



## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pinacate Middle School	33-67207-6106223	May 14, 2025	June 18, 2025

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Pinacate Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Pinacate Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

This Single Plan for Student Achievement (SPSA) is designed to guide Pinacate Middle School's efforts to meet the planning requirements outlined in the Every Student Succeeds Act (ESSA). The plan serves as the school's comprehensive blueprint for improving academic outcomes for all students, with an intentional focus on addressing the needs of historically underserved student groups, including English Learners, Foster Youth, Homeless Youth, Students with Disabilities, Socioeconomically Disadvantaged students, and other identified subgroups.

This plan is aligned with the Perris Union High School District's Local Control and Accountability Plan (LCAP) and is developed in coordination with other federal, state, and local programs to ensure coherence, maximize the use of available resources, and promote educational equity. It reflects a continuous improvement process grounded in analysis of California School Dashboard data, input from stakeholders, and an assessment of student needs and site priorities.

The SPSA outlines Pinacate Middle School's measurable goals, actions, services, and resource allocations designed to enhance student achievement, close opportunity gaps, and prepare all students for college, career, and civic life.

## Educational Partner Involvement

How, when, and with whom did Pinacate Middle 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

Pinacate Middle School engaged a broad range of educational partners in the development of the Single Plan for Student Achievement (SPSA) and the Annual Review and Update. Consultation occurred through a variety of structured meetings and engagement opportunities to gather feedback, review student performance data, and collaboratively identify site priorities.

Educational partners were engaged as follows:

- **School Site Council (SSC):** The SSC met regularly throughout the year to review schoolwide academic performance, approve Title I expenditures, and provide recommendations on interventions and supports. Based on SSC input, additional academic interventions and tutoring supports were prioritized for students not meeting grade-level standards in ELA and mathematics.
- **English Learner Advisory Committee (ELAC):** ELAC members reviewed ELPAC and English Learner Progress Indicator (ELPI) data and emphasized the need for enhanced designated ELD instruction and integrated supports. As a result, actions were incorporated into the SPSA to expand ELD services and professional development for teachers on supporting English Learners.
- **African American Parent Advisory Committee (AAPAC):** AAPAC discussions highlighted the importance of culturally responsive instruction, mentoring, and engagement activities for African American students. The SPSA reflects this input by including actions aimed at promoting equity, access to college readiness programs, and student mentorship initiatives.
- **Parent Engagement Leadership Institute (PELI):** PELI parent leaders shared feedback regarding barriers to parent involvement and access to school resources. In response, the SPSA includes strategies to increase family engagement opportunities, improve communication, and support parent education workshops.
- **Coffee with the Administrator:** Monthly meetings provided informal but valuable feedback about the need for stronger Tier 1 classroom instruction, expanded wellness services, and continued use of restorative practices.

These discussions influenced the SPSA goals around school climate, student wellness supports, and professional development for staff.

Impact of Educational Partner Input on the SPSA:

The feedback provided by educational partners directly shaped the development of SPSA goals, measurable outcomes, and site actions. Their input ensured that planned interventions are aligned with student needs, that resources are directed toward underserved student groups, and that strategies are designed to enhance both academic achievement and student wellness. Educational partners' engagement reinforced the school's commitment to a shared vision of equity, achievement, and continuous improvement.

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Not applicable

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

#### Suspension Rates Are Concerning and Increasing

The suspension rate is categorized as Orange, with 9.6% of students suspended at least one day, and the rate has increased by 1.3%. Additionally, 3 student groups are in the Red for suspension, indicating significant equity concerns.

#### Chronic Absenteeism Is Improving, but Still High

Chronic absenteeism is rated Yellow, showing 41.6% of students are chronically absent, but this metric has declined by 5.6%, suggesting progress. However, 6 student groups are still in Red or Orange, showing continued challenges.

#### Academic Achievement in ELA and Math Is Low, Especially in ELA

English Language Arts (ELA) is rated Red, with scores 93.8 points below standard and a decline of 13.6 points, indicating serious academic concerns.

Mathematics is rated Orange, with scores 140.8 points below standard, although there's a 6.5-point increase.

English Learner Progress is Yellow, but declined 5.6%, and one subgroup is already in Red.

The following subgroups exhibit notably high suspension rates and concerning growth trends:

African American students: 17.5% suspended at least once (Red), increased by 6%

Homeless students: 12.7% (Red), increased by 1.3%

Students with Disabilities: 12.3% (Red), increased by 1%

Long-Term English Learners: 10.6% (Orange), increased by 2.3%

Socioeconomically Disadvantaged students: 10% (Orange), increased by 1.8%  
-SWD: 209.9 (+3.4)

### Math Performance (CA Dashboard)

The overall Math performance is 140.8 points below standard (Orange status), and it has increased by 6.5 points.

English Learners: 160.6 points below standard (Orange), increased by 5.3 points

Hispanic students: 140 points below standard (Orange), increased by 6.9 points

Socioeconomically Disadvantaged students: 141.4 points below standard (Orange), increased by 7.2 points

Students with Disabilities: 199.4 points below standard (Orange), increased by 10.4 points

African American students: 165.3 points below standard (Red), maintained with a 0.5-point increase

Homeless students: 164.9 points below standard (Red), declined by 18.4 points

Long-Term English Learners: 181.8 points below standard (Red), declined by 3.7 points

The overall ELA performance is 93.8 points below standard (Red status), and it has declined by 13.6 points.

African American students: 104.2 points below standard (Orange), increased by 6.2 points

English Learners: 119.3 points below standard (Red), declined by 8.2 points

Hispanic students: 94.4 points below standard (Red), declined by 14.5 points

Homeless students: 110.2 points below standard (Red), declined by 36.2 points

Long-Term English Learners: 138.4 points below standard (Red), declined by 10.4 points

Socioeconomically Disadvantaged students: 94.1 points below standard (Red), declined by 12.3 points

Students with Disabilities: 164.5 points below standard (Red), declined by 9.2 points

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Indicator: English Language Arts (ELA)

All Students: Red (93.8 points below standard)

Student groups two or more levels below this benchmark (also in Red):

English Learners: 119.3 points below standard

Homeless: 110.2 points below standard

Long-Term English Learners (LTEL): 138.4 points below standard

Students with Disabilities (SWD): 164.5 points below standard

Socioeconomically Disadvantaged: 94.1 points below standard

Hispanic: 94.4 points below standard

Although Hispanic and SED students are at a similar level as all students, SWD and LTEL are significantly below.

Indicator: Mathematics

All Students: Orange (140.8 points below standard)

Student groups two or more levels below (i.e., in Red):

African American: 165.3 points below standard

Homeless: 164.9 points below standard

Long-Term English Learners: 181.8 points below standard

Indicator: Chronic Absenteeism  
All Students: Yellow (41.6% chronically absent)  
Student group in Red (two levels below Yellow):

Homeless: 57.9% chronically absent

Indicator: Suspension Rate  
All Students: Orange (9.6%)  
Student groups in Red (two levels below):

African American: 17.5%

Homeless: 12.7%

Students with Disabilities: 12.3%

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Pinacate Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.11%	0.32%		1	3
African American	%	6.15%	5.58%		57	53
Asian	%	0.43%	0.53%		4	5
Filipino	%	0.43%	0.11%		4	1
Hispanic/Latino	%	88.67%	89.88%		822	853
Pacific Islander	%	0.11%	0.21%		1	2
White	%	2.91%	1.79%		27	17
Two or More Races	%	0.97%	1.37%		9	13
Not Reported	%	0.22%	0.21%		2	
<b>Total Enrollment</b>					927	949

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7		479	470
Grade 8		448	479
<b>Total Enrollment</b>		927	949

#### Conclusions based on this data:

- Overall student enrollment at Pinacate decreased by 42 students from 2020-2021 (969 students) to 2022-2023 (927 students).  
 Student Enrollment Data by student group indicates that the following student group percentages increased from 2020-2021 to 2022-2023.  
 African American  
 2020-2021 5.3% (51 students)  
 2021-2022 No Data  
 2022-2023 6.15% (57 students)  
  
 Hispanic/Latino  
 2020-2021 87.8% (851 students)  
 2021-2022 No Data

2022-2023 88.67% (822 students)

2. 7th grade Student Enrollment increased by 5 students from 2020-2021 (474 students) to 2022-2023 (479 students).  
8th grade Student Enrollment decreased by 47 students from 2020-2021 (495 students) to 2022-2023 (448 students).

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	372	352	328	39.9%	38.0%	34.6%
Fluent English Proficient (FEP)	195	211	246	20.9%	22.8%	25.9%

### Conclusions based on this data:

1. PMS has one of the largest EL populations in the state. 38% of our students are English Learners (a decrease of 1.1% from 2021-2022). There are currently 352 English Learner students.
2. According to the 2023 California Dashboard 65.3% of EL students made progress toward English Language Proficiency.

# School and Student Performance Data

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

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	457	474	462	438	459	439	437	458	439	95.8	96.8	95
Grade 8	488	452	487	464	433	468	463	432	468	95.1	95.8	96.1
All Grades	945	926	949	902	892	907	900	890	907	95.4	96.3	95.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2460.	2472.	2459.	1.83	3.06	2.51	15.79	19.65	19.36	26.09	26.20	20.50	56.29	51.09	57.63
Grade 8	2474.	2480.	2465.	4.10	3.70	3.21	16.85	15.05	11.97	24.41	27.08	28.42	54.64	54.17	56.41
All Grades	N/A	N/A	N/A	3.00	3.37	2.87	16.33	17.42	15.55	25.22	26.63	24.59	55.44	52.58	57.00

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 7	5.03	7.21	4.33	52.17	56.99	56.26	42.79	35.81	39.41	
Grade 8	6.26	6.25	3.63	43.20	46.99	42.95	50.54	46.76	53.42	
All Grades	5.67	6.74	3.97	47.56	52.13	49.39	46.78	41.12	46.64	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2.75	6.11	4.56	46.68	41.48	35.76	50.57	52.40	59.68
Grade 8	4.75	2.78	1.92	42.33	38.19	38.03	52.92	59.03	60.04
All Grades	3.78	4.49	3.20	44.44	39.89	36.93	51.78	55.62	59.87

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	5.26	6.99	6.15	67.05	68.34	68.34	27.69	24.67	25.51
Grade 8	4.97	5.32	5.56	67.17	70.37	64.10	27.86	24.31	30.34
All Grades	5.11	6.18	5.84	67.11	69.33	66.15	27.78	24.49	28.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	6.18	6.99	5.92	55.84	61.35	56.95	37.99	31.66	37.13
Grade 8	6.91	8.56	6.20	61.12	63.43	59.83	31.97	28.01	33.97
All Grades	6.56	7.75	6.06	58.56	62.36	58.43	34.89	29.89	35.50

**Conclusions based on this data:**

- 2023 Fall Dashboard English Language Arts Performance for All Students/Student Group  
 In regards to all students we had a total of 841 students increased 10.7 points remaining in the orange performance level.  
 Our 385 English Learners students increased 4.9 points within the orange performance level.  
 Students with disabilities maintained in the red performance level with a 2 point improvement of the 150 students tested.  
 In the category Homeless students who increased 29.4 points in the orange performance level, we have a total of 92 students whom are reported in this category.  
 813 students are considered Socioeconomically Disadvantaged students. In this group an increased 9.7 points was made remaining in the orange level.

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity  
 The subgroup African American group is comprised of 49 students, which had an increase of 7.1 points remaining in the orange level.  
 Our Hispanic students population of 750 student had an increase of 12.5 points remaining in the orange level.

In 2022 Pinacate's overall Achievement data indicates that 80.66% of students tested did not Meet the Standards (90.9 points below standard)  
 7th grade - 82.38% (Nearly Met 26.09% Not Met 56.29%)  
 8th grade - 81.05% (Nearly Met 24.41% Not Met 56.64%)

Standard Meet: 16.33%  
 7th grade - 15.79%  
 8th grade - 16.85%

Standard Exceeded: 3%  
 7th grade - 1.83%

8th grade - 4.10%

This data indicates that in 2022 there was a 7.74% increase in Pinacate students Not Meeting Standards compared to 2021.

2021 - 71.92%

2022 - 80.66%

The data also indicates that in 2022 there was a 5.14% decrease in Pinacate students Meeting Standards compared to 2021.

2021 - 21.47%

2022 - 16.33%

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	457	475	462	442	453	449	442	452	449	96.7	95.4	97.2
Grade 8	488	452	487	471	433	473	471	432	473	96.5	95.8	97.1
All Grades	945	927	949	913	886	922	913	884	922	96.6	95.6	97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2434.	2433.	2447.	2.71	1.99	2.90	6.33	8.41	8.69	21.27	20.80	24.50	69.68	68.81	63.92
Grade 8	2428.	2419.	2419.	1.91	1.39	0.21	4.67	3.47	4.02	15.07	11.57	15.43	78.34	83.56	80.34
Grade 11															
All Grades	N/A	N/A	N/A	2.30	1.70	1.52	5.48	6.00	6.29	18.07	16.29	19.85	74.15	76.02	72.34

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	3.62	3.32	5.57	31.00	30.09	30.07	65.38	66.59	64.37
Grade 8	2.12	1.16	0.42	26.75	23.15	22.20	71.13	75.69	77.38
Grade 11									
All Grades	2.85	2.26	2.93	28.81	26.70	26.03	68.35	71.04	71.04

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2.04	1.77	2.00	42.08	46.68	43.43	55.88	51.55	54.57
Grade 8	3.18	2.55	1.27	40.55	34.95	43.13	56.26	62.50	55.60
All Grades	2.63	2.15	1.63	41.29	40.95	43.28	56.08	56.90	55.10

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	3.62	1.99	2.00	53.17	54.42	59.47	43.21	43.58	38.53
Grade 8	1.91	0.69	0.85	52.23	46.30	46.93	45.86	53.01	52.22
All Grades	2.74	1.36	1.41	52.68	50.45	53.04	44.58	48.19	45.55

**Conclusions based on this data:**

- In 2022 Pinacate's overall achievement data indicates that 92.22% of students tested did not Meet MATH Standard (143.1 points below standard)  
 7th grade - 90.95% (Nearly Met 21.27% Not Met 69.68%)  
 8th grade - 81.05% (Nearly Met 15.07% Not Met 78.34%)

Standard Meet: 5.48%  
 7th grade - 6.33%  
 8th grade - 4.67%

Standard Exceeded: 2.3%  
 7th grade - 2.71%  
 8th grade - 1.91%

This data indicates that in 2022 there was a 3.06% increase in Pinacate students Not Meeting Standards compared to 2021.  
 2021 - 89.16%  
 2022 - 92.22%

The data also indicates that in 2022 there was a 3.91% decrease in Pinacate students Meeting Standards compared to 2021.  
 2021 - 9.39%  
 2022 - 5.48%

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](http://elpac.org) website for more information about the ELPAC.

## 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	1529.6	1548.0	1543.3	1533.1	1562.7	1555.1	1525.5	1532.9	1530.9	178	165	165
8	1537.1	1545.6	1523.5	1532.6	1551.4	1538.0	1541.1	1539.3	1508.3	180	159	129
All Grades										358	324	294

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	16.85	32.12	30.30	28.65	27.88	30.30	44.38	26.67	24.85	10.11	13.33	14.55	178	165	165
8	19.44	18.87	15.50	37.22	37.74	25.58	25.00	30.19	32.56	18.33	13.21	26.36	180	159	129
All Grades	18.16	25.62	23.81	32.96	32.72	28.23	34.64	28.40	28.23	14.25	13.27	19.73	358	324	294

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	28.09	47.27	53.94	48.31	34.55	21.82	19.66	12.12	11.52	3.93	6.06	12.73	178	165	165
8	32.22	37.11	28.68	37.78	38.99	36.43	15.00	15.72	17.83	15.00	8.18	17.05	180	159	129
All Grades	30.17	42.28	42.86	43.02	36.73	28.23	17.32	13.89	14.29	9.50	7.10	14.63	358	324	294

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	7.87	10.30	10.30	16.85	24.85	20.61	42.70	32.73	39.39	32.58	32.12	29.70	178	165	165
8	11.11	7.55	4.65	24.44	24.53	9.30	40.56	40.88	26.36	23.89	27.04	59.69	180	159	129
All Grades	9.50	8.95	7.82	20.67	24.69	15.65	41.62	36.73	33.67	28.21	29.63	42.86	358	324	294

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	12.92	21.82	17.58	71.35	61.82	56.97	15.73	16.36	25.45	178	165	165
8	16.67	16.35	17.05	61.11	71.07	49.61	22.22	12.58	33.33	180	159	129
All Grades	14.80	19.14	17.35	66.20	66.36	53.74	18.99	14.51	28.91	358	324	294

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	57.06	72.12	73.94	40.11	22.42	15.76	2.82	5.45	10.30	177	165	165
8	45.00	58.23	58.14	38.89	36.71	25.58	16.11	5.06	16.28	180	158	129
All Grades	50.98	65.33	67.01	39.50	29.41	20.07	9.52	5.26	12.93	357	323	294

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	11.80	15.15	12.12	40.45	40.61	40.00	47.75	44.24	47.88	178	165	165
8	16.67	15.72	7.75	27.78	42.77	21.71	55.56	41.51	70.54	180	159	129
All Grades	14.25	15.43	10.20	34.08	41.67	31.97	51.68	42.90	57.82	358	324	294

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	5.62	13.94	10.98	79.78	69.09	76.22	14.61	16.97	12.80	178	165	164
8	9.44	8.23	1.55	76.11	74.05	72.09	14.44	17.72	26.36	180	158	129
All Grades	7.54	11.15	6.83	77.93	71.52	74.40	14.53	17.34	18.77	358	323	293

**Conclusions based on this data:**

- 38% students are English Language Learners.

According to 2023 Preliminary ELPAC data, 58.35% of Pinacate EL students scored a 3 or 4 on the test. Students scoring a 3 or 4 on the 2023 ELPAC test increased by 7.22% compared to the 2022 ELPAC test data (51.12%).

The 2022-23 California Department of Education (CDE) Dataquest shows a 21.6% reclassification rate. ELPAC data demonstrates the following student performance level breakdown:

LEVEL	2023	2022	2021
1	13.27%	14.25%	17.85%
2	28.40%	34.64%	32.86%
3	32.72%	32.96%	32.29%

4	25.62%	18.16%	17.00%
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2. Each year the percentage of students testing at Level 1 decreases.  
Each year the percentage of students testing at Level 4 increases.

# School and Student Performance Data

## Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
949	95.4%	34.6%	0.4%
Total Number of Students enrolled in Pinacate 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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	328	34.6%
Foster Youth	4	0.4%
Homeless	66	7%
Socioeconomically Disadvantaged	905	95.4%
Students with Disabilities	150	15.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	53	5.6%
American Indian	3	0.3%
Asian	5	0.5%
Filipino	1	0.1%
Hispanic	853	89.9%
Two or More Races	13	1.4%
Pacific Islander	2	0.2%
White	17	1.8%

### Conclusions based on this data:

- For the 2022-2023 school year, Pinacate Middle School had a population of 927. Student demographics data indicates the following:

Hispanic Students comprised 88.7% of the student population (822 students).  
African American Students comprised 6.1% of the student population (57 students).  
White students comprised 2.9% of the student population (27 students).

For the 2021-2022 school year, Pinacate Middle School had a population of 932. Student demographics data indicates the following:

Hispanic Students comprised 89.3% of the student population (832 students).  
African American Students comprised 4.6% of the student population (43 students).  
White students comprised 3.3% of the student population (31 students).

**2.** 2022-2023 school year

38% of students are identified as English Learners (352 students).  
96.5% of students are identified as Socioeconomically Disadvantaged (895 students).  
17.3% of students were identified as Students with Disabilities (160 students).

2021-2022 school year

39.9% of students are identified as English Learners (372 students).  
95.5% of students are identified as Socioeconomically Disadvantaged (899 students).  
17.6% of students were identified as Students with Disabilities (164 students).

# School and Student Performance Data

## Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

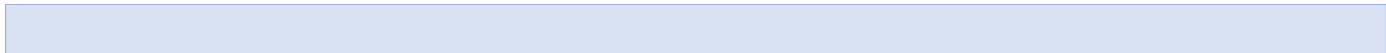


### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Red	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Orange		
<b>English Learner Progress</b>  Yellow		

#### Conclusions based on this data:

1. 2022-2023  
English Language Arts (ELA) - students performed at the Orange level which was an increase from 2021-2022 school year when students performed at the Red level.  
Mathematics - students performed at the lowest level (Red)  
English Learner Progress was very high (Green level)  
Chronic Absenteeism remains very high (Red level)



# School and Student Performance Data

## Academic Performance English Language Arts

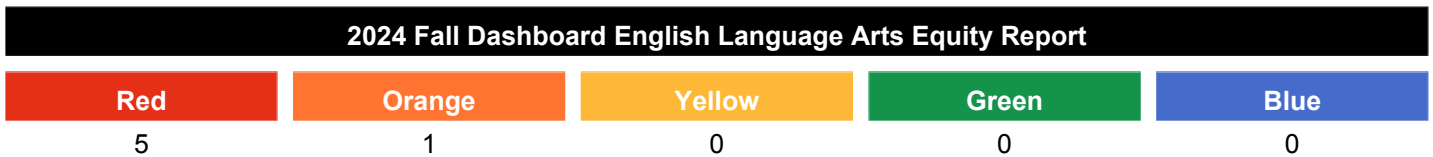
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>93.8 points below standard</p> <p>Declined 13.6 points</p> <p>854 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>119.3 points below standard</p> <p>Declined 8.2 points</p> <p>408 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Red</p> <p>138.4 points below standard</p> <p>Declined 10.4 points</p> <p>279 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p><b>Homeless</b></p> <p>Red</p> <p>110.2 points below standard</p> <p>Declined 36.2 points</p> <p>53 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>94.1 points below standard</p> <p>Declined 12.3 points</p> <p>813 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>164.5 points below standard</p> <p>Declined 9.2 points</p> <p>141 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>104.2 points below standard</p> <p>Increased 6.2 points</p> <p>45 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Hispanic</b></p>  <p>Red</p> <p>94.4 points below standard</p> <p>Declined 14.5 points</p> <p>774 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>103.1 points below standard</p> <p>12 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>98.8 points below standard</p> <p>Declined 6.5 points</p> <p>14 Students</p>

**Conclusions based on this data:**

- 2022-2023 Student Performance Group levels:  
 All students (841 students) - 80.2 points below standard (Improved +10.7 points from previous year)  
 English Learners (385) - 111.1 points below standard (Improved +4.9 points from previous year)  
 African American (49 students) - 110.4 points below standard (Improved +7.1 points from previous year)  
 Homeless (92 students) - 74 points below standard (Improved +29.4 points from previous year)  
 Socioeconomically Disadvantaged (813 students) - 81.8 points below standard (Improved +9.7 points from previous year)  
 Students with Disabilities (150 students) - 155.3 points below standard (Maintained +2)  
 Hispanic (750 students) - 79.9 points below standard (Improved +12.5 points from previous year)

# School and Student Performance Data

## Academic Performance Mathematics

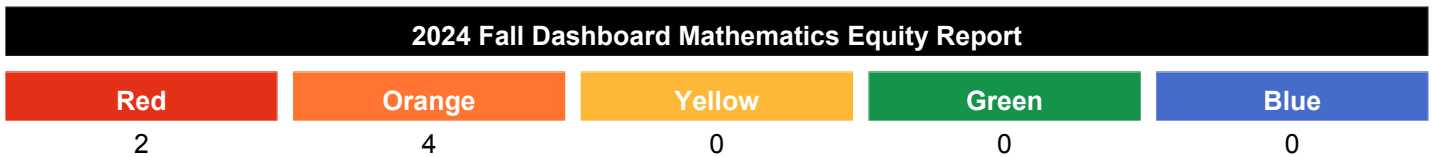
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Orange</p> <p>140.8 points below standard</p> <p>Increased 6.5 points</p> <p>862 Students</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>160.6 points below standard</p> <p>Increased 5.3 points</p> <p>420 Students</p>	<p><b>Long-Term English Learners</b></p>  <p>Red</p> <p>181.8 points below standard</p> <p>Declined 3.7 points</p> <p>277 Students</p>
<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p><b>Homeless</b></p>  <p>Red</p> <p>164.9 points below standard</p> <p>Declined 18.4 points</p> <p>57 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>141.4 points below standard</p> <p>Increased 7.2 points</p> <p>822 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>199.4 points below standard</p> <p>Increased 10.4 points</p> <p>139 Students</p>	<p><b>African American</b></p>  <p>Red</p> <p>165.3 points below standard</p> <p>Maintained 0.5 points</p> <p>44 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>140.0 points below standard</p> <p>Increased 6.9 points</p> <p>783 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>189.3 points below standard</p> <p>12 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>116.3 points below standard</p> <p>Increased 55.7 points</p> <p>14 Students</p>

**Conclusions based on this data:**

- Overall, student academic performance in Mathematics remained in the lowest performance category (red) as reflected by the 2023 Fall Dashboard data. Fall 2023 Mathematics scores decreased by 4.2 points from Fall 2022. Pinacate students scored 147.3 points below standard.

All students (836 students) - 80.2 points below standard (Improved +10.7 points from previous year)  
 English Learners (385) - 111.1 points below standard (Improved +4.9 points from previous year)  
 African American (49 students) - 110.4 points below standard (Improved +7.1 points from previous year)  
 Homeless (92 students) - 74 points below standard (Improved +29.4 points from previous year)  
 Socioeconomically Disadvantaged (813 students) - 81.8 points below standard (Improved +9.7 points from previous year)  
 Students with Disabilities (150 students) - 155.3 points below standard (Maintained +2)  
 Hispanic (750 students) - 79.9 points below standard (Improved +12.5 points from previous year)

Three student subgroups made Math progress and grew from red (lowest performance) to orange:  
 -African American student scores increased 19.4 points. African American students (49 students) scored 165.8 points below standard.  
 -Homeless student scores increased 12.8 points. Homeless students (91 students) scored 146.5 points below standard.  
 -Students with Disabilities scores increased 3.4 points. Students with Disabilities (148 students) scored 209.9 points below standard.
- The following student groups decreased

-Socioeconomically Disadvantaged student scores decreased by 4.8 points. Socioeconomically Disadvantaged students (809 students) scored 148.6 points below standard.  
-Hispanic student scores decreased by 5 points. Hispanic students (747 students) scored 146.9 points below standard.

- 3.** Overall, English Learners student scores decreased by 1.4 points. English Learners (384 students) scored 165.9 points below standard.  
-Current English Learner scores decreased by 18.6 points. Current English Learners (228 students) scored 207 points below standard.  
-Reclassified English Learners scores decreased by 5.5 points. Reclassified English Learners (156 students) scored 105.8 points below standard.  
-English Only English Learners scores decreased by 3.1 points. English Only English Learners (318 students) scored 150.3 points below standard.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Yellow 59.3% making progress. Number Students: 270 Students	<b>Long-Term English Learner Progress</b>  Yellow 59.4% making progress. Number Students: 239 Students

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.

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
13.3%	26.7%	1.5%	57%

### Conclusions based on this data:

- English Learners are progressing at a very high level (Green Category).  
 Of the 302 English Learner students,  
 -63% of the students (191 students) progressed at least one ELPI level.  
 -25% of the students (76 students) maintained their ELPI level (1-4)  
 -11% of the English Learner students (34 students) decreased one ELPI level



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p> <p> Yellow</p> <p>41.6% Chronically Absent</p> <p>Declined 5.6</p> <p>1027 Students</p>	<p><b>English Learners</b></p> <p> Orange</p> <p>40.3% Chronically Absent</p> <p>Declined 2.7</p> <p>377 Students</p>	<p><b>Long-Term English Learners</b></p> <p> Orange</p> <p>43.3% Chronically Absent</p> <p>Declined 1.4</p> <p>314 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p><b>Homeless</b></p> <p> Red</p> <p>57.9% Chronically Absent</p> <p>Increased 4.3</p> <p>76 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Yellow</p> <p>42.3% Chronically Absent</p> <p>Declined 5.5</p> <p>981 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>46.7% Chronically Absent</p> <p>Declined 9.1</p> <p>167 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>50% Chronically Absent</p> <p>Declined 8.5</p> <p>60 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>40.7% Chronically Absent</p> <p>Declined 5.4</p> <p>921 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>66.7% Chronically Absent</p> <p>Declined 8.3</p> <p>18 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>35.3% Chronically Absent</p> <p>Declined 12.9</p> <p>17 Students</p>

**Conclusions based on this data:**

- Chronic Absenteeism for All Students/Student Group is Very High.  
 All students (1015 students) - 45.1%

Homeless (42 students) - 52.4%  
 English Learners (426 students) - 42.7%  
 Socioeconomically Disadvantaged (968 students) - 44.9%  
 Students with Disabilities (180 students) - 56.1%

African American (56 students) - 51.8%  
 Hispanic (897 students) - 44.7%  
 White (33 students) - 63.6%

White Students (63.6%) , Students with Disabilities (56.1%), Homeless Students (52.4%), and African American Students (51.8%), each have a Chronic Absenteeism Rate of over 50%.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

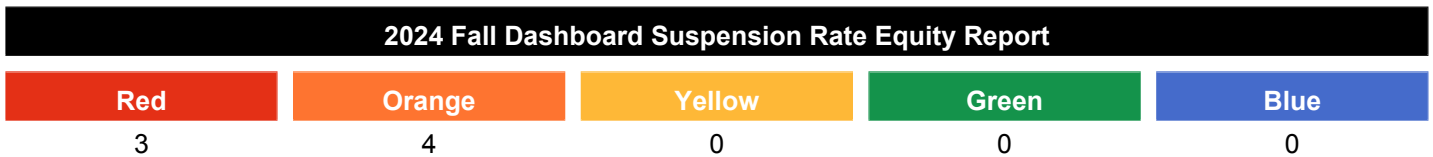
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>9.6% suspended at least one day</p> <p>Increased 1.3%</p> <p>1059 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>9.6% suspended at least one day</p> <p>Increased 1.4%</p> <p>386 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Orange</p> <p>10.6% suspended at least one day</p> <p>Increased 2.3%</p> <p>320 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>9.1% suspended at least one day</p> <p>Declined 6.3%</p> <p>11 Students</p>	<p><b>Homeless</b></p> <p>Red</p> <p>12.7% suspended at least one day</p> <p>Increased 1.3%</p> <p>79 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>10% suspended at least one day</p> <p>Increased 1.8%</p> <p>1010 Students</p>

<p><b>Students with Disabilities</b></p> <p>Red</p> <p>12.3% suspended at least one day</p> <p>Increased 1%</p> <p>171 Students</p>	<p><b>African American</b></p> <p>Red</p> <p>17.5% suspended at least one day</p> <p>Increased 6%</p> <p>63 Students</p>	<p><b>American Indian</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p><b>Asian</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p><b>Filipino</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>Hispanic</b></p> <p>Orange</p> <p>9% suspended at least one day</p> <p>Increased 1%</p> <p>945 Students</p>
<p><b>Two or More Races</b></p> <p>No Performance Color</p> <p>21.1% suspended at least one day</p> <p>Declined 2%</p> <p>19 Students</p>	<p><b>Pacific Islander</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>White</b></p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 3.4%</p> <p>20 Students</p>

**Conclusions based on this data:**

1. The 2022 Dashboard Suspension Rate data reported that Pinacate's suspension rate was Very High. The Suspension Rate for all student groups is as followings:  
All students (1057 students) - 12.5%  
Homeless (45 students) - 17.8%  
English Learners (444 students) - 12.2%  
Socioeconomically Disadvantaged (1005 students) - 12.9%  
Students with Disabilities (186 students) - 18.3%  
African American (57 students) - 19.3%  
Hispanic (932 students) - 12.4%  
White (36 students) - 11.1%
2. The data indicated that while African American students represents 4.6% of the student population, their suspension rate is (19.3%) higher than all other student groups.  
Students with Disabilities represents 17.6% of the student population and 18.3% of the suspension rate.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Academic Proficiency

Pinacate Middle School will increase 5 points to make progress toward all students meeting grade level standards on the Mathematics and ELA assessment as measured by CA Dashboard, as per the metrics below.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will attain grade-level proficiency in English Language Arts and mathematics.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the 2024 California School Dashboard, ELA performance shows that students are performing 93.8 points below standard, with a decline of 13.6 points from the previous year. In Mathematics, students are 140.8 points below standard, but showed a gain of 6.5 points. Pinacate has identified needs of improvement, particularly in English Language Arts and Mathematics. In ELA, the African American student group improved by 6.2 points, while all other subgroups experienced declines. In Math, while the overall student group increased by 6.5 points, African American students maintained their performance, and all other subgroups declined. To address low performance in ELA and Math, the school will implement targeted interventions during and after school, supported by regular data monitoring to identify and track students in need. Family engagement will be enhanced through academic workshops, award ceremonies, incentives and student goal-setting activities to boost home support and student ownership of learning.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Academic Indicator: ELA</p>	<p>2024–2025 ELA Performance (CA Dashboard) The overall ELA performance is 93.8 points below standard (Red status), and it has declined by 13.6 points.</p> <p>African American students: 104.2 points below standard (Orange), increased by 6.2 points</p> <p>English Learners: 119.3 points below standard (Red), declined by 8.2 points</p> <p>Hispanic students: 94.4 points below standard (Red), declined by 14.5 points</p> <p>Homeless students: 110.2 points below standard (Red), declined by 36.2 points</p> <p>Long-Term English Learners: 138.4 points below standard (Red), declined by 10.4 points</p> <p>Socioeconomically Disadvantaged students: 94.1 points below standard (Red), declined by 12.3 points</p>	<p>The overall ELA performance to be 88.8 points below standard (Orange status.)</p>
<p>Academic Indicator: Mathematics</p>	<p>2024–2025 Math Performance (CA Dashboard) The overall Math performance is 140.8 points below standard (Orange status), and it has increased by 6.5 points.</p> <p>English Learners: 160.6 points below standard (Orange), increased by 5.3 points</p> <p>Hispanic students: 140 points below standard (Orange), increased by 6.9 points</p> <p>Socioeconomically Disadvantaged students: 141.4 points below standard (Orange), increased by 7.2 points</p> <p>Students with Disabilities: 199.4 points below standard (Orange), increased by 10.4 points</p> <p>African American students: 165.3 points below standard (Red), maintained with a 0.5-point increase</p> <p>Homeless students: 164.9 points below standard (Red), declined by 18.4 points</p>	<p>The overall ELA performance to be 135.8 points below standard (Orange status.)</p>

	Long-Term English Learners: 181.8 points below standard (Red), declined by 3.7 points	
ELPAC Data	<p>2024–2025 English Learner Progress (CA Dashboard) The overall English Learner Progress rate is 59.3% making progress (Yellow status), and it has declined by 5.6%.</p> <p>English Learners: 59.3% making progress (Yellow), declined by 5.6% (Number of Students: 270)</p> <p>Long-Term English Learners: 59.4% making progress (Yellow), declined by 7% (Number of Students: 239)</p>	The overall ELPI performance to increase by 2% (green status.)

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide all students with access to supplemental support in core and elective courses such as technology and materials.	All Students	<p>9000 Title I 4000-4999: Books And Supplies Materials and supplies across the content areas that are supplemental to the core instructional program. This could include, but not limited to: software, ancillaries, manipulatives, additional markers, white boards, poster boards, materials to support student projects.</p>
1.2	<p>Use Incentives and Celebrations: Recognize student growth in ELA and Math through classroom shout-outs, awards, field trips, or recognition events Celebrate both small gains and significant improvements to build motivation</p>	All Students	<p>1000 Title I 4000-4999: Books And Supplies Supplies for award ceremonies</p> <p>5,000 Title I 5000-5999: Services And Other Operating Expenditures Expenditures for vendors to provide services and marketing materials. Transportation cost for field trips that support ELA and Math.</p> <p>Title I 1000-1999: Certificated Personnel Salaries</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Release time, sub cost, teacher extra duty  Title I 3000-3999: Employee Benefits Benefits paid in Object code 1000s
1.3	Support Teachers with Professional Development: Train teachers on differentiated instruction, culturally responsive teaching, and strategies for English Learners. Use instructional coaches to model best practices and support lesson planning.	All Students	1,000 Title I 4000-4999: Books And Supplies Professional Development Supplies  Title I 1000-1999: Certificated Personnel Salaries Release time, sub cost, teacher extra duty  Title I 3000-3999: Employee Benefits Benefits paid in Object code 1000s  Title I 5000-5999: Services And Other Operating Expenditures Conferences and workshops
1.4	Provide Targeted Interventions: Offer in-school and after-school tutoring focused on foundational reading and math skills.	All Students	2098 Title I 4000-4999: Books And Supplies Supplies for the After School Program  Title I 1000-1999: Certificated Personnel Salaries Release time, sub cost, teacher extra duty  Title I 3000-3999: Employee Benefits Benefits paid in Object code 1000s  Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			5000-5999: Services And Other Operating Expenditures Transportation
1.5	Identify and Monitor Underperforming Students: Use our High School Ready Criteria, and local assessment data to identify students not performing at grade level. Set up progress monitoring systems every 6 weeks and conduct grade/goal conferences.	All Students	1,000 Title I 1000-1999: Certificated Personnel Salaries Release time, sub cost, teacher extra duty  500.00 Title I 3000-3999: Employee Benefits Benefits paid in Object code 1000s

# Annual Review

**SPSA Year Reviewed: 2024-25**

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Teachers in all content areas have integrated educational technology into their supplemental curriculum. Technology platforms to gamify formative and summative assessments such as Quizizz.com and Gimkit.com were effectively implemented. With Quizizz.com, Pinacate teachers have created assessments and quizzes, Lessons, assigned reading passages, used flashcards, and Interactive videos by choosing different question types and adding images, video, and audio. Academic Language Development, Specialized Academic Instruction and Reading Intervention teachers have prepared their English Learner students for the ELPAC test. Pinacate students have answered over 700,000 questions while being assessed in all subject areas and Supplemental learning tools such as Flocabulary.com and Listenwise.com are there to support ALL students in ALL content areas. Pinacate has 14 educators that have assigned over 17, 000 lesson activities from Flocabulary.com in content areas such as Language Arts, Science and History. Additional materials and supplies such as student headphones, composition books and have been purchased to support all students in Language Arts, History and EL Newcomer classes. This year's funding is supporting Pinacate's AVID students by providing additional teacher education in the AVID Certified Educator Cohort for the second half of 2025 - 2026 school year. The cohort will focus on effective strategies and implementation of the AVID Middle School program for grades seven and eight.

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

Title I funds supported initiatives across all content areas to enhance overall student outcomes, with a particular emphasis on improving ELA and Math performance. There were no major differences between the intended implementation and the strategies and activities other than the intentional emphasis on materials and supplies across the content areas that are supplemental to the core instructional program.

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

The goal is for all students to demonstrate academic growth. This growth will be reflected on the California Dashboard and will contribute to positive movement on the performance matrix. The expected outcome metrics have been updated to reflect this goal: an increase of 5 points in both ELA and Math scores, and a 2% increase in overall ELPI (English Learner Progress Indicator) performance.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### College and Career Readiness

Pinacate Middle School aims to enhance college and career readiness by increasing participation in college-preparatory programs like AVID, elevating college and career readiness for all students. This goal reflects our commitment to equipping students with the skills and resources necessary for success as students matriculate to high school, as reflected by the metrics listed below.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will graduate from high school prepared for posted-secondary and career options.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of Dashboard and local data reveals areas needing significant improvement at Pinacate Middle School, particularly in enhancing college and career readiness. Despite the absence of specific Dashboard data indicators for this goal, identified needs include increasing student participation in college-preparatory programs like AVID, addressing performance gaps among various student groups, and providing targeted support to ensure all students are prepared for high school and beyond. To address these needs, Pinacate Middle School is committed to equipping students with the necessary skills and resources, reflecting our dedication to elevating college and career readiness for all students. This goal is supported by metrics such as AVID participation rates, student performance in preparatory programs, and overall readiness for high school.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AVID Enrollment	2024-2025: Local Indicator: AVID Participation 7th graders: 140 8th graders: 150	Given a projected slight decrease in enrollment, Pinacate is looking to maintain AVID enrollment. 7th graders: 140 8th graders: 150

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Activities/Strategies: At Pinacate Middle School, expanding college and career readiness will include after-school tutoring, college and career readiness workshops, field trips to colleges, career fairs, test prep, career exploration platforms, etc. These strategies aim to improve students college and career readiness as they matriculate to high school. By implementing these activities and	All Students	500 Title I 1000-1999: Certificated Personnel Salaries Teacher extra duty for before or after tutoring 500

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	strategies, Pinacate Middle School can better prepare students for the academic and personal challenges of high school, setting them on a path toward college and career success.		Title I 3000-3999: Employee Benefits Benefits on Object code 1000s  1,000 Title I 4000-4999: Books And Supplies Materials and supplies that support college and career awareness events and activities. That can include: work based learning projects  2,000 Title I 5000-5999: Services And Other Operating Expenditures Transportation cost for field trips that support college and career awareness: local community college, US/CSU, apprenticeship programs, local businesses, job shadow, etc.

## Annual Review

**SPSA Year Reviewed: 2024-25**

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Pinacate Middle School has made purposeful strides toward enhancing college and career readiness through the implementation of strategic activities such as after-school tutoring, college and career readiness workshops, college field trips, test preparation, and access to career exploration platforms. These initiatives have been integrated into the school culture with the goal of increasing student exposure to postsecondary opportunities and building the foundational skills needed for high school and beyond. Early indicators, including increased student participation in AVID and career-focused events, suggest that these strategies are effectively fostering student awareness, engagement, and preparedness, laying a strong foundation for long-term college and career success.

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

While the school planned to fully implement all college and career readiness activities, including multiple college field trips, expanded after-school tutoring, and comprehensive career exploration tools, budget limitations and staffing constraints resulted in some adjustments. Due to limited funding, the number of college visits and career fairs was reduced. Additionally, staffing shortages impacted elective courses.

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.

No changes will be made to this goal.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **Creating Safe & Supportive Environments**

Pinacate Middle School is committed to cultivating a positive school climate by implementing strategies to reduce suspension rates, mitigate chronic absenteeism, and improve overall attendance rates. This goal reflects our dedication to fostering an inclusive and supportive environment where every student feels valued and motivated to succeed, as reflected in the metrics below.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All departments and sites will provide a safe and positive environment for staff and students.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of the 2024 California School Dashboard and local data reveals that suspension rates are an area of improvement at Pinacate Middle School. The overall suspension rate is 9.6% (Orange status), and it has increased by 1.3%. More concerning is the disproportional impact on specific student groups, with three student groups in the Red performance level. African-American, homeless, and students with disabilities.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	<p>2024-2025 CA Dashboard: The overall chronic absenteeism rate is 41.6% (Yellow status), and it has declined by 5.6%.</p> <p>Homeless students: 57.9% (Red), increased by 4.3%</p> <p>African American students: 50% (Orange), declined by 8.5%</p> <p>Students with Disabilities: 46.7% (Yellow), declined by 9.1%</p> <p>Long-Term English Learners: 43.3% (Orange), declined by 1.4%</p> <p>Socioeconomically Disadvantaged students: 42.3% (Yellow), declined by 5.5%</p> <p>Hispanic students: 40.7% (Yellow), declined by 5.4%</p> <p>English Learners: 40.3% (Orange), declined by 2.7%</p>	Goal: Reduce Overall Chronic Absenteeism by 1% (from 41.6% to 40.6%)
Suspensions	<p>2024-2025 CA Dashboard: The overall suspension rate is 9.6% (Orange status), and it has increased by 1.3%. African American students: 17.5% suspended at least once (Red), increased by 6%</p> <p>Homeless students: 12.7% (Red), increased by 1.3%</p> <p>Students with Disabilities: 12.3% (Red), increased by 1%</p> <p>Long-Term English Learners: 10.6% (Orange), increased by 2.3%</p> <p>Socioeconomically Disadvantaged students: 10% (Orange), increased by 1.8%</p>	Goal: Reduce Overall Suspension Rate by 1% (from 9.6% to 8.6%)

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Targeted Tier 2 and 3 Supports Behavior intervention plans, mentoring, and group counseling will be implemented for students repeatedly referred for disciplinary issues.	All Students	15,000 Title I 5800: Professional/Consulting Services And Operating Expenditures

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Consultant Contracts for Tier 2 and 3 services including , mentorship, and social emotional counseling and therapy.
3.2	Daily Attendance Incentive Program Launch monthly and quarterly incentive campaigns to reward students with perfect or improved attendance (e.g., raffles, certificates, special events field trips).	All Students	500 Title I 4000-4999: Books And Supplies Materials and supplies to support activities and events to foster a positive and inclusive environment.  15,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Consultant contracts for student engagement for lunchtime, events, activities, before or after school events and transportation for field trips.  Title I 1000-1999: Certificated Personnel Salaries Release time, sub cost, teacher extra duty  Title I 3000-3999: Employee Benefits
3.3	Positive Behavior Incentive Programs Implement monthly and quarterly recognition events and field trips for students who show improvement or consistency in positive behavior.	All Students	5,000 Title I 4000-4999: Books And Supplies Materials and supplies to support activities and events to foster a positive and inclusive environment.  8000 Title I 5800: Professional/Consulting Services And Operating Expenditures Consultant contracts for student engagement for lunchtime, events, activities, before or after school events and transportation for field trips.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			<p>Title I 3000-3999: Employee Benefits</p> <p>Title I 1000-1999: Certificated Personnel Salaries Release time, sub cost, teacher extra duty</p>
3.4	<p>GATE, Club and WEB Program Stipends Provide stipends for certificated staff to coordinate and lead the GATE (Gifted and Talented Education), various clubs and WEB (Where Everybody Belongs) programs. These programs support academic enrichment, student leadership, and school connectedness.</p>	All students	<p>12,000 Title I 1000-1999: Certificated Personnel Salaries To cover stipend</p> <p>4,000 Title I 3000-3999: Employee Benefits</p>
3.5	<p>PBIS (positive behavior, intervention, and supports) Prep and Implementation Support Provide a prep period in the site Master Schedule for a designated staff member to serve as the PBIS Prep Lead. This person will coordinate materials, organize PBIS events, track behavior data, prepare student recognition activities, and support the implementation of Tier 1 expectations schoolwide for Improved consistency in PBIS practices, increased student participation in positive behavior initiatives, and enhanced staff support for implementation. The position will directly contribute to a more positive school climate and a reduction in behavior incidents.</p>	All Students	<p>Title I 5000-5999: Services And Other Operating Expenditures 1 prep period in the Master Schedule</p>
3.6	<p>Transportation and Resource Referral System Establish a referral process for families needing transportation, clothing, or housing support impacting attendance.</p>	All Students	<p>Title I 4000-4999: Books And Supplies Bus passes Containers and storage for clothes and food drive</p>
3.7	<p>A WEB (Where Everybody Belongs) teacher uses their prep period to plan, organize, and support the student leadership program that helps incoming 6th graders transition smoothly into middle school. During this time, the teacher prepares leadership lessons, trains 8th grade WEB leaders, coordinates</p>	All Students	<p>Title I 5000-5999: Services And Other Operating Expenditures 1 prep period in the Master Schedule</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>events like orientation and check-ins, and monitors student progress.</p> <p>This work is essential because it fosters a welcoming, inclusive school climate, increases student engagement, and builds positive peer connections, ultimately improving attendance, behavior, and academic confidence for new students.</p>		

## Annual Review

### SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Pinacate Middle School has actively implemented effective strategies to create a positive and safe learning environment for all students. This year, the school's After-School Enrichment Program has offered a variety of engaging and inclusive extracurricular activities, including Crochet, Chess, Karaoke, and Folklorico enrichment classes. Additionally, culturally responsive student organizations such as the Latino Student Union and Club Llive have provided students with valuable opportunities for connection and cultural expression. Various content area classes have organized educational field trips as incentives to encourage and reward positive student behavior and students who are High School Ready. The Pinacate Counseling team rewarded students each grading period by actively monitoring their academic progress, attendance, and behavior. Students who maintained and/or improved academically and behaviorally were rewarded with incentives such as lanyards, medals, stickers, and certificates. English Learner students who achieved reclassification were rewarded with field trips to local colleges, and bowling/laser tag.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Pinacate will continue to strive to reduce both the suspension rate and chronic absenteeism rate by 1%. This goal will be supported through increased opportunities to recognize positive student behavior and by providing targeted supports to students as needed.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Fostering Strong Home-School-Community Connections

Pinacate Middle School aims to significantly increase opportunities for parent involvement and improve communication between the school and the community, as measured by the metrics below.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Secure and strengthen the home-school-community connections and communications.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a review of the 2023-2024 CA Dashboard and local data, Pinacate Middle School has identified significant areas needing improvement, particularly in parent participation and attendance rates. While the school had 2,835 instances of parent participation in various activities, only 52 parents responded to the CA School Parent Survey (CSPS), indicating a low response rate that hinders comprehensive feedback. Additionally, there is a focused concern on attendance as highlighted by the Parent Engagement and Leadership Initiative (PELI).

To address these areas, Pinacate Middle School is implementing strategies to boost parent engagement, such as increasing communication efforts, organizing more inclusive school events, and providing resources to help parents support their children's education. Furthermore, to improve attendance rates, the school is introducing targeted interventions, including attendance monitoring programs, incentives for good attendance, and enhanced support services for students with chronic absenteeism. These steps aim to foster a more engaged school community and ensure better student attendance and academic outcomes.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation	Parent Participation: 3,118	An increase is anticipated as more awareness campaigns and incentive events are planned for the 2025–2026 school year.
Parent Square	TBD	56% interacted with the application Parent Square.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Activities/Strategies: Provide trainings and workshops for parents and community members to enhance their capacity and connections. By building skills and fostering connections, this equips parents to play a proactive role in their children education, promoting student success through collaborative efforts. Includes participation in: Back to School Night, National Hispanic Heritage Month Family Event, Black History Month Family Event , Open House, Awards Night, Pastries with the Principals, PELI, National Parent Involvement Day, Parent Appreciation Day.	All Students	2820 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Materials & Supplies: PELI, Parent Appreciation Week, Nation Parent Involvement Day, any workshops/trainings/conferences.

## Annual Review

**SPSA Year Reviewed: 2024-25**

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

The school implemented several strategies to strengthen home-school-community connections, including bilingual family engagement nights, weekly parent newsletters, increased use of ParentSquare for school-wide updates, and the establishment of a parent advisory committee. These efforts led to improved communication transparency and higher levels of parent participation in school events and meetings. Surveys and attendance data from family events indicate moderate to strong growth in parent involvement, suggesting the activities were effective in fostering stronger relationships and trust between the school and its families.

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

While most activities were implemented as planned, there were some variances in expenditures. For instance, funding originally allocated for in-person parent workshops was reallocated to support digital communication tools and virtual engagement strategies due to shifting family needs and scheduling conflicts.

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.

As a result of this analysis, the school will expand the use of digital and mobile-friendly platforms to accommodate more families. This goal will be supported through increased opportunities to recognize

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Academic and Language Proficiency Needs of English Learners

PMS English Learners will attain language proficiency allowing them to be academically prepared for high school and beyond. Specifically, PMS will:  
 Increase the rate of English Learners Reclassifying to Fluent English Proficient from 35.9% to 37.9%.  
 Increase the percentage of students making progress on the English Learner Proficiency Indicator (ELPI) by 2% bringing the school to a status of 61.3% the school ELPI to a dashboard designation of Green.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will attain proficiency in English Language Arts and Mathematics

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on district estimates, PMS had an RFEP Rate of 35.9%, ( [Link to RFEP Rates by Site](#)).  
 2024 ELPI- ELs who progressed 1 Level or maintained a Level 4- 59.3% in the High Status  
 Academic Indicators for ELA and Math were in the Very Low Status  
 Other Dashboard Indicator of Significance: 40.3% of our ELs were in orange for "Very High" status for Chronic Absences

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Rate	2023-24 35.9%	2024-25 37.9%
ELPAC Results	2024 ELPI ELs- 59.3% of ELs increased an ELPI level. Decrease of 5.6% from previous ELPI. N= 270  LTEL- 59.4 % increased or maintained a level. Decreased 7%, N= 239	2025 ELPI ELs-"High Status 61.3% = for "Green" designation increase 2% LTEL-"High Status" 61.3% = for "Green" designation increase 1.9%
Academic Indicator (ELA)	2024 ELA Academic Indicator EL- "Very Low" status Decreased by 9.4 pts to -120.5 dfs N= 402	2025 ELA Academic Indicator EL- "Low" Status Orange- Increase by 3 points for Very Low Status

	LTEL- "Very Low" status Decreased 14.6 pts to -170.2 dfs	LTEL- "Low" Orange- Increase by 3 points for Low Status
Academic Indicator (Math)	2024 Math Academic Indicator  EL- "Very Low" status Increased 3.9 pts to -162 dfs N= 413  LTEL- "Very Low" status Decreased 9 pts to -211.3 dfs N= 170	EL-" Low" status Orange- Increase by 3 points for Very Low Status LTEL-Low" status Orange- Increase by 3 points for Very Low Status

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Incentives for English Learners who reclassify.	English Learners who reclassify	1,000 Title I 4000-4999: Books And Supplies Materials, supplies, and incentives that support EL language Acquisition
5.2	Provide a four period Release for an English Learner Teacher Lead to Design and conduct professional development sessions using effective research-based strategies to support English learners and provide instructional support to teachers in the classroom	English Learner	LCFF SC 1000-1999: Certificated Personnel Salaries  LCFF SC 3000-3999: Employee Benefits

## Annual Review

**SPSA Year Reviewed: 2024-25**

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

The implementation of targeted strategies such as designated ELD instruction, integrated ELD across content areas, use of formative language assessments, and structured ELPAC preparation. Additionally, the school provided professional development for teachers on language acquisition strategies and monitored student progress through ELPI-aligned benchmarks.

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

No major differences between the intended implementation and the budget expenditure.

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.

No changes to be added for this upcoming year. The services are still needed as we are working to help our English Language Learners have greater access to academic achievement and also access to extracurricular opportunities.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$86,918.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
Title I	\$84,098.00
Title I Part A: Parent Involvement	\$2,820.00

Subtotal of additional federal funds included for this school: \$86,918.00

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

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$86,918.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I		
District Funded		

## Expenditures by Funding Source

Funding Source	Amount
Title I	84,098.00
Title I Part A: Parent Involvement	2,820.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	13,500.00
3000-3999: Employee Benefits	5,000.00
4000-4999: Books And Supplies	23,418.00
5000-5999: Services And Other Operating Expenditures	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	38,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	13,500.00
3000-3999: Employee Benefits	Title I	5,000.00
4000-4999: Books And Supplies	Title I	20,598.00
5000-5999: Services And Other Operating Expenditures	Title I	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	38,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,820.00

## Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1	19,598.00
Goal 2	4,000.00
Goal 3	59,500.00
Goal 4	2,820.00
Goal 5	1,000.00

# School Site Council Membership

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

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

Name of Members	Role
ChaKwan Jones	Principal
Rosa Heredia	Classroom Teacher
Jewell Cunningham	Classroom Teacher
Guadalupe Diaz-DeLeon	Classroom Teacher
Griselda Gonzalez	Parent or Community Member
Jamelia Adams Berry	Parent or Community Member
Maria Garcia	Other School Staff
Matthew Noriega	Secondary Student
Xzavier Rivera	Secondary Student

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

Other: School Site Council

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

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

This SPSA was adopted by the SSC at a public meeting on May 14, 2025.

Attested:



Principal, Chakwan Jones on May 19, 2025



SSC Chairperson, Jamelia Adams Berry on May 19, 2025

# 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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI 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.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 EC 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.
- Funding Sources: List the 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.

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

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal 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.

## Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# 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 Schoolsite Council (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).
      - 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.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

## Comprehensive Support and Improvement

The LEA shall partner with educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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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