

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
Lompoc Valley Middle School	42692296060016	September 26, 2022	October 25, 2022

School Profile

Lompoc Valley Middle School (LVMS) strives to offer a well-balanced education to meet our diverse students' intellectual needs as well as fostering innovation, critical thinking, and problem solving. LVMS staff is focused on providing a broad knowledge base, while also exposing students to the arts, STEM (Science, Technology, Engineering, and Math), and 21st Century Skills required to be career and college ready. LVMS provides an environment where students, staff, parents, administrators, and community members feel a sense of belonging, ownership, pride, and fulfillment because they are an integral part of the educational organization. Lompoc Valley Middle School has agreed upon a set of values that are embraced by staff, parents, administrators, and community members. These are the foundation for determining policies, making decisions, and defining direction for the school and its students.

In addition to the core values, there are four key elements that are major determinants of an effective and successful school program. The following determinates align the Single Plan for Student Achievement (SPSA) with the Local Control Accountability Plan (LCAP) :

Use of standards based curriculum that aligns with California Common Core Standards which is implemented with fidelity to provide students with meaningful, real-world experiences.

Use of research based instruction strategies that maximize effectiveness of student-teacher and student-student interactions.

Use of standards-based formative assessments which enables effective student progress monitoring and help to guide instructional pedagogy.

Use of technology to support and encourage effective teaching and learning.

Lompoc Valley Middle School SPSA goals are based on and aligned with the Lompoc Unified School District Board of Education and Local Control and Accountability Plan (LCAP) goals to provide direction and focus on the achievement and needs of all District Students:

Goal 1: Throughout the school year, staff will provide engaging and rigorous educational opportunities on a daily basis that will challenge students and maximize their academic success.

Goal 2: Staff will promote meaningful interactions with our families to promote positive relationships for stakeholder investment in school.

Goal 3: Strengthen the culture of the school environment so that learning is a priority for all students and their efforts are recognized and valued.

School Safety:

The Lompoc Valley Middle School's School Safety Plan reflects our dedication to maintain a safe, clean, and orderly campus. Many of the goals in the SPSA reflect the goals in the School Safety Plan.

Program Improvement:

Lompoc Valley Middle School is a school-wide Title I school; therefore, all services and all planning for student improvement include all students.

The Title I services currently provided include:

- Accountability for all textbooks and materials adopted by the Lompoc Unified School District.
- Professional development for all teachers and staff to improve student achievement.
- Supplemental materials, supplies, technology to support reading and mathematics achievement (English support classes & Math support classes)
- Provide parent workshops, meetings, and conferences to help increase and promote effective parental involvement.

Lompoc Valley Middle School also offers special education services to those students who qualify and have an active IEP. Currently there are 7 teachers working in Special Education.

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)

Additional Targeted Support and Improvement

We were identified as an ATSI school for Chronic Absenteeism and Suspensions of Students with Disabilities. The purpose of this plan is to prioritize our actions, allocate funding, and monitor student progress.

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.

LCAP and SPSA goal 3 expresses that we provide a safe and respectful learning environment for all students and staff. To fulfill this, we are implementing PBIS school-wide. In addition, we are providing a variety of electives to pique students' interest. We offer after-school tutoring, Elevo SEL coaches, student-led ASB program, a variety of clubs to promote student involvement, and FSA counseling.

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).

The healthy Kids Survey was given to students in 7th and grade and their families. District wide, 687 out of 812 7th graders and 22 parents participated in the surveys. 98 middle school staff participated in the survey. The District Office has the results of the study for individual schools as well as the district as a whole.

Students (83%) and parents (85%) feel that there are at least one adult on campus, that really care about their students. 89% of students and 91% of parents report feeling safe at the school. A concern is that only 44% of students say they have no voice on how things work at the school, while 86% of parents say they are encouraged by the school to be an active partner in their child's education. All surveyed middle school parents indicate the school provides quality programs for the child's talents, gifts, or special needs. While parents (29%) feel bullying is a problem, 89% of students report no threats of harm or injury at school in the past 12 months. A Lompoc Valley Middle School Parent Survey was conducted throughout the school year. Parents participating in the monthly Parent/Student Lunches responded to questions about school policies, academic, and school climate. Parents overwhelmingly responded (always or usually) to questions of high expectations, teacher performance, teacher communication and satisfaction with their child's academic achievement. Additionally, parents were satisfied with the school environment, treatment by office staff and administrators, and students concern for each other. They also indicated that they and their children understand the school rules and policies and that school discipline is fair for all students.

A Comprehensive Needs Assessment was completed in September 2022. Department groups were asked the rate the school's approach, implementation and outcome in several areas of school functions. Overall, the majority of staff regard Information and Analysis as a strength, with data collection and increased use of systematic reliance on data to improve the effectiveness of instruction. Student Achievement was a strength, with the majority of staff responding that data on student achievement are used throughout the school and a systematic focus on implementing approaches and strategies to affect student outcomes. In the area of Quality Planning, staff recognize the importance of our school mission and vision, and the majority of staff feel the school plan is being implemented. Finally, in the area of Professional Development, while 25% of teachers feel professional development is sporadic, over 60% believe their team work and collegiality is beginning to make an impact on student learning.

Academically, preliminary CAASPP data show that for grades 7 and 8 ELA, 28% and 21% of students respectively met or exceeded standards while 46% and 51% did not meet standards. For grades 7 and 8 math, 6% and 7% of students respectively met or exceeded standards while 67% and 68% did not meet standards.

Classroom Observations

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

Classrooms were observed by administration on a regular basis (Quick visits, Informal and Formal visits, and walkthroughs).

Observations included the following:

1. Adopted curriculum is being used in all core classes (Science Department is continuing pilot of new curriculum to be adopted in the 2022-2023 school year.)
2. Teachers using information/strategies provided during Professional Development
3. Students working collaboratively.
4. Strategic use of technology.
5. PBIS in place in 80% of classrooms. PBIS expectations displayed in 90%+ of classrooms.

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)

We have used state and local assessments such as CAASPP data as a measure to place students appropriately. LVMS has utilized Standards Alignment Unit Assessments to prepare students and collect data using a data review process to inform instruction and reflect on practice. The Illuminate platform is being used to create assessments. Many department are using common formative assessments to discuss student progress and modify instruction. Additionally, NWEA has replaced STAR this year, and all students will participate in three NWEA assessments this year to track their growth relative to grade level standards.

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

LVMS staff collaborates weekly in their department Professional Learning Communities (PLCs). Teams discuss unit design, instructional practices, and formative and summative assessment data to reflect in instructional design and delivery efficacy.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

According to the most recent School Accountability Report Cards, most LVMS teachers are highly qualified. Some staff are working on their credentials.

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

The Williams Act results demonstrated that Lompoc Valley Middle School has adequate credentialed teachers and access to instructional materials.

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

Teachers participate in a variety of workshops, conferences and professional development sessions. The Lompoc Standards Alignment Project guides instructional focus across the District. Additionally, staff are offered curriculum training for math, English, and ELD; professional development for improving Instruction Design and Delivery; and Behavior Management training

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

Instructional coaching for social studies and English teachers; Math department was supported through a publisher curriculum consultant.

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

Teacher collaboration occurs each Wednesday for one hour.

Teaching and Learning

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

Study-Sync ELA was adopted for use starting in 2016-1017. Illustrated Math and NGSS (Science) was adopted for use starting in 2017. The district adopted a new Social Studies curriculum for the 2019 - 2020 school year. LVMS teachers align their curriculum and instruction with the adopted curriculum, content standards, and content capacities.

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

The State guidelines for instructional minutes for Mathematics, Language Arts, and PE are adhered to by each teacher. Master schedules reflects sufficient sections in all subjects. Teachers teach bell to bell 47 minutes per period, seven periods per day.

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

Intervention opportunities are provided through grouping, use of para-educators, tutors, and grade-level/department collaboration. Assessment data is used to determine which students are in need of intervention (Math/ELA).

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

According to the most recent (2020-2021) Williams Act review, LVMS is in compliance with the availability of textbooks and materials for students.

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

All textbooks and instructional materials are SBE-adopted, including intervention.

Opportunity and Equal Educational Access

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

The Title I services currently provided include:

- Accountability for all textbooks and materials adopted by the Lompoc Unified School District.
- Professional development for all teachers and staff to improve student achievement.
- Supplemental materials, supplies, technology to support reading and mathematics achievement
- Provide parent workshops, meetings, and conferences to help increase and promote effective parental involvement.

Lompoc Valley Middle School also offers special education services to those students who qualify and have an active IEP. Currently there are 6 teachers working in Special Education.

Evidence-based educational practices to raise student achievement

Use of SBE-adopted materials apply to all content areas. Annually, teachers are offered training on adopted curriculum, and other standards aligned supplemental materials as needed.

Parental Engagement

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

Family Services Agency provides counseling services. In addition, at-risk students, including students from significant subgroups, are invited to participate in after school tutoring as paid for through Title 1 funds and Supplemental Concentration Funds. Along with this, LVMS also incorporates the use of a Student Intervention Team and Student Study Team to support at promise students. Parent groups include Parent/Teacher/Student Association (PTSA), School Site Council (SSC), and English Learners Advisory Committee (ELAC).

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)

LVMS utilized SSC, which includes parents, students, and staff members, in the planning of our single plan for student achievement (SPSA).

Funding

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

Tutors, bilingual para-educators, account clerk, bilingual community liaison, outreach liaison, and safety liaison positions are funded through categorical programs. In addition, FSA counselors, technology software and hardware, and consumable supplemental materials are utilized to ensure students have access to the core curriculum. Additionally, professional development for teachers is offered to strengthen professional skills that enhance learning.

Fiscal support (EPC)

Funding from Federal Title 1 and Title II programs, CSI along with state funded supplemental concentration funds aid LVMS to support the Essential Program Components as outlined in our Mission Statement and Goals within this SPSA.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

In partnership with district administration, Lompoc Valley Middle School certificated and classified staff, parents and members of the School Site Council were all consulted in the planning process for this update in September 2019, October 2019, November 2019, and February 2020. Our School Site Council reviewed SPSA data at each meeting and discussed goals and actions taken to increase student achievement. In both SSC and ELAC, groups discussed the incorporation of cameras for student safety, the addition of technology (MAC labs) to advance our arts program, the use of intervention materials to support struggling learners, and presentations about ELD and the reclassification process. In addition, discussion around instructional practices and the use of an outside consultant to coach teaching staff was shared. The benefits of the coaching were elaborated on by teaching staff in attendance.

In addition, our parent groups met on the following dates:

SSC

September 13, 2021: School Site Council orientation, officer election, meeting dates established, budget adopted, overview of the SPSA and LCAP goals provided.

October 11, 2021: SPSA was approved, Parent Surveys discussed, Tik Tok challenges.

December 6, 2021: Book Fair, Safety Plan, Security cameras, Safety Plan approval, discussion of online Parent Surveys.

March 28, 2022: Book Fair, EdProDesign educational coaches, coaching seminar, Parent Survey #1 shared. SPSA approval next meeting, Preliminary Budget availability, security camera installation.

June 2, 2022: SPSA and Preliminary Budget for 2022-2023 approval, which includes the strategies for SPSA goals, ELPAC exam and RFEP process. Parent Survey's #2 and #3 results, Healthy Kids Survey December 2019, Health Kids Survey Review scheduled for April 2020 with staff, student PBIS Falcon Four Weeks.

ELAC

September 15, 2021 via zoom: ELD teachers were introduced, ELD curriculum was presented, COVID protocol was reviewed

October, 20 2021 via zoom: Fighting Back Santa Maria presentation, DELAC update

November 17, 2021 via zoom : Discussed attendance, School Plan update

January 26,2022 via zoom: School plan update

February 23,2022 via zoom: Discussed RFEP, LHS Counselor spoke college requirements, discussed ELPAC, COVID clinic locations

March 13, 2022 first in person meeting since COVID: discussed end of the school year celebrations, local resources, Social Worker was introduced

Resource Inequities

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

LVMS has an at risk population that has significant social and emotional needs which requires extra counseling services and families that need support from school liaisons. The high poverty rate requires more materials and supplies for students and after school supports. In addition, LVMS has experienced high rates of staff attrition. As a result, LVMS has ~35% new teachers, a few of which are not fully credentialed. As a result of the deficits in performance on standardized assessments, LVMS teaching staff study effective instruction and assessment strategies to implement standards and to increase their students' learning. Student feedback and analysis of achievement data are used in conjunction with implementation support strategies. Staff recognize the need for this professional development, as indicated in the October 2022 Needs Assessment.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.47%	0.2%	0.35%	4	2	3
African American	2.49%	1.7%	1.87%	21	14	16
Asian	1.66%	1.4%	1.28%	14	12	11
Filipino	1.07%	0.7%	0.35%	9	6	3
Hispanic/Latino	81.78%	82.5%	82.85%	691	688	710
Pacific Islander	0.24%	0.1%	0.12%	2	1	1
White	11.12%	11.0%	10.39%	94	92	89
Multiple/No Response	1.18%	2.3%	2.80%	10	19	24
Total Enrollment				845	834	857

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7	427	401	451
Grade 8	418	433	406
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	845	834	857

Conclusions based on this data:

1. Student enrollment numbers are stable.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	131	130	130	15.5%	15.60%	15.2%
Fluent English Proficient (FEP)	285	278	267	33.7%	33.30%	31.2%
Reclassified Fluent English Proficient (RFEP)	21	38		13.4%	29.2%	

Conclusions based on this data:

1. Reclassification rate decreased during the last school year.
2. Number of students in the EL program have remained static over the last two 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	414	402	440	411	0	378	411	0	372	99.3	0.0	85.9
Grade 8	408	432	382	399	0	327	399	0	324	97.8	0.0	85.6
All Grades	822	834	822	810	0	705	810	0	696	98.5	0.0	85.8

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	2499.		2485.	6.57		3.49	24.57		25.54	28.22		24.19	40.63		46.77
Grade 8	2525.		2491.	6.02		3.70	29.57		18.83	28.82		26.23	35.59		51.23
All Grades	N/A	N/A	N/A	6.30		3.59	27.04		22.41	28.52		25.14	38.15		48.85

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	10.22		7.82	39.66		61.99	50.12		30.19
Grade 8	13.78		6.21	45.11		55.59	41.10		38.20
All Grades	11.98		7.07	42.35		59.02	45.68		33.91

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	12.17		8.17	52.31		45.50	35.52		46.32
Grade 8	13.28		4.42	53.63		38.49	33.08		57.10
All Grades	12.72		6.43	52.96		42.25	34.32		51.32

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	8.76		5.39	62.53		73.58	28.71		21.02
Grade 8	7.77		8.07	65.16		72.36	27.07		19.57
All Grades	8.27		6.64	63.83		73.02	27.90		20.35

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	12.90		8.60	47.93		59.14	39.17		32.26
Grade 8	16.29		9.32	47.87		63.66	35.84		27.02
All Grades	14.57		8.93	47.90		61.24	37.53		29.83

2019-20 Data:

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

Conclusions based on this data:

1. LVMS continues to ensure a high percentage of students are tested. No data is available for 2020-21 due to COVID-19. The data for 2021-22 is currently embargoed.
2. Preliminary 2021-22 CAASPP data show ELA as a relative strength to math.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	414	402	441	410	0	371	410	0	370	99	0.0	84.1
Grade 8	408	432	382	402	0	336	402	0	334	98.5	0.0	88.0
All Grades	822	834	823	812	0	707	812	0	704	98.8	0.0	85.9

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	2462.		2434.	5.37		1.35	10.49		5.95	24.88		24.86	59.27		67.84
Grade 8	2494.		2455.	5.72		2.69	13.18		5.99	30.10		22.75	51.00		68.56
All Grades	N/A	N/A	N/A	5.54		1.99	11.82		5.97	27.46		23.86	55.17		68.18

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	8.05		1.63	21.95		31.52	70.00		66.85
Grade 8	8.21		1.52	32.09		38.79	59.70		59.70
All Grades	8.13		1.58	26.97		34.96	64.90		63.47

2019-20 Data:

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

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	8.54		2.16	37.32		44.32	54.15		53.51
Grade 8	8.46		4.19	43.78		44.91	47.76		50.90
All Grades	8.50		3.13	40.52		44.60	50.99		52.27

2019-20 Data:

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

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	5.61		2.16	51.46		58.38	42.93		39.46
Grade 8	5.22		2.10	53.98		58.08	40.80		39.82
All Grades	5.42		2.13	52.71		58.24	41.87		39.63

2019-20 Data:

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

Conclusions based on this data:

1. No new data for 2020-2021 due to COVID-19
2. Preliminary 2021-22 math CAASPP data shows a decline in math scores compared to previous years.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	1515.6	1529.2	1520.7	1510.1	1523.2	1508.5	1520.6	1534.7	1532.7	73	75	62
8	1534.0	1562.5	1540.5	1534.5	1588.9	1538.4	1533.0	1535.7	1542.2	71	52	61
All Grades										144	127	123

2019-20 Data:

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

Overall 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	9.59	14.67	14.52	35.62	44.00	41.94	32.88	30.67	22.58	21.92	10.67	20.97	73	75	62
8	14.08	26.53	16.39	38.03	38.78	50.82	38.03	28.57	19.67	9.86	6.12	13.11	71	49	61
All Grades	11.81	19.35	15.45	36.81	41.94	46.34	35.42	29.84	21.14	15.97	8.87	17.07	144	124	123

2019-20 Data:

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

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	26.03	24.00	25.81	38.36	50.67	41.94	20.55	16.00	16.13	15.07	9.33	16.13	73	75	62
8	32.39	44.90	32.79	42.25	32.65	45.90	16.90	16.33	9.84	8.45	6.12	11.48	71	49	61
All Grades	29.17	32.26	29.27	40.28	43.55	43.90	18.75	16.13	13.01	11.81	8.06	13.82	144	124	123

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	4.11	6.67	16.13	17.81	32.00	16.13	42.47	41.33	41.94	35.62	20.00	25.81	73	75	62
8	7.04	4.08	6.56	15.49	26.53	36.07	54.93	34.69	42.62	22.54	34.69	14.75	71	49	61
All Grades	5.56	5.65	11.38	16.67	29.84	26.02	48.61	38.71	42.28	29.17	25.81	20.33	144	124	123

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	10.96	9.46	9.68	61.64	77.03	72.58	27.40	13.51	17.74	73	74	62
8	15.49	19.15	18.03	67.61	70.21	67.21	16.90	10.64	14.75	71	47	61
All Grades	13.19	13.22	13.82	64.58	74.38	69.92	22.22	12.40	16.26	144	121	123

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	41.10	66.67	44.26	49.32	24.00	39.34	9.59	9.33	16.39	73	75	61
8	45.07	69.39	43.86	45.07	24.49	45.61	9.86	6.12	10.53	71	49	57
All Grades	43.06	67.74	44.07	47.22	24.19	42.37	9.72	8.06	13.56	144	124	118

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	4.11	13.33	14.52	41.10	38.67	38.71	54.79	48.00	46.77	73	75	62
8	11.27	20.41	9.84	23.94	32.65	45.90	64.79	46.94	44.26	71	49	61
All Grades	7.64	16.13	12.20	32.64	36.29	42.28	59.72	47.58	45.53	144	124	123

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	2.74	12.16	11.29	83.56	72.97	69.35	13.70	14.86	19.35	73	74	62
8	2.82	0.00	0.00	84.51	89.36	86.89	12.68	10.64	13.11	71	47	61
All Grades	2.78	7.44	5.69	84.03	79.34	78.05	13.19	13.22	16.26	144	121	123

2019-20 Data:

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
857	71.9	15.2	1.1
Total Number of Students enrolled in Lompoc Valley Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	130	15.2
Foster Youth	9	1.1
Homeless	18	2.1
Socioeconomically Disadvantaged	616	71.9
Students with Disabilities	147	17.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	1.9
American Indian	3	0.4
Asian	11	1.3
Filipino	3	0.4
Hispanic	710	82.8
Two or More Races	24	2.8
Pacific Islander	1	0.1
White	89	10.4

Conclusions based on this data:

1. Hispanic students constitute our largest sub-group with 82.5% of the student population.

School and Student Performance Data

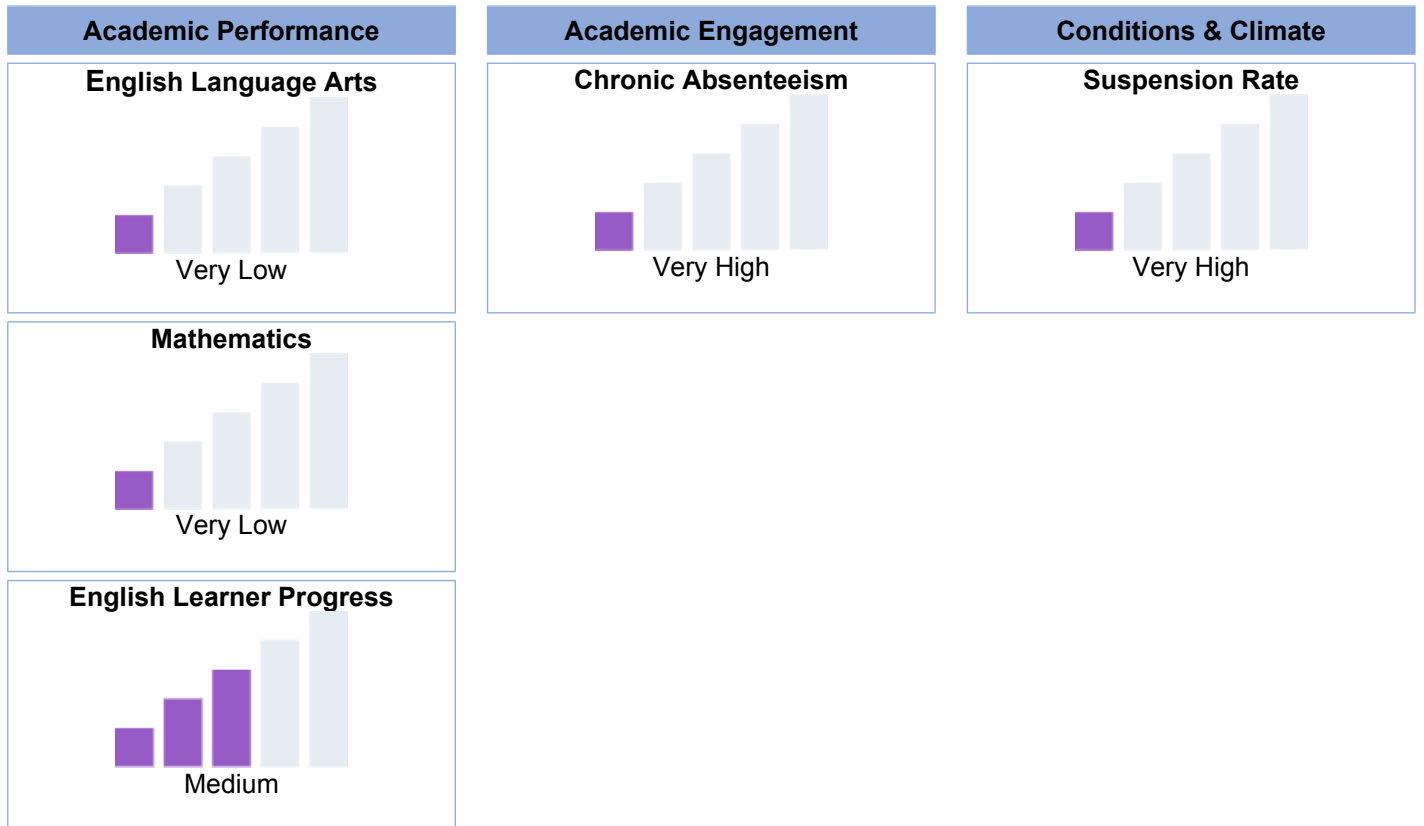
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

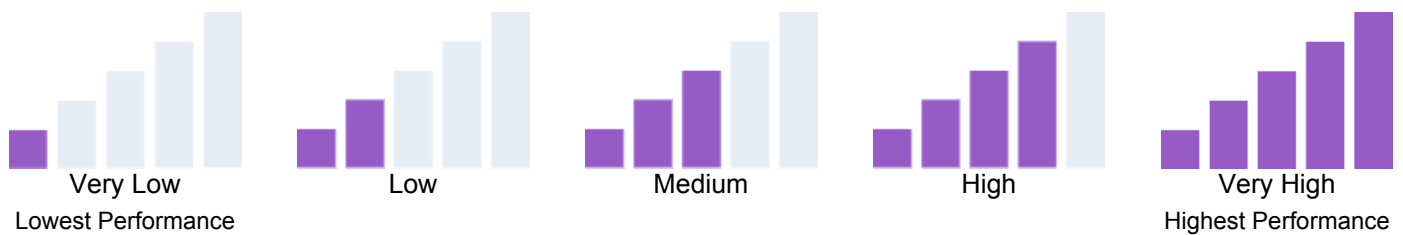
1. Mathematics and English Language Arts require strategic support to increase student achievement.
2. The suspension rate needs to be addressed. Intervention and alternatives to suspension need to be considered to reduce suspensions.

School and Student Performance Data

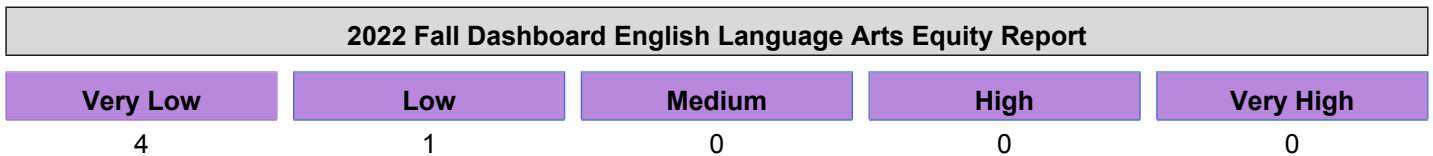
Academic Performance English Language Arts

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

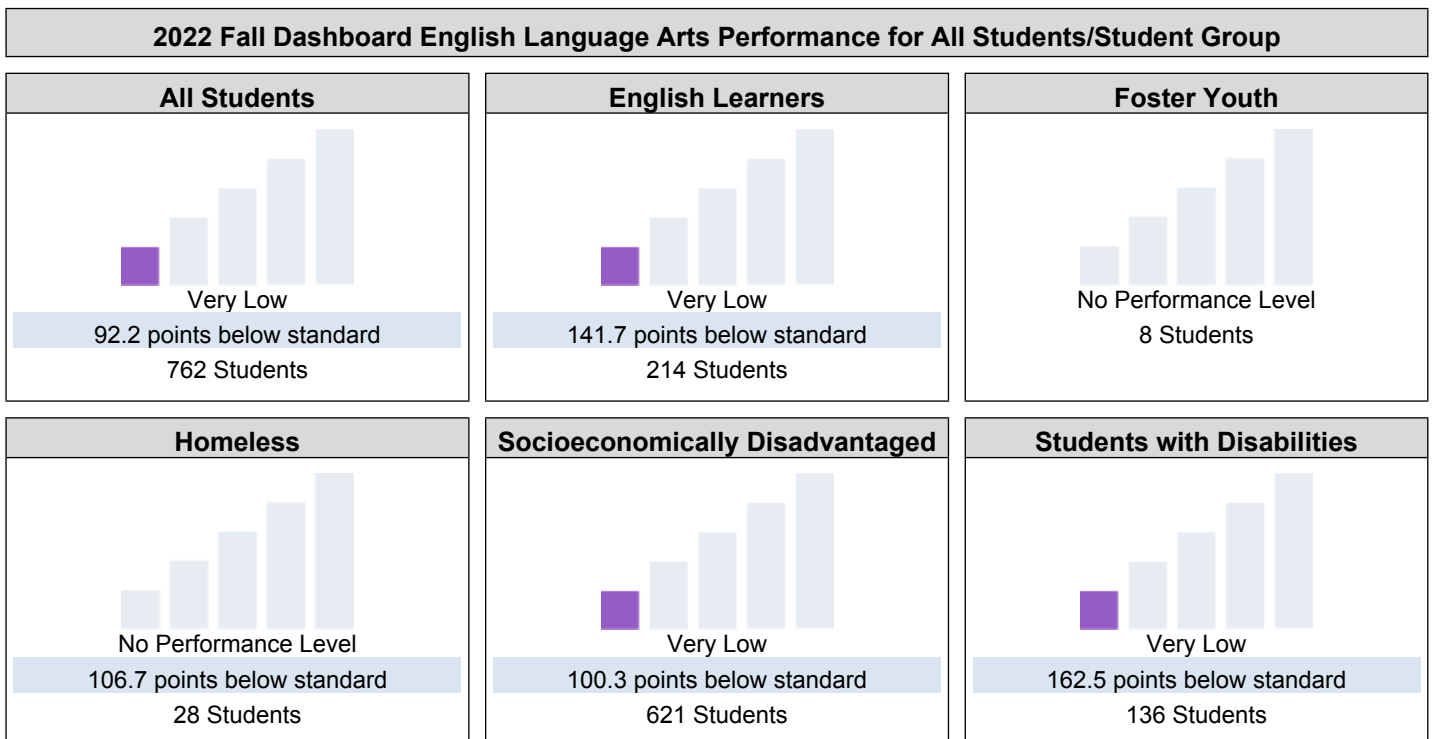
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



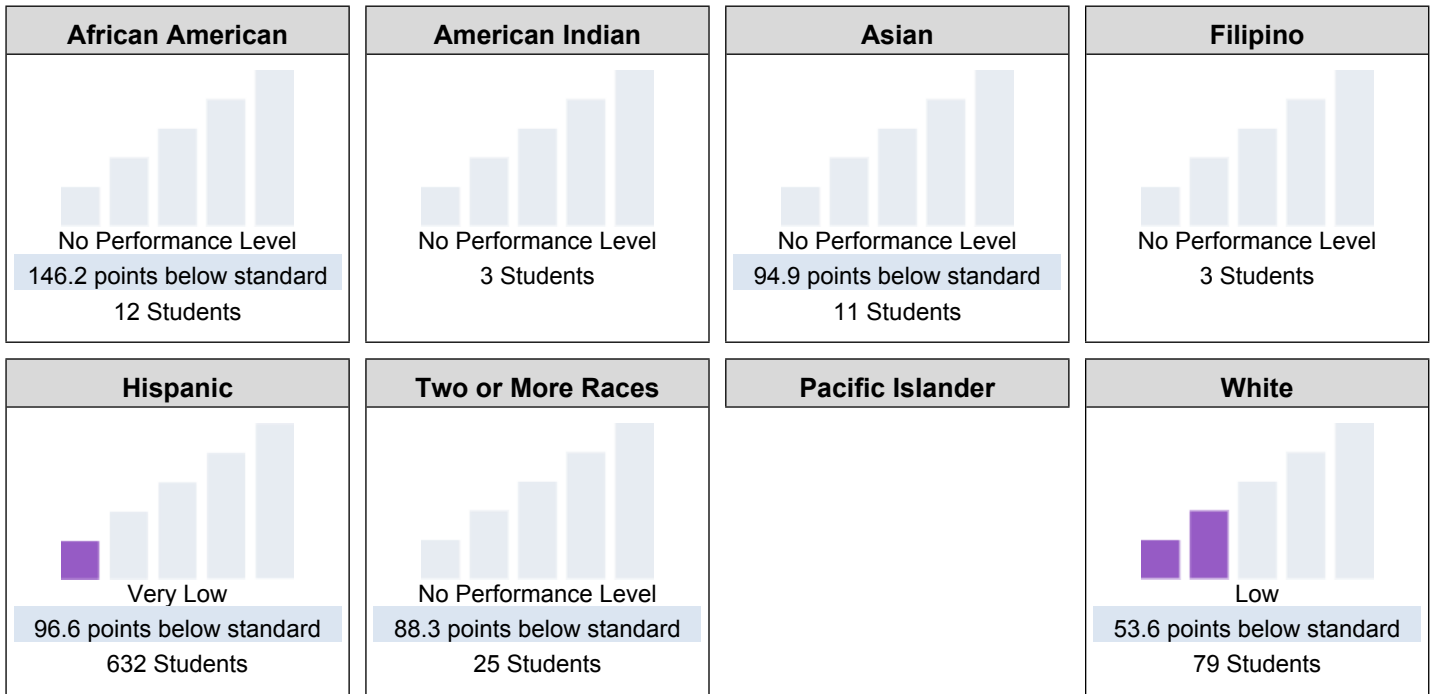
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
158.1 points below standard 111 Students	124.0 points below standard 103 Students	88.3 points below standard 401 Students

Conclusions based on this data:

1. All groups declined significantly, with the exception of the Asian subgroup, which increased.
2. Our focus will be on quality first instruction for all students.

School and Student Performance Data

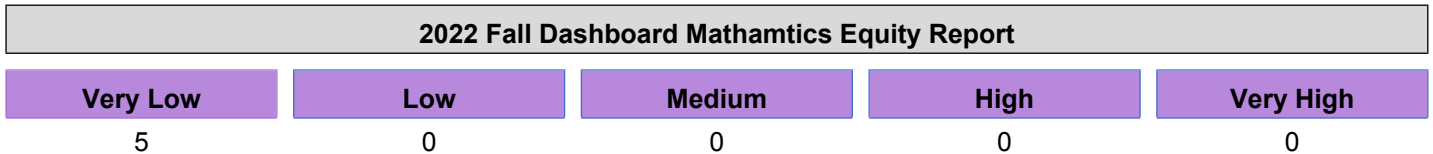
Academic Performance Mathematics

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

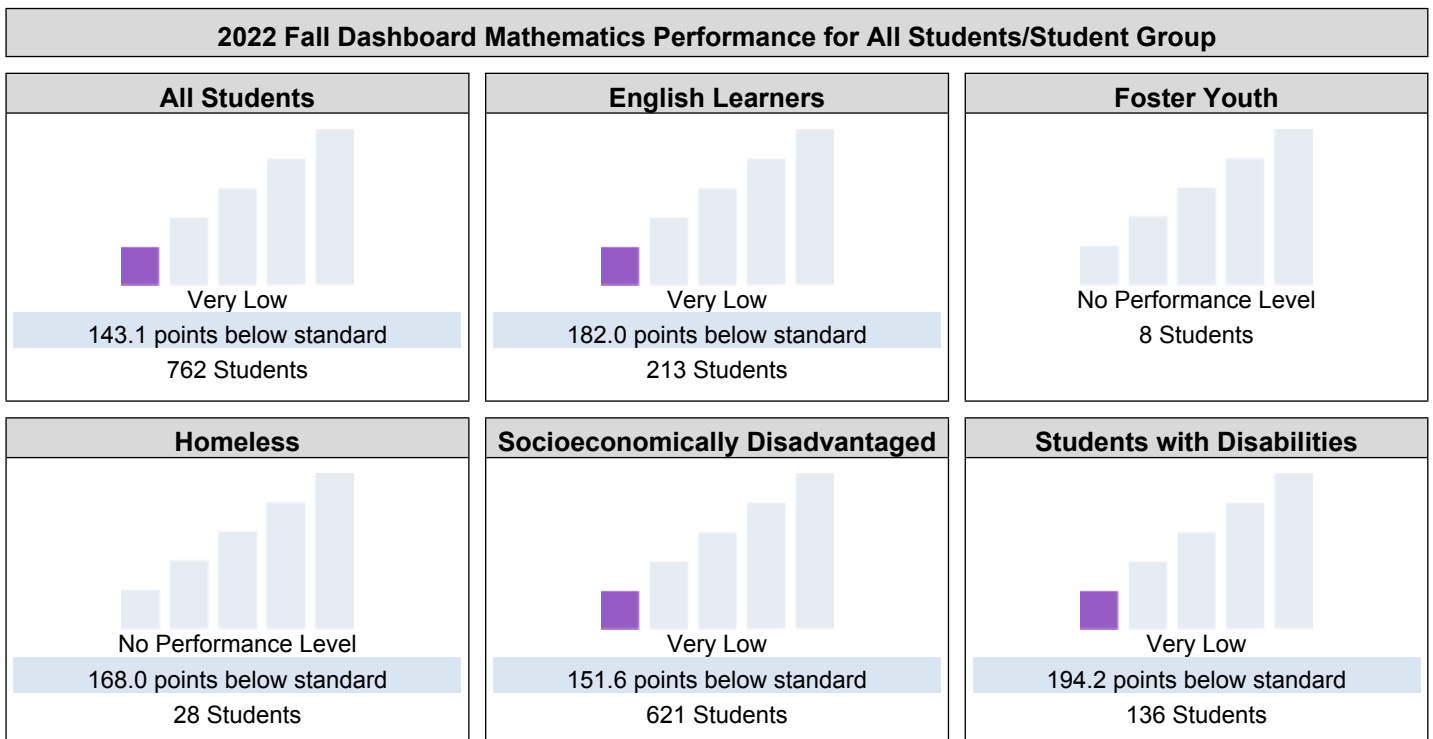
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



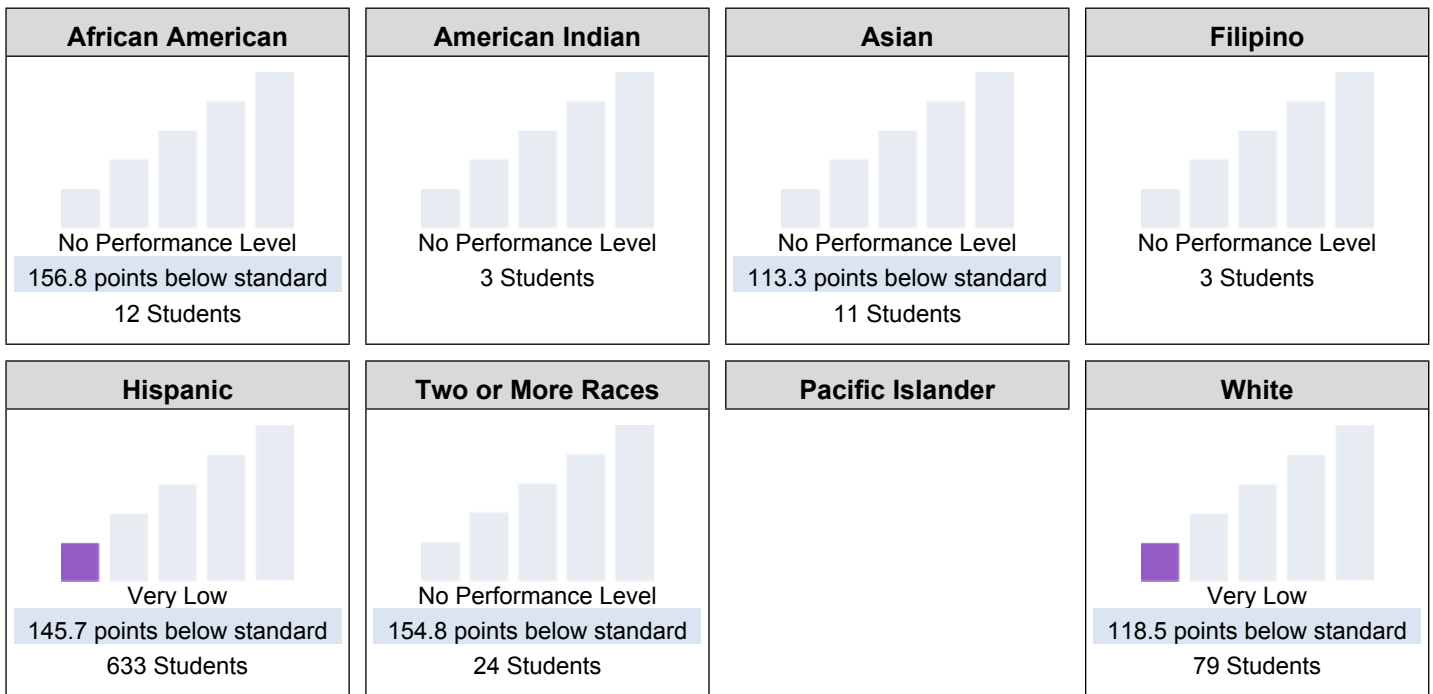
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">204.6 points below standard</p> <p>110 Students</p>	<p style="background-color: #e6f2ff;">157.8 points below standard</p> <p>103 Students</p>	<p style="background-color: #e6f2ff;">137.7 points below standard</p> <p>402 Students</p>

Conclusions based on this data:

1. Similar to ELA, all students are the focus for quality first instruction.

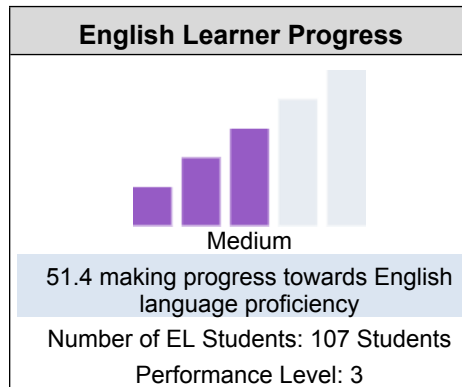
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.1%	35.5%	0.0%	51.4%

Conclusions based on this data:

1. Staff would benefit from support with EL strategies and scaffolds in both designated and integrated settings.

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

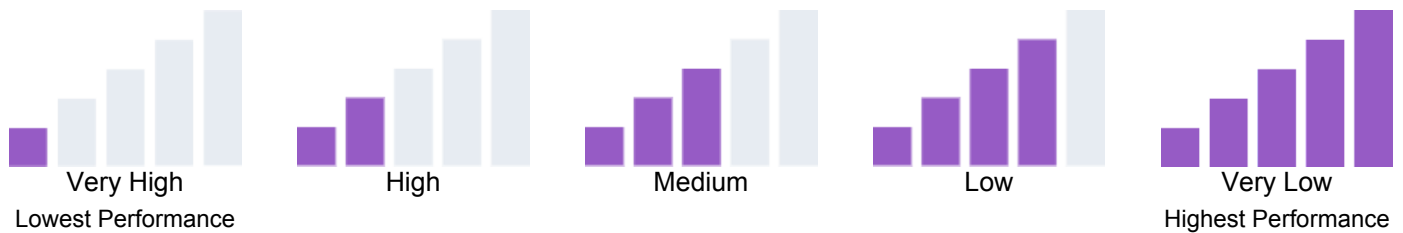
- 1.

School and Student Performance Data

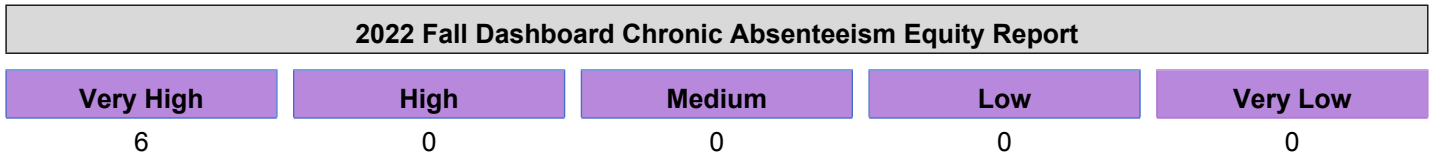
Academic Engagement Chronic Absenteeism

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

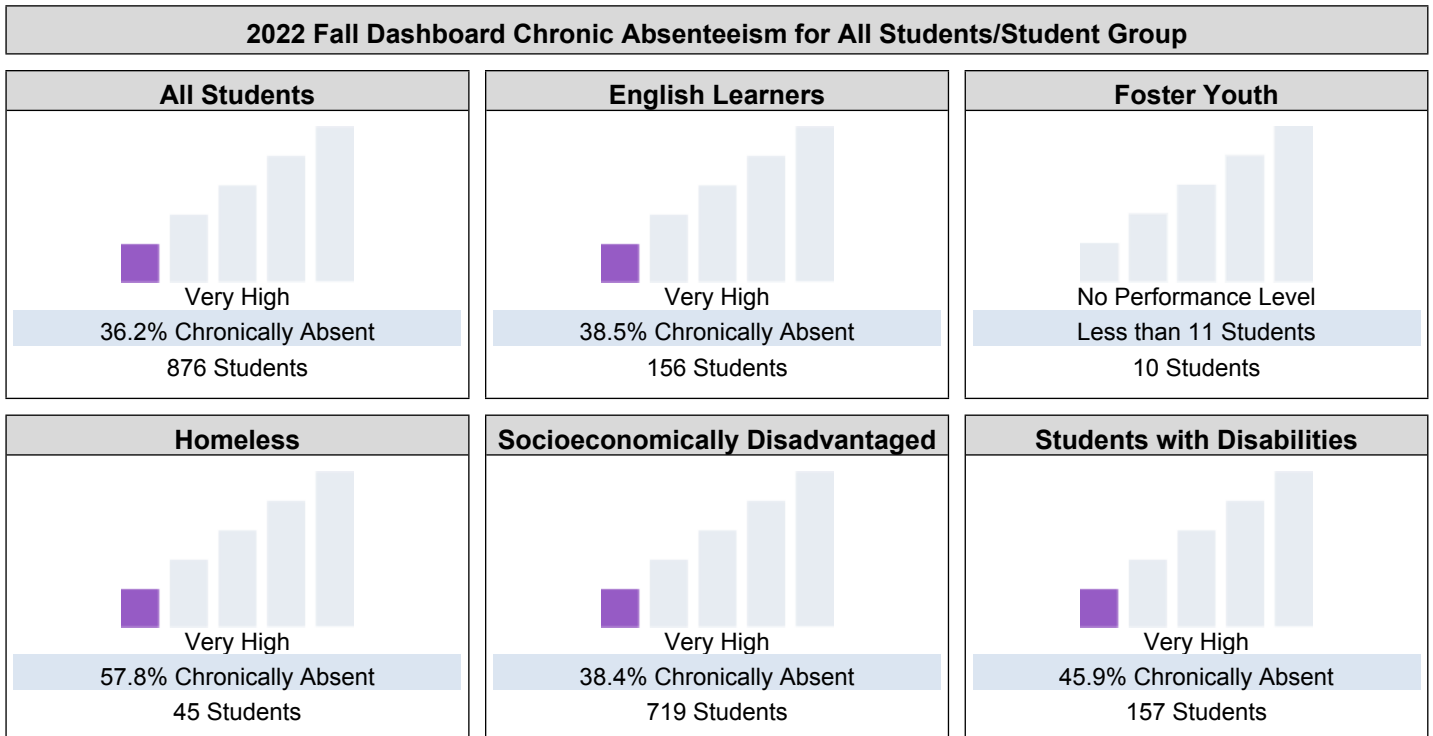
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



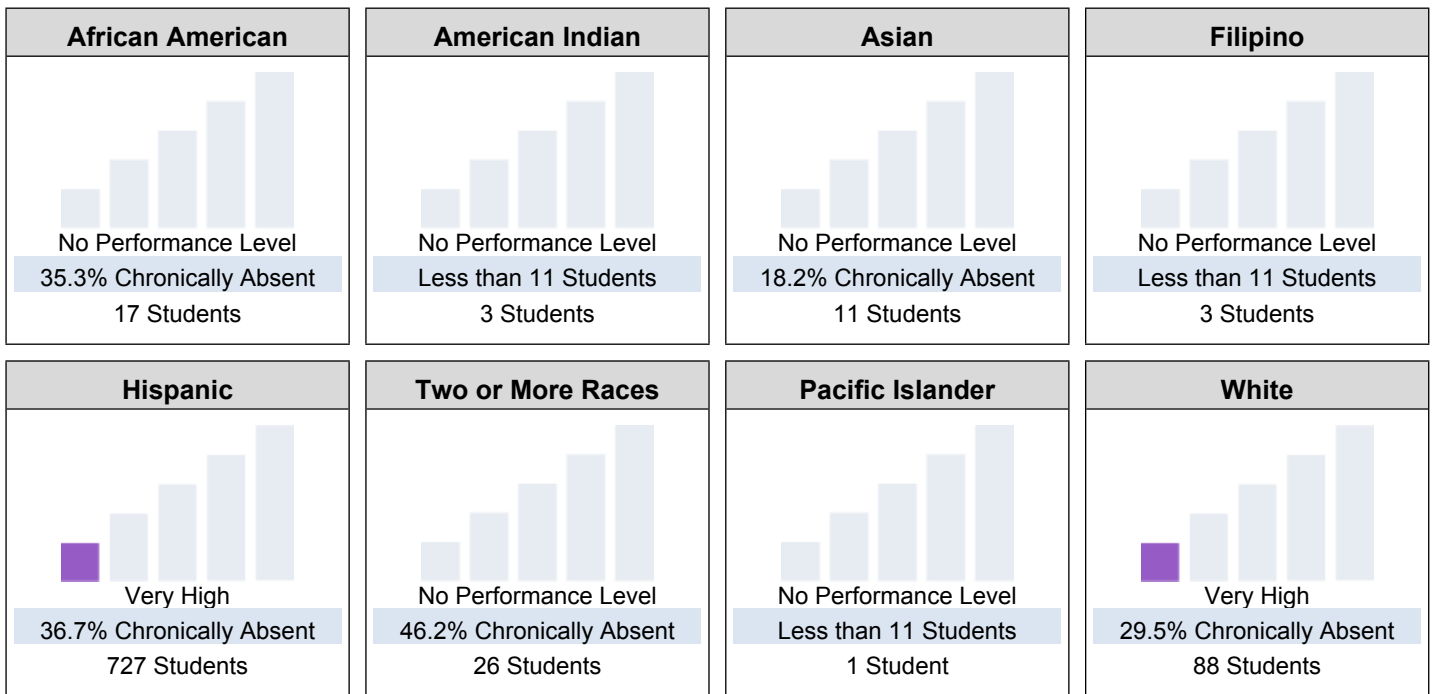
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

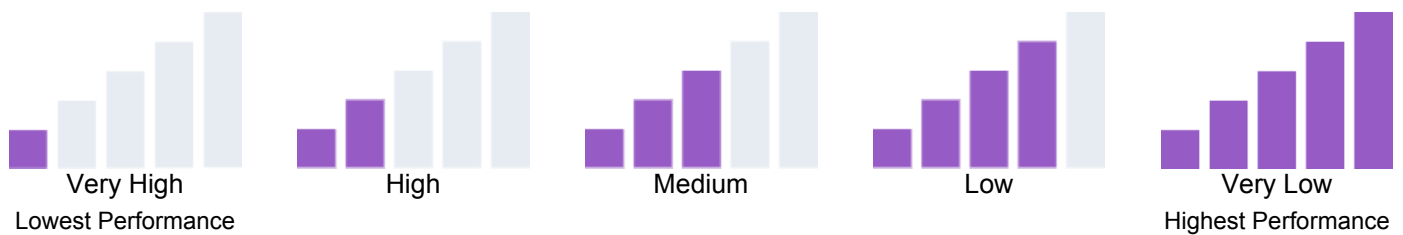
- 1.

School and Student Performance Data

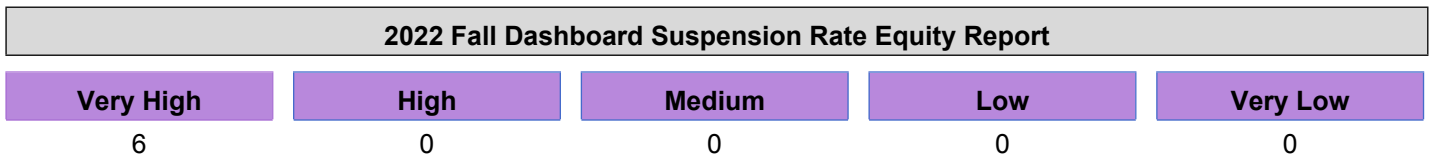
Conditions & Climate Suspension Rate

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

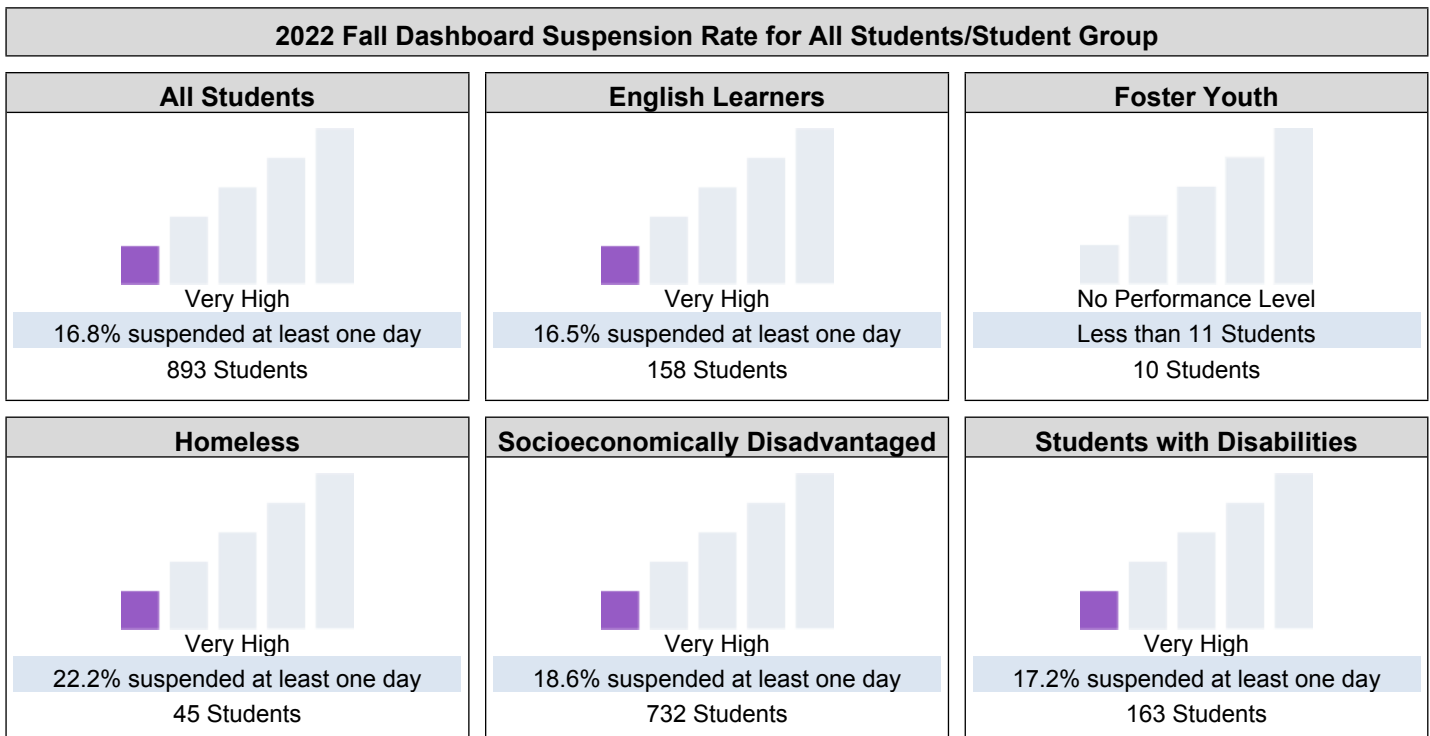
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



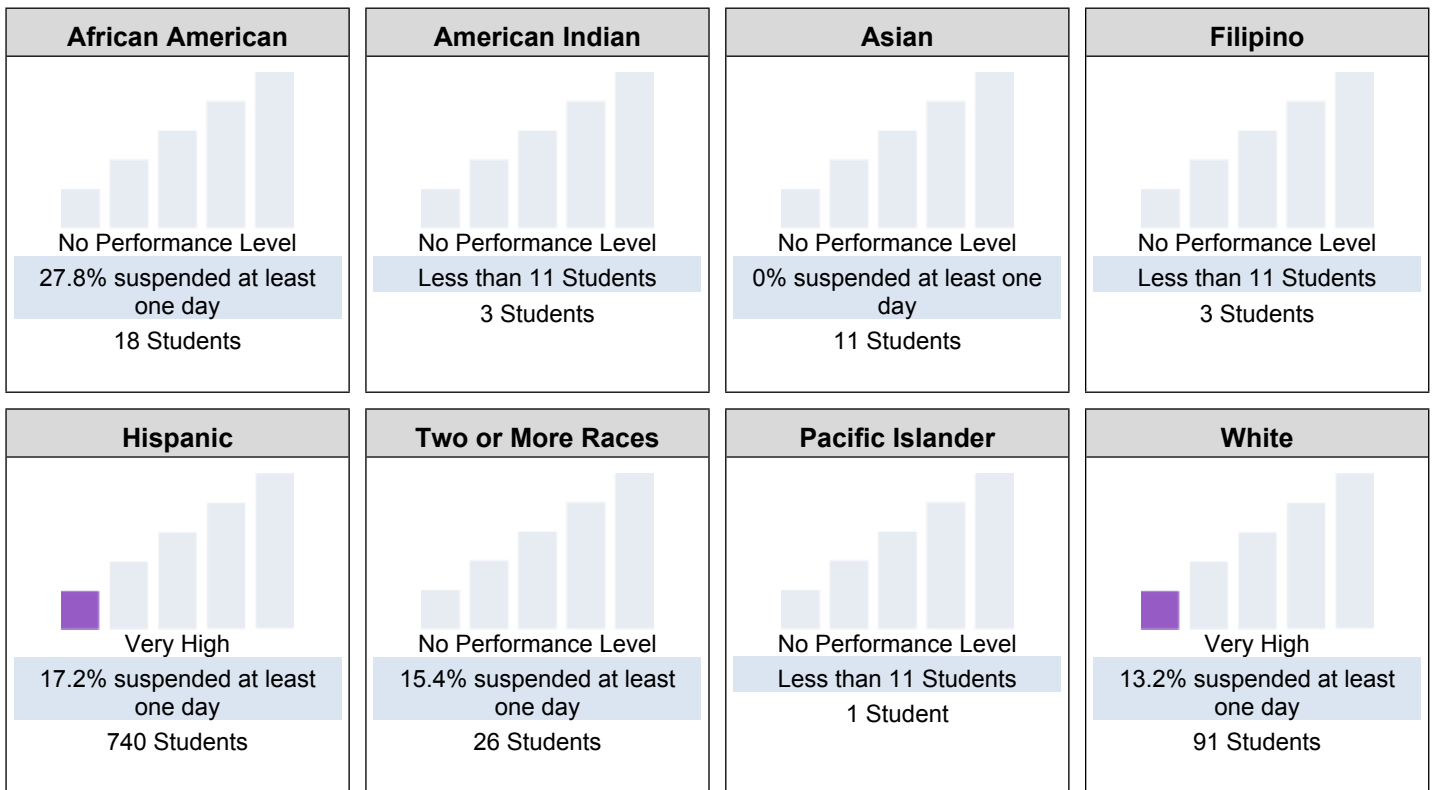
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Suspension Rate Report indicates an increase in school suspension rates from the prior year from 12.7 to 16.4.
2. Students with Disabilities have the highest suspension rate and highest increase of +9, with students of Two or More Races a close second with +8.5.
3. Asian and White students have the lowest suspension rates but also saw increases of .9 and 5.6 respectively.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

ACADEMIC ACHIEVEMENT & INSTRUCTION - Maximize academic achievement of all students and provide instructional programs and educational opportunities that enable our students to meet or exceed the adopted district standards, including professional development and capacity building for teachers and staff.

Goal 1

Throughout the school year, staff will provide engaging and rigorous educational opportunities on a daily basis that will challenge students and maximize their academic success. Local and state testing data will indicate a 5% growth in student academic gains by the end of the school year. Metrics will include CAASPP assessments and NWEA assessments.

Identified Need

English Language Arts results indicate the need to continue the schoolwide effort to strengthen reading, listening, research/inquiry, and writing skills. The significant deficit in achievement for all ELA students indicates a need for aligning curricular units and pacing, using the adopted curriculum with fidelity and integrity, and being thoughtful about curricular design and delivery. Mathematics results indicate the continued need for strong support of mathematics instruction for all students, as well. Acquisition of skills in the area of Concepts and Procedures need to be especially addressed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC/CAASPP English and math		Growth by 5% from 2021-2022 data
SBAC/CAASPP English and math		Growth by 5% from 2021-2022 data
ELPAC		Growth by 5% from 2021-2022 data

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

Weekly collaboration to set goals, discuss instructional practices, and select materials.

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.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL students

Strategy/Activity

Two Bilingual Instructional Assistants (BIA) to support core content classes.

Proposed Expenditures for this Strategy/Activity

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

20,692.00

Title I

6,227.00

LCFF Supp/Con

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

Coaching training for staff instructional leaders to build teacher capacity to guide colleagues in reflection during PLC curricular discussions.

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.

7,500.00

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students with emphasis on access for Title 1 and EL

Strategy/Activity

After school tutoring is offered by credentialed teachers three days per week to assist students in all academic areas.

Proposed Expenditures for this Strategy/Activity

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

6108.00	Title I
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students with emphasis on access for Title 1 and EL

Strategy/Activity

Use of applications to promote access to instruction and student engagement (Adobe Creative Cloud, iPad app Final Draft)

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.

5,000.00	Title I
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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

Technology to ensure effective communication for all stakeholders is updated and students can access curricular expectations with 1:1 devices (Chromebooks, iPads, cameras, laptops, phones).

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.

340.00	General Fund
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5,000.00	CSI Funding
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Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Student planners provided to all students to support organization, goal setting, and self-monitoring.

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.

4743.00	CSI Funding
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Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Strategic professional development for all staff (instructional/counselor conferences, PD opportunities, College Board training, Dual Immersion training, substitute costs), as well as instructional coaching for all core teachers (English, math, social studies, science). PD provided by EdProDesign to support teacher critical thinking around unit design, to include standards and strategic and intentional unit development that incorporates appropriate selection of tools, strategies and scaffolds to support all learners. Comprehensive units of study in alignment with LSAP purchased to demonstrate intentional design and rigor.

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.

64,292.00	Title I
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137,452.00	CSI Funding
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Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Music equipment (guitars), curriculum, and maintenance/replacement

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.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Classroom supplies for students to support student engagement and access.

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.

5,000.00	Title I
10,000.00	CSI Funding

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Copier/Printer rental/lease/repair

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.

6,453.00	LCFF Supp/Con
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Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Fund extra hours for staff to support school operations that promote instructional readiness.

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.

3390.00	LCFF Supp/Con
650.00	Title I

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Full time Social Worker as a member of our site mental health team to support group counseling, individual counseling, and family support (Tier 3 support to students and families).

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.

55,000.00

Title I

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The Dashboard release indicates that students at LVMS are significantly below the standards for ELA and math in all subgroups. CAASPP/SBAC testing was suspended during the 2020-2021 school year due to the COVID-19 pandemic. STAR data from this year also indicates that a significant number of students are performing far below grade level in both ELA and math. The intervention curriculum for ELA and math was shifted to Curriculum Associates' i-Ready, which is an SBAC-predictive adaptive online program that demonstrates success with closing the achievement gap with effective implementation. Teachers received two days of in service to support their implementation. Quality data couldn't be collected to determine efficacy due to remote learning. However, some anecdotal improvement could be seen with students who continued to use the program through the end of the school year.

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

Gains are inconclusive for the 2020-2021 school year due to a shift to remote learning and incomplete testing data. We will continue to focus our efforts on items that were making the most impact on students, which include school-wide PBIS with Tier I and II fully implemented and i-Ready for ELA and math intervention. Some teachers received professional development around instructional design, which has had an impact on their instructional design and delivery. i-Ready and STAR data are inconclusive due to the remote learning environment and inability to promote valid testing sessions.

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.

An additional optional professional development day to address classroom management systems to support learning was added before the start of the year for all content teachers to support new staff and reinforce effective practices to support student learning.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

COMMUNICATION- Promote positive, effective communication among our community, District, students, staff and stakeholders.

Goal 2

Staff will promote meaningful interactions with our families to promote positive relationships for stakeholder investment in school.

Identified Need

Stakeholder relationships are critical for students to invest in school. Student engagement requires a variety of strategies, including parent outreach that invites authentic and timely communications about student progress, attendance, behavior and the overall learning environment. Opportunities for parents to

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Minimal parent attendance at school events; limited data	Collecting baseline data this school year	Increase in attendance at school events, conferences, ELAC and SSC meetings.
Minimal home visits due to staffing and COVID-19	Collecting baseline data this school year	Increase in home visits and communications with Spanish-speaking families
Participation in monthly parent luncheons	Collecting baseline data this school year	Increase in parent/family participation in Family Connect Day student luncheons

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

School Site Council meetings to involve all stakeholders in the educational process. Interpreting is available.

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.

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

Parent Information Night for incoming and current students; Family Connect Days; printing and supplies related to parent involvement events

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.

1200.00

Title I Part A: Parent Involvement

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

Parent conferences two times/year. Interpreters available.

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.

1124.00

LCFF Supp/Con

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Counselors will meet with 6th grade students at elementary feeder sites, provide course request forms and offer Parent Night for incoming and new 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.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students, with emphasis on Title 1, Foster Youth and EL

Strategy/Activity

Supplies for student, parent and community events, such as Back to School, and Outreach Consultant/Bilingual Liaison led events to share prevention strategies and to communicate programs and policies to motivate at risk students.

Proposed Expenditures for this Strategy/Activity

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

300.00

Title I Part A: Parent Involvement

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

The school will use various means to provide parents with timely information such as letters, flyers, handouts, phone calls, home visits and informational meetings. Parent Square communication system will be used to ensure that all parents receive notifications. Additionally, the school website will be a reliable source of information, in English and Spanish, for our families.

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.

500.00

Title I Part A: Parent Involvement

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students with emphasis on Title 1, EL, and Foster

Strategy/Activity

Provide speakers, training, and presentations via parent request through SSC and ELAC.

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.

1,055.00

Title I Part A: Parent Involvement

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

English Learning Advisory Council (ELAC) offers 6 meetings throughout the school year, including District session for DELAC.

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.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

While there was an increase in translation, home visits, and interpretations, this did not have a positive impact on student achievement and parent/caregiver participation due to 100% remote learning most of the school year.

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

The allocation of funds and implementation of strategies/activities went as planned.

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.

Translation and interpretation for all communications will continue to be a priority. Making the school website more accessible to families will also continue to be an area of focus.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

CULTURE / SAFETY - Provide a safe and respectful learning environment where each student, parent/guardian, and staff member is valued.

Goal 3

Strengthen the culture of the school environment so that learning is a priority for all students and their efforts are recognized and valued.

Identified Need

Positive adult/student relationships are critical to student success in middle school. Refinement of the PBIS process--including but not limited to Tiers of intervention and incentives for Falcon Four recognition, positive attendance, promoting a safe school environment, and consistent schoolwide messaging--is an area of need.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Significant number of students redeeming points in the Falcon store.	Baseline data to be collected during the 2022-2023 school year.	At least 50% of students redeeming Falcon Points in the Falcon Store.
Attendance rate	Based on data during the 2021-2022 school year	5% increase in the number of students who are in school
Suspension rate	136 students suspended during the 2021-2022 school year	5% decrease in the number of suspensions

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

Consistent schoolwide PBIS program implementation support by all staff, updated campus signage reflective Falcon Four PBIS behaviors and expectations, and use of the PBIS Reward App for recognizing students in the moment who meet school standards and expectations. Incentives are available for point redemption in the PBIS Store.

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.

10,000.00	CSI Funding
23,000.00	Title I

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

Phase 2 of school security system update to promote a safe school environment.

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.

20,000.00	LCFF Supp/Con
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

ASB: Supporting the 7th grade orientation with supplies for orientation activities. Lunch is provided for students in training.

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.

1,000.00	Title I
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Bi-weekly site Student Intervention Team meetings to identify at-risk students and implement PBIS Tier 2 and Tier 3 strategies.

Proposed Expenditures for this Strategy/Activity

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

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

Fund 4 hours of School Accounting assistant II to manage learning resources, budgets, student government, and student supplies needed for classroom instruction and PBIS implementation.

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.

29,963.00

LCFF Supp/Con

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

Implement Second Step SEL Curriculum to be implemented during Advisory every Wednesday.

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.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Fund two hours of Staff Secretary to support discipline processes.

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.

14,625.00

LCFF Supp/Con

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

District to fund one period for PBIS Coordinator position

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.

General Fund

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Fund Athletic Coordinator for middle school sports teams.

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.

2,500.00 LCFF Supp/Con

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Fund additional supervision during athletic and evening events.

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.

2,552.00 LCFF Supp/Con

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Falcon Store and PBIS incentives to promote positive behaviors on campus.

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.

5,000.00

Title I

10,000.00

CSI Funding

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Extra hours for noon supervisors to monitor halls and bathrooms during the 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.

12,712.28

LCFF Supp/Con

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	\$157,204
Total Federal Funds Provided to the School from the LEA for CSI	\$177,195
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$473,378.28

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	193,242	0.00
LCFF Supp/Con	99,546.28	0.00
Title I Part A: Parent Involvement	3,055	0.00
CSI Funding	177,195	0.00

Expenditures by Funding Source

Funding Source	Amount
CSI Funding	177,195.00
General Fund	340.00
LCFF Supp/Con	99,546.28
Title I	193,242.00
Title I Part A: Parent Involvement	3,055.00

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

Name of Members	Role
Lisa Moore	Principal
Elva Fuentes	Other School Staff
Peggy Andrews	Classroom Teacher
Stephanie Ledgerwood	Other School Staff
Matt Johnson	Other School Staff
Rachel Reyna	Other School Staff
Ruth Gary-Chevez	Parent or Community Member
Maricela Zepeda	Parent or Community Member
Angelica Cardenas	Parent or Community Member
Luke Bennett	Secondary Student
Adriana Uribe-Colima	Parent or Community Member
Zachary Olson	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

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 June 2, 2021.

Attested:



Principal, Lisa Moore on October 14, 2022



SSC Chairperson, Maricela Zepeda on October 17, 2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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.

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

The TSI plan shall:

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