial improvement.
- Attendance for African American and Hispanic sub groups improved by more than 20%.

School and Student Performance Data

Academic Engagement Graduation Rate

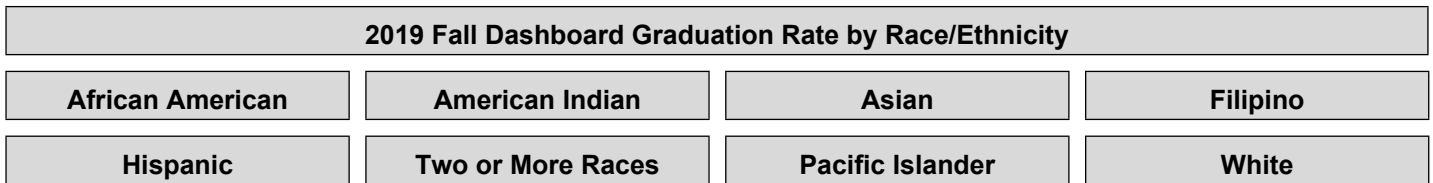
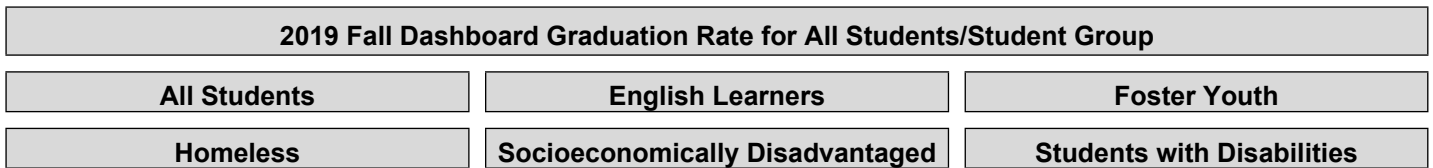
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

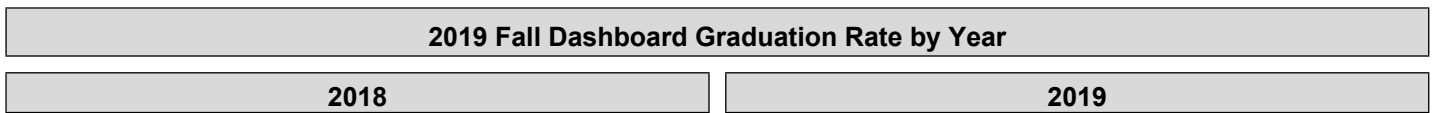
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



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



Conclusions based on this data:

1. N/A
2. N/A
3. N/A

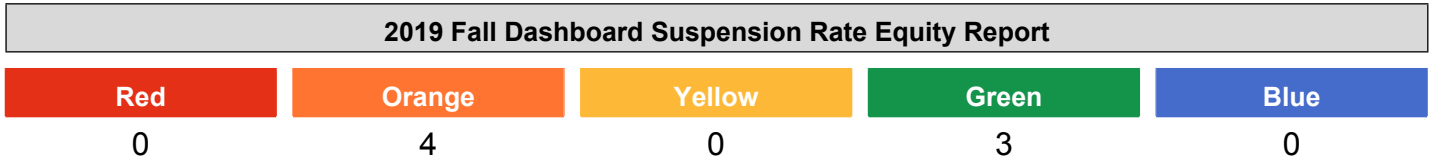
School and Student Performance Data

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>6.3</p> <p>Declined Significantly -4.7</p> <p>319</p>	<p>English Learners</p>  <p>Orange</p> <p>4</p> <p>Increased +1.9</p> <p>50</p>	<p>Foster Youth</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>9.1</p> <p>11</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>7.2</p> <p>Declined Significantly -7.2</p> <p>221</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>15.4</p> <p>Declined -12.7</p> <p>52</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 13.1 Declined -14.3 61	 No Performance Color Less than 11 Students - Data 3	 Orange 2.4 Increased +2.4 41	 No Performance Color 5.9 Declined -4.5 34
Hispanic	Two or More Races	Pacific Islander	White
 Green 3.9 Declined -1.3 102	 No Performance Color 6.7 Declined -11.9 30	 No Performance Color Less than 11 Students - Data 1	 Green 6.4 Declined -1.1 47

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	11	6.3

Conclusions based on this data:

1. English Language Learners and Asians as subgroups saw a negligible increase in suspensions (1.9 and 2.4%).
2. Suspensions for students with disabilities saw a significant decrease (12.7%).
3. We have 4 ethnicities/subgroups in the blue or green, meaning these groups had no or very few suspensions.

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

All Subjects

LEA/LCAP Goal

GOAL #1 To improve student academic performance and reduce the achievement gap between the district's highest and lowest performing students.

Goal 1

Carquinez Middle School will utilize the previously and newly adopted curricula to ensure that students are exposed to state standards and are taught uniformly through grade and department levels in math and English subject areas.

Identified Need

No consistent core curricula has been taught across grade levels and departments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Measured through pacing guides and principal walkthroughs	50% of staff in all grade levels were not using the adopted or piloted curricula.	100% of all teachers will teach the previously and newly adopted programs.

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)

This will support all students at Carquinez Middle School.

Strategy/Activity

Teachers will work off the publisher and/or department agreed upon pacing guides discussed/collaborated during department meetings (75 minutes once per month).

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

	4000-4999: Books And Supplies
	District Funded 1000-1999: Certificated Personnel Salaries District Wednesdays Meetings

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

This will support all Carquinez Middle School students.

Strategy/Activity

Purchase adopted curriculum materials and coordinate training for teachers and staff during professional development days at the beginning of the school year, department meetings, and during release time throughout the year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
82,000	District Funded 4000-4999: Books And Supplies New ELA Adoption (StudySync and Exact Path), Pilot Science (Discovery)
6,000	Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures Release time for training with publishers.

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.

This is the first year of this goal.

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

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.

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

All Subjects

LEA/LCAP Goal

To increase student engagement through Common Core State Standards (CCSS) aligned instruction and the offering of intervention programs.

Goal 2

Carquinez Middle School will implement designated EL instruction, continue with Reading and Math intervention classes, and make a concerted effort to implement and enhance after school intervention and enrichment programs.

Identified Need

The EL population requires enhanced services in order to better reclassify students. Approximately 23% of students met or exceeded the standards on the CAASP in Math and nearly 40% of students met or exceeded the standard in ELA on the CASSP for 2018-2019.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
This will be measured by CAASP and ELPAC scores.	Approximately 23% of students met or exceeded the standards on the CAASP in Math and nearly 40% of students met or exceeded the standard in ELA on the CASSP. 46% of EL students are designated as level 4 on the ELPAC.	30% of students will meet or exceed the standards in Math on the CAASP and 50% of students in ELA. Of the 46% ELs who are designated level 4, half will reclassify as English Language Proficient.

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 Language Learners

Strategy/Activity

All EL students will receive designated and integrated EL instruction daily at their appropriate levels.

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)

59,475

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
3 sections/classes to cover levels 1-4 for
designated instruction (certificated staff).

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students who have not demonstrated proficiency in Math and ELA on the CAASPP

Strategy/Activity

Dependent on the structure of the day due to possible blended or distance learning models, those students who have not demonstrated proficiency in Math and ELA on the CAASPP may take targeted intervention courses during the regular school day.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

40,000

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
2 sections/classes per semester to address
intervention (certificated staff).

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students who have not demonstrated proficiency in Math and ELA on the CAASPP

Strategy/Activity

Depending on school budget and Shelter in Place, after school interventions will be offered to students who are not proficient in Math and ELA.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

Donations
None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students who have not demonstrated proficiency in Math and ELA on the CAASPP

Strategy/Activity

Teachers will use targeted intervention programs during their general math and English classes, including ST Math and Exact Path

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)

10,540

5000

Source(s)

Lottery: Instructional Materials

Donations

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.

This is the first year of this goal.

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

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.

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

All Subjects

LEA/LCAP Goal

To raise achievement levels for those students identified as either 504 or Special Education (IDEA) eligible.

Goal 3

Carquinez Middle School will commit to raising achievement levels of those identified as IEP or 504 eligible by offering access to mental health resources along with access to core standards instruction and intervention (whole student approach).

Identified Need

Students with IEPs and 504 plans, as a whole, do not perform well on the CAASPP or with regard to grades/completed class work (only 6.5% met or exceeded standards on Math and ELA on CAASPP).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP, Grades, Class Lists	6.52% met or exceeded standards in Math and ELA on CAASPP	Approximately a 5% increase (above 10% total at or above on both Math and ELA CAASPP)

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students with IEPs and 504s

Strategy/Activity

Prioritize available BACR Counseling Services for those who qualify and have IEP's and 504's as an added level of emotional support.

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)

33,000

District Funded
0000: Unrestricted
BACR counselors work at all 3 schools (divided 99,000 by 3), must have MediCal to qualify for counseling services

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with IEPs.

Strategy/Activity

Offer push-in/pull-out services through Mr. Soriano, Ms. Colvin, and para-educators as added support in core classrooms for those not in SDC, when offered in IEP.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

150,000

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Ball park figure as Ms. Colvin is part-time. She and Mr. Soriano will assist/support students with core (gen ed) classes.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students with IEPs and 504s

Strategy/Activity

In conjunction with case managers and the TOSA, Carquinez Middle School will prioritize students with 504s and IEPs with regard to math and ELA intervention (with parent approval) and encourage ASSIST (after school assistance).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

30,000

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Gen Ed teachers teaching intervention courses.

5,000

Donations
0001-0999: Unrestricted: Locally Defined
Conoco Phillips, a local company, donates for
this program.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students with 504s and IEPs

Strategy/Activity

Update 504s and IEPs annually, with appropriate staff and parents/guardians/student

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)

9,500

General Fund
1000-1999: Certificated Personnel Salaries
Case Managers and TOSA.

District Funded
1000-1999: Certificated Personnel Salaries
Release time covered by substitute teachers
and extra hour payment for general education
teachers for IEPs and 504s.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students with IEPs

Strategy/Activity

Dependent on the structural needs of the school year due to distance or blended learning requirements, students with IEPs may receive specialized academic instruction as an elective in a learning center.

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
1000-1999: Certificated Personnel Salaries

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.

This is a new goal.

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

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.

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

Counseling/Post 8th Grade Readiness

LEA/LCAP Goal

To increase the number of students who graduate ready to enroll in two or four year colleges, other post-secondary training programs, receive acceptance to the U.S. Military, or transition successfully to the workforce by providing support to district students in grades TK - 12.

Goal 4

Partner and collaborate with the high school counselor in order to prepare students for entry to high school, high school requirements, and a beginning understanding of college, military, and ROP opportunities (21st century skills embedded in classes).

Identified Need

Students and families, as well as the high school, have expressed the desire for a better connection between the middle and high school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Agendas/Meetings/Emails conducted by counselor	2 contacts with high school counselor (group)	5 contacts with high school counselor (group)

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 in 8th Grade

Strategy/Activity

Students will have at least 5 contacts by group/in person/email/etc. with the high school counselor and be presented opportunities such as the Berkeley Boost program and future AVID participation.

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 1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase Chromebooks and cart at a 1:1 ratio so that technology (21st century skills) is truly integrated into classroom instruction over a two year period.

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)

11,883

Source(s)

Title I

Chromebooks and cart, headphones, first year

District Funded

0001-0999: Unrestricted: Locally Defined Chromebooks

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Embed career exploration into electives and core classes, providing students with an idea of career choices related to that field.

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

1000-1999: Certificated Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

8th Grade Students who score below standard on the CAASPP

Strategy/Activity

Provide support classes for struggling students (especially 8th graders) so they may enter ninth grade ready for the rigors of high school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	District Funded 1000-1999: Certificated Personnel Salaries Intervention supports
	2000-2999: Classified Personnel Salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue to offer the ASSIST Program 2X/week, which supports students academically and socially.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5000	Donations 1000-1999: Certificated Personnel Salaries Katie Capeluto, funded by Conoco Phillips.
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will attempt to hold at least one cross site department meeting (both middle and high school) for English and math during the school year. Eighth grade teachers will continue to meet with high school staff to develop criteria and class lists for advanced classes in 9th grade.

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.

This is a new goal.

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

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.

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

All Subjects

LEA/LCAP Goal

To improve culture, climate and safety at CMS in order to reduce suspensions, and allow for an improved learning environment.

Goal 5

Carquinez Middle School will seek to improve culture and climate through Mindfulness, Trauma-informed Practices, Restorative Justice and other activities.

Identified Need

The board and superintendent have directed that suspension is a last resort due to previously high rates which have begun to decrease.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Suspensions, Participation in Counseling, Mindful Life Surveys, Restorative Justice Logs, Conditions and Climate Dashboard	Varies. African Americans rated orange.	Overall and all subgroups at least yellow or green on the climate dashboard.

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

We will continue with the Mindful Life Project with a coach available 3 days a week providing every student at least one mindful session per week.

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)
15,000	Title I MLP Coach pushing in to all classrooms once per week and holding small groups for students needing more self-regulation.
	None Specified MLP Coach will coach teachers in techniques during staff PD time as part of Mindful Life commitment.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

MediCal Eligible Students

Strategy/Activity

BACR Counselors (2 full-time and 2 interns) will be utilized for socio-emotional/ongoing support and crisis counseling

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)
33,000	District Funded 0001-0999: Unrestricted: Locally Defined BACR counselors provide direct services to approximately 32-35 high need students plus emergencies/traumas.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Restorative justice training and consultation will continue with Dr. Aliah MaJon and trauma informed training opportunities sought as well with both strategies/practices to be directly utilized with students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000.

Source(s)

Title II Part A: Improving Teacher Quality

Training to include Dr. MaJon, continuance of 2019-2020 if budget allows (cost approximate due to serving district)

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.

Suspensions substantially reduced from 2017-2018 to 2018-2019 as reflected on the climate/environment dashboard. While counseling and Mindful Life in particular had a positive impact, the total impact is not yet known due to district directives to reduce suspensions (meaning there is not a clear cut correlation as of yet).

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

Moving forward for 2020-2021, the site will be responsible for the Mindful Life Project (\$15,000 budgeted from Title 1). The staff and school site council voted that we needed at least one more year to measure effectiveness.

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 primary changes made revolve around funding. We will continue to institute rallies, No Tardy Parties, and other student events and incentives in order to change climate. The dashboard will serve as the indicator. We will look to reimplement the California Healthy Kids survey for the 2020-2021 school year.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$505,398.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$26,883.00
Title II Part A: Improving Teacher Quality	\$11,000.00

Subtotal of additional federal funds included for this school: \$37,883.00

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

State or Local Programs	Allocation (\$)
District Funded	\$436,975.00
Donations	\$20,000.00
Lottery: Instructional Materials	\$10,540.00

Subtotal of state or local funds included for this school: \$467,515.00

Total of federal, state, and/or local funds for this school: \$505,398.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
District Funded	436,975.00
Donations	20,000.00
Lottery: Instructional Materials	10,540.00
Title I	26,883.00
Title II Part A: Improving Teacher Quality	11,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	33,000.00
0001-0999: Unrestricted: Locally Defined	38,000.00
1000-1999: Certificated Personnel Salaries	293,975.00
4000-4999: Books And Supplies	82,000.00
5800: Professional/Consulting Services And Operating Expenditures	6,000.00
None Specified	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	District Funded	33,000.00
0001-0999: Unrestricted: Locally Defined	District Funded	33,000.00
1000-1999: Certificated Personnel Salaries	District Funded	288,975.00

4000-4999: Books And Supplies	District Funded	82,000.00
	Donations	5,000.00
0001-0999: Unrestricted: Locally Defined	Donations	5,000.00
1000-1999: Certificated Personnel Salaries	Donations	5,000.00
None Specified	Donations	5,000.00
	Lottery: Instructional Materials	10,540.00
	Title I	26,883.00
	Title II Part A: Improving Teacher Quality	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	6,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	88,000.00
Goal 2	120,015.00
Goal 3	227,500.00
Goal 4	16,883.00
Goal 5	53,000.00

School Site Council Membership

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

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

Name of Members	Role
Steve Peters, Principal	Principal
Cherryl Valenzuela, Secretary/Classified Staff	Other School Staff
Katie Capeluto, Math/Science/Certificated Staff	Classroom Teacher
Eden Kennedy-Hoffmann, TOSA/Certificated Staff	Classroom Teacher
Carolann Lenzi, Paraeducator/Parent	Other School Staff Parent or Community Member
Briana Bizzle-King, Parent	Parent or Community Member
Crystal King, Parent	Parent or Community Member
Meharr Natt, Student	Secondary Student
Shane Chavier, Student	Secondary Student

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



Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Carquinez Middle School Leadership Team

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 May 26, 2020.

Attested:

	Principal, Steve Peters, Principal on 5/26/2020
	SSC Chairperson, Katie Capeluto on 5/26/2020

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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