School Year: **2026-27**

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	04/21/2026	06/17/2026

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.

- 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.

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.

English Language Arts (ELA):
Orange 80.2 points below standard
Mathematics:
Orange 137.3 points below standard

Both ELA and Mathematics are identified as areas of need because they fall in the Orange performance level, indicating students are performing below grade-level expectations.
These indicators signal a need for focused improvement efforts, intervention, and monitoring of student progress.

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.

African American chronic absenteeism rate increased 4.5% in total 54.4% compared to all students decreased 5% total 36.6%.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.32%	%	%	3		
African American	5.58%	4.94%	6.38%	53	47	55
Asian	0.53%	0.53%	0.46%	5	5	4
Filipino	0.11%	0.32%	0.35%	1	3	3
Hispanic/Latino	89.88%	91.49%	90.14%	853	871	777
Pacific Islander	0.21%	%	0.12%	2		1
White	1.79%	1.89%	1.97%	17	18	17
Multiple/No Response	1.37%	0.63%	0.58%	13	6	5
			Total Enrollment	949	952	862

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 7	470		392
Grade 8	479		470
Total Enrollment	949		862

Areas of Strength: Identify key strengths based on the data. Where are students performing well or showing improvement?

All students increased 13.4 points (orange) ELA
All students increased 18.6 points in (orange) Math
LTEL students had the greatest increase of 18.6 points ELA
LTEL students had the greatest increase of 12.8 points Math
EL students obtained the highest increase in ELA 28.3 points
SWD students increased 17.5 points in ELA

Potential Areas of Growth: Identify key areas for growth based on the data. Where are students underperforming, stagnant, or declining?

All groups increased except AA, which decreased -13.4 points very low (red) in ELA
All groups increased except AA -19.9 very low (red) and SWD -10.1 in math

Based on this analysis, what should be prioritized for improvement?

African American (AA) Students
Suspension Rate:
African American students had a suspension rate of 11.9%, significantly higher than the 4% rate for all students.

African American (AA) Students
Chronic Absenteeism:
African American students increased by 4.5%, resulting in a total rate of 54.4%.
In comparison, chronic absenteeism for all students decreased by 5%, with a total rate of 36.6%.
This reflects a substantial attendance gap and an increasing trend for AA students.

Students with Disabilities (SWD) Students
Chronic Absenteeism:
Chronic absenteeism for SWD students decreased by 2.9%, resulting in a total rate of 43.8%.
While this shows improvement, the rate remains higher than the 36.6% rate for all students, whose chronic absenteeism decreased by 5% overall.

African American (AA) Students – ELA
Decreased 13.4 points – Very Low (Red)
All students decreased 13.5 points
Current status: -117.6 DFS compared to -80.2 DFS for all students

African American (AA) Students – Math
Decreased 19.9 points – Very Low (Red)
All students decreased 3.4 points
Current status: -185.1 DFS compared to -137.3 DFS for all students

Students with Disabilities (SWD) – Math
Decreased 10.1 DFS, while all students increased 3.4 DFS
Current status: -209.6 DFS compared to -137.3 DFS for all 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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	328	326	253	38.0%	34.6%	29.4%
Fluent English Proficient (FEP)	246	251	229	22.8%	25.9%	26.6%
Reclassified Fluent English Proficient (RFEP)				33.8%	35.9%	

Areas of Strength: Identify key strengths based on the data. Where are students performing well or showing improvement?

PMS has one of the largest EL populations in the state. 34.6%% of our students are English Learners. There are currently 352 English Learner students.

Potential Areas of Growth: Identify key areas for growth based on the data. Where are students underperforming, stagnant, or declining?

Based on this analysis, what should be prioritized for improvement?

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	474	462	478	459	439	457	458	439	456	96.8	95	95.6
Grade 8	452	487	468	433	468	445	432	468	443	95.8	96.1	95.1
All Grades	926	949	946	892	907	902	890	907	899	96.3	95.6	95.3

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	2472.	2459.	2459.	3.06	2.51	1.54	19.65	19.36	17.11	26.20	20.50	26.10	51.09	57.63	55.26
Grade 8	2480.	2465.	2494.	3.70	3.21	4.06	15.05	11.97	18.28	27.08	28.42	30.70	54.17	56.41	46.95
All Grades	N/A	N/A	N/A	3.37	2.87	2.78	17.42	15.55	17.69	26.63	24.59	28.36	52.58	57.00	51.17

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	7.21	4.33	4.63	56.99	56.26	55.29	35.81	39.41	40.09
Grade 8	6.25	3.63	7.67	46.99	42.95	52.82	46.76	53.42	39.50
All Grades	6.74	3.97	6.13	52.13	49.39	54.07	41.12	46.64	39.80

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	6.11	4.56	2.65	41.48	35.76	41.72	52.40	59.68	55.63
Grade 8	2.78	1.92	3.62	38.19	38.03	42.99	59.03	60.04	53.39
All Grades	4.49	3.20	3.13	39.89	36.93	42.35	55.62	59.87	54.53

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	6.99	6.15	4.85	68.34	68.34	71.15	24.67	25.51	24.01
Grade 8	5.32	5.56	5.42	70.37	64.10	70.88	24.31	30.34	23.70
All Grades	6.18	5.84	5.13	69.33	66.15	71.01	24.49	28.00	23.86

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	6.99	5.92	4.62	61.35	56.95	58.02	31.66	37.13	37.36
Grade 8	8.56	6.20	9.71	63.43	59.83	65.69	28.01	33.97	24.60
All Grades	7.75	6.06	7.13	62.36	58.43	61.80	29.89	35.50	31.07

Areas of Strength: Identify key strengths based on the data. Where are students performing well or showing improvement?

Overall ELA Achievement:
Pinacate demonstrated improvement in overall ELA achievement during 2024-25. The percentage of students meeting or exceeding standards increased from 18.42% in 2023-24 to 20.47% in 2024-25. Additionally, the percentage of students not meeting standards decreased from 57.00% to 51.17%, reflecting positive growth in student performance.

Grade 8 ELA Growth:
Grade 8 students demonstrated the most significant improvement in ELA achievement. The percentage of students meeting or exceeding standards increased from 15.18% in 2023-24 to 22.34% in 2024-25. Furthermore, the percentage of students not meeting standards decreased from 56.41% to 46.95%, representing nearly a 10 percentage point improvement.

Reading:
Reading achievement showed notable growth schoolwide. The percentage of students performing below standard decreased from 46.64% in 2023-24 to 39.80% in 2024-25. Grade 8 students demonstrated particularly strong gains, reducing the percentage of students below standard from 53.42% to 39.50% while increasing the percentage of students performing above standard from 3.63% to 7.67%.

Writing:
Writing performance improved across the school. The percentage of students scoring below standard decreased from 59.87% in 2023-24 to 54.53% in 2024-25. At the same time, the percentage of students performing at or near standard increased from 36.93% to 42.35%, indicating growth in students' ability to communicate through writing.

Listening:
Listening continues to be Pinacate's strongest claim area. Overall, 76.14% of students performed at or above standard in 2024-25, with only 23.86% performing below standard. Both grade levels demonstrated strong performance, indicating students are developing effective communication and listening skills.

Research and Inquiry:
Research and Inquiry showed positive growth overall. The percentage of students performing below standard decreased from 35.50% in 2023-24 to 31.07% in 2024-25. Grade 8 students demonstrated substantial growth, increasing the percentage of students above standard from 6.20% to 9.71% and reducing the percentage below standard from 33.97% to 24.60%.

Student Growth Trends:
Across multiple ELA claim areas, Grade 8 students demonstrated consistent improvement, particularly in Reading, Writing, and Research/Inquiry. These gains suggest that instructional strategies focused on literacy development, student discourse, and evidence-based thinking are positively impacting student achievement.

Potential Areas of Growth: Identify key areas for growth based on the data. Where are students underperforming, stagnant, or declining?

Overall ELA Achievement:
While Pinacate demonstrated improvement in overall ELA achievement during 2024-25, 79.53% of students continue to perform below proficiency, with 51.17% not meeting standards and 28.36% nearly meeting standards. Although the percentage of students meeting or exceeding standards increased from 18.42% in 2023-24 to 20.47% in 2024-25, overall achievement remains an area of need.

Grade 7 ELA:
Grade 7 performance remained relatively stagnant. The percentage of students meeting or exceeding standards decreased from 21.87% in 2023-24 to 18.65% in 2024-25. Additionally, students scoring nearly met or not met increased from 78.13% to 81.36%, indicating a need for increased support in core instruction and intervention.

Writing:
Writing remains one of Pinacate's greatest areas of need. Overall, 54.53% of students scored below standard in writing. While there was improvement from 59.87% below standard in 2023-24, more than half of students continue to struggle with producing clear, organized, and purposeful writing.

Grade 7 Writing:
Grade 7 students demonstrated significant challenges in writing, with 55.63% scoring below standard. Although improvement was noted from the previous year, students continue to struggle with organizing ideas, supporting claims with evidence, and writing effectively across content areas.

Reading:
Reading achievement continues to be an area for growth. Overall, 39.80% of students scored below standard. Grade 7 reading performance declined slightly, increasing from 39.41% below standard in 2023-24 to 40.09% in 2024-25, suggesting students need additional support with comprehension of literary and informational texts.

Research and Inquiry:
Overall, 31.07% of students scored below standard in Research and Inquiry. Grade 7 students experienced a slight increase in students performing below standard from 37.13% to 37.36%. Students continue to need support analyzing information, conducting research, and presenting evidence-based conclusions.

Student Discourse and Academic Language:
Although Listening was Pinacate's strongest claim area, opportunities remain to strengthen academic discussions, speaking, listening, and evidence-based communication across all content areas. Continued emphasis on student discourse and academic language development will support growth in both reading and writing achievement.

Based on this analysis, what should be prioritized for improvement?

- Strengthen Tier 1 ELA instruction with a focus on reading comprehension and writing.
- Increase opportunities for structured student discourse and academic conversations.
- Implement targeted interventions for students performing below standard.
- Expand writing opportunities across all content areas using evidence-based responses.
- Strengthen research, inquiry, and analytical thinking skills.
- Utilize formative assessment data to identify student needs and provide timely support.
- Continue professional learning focused on literacy strategies, writing instruction, and student engagement.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	475	462	478	453	449	457	452	449	456	95.4	97.2	95.6
Grade 8	452	487	468	433	473	449	432	473	448	95.8	97.1	95.9
All Grades	927	949	946	886	922	906	884	922	904	95.6	97.2	95.8

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	2433.	2447.	2431.	1.99	2.90	2.85	8.41	8.69	7.68	20.80	24.50	20.83	68.81	63.92	68.64
Grade 8	2419.	2419.	2443.	1.39	0.21	3.57	3.47	4.02	6.25	11.57	15.43	18.53	83.56	80.34	71.65
Grade 11															
All Grades	N/A	N/A	N/A	1.70	1.52	3.21	6.00	6.29	6.97	16.29	19.85	19.69	76.02	72.34	70.13

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	3.32	5.57	3.95	30.09	30.07	26.75	66.59	64.37	69.30
Grade 8	1.16	0.42	4.69	23.15	22.20	26.79	75.69	77.38	68.53
Grade 11									
All Grades	2.26	2.93	4.31	26.70	26.03	26.77	71.04	71.04	68.92

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	1.77	2.00	1.97	46.68	43.43	37.50	51.55	54.57	60.53
Grade 8	2.55	1.27	2.23	34.95	43.13	47.32	62.50	55.60	50.45
All Grades	2.15	1.63	2.10	40.95	43.28	42.37	56.90	55.10	55.53

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	1.99	2.00	1.97	54.42	59.47	51.32	43.58	38.53	46.71
Grade 8	0.69	0.85	3.35	46.30	46.93	48.66	53.01	52.22	47.99
All Grades	1.36	1.41	2.65	50.45	53.04	50.00	48.19	45.55	47.35

Areas of Strength: Identify key strengths based on the data. Where are students performing well or showing improvement?

In 2025, Pinacate's overall achievement data indicates that 89.82% of students tested did not meet Math Standards.

7th Grade – 89.47%
(Nearly Met 20.83% | Not Met 68.64%)

8th Grade – 90.18%
(Nearly Met 18.53% | Not Met 71.65%)

Standard Met: 6.97%

7th Grade – 7.68%

8th Grade – 6.25%

Standard Exceeded: 3.21%

7th Grade – 2.85%

8th Grade – 3.57%

This data indicates that in 2025 there was a 1.90% decrease in Pinacate students not meeting standards compared to 2024.

2024 – 91.39%

2025 – 89.82%

The data also indicates that in 2025 there was a 2.37% increase in Pinacate students meeting or exceeding standards compared to 2024.

2024 – 8.58%

2025 – 10.18%

Additionally, Grade 8 students demonstrated notable growth, increasing the percentage of students meeting or exceeding standards from 4.23% in 2024 to 9.82% in 2025. While overall achievement remains an area of need, the data reflects progress in reducing the percentage of students not meeting standards and increasing the number of students meeting or exceeding standards.

Potential Areas of Growth: Identify key areas for growth based on the data. Where are students underperforming, stagnant, or declining?

Overall Math Achievement: While the percentage of students meeting or exceeding standards increased from 7.81% to 10.18%, approximately 89.82% of students continue to perform below standard, indicating a continued need for targeted math intervention and core instructional improvement.
Grade 7 Mathematics: Grade 7 saw a decline in overall performance, with the mean scale score decreasing from 2447.9 to 2431.7. The percentage of students not meeting standards increased from 88.42% to 89.47%, suggesting a need to strengthen Tier 1 instruction and support for foundational mathematical concepts.
Concepts and Procedures: Approximately 68.92% of students scored below standard in applying mathematical concepts and procedures. Grade 7 performance declined in this area, increasing from 64.37% below standard to 69.30% below standard, indicating a need for additional practice and instructional support with grade-level standards.
Problem Solving and Modeling/Data Analysis: This remains one of the school's greatest areas of need. Overall, 55.53% of students scored below standard, with Grade 7 increasing from 54.57% to 60.53% below standard. Students continue to struggle with applying mathematical reasoning and solving real-world problems.
Communicating Reasoning: Nearly half of all students (47.35%) scored below standard in their ability to justify solutions and explain mathematical thinking. Grade 7 experienced a decline, increasing from 38.53% to 46.71% below standard, indicating a need for increased opportunities for mathematical discourse, writing, and explanation of reasoning.
Student Discourse and Academic Language: Across multiple claim areas, data suggests students need additional support articulating mathematical thinking, defending solutions, and engaging in collaborative problem-solving conversations.

Based on this analysis, what should be prioritized for improvement?

Strengthen Tier 1 math instruction and standards alignment.
Increase opportunities for mathematical discourse and reasoning.
Implement targeted intervention for students performing below standard.
Utilize formative assessment data to identify misconceptions and provide timely support.
Expand professional learning focused on problem-solving, modeling, and student engagement strategies.

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) web page or the 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	1548.0	1543.3	1546.3	1562.7	1555.1	1550.9	1532.9	1530.9	1541.1	165	165	176
8	1545.6	1523.5	1530.1	1551.4	1538.0	1533.6	1539.3	1508.3	1526.3	159	129	115
All Grades										324	294	291

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	32.12	30.30	29.14	27.88	30.30	36.57	26.67	24.85	19.43	13.33	14.55	14.86	165	165	175
8	18.87	15.50	13.04	37.74	25.58	35.65	30.19	32.56	32.17	13.21	26.36	19.13	159	129	115
All Grades	25.62	23.81	22.76	32.72	28.23	36.21	28.40	28.23	24.48	13.27	19.73	16.55	324	294	290

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	47.27	53.94	50.86	34.55	21.82	25.14	12.12	11.52	13.14	6.06	12.73	10.86	165	165	175
8	37.11	28.68	28.70	38.99	36.43	38.26	15.72	17.83	16.52	8.18	17.05	16.52	159	129	115
All Grades	42.28	42.86	42.07	36.73	28.23	30.34	13.89	14.29	14.48	7.10	14.63	13.10	324	294	290

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	10.30	10.30	17.14	24.85	20.61	21.71	32.73	39.39	38.29	32.12	29.70	22.86	165	165	175
8	7.55	4.65	4.35	24.53	9.30	23.48	40.88	26.36	33.91	27.04	59.69	38.26	159	129	115
All Grades	8.95	7.82	12.07	24.69	15.65	22.41	36.73	33.67	36.55	29.63	42.86	28.97	324	294	290

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	21.82	17.58	23.43	61.82	56.97	61.14	16.36	25.45	15.43	165	165	175
8	16.35	17.05	15.65	71.07	49.61	68.70	12.58	33.33	15.65	159	129	115
All Grades	19.14	17.35	20.34	66.36	53.74	64.14	14.51	28.91	15.52	324	294	290

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	72.12	73.94	63.01	22.42	15.76	27.17	5.45	10.30	9.83	165	165	173
8	58.23	58.14	58.26	36.71	25.58	24.35	5.06	16.28	17.39	158	129	115
All Grades	65.33	67.01	61.11	29.41	20.07	26.04	5.26	12.93	12.85	323	294	288

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	15.15	12.12	18.86	40.61	40.00	32.57	44.24	47.88	48.57	165	165	175
8	15.72	7.75	14.78	42.77	21.71	23.48	41.51	70.54	61.74	159	129	115
All Grades	15.43	10.20	17.24	41.67	31.97	28.97	42.90	57.82	53.79	324	294	290

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	13.94	10.98	22.29	69.09	76.22	65.71	16.97	12.80	12.00	165	164	175
8	8.23	1.55	0.00	74.05	72.09	86.09	17.72	26.36	13.91	158	129	115
All Grades	11.15	6.83	13.45	71.52	74.40	73.79	17.34	18.77	12.76	323	293	290

Areas of Strength: Identify key strengths based on the data. Where are students performing well or showing improvement?

Overall Language Development

The percentage of students performing at Level 3 or Level 4 in Overall Language increased from 52.04% in 2023-24 to 58.97% in 2024-25, demonstrating overall growth in English language proficiency.
The percentage of students performing at Level 2 or Level 1 decreased from 47.96% to 41.03%, indicating progress toward English language acquisition.

Oral Language

Oral Language remains a relative strength, with 72.41% of students scoring at Level 3 or Level 4 in 2024-25.
Grade 7 students demonstrated particularly strong Oral Language performance, with 76.00% scoring at Level 3 or Level 4.

Listening

Listening performance improved significantly schoolwide.
Students performing at the Beginning level decreased from 28.91% in 2023-24 to 15.52% in 2024-25.
Students performing at the Well Developed level increased from 17.35% to 20.34%.
Both Grade 7 and Grade 8 showed substantial reductions in students performing at the Beginning level.

Writing Domain

Writing showed notable growth across the school.
Students performing at the Well Developed level nearly doubled, increasing from 6.83% in 2023-24 to 13.45% in 2024-25.
Students performing at the Beginning level decreased from 18.77% to 12.76%, indicating improvement in written language development.

Grade 7 Growth

Grade 7 students demonstrated improvement in Overall Language proficiency, increasing the percentage of students scoring at Level 3 or Level 4 from 60.60% to 65.71%.
Grade 7 also showed gains in Writing, with students performing at the Well Developed level increasing from 10.98% to 22.29%.

Grade 8 Growth

Grade 8 students demonstrated growth in Overall Language proficiency, increasing the percentage of students scoring at Level 3 or Level 4 from 41.08% to 48.69%.
Grade 8 showed substantial improvement in Listening, reducing the percentage of students at the Beginning level from 33.33% to 15.65%.
Grade 8 also improved in Written Language, reducing the percentage of students at Level 1 from 59.69% to 38.26%.

Potential Areas of Growth: Identify key areas for growth based on the data. Where are students underperforming, stagnant, or declining?

Overall English Language Proficiency

While more students are performing at ELPAC Level 3, only 22.76% of students achieved Level 4, and 41.03% of students remain at Levels 1 and 2, indicating a continued need to accelerate language acquisition and move students toward full proficiency.

Reading Domain

Reading remains the school's greatest area of need.
Schoolwide, 53.79% of students scored at the Beginning level, meaning more than half of English Learners continue to struggle with reading comprehension and academic vocabulary.
Grade 8 performance is particularly concerning, with 61.74% of students scoring at the Beginning level in Reading.
Despite some improvement from 2023-24, reading continues to be the weakest domain across grade levels.

Written Language

Although improvement was noted, Written Language continues to be an area of need.
Schoolwide, only 12.07% of students achieved Level 4, while 65.52% remain at Levels 1 and 2.
Grade 8 students demonstrated limited growth, with only 4.35% reaching Level 4 and 72.17% performing at Levels 1 and 2.

Writing Domain

Writing performance remains inconsistent across grade levels.
While overall improvement occurred, 73.79% of students remain only somewhat/moderately developed, indicating many students have not yet reached advanced writing proficiency.
Grade 8 had 0% of students performing at the Well Developed level, highlighting a significant need for targeted writing instruction and language development support.

Speaking Domain

Speaking showed a decline schoolwide.
Students performing at the Well Developed level decreased from 67.01% to 61.11%.
The percentage of students performing at the Beginning level remained relatively high at 12.85%, suggesting a need for increased opportunities for academic discourse, structured conversations, and oral language development.

Grade 8 English Learners

Grade 8 students continue to demonstrate the greatest overall need across multiple domains.
Performance declined in Overall Language Level 4, Oral Language, Writing, and Reading.
These results suggest the need for targeted interventions, language supports, and increased opportunities to engage with grade-level academic content.

Oral Language

While Oral Language remains a relative strength, the percentage of students performing at Level 4 has remained relatively stagnant over the past three years.
Additional focus is needed to move students from Level 3 into Level 4 proficiency through academic language development and structured speaking opportunities.

Based on this analysis, what should be prioritized for improvement?

Strengthen reading comprehension and academic vocabulary development.
Increase writing opportunities across all content areas.
Expand structured student discourse and academic conversations.
Provide targeted support for Grade 8 English Learners.
Utilize designated and integrated ELD strategies consistently across classrooms.
Increase opportunities for students to engage in research, analysis, and evidence-based writing.
Continue monitoring progress toward moving students from Level 3 to Level 4 proficiency.

School and Student Performance Data

Student Population

The 2025 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.

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
952	**95.8%**	**34.2%**	**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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	326	34.2%
Foster Youth	4	0.4%
Homeless	42	4.4%
Socioeconomically Disadvantaged	912	95.8%
Students with Disabilities	157	16.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	47	4.9%
American Indian	0	0.0%
Asian	5	0.5%
Filipino	3	0.3%
Hispanic	871	91.5%
Two or More Races	6	0.6%
Pacific Islander	0	0.0%
White	18	1.9%

Areas of Strength: Identify key strengths based on the data. Where are students performing well or showing improvement?

Student Enrollment and Access:

Pinacate Middle School continues to serve a large and diverse student population of 952 students. The school remains committed to providing access and support for all students, including several historically underserved student groups.

Support for English Learners:
English Learners comprise 34.2% of the student population (326 students), demonstrating Pinacate's significant experience in serving multilingual learners. The school has established systems and supports to address the academic and language development needs of English Learners through designated and integrated instructional practices.

Support for Socioeconomically Disadvantaged Students:
Pinacate serves a highly diverse socioeconomic population, with 95.8% of students identified as Socioeconomically Disadvantaged. Despite this high percentage, the school continues to provide comprehensive academic, social-emotional, and intervention supports to ensure equitable access to educational opportunities.

Inclusive Educational Environment:
Pinacate serves a variety of student groups, including Students with Disabilities (16.5%), Homeless Youth (4.4%), Foster Youth (0.4%), and English Learners (34.2%). The school maintains systems of support designed to meet the unique needs of these student populations.

Culturally Responsive School Community:
The student population is predominantly Hispanic (91.5%), allowing the school to build strong connections with families and implement culturally responsive practices that support student engagement and achievement.

Commitment to Equity:
The demographic profile reflects Pinacate's commitment to serving all students regardless of background or circumstance. The school continues to prioritize equitable access to instruction, intervention, enrichment opportunities, and student supports.

Potential Areas of Growth: Identify key areas for growth based on the data. Where are students underperforming, stagnant, or declining?

English Learner Achievement:
English Learners represent 34.2% of the student population. Continued focus is needed to ensure English Learners make progress toward English proficiency and achieve at levels comparable to their peers across all academic content areas.

Students with Disabilities:
Students with Disabilities comprise 16.5% of the student population. Continued efforts are needed to provide targeted academic interventions, inclusive instructional practices, and support systems that improve academic outcomes and increase access to grade-level standards.

Socioeconomically Disadvantaged Students:
With 95.8% of students identified as Socioeconomically Disadvantaged, many students may face challenges that impact academic performance, attendance, and access to resources. Continued emphasis on intervention, family engagement, and student support services remains critical.

Attendance and Student Stability:
Homeless Youth account for 4.4% of the student population. These students may experience barriers related to attendance, mobility, and access to academic support. Continued efforts to identify needs early and provide wraparound services will help improve student outcomes.

Targeted Support for At-Risk Students:
The demographic profile indicates a significant number of students who may require additional academic, behavioral, and social-emotional supports. Strengthening Tier 2 and Tier 3 interventions will help ensure students receive timely and appropriate assistance.

Family Engagement:
Given the high percentage of English Learners and Socioeconomically Disadvantaged students, continued growth in family engagement opportunities can strengthen school-home partnerships and improve student achievement, attendance, and overall school connectedness.

College and Career Readiness:
As Pinacate prepares students for high school and beyond, continued focus on academic achievement, student engagement, and future readiness skills will help ensure all students are prepared for post-secondary opportunities.

Based on this analysis, what should be prioritized for improvement?

Strengthen achievement for English Learners through language development and academic vocabulary.
Improve academic outcomes for Students with Disabilities through targeted supports and inclusive practices.
Increase student proficiency in Reading, Writing, and Mathematics.
Strengthen Tier 2 and Tier 3 interventions with consistent progress monitoring.
Improve student engagement, attendance, and connectedness.
Expand family engagement and communication, particularly for at-risk student groups.
Continue preparing students for high school, college, and career readiness.
Maintain a focus on high-quality Tier 1 instruction in every classroom.
Increase opportunities for student discourse, critical thinking, and problem-solving.
Utilize data to identify learning gaps and provide timely academic support.

School and Student Performance Data

Overall Performance

The 2025 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.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Green
Mathematics  Orange		
English Learner Progress  Yellow		

Areas of Strength: Identify key strengths based on the data. Where are students performing well or showing improvement?

English Learner Progress is rated Yellow on the 2025 California School Dashboard, indicating that English Learners are making progress toward English proficiency and demonstrating growth over time.
Chronic Absenteeism is also rated Yellow, reflecting improvement efforts and indicating that attendance systems and interventions are positively impacting student attendance.

Pinacate maintained performance levels above the lowest performance category in all reported indicators, demonstrating continued progress and stability across multiple measures.
The school's focus on attendance, student support, and intervention systems has contributed to improvement in student engagement and English Learner outcomes.
English Learner Progress continues to be a relative strength compared to other academic indicators, suggesting that supports for language development are helping students make measurable gains.
The school has established systems for monitoring attendance, supporting students, and partnering with families to improve student engagement and access to learning.
Despite serving a high percentage of Socioeconomically Disadvantaged students and English Learners, Pinacate continues to demonstrate growth in key indicators and remains focused on continuous improvement.
Schoolwide efforts to support student attendance and language acquisition provide a strong foundation for future academic growth in English Language Arts and Mathematics.

Potential Areas of Growth: Identify key areas for growth based on the data. Where are students underperforming, stagnant, or declining?

English Language Arts and Mathematics are both rated Orange on the 2025 California School Dashboard, indicating that academic achievement remains a significant area of need and should be a primary focus for improvement efforts.
Student performance in English Language Arts continues to lag behind state expectations, suggesting a need for increased emphasis on reading comprehension, writing, academic vocabulary, and literacy across content areas.
Mathematics achievement remains an area of concern, indicating a need to strengthen conceptual understanding, problem-solving, mathematical discourse, and intervention supports for struggling learners.
English Learner Progress is rated Yellow, indicating moderate performance; however, additional efforts are needed to accelerate language acquisition and move more students toward full English proficiency.
Chronic Absenteeism remains rated Yellow, suggesting that while systems are in place, continued attention is needed to improve student attendance and reduce instructional time lost due to absences.
Achievement gaps may persist among student groups such as English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and other historically underserved populations. Continued monitoring and targeted support are needed to ensure equitable outcomes.
Strengthening Tier 1 instruction across all classrooms should remain a priority to ensure students receive rigorous, standards-aligned instruction and access to grade-level content.
Additional opportunities for intervention, progress monitoring, and data-driven decision-making are needed to support students performing below grade level.

Based on this analysis, what should be prioritized for improvement?

- English Language Arts achievement
- Mathematics achievement
- English Learner Progress
- Chronic Absenteeism
- Tier 1 instructional practices
- Intervention and progress monitoring systems
- Closing achievement gaps among student groups
- Student engagement and attendance
- Literacy and numeracy development across all content areas

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 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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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.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
1	6	0	0	0

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	 Orange
80.2 points below standard	91 points below standard	119.5 points below standard
Increased 13.5 points	Increased 28.3 points	Increased 18.9 points
843 Students	442 Students	263 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Orange	 Orange
Fewer than 11 students - No Data for Privacy	96.2 points below standard	81.2 points below standard
5 Students	Increased 13.9 points	Increased 12.8 points
	36 Students	810 Students

Students with Disabilities	African American	American Indian
 Orange	 Red	 No Performance Color
147 points below standard	117.6 points below standard	0 Students
Increased 17.5 points	Declined 13.4 points	
142 Students	36 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	79.5 points below standard
5 Students	2 Students	Increased 14.8 points
		783 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	102.3 points below standard
5 Students	1 Student	Declined 3.5 points
		14 Students

Areas of Strength: Identify key strengths based on the data. Where are students performing well or showing improvement?

All students increased 13.5 points (orange) ELA

LTEL students had the greatest increase of 18.9 points ELA

EL students obtained the highest increase in ELA 28.3 points

SWD students increased 17.5 points in ELA

Potential Areas of Growth: Identify key areas for growth based on the data. Where are students underperforming, stagnant, or declining?

All groups increased except AA -19.9 very low (red) and SWD -10.1 in math

Based on this analysis, what should be prioritized for improvement?

All subgroups wil continue to be prioritized for improvement as all students are still 80.2 points below standard

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	5	0	0	0

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	 Orange
137.3 points below standard	142 points below standard	169.2 points below standard
Increased 3.4 points	Increased 18.6 points	Increased 12.6 points
845 Students	447 Students	260 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Orange	 Orange
Fewer than 11 students - No Data for Privacy	155.3 points below standard	138.1 points below standard
5 Students	Increased 9.7 points	Increased 3.3 points
	36 Students	811 Students

Students with Disabilities	African American	American Indian
 Red	 Red	 No Performance Color
209.6 points below standard	185.1 points below standard	0 Students
Declined 10.1 points	Declined 19.9 points	
141 Students	36 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	135.8 points below standard
5 Students	2 Students	Increased 4.1 points
		786 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	183.1 points below standard
5 Students	0 Students	Declined 66.9 points
		14 Students

Areas of Strength: Identify key strengths based on the data. Where are students performing well or showing improvement?

All students increased 3.4 points in (orange) Math
LTEL students had the greatest increase of 12.8 points Math

Potential Areas of Growth: Identify key areas for growth based on the data. Where are students underperforming, stagnant, or declining?

All groups increased except African Americans -19.9 very low (red) and Students With Disabilities -10.1 in math

Based on this analysis, what should be prioritized for improvement?

All subgroups wil continue to be prioritized for improvement as all students are still 137.3 points below standard

School and Student Performance Data

Academic Performance
Science

The 2025 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
3	2	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Red	 Red
37.6 science points	34.3 science points	27.7 science points
Maintained -0.1 points	Maintained 0.7 points	Maintained -1 points
418 Students	208 Students	103 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	28.8 science points	37.5 science points
3 Students	Declined 6.2 points	Maintained 0.1 points
	24 Students	403 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
24 science points	33.9 science points	0 Students
Maintained -0.8 points	Maintained -0.3 points	
71 Students	17 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	0 Students	37.6 science points
2 Students		Maintained -0.2 points
		390 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
4 Students	0 Students	4 Students

Areas of Strength: Identify key strengths based on the data. Where are students performing well or showing improvement?

Potential Areas of Growth: Identify key areas for growth based on the data. Where are students underperforming, stagnant, or declining?

Based on this analysis, what should be prioritized for improvement?

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Yellow	Yellow
56.5 making progress.	56.8 making progress.
Number Students: 269 Students	Number Students: 220 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.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
9.7%	34%	0%	56.3%

Areas of Strength: Identify key strengths based on the data. Where are students performing well or showing improvement?

56.5 % of students are still performing well.

Potential Areas of Growth: Identify key areas for growth based on the data. Where are students underperforming, stagnant, or declining?

There was a slight decrease of 2.8%.

Based on this analysis, what should be prioritized for improvement?

Continue to utilize resources to make progress for all EL students.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Areas of Strength: Identify key strengths based on the data. Where are students performing well or showing improvement?

No data provided for middle schools.

Potential Areas of Growth: Identify key areas for growth based on the data. Where are students underperforming, stagnant, or declining?

Based on this analysis, what should be prioritized for improvement?

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Yellow	 Yellow
36.6% Chronically Absent	32.5% Chronically Absent	36.7% Chronically Absent
Declined 5	Declined 7.8	Declined 6.6
1027 Students	372 Students	294 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Orange	 Yellow
Fewer than 11 students - No Data for Privacy	50% Chronically Absent	37.5% Chronically Absent
10 Students	Declined 7.9	Declined 4.8
	48 Students	983 Students

Students with Disabilities	African American	American Indian
 Orange	 Red	 No Performance Color
43.8% Chronically Absent	54.5% Chronically Absent	0 Students
Declined 2.9	Increased 4.5	
178 Students	55 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	35.6% Chronically Absent
5 Students	3 Students	Declined 5.1
		930 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
46.2% Chronically Absent	Fewer than 11 students - No Data for Privacy	35% Chronically Absent
Declined 20.5	1 Student	Maintained -0.3
13 Students		20 Students

Areas of Strength: Identify key strengths based on the data. Where are students performing well or showing improvement?

All students Chronic absenteeism decreased -5%

Potential Areas of Growth: Identify key areas for growth based on the data. Where are students underperforming, stagnant, or declining?

African American subgroup chronic absenteeism rate increased 4.5%

Based on this analysis, what should be prioritized for improvement?

Outreach should be focused on the African American subgroup.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Areas of Strength: Identify key strengths based on the data. Where are students performing well or showing improvement?

Not applicable for middle schools.

Potential Areas of Growth: Identify key areas for growth based on the data. Where are students underperforming, stagnant, or declining?

Based on this analysis, what should be prioritized for improvement?

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 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.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	6	0

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Green	 Green
4% suspended at least one day	3.4% suspended at least one day	3.7% suspended at least one day
Declined 5.7%	Declined 6.1%	Declined 6.9%
1059 Students	378 Students	299 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Green	 Green
0% suspended at least one day	2% suspended at least one day	4% suspended at least one day
Declined 9.1%	Declined 10.7%	Declined 6%
14 Students	51 Students	1013 Students

Students with Disabilities	African American	American Indian
 Green	 Yellow	 No Performance Color
7.7% suspended at least one day	11.9% suspended at least one day	0 Students
Declined 4.6%	Declined 5.6%	
182 Students	59 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	3.2% suspended at least one day
5 Students	3 Students	Declined 5.7%
		954 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
14.3% suspended at least one day	Fewer than 11 students - No Data for Privacy	8.7% suspended at least one day
Declined 6.8%	1 Student	Increased 8.7%
14 Students		23 Students

Areas of Strength: Identify key strengths based on the data. Where are students performing well or showing improvement?

All students' suspension rate decreased -5.7 %

Potential Areas of Growth: Identify key areas for growth based on the data. Where are students underperforming, stagnant, or declining?

African American suspension rate was 11.9% compared to all students 4%

Based on this analysis, what should be prioritized for improvement?

Resources should continue to be prioritized for all students to continue decreasing 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.

All groups increased except AA, which decreased -13.4 points very low (red) in ELA
All groups increased except AA -19.9 very low (red) and SWD -10.1 in math

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
Academic Indicator: ELA	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. 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	The overall ELA performance to be 88.8 points below standard (Orange status.)
Academic Indicator: Mathematics	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. 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	The overall ELA performance to be 135.8 points below standard (Orange status.)

	Long-Term English Learners: 181.8 points below standard (Red), declined by 3.7 points	
ELPAC Data	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%. English Learners: 59.3% making progress (Yellow), declined by 5.6% (Number of Students: 270) Long-Term English Learners: 59.4% making progress (Yellow), declined by 7% (Number of Students: 239)	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	Title I 4000-4999: Books and Supplies, Materials & Supplies that support and supplies for teachers to use in the classroom to improve instructional strategies, including, but not limited to, supplies such as white boards, technological devices, paper, ink cartridges, supplemental notebooks, subscriptions, items for meetings, online resources, students with access to supplemental support in core and elective courses such as technology and materials.	All Students	24,700 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.
1.2	Support Teachers with Professional Development: Provide teachers with targeted professional development on differentiated instruction, culturally responsive teaching, EL strategies, classroom best practices, Technology and effective classroom management. Provide teachers release time with instructional coaches that will model best practices, support lesson planning, and help teachers implement strategies that improve student engagement and achievement. Provide Release Time, Sub Costs and extra duty for department collaborations. Continue developing and refining common assessments, pacing guides, grading practices, and rubrics across all departments and subject areas to ensure consistency, provide timely feedback to students, and enhance student learning during course team collaboration/pull out days. (Identify how many teachers x days x $310 with benefits for full day)	All Students	2,000 Title I 1000-1999: Certificated Personnel Salaries Release time, sub cost, teacher extra duty 1,000 Title I 3000-3999: Employee Benefits Benefits paid in Object code 1000s 6,000 Title I 5000-5999: Services And Other Operating Expenditures Conferences and workshops

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.3	Provide Targeted Interventions: Offer in-school and after-school tutoring focused on foundational reading and math skills.	All Students	6,000 Title I 1000-1999: Certificated Personnel Salaries Release time, sub cost, teacher extra duty 1,000 Title I 3000-3999: Employee Benefits Benefits paid in Object code 1000s

Annual Review

SPSA Year Reviewed: 2025-26

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 andSupplemental 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 high school readiness and 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.

African American (AA) Students – ELA
Decreased 13.4 points – Very Low (Red)

All students decreased 13.5 points

Current status: -117.6 DFS compared to -80.2 DFS for all students

African American (AA) Students – Math
Decreased 19.9 points – Very Low (Red)

All students decreased 3.4 points

Current status: -185.1 DFS compared to -137.3 DFS for all students

Students with Disabilities (SWD) – Math
Decreased 10.1 DFS, while all students increased 3.4 DFS

Current status: -209.6 DFS compared to -137.3 DFS for all students

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
Pinacate Middle School will implement a High School Readiness (HSR) tiered support system each grading period to monitor student progress in attendance, behavior, and academics (“A, B, & C’s”) and provide timely interventions based on student performance. Tier 1 – Universal Support (2.0–4.0 GPA / no D’s or F’s in core classes) Identify students earning a 2.0–4.0 GPA with no D’s or F’s in core classes (Math, ELA, Science, and History) each grading period. Recognize eligible students through HSR awards and positive incentives to reinforce academic achievement and high school readiness expectations. Continue promoting strong attendance, positive behavior, and academic success schoolwide. Tier 2 – Targeted Academic Intervention (2.0–4.0 GPA with D/F in core classes) Identify students earning a 2.0–4.0 GPA who have one or more D’s or F’s in core classes each grading period. Provide targeted academic supports, including: After-school tutoring Peer tutoring / Tutor Me support Study skills and goal-setting groups through counseling Monitor student progress and communicate intervention opportunities with students and families. Tier 3 – Intensive Intervention (0.00–1.99 GPA) Identify students earning a 0.00–1.99 GPA each grading period. Provide intensive interventions, including: After-school tutoring Peer tutoring / Tutor Me support Individual counselor meetings focused on goal setting and academic planning Monitor progress regularly and partner with families to develop academic improvement plans. Reinforce eligibility expectations connected to promotion, extracurricular participation, and school activities.	(Current 8th Grade Students - 2024 7th Grade - Data) PMS 24/25 - S1 - 6 WKS 7th GRADE Tier COUNT % of Population Tier 1 207 44.23% Tier 2 182 38.89% Tier 3 79 16.88% Grand Total 468 100.00% (Current 8th Grade Students - 2026 8th Grade - Data) PMS 25/26 - S2 - 12 WKS 8th GRADE Tier COUNT % of Population Tier 1 176.00 39.29% Tier 2 84.00 18.75% Tier 3 188.00 41.96% Grand Total 448.00 100.00%	Currently the 2024/2025 and 2025/2026 Cohort has 39% students in Tier 1. We want to increase the amount of Tier 1 students annually by 3%

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	Students will demonstrate improved academic engagement and achievement through increased participation in college and career readiness and High School Ready activities. These opportunities will include college and university field trips, high school readiness materials, college preparation resources, career exploration workshops and field trips, guest speakers, and structured academic guidance experiences. These activities will help students understand future pathways, strengthen academic purpose, and improve motivation, particularly for students who are failing or at risk of failing.	All Students	1632 Title I 4000-4999: Books And Supplies 1,000 Title I 5000-5999: Services And Other Operating Expenditures Transportation cost for field trips

Annual Review

SPSA Year Reviewed: 2025-26

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 2025 California School Dashboard and local data reveals that suspension rates are an area of improvement at Pinacate Middle School. The overall suspension rate is 4% (green status), and it has decreased by 5.7%. More concerning is the disproportional impact on specific student groups, with one student group in the yellow performance level. African-American

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	2024-2025 CA Dashboard: The overall chronic absenteeism rate is 41.6% (Yellow status), and it has declined by 5.6%. Homeless students: 57.9% (Red), increased by 4.3% African American students: 50% (Orange), declined by 8.5% Students with Disabilities: 46.7% (Yellow), declined by 9.1% Long-Term English Learners: 43.3% (Orange), declined by 1.4% Socioeconomically Disadvantaged students: 42.3% (Yellow), declined by 5.5% Hispanic students: 40.7% (Yellow), declined by 5.4% English Learners: 40.3% (Orange), declined by 2.7%	Goal: Reduce Overall Chronic Absenteeism by 1% (from 41.6% to 40.6%)
Suspensions	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% 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%	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	Students will receive targeted Tier 2 and Tier 3 behavioral and social-emotional supports to increase instructional time, improve classroom engagement, reduce repeated disciplinary referrals, and improve student attendance . Interventions will include behavior intervention plans, small-group counseling, mentoring, and	All Students	10,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Consultant Contracts for Tier 2 and 3 services including ,

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	check-in/check-out supports for students identified through discipline and attendance data as needing additional assistance. These supports will help remove barriers to learning and improve students' ability to access core instruction.		guest speakers, mentorship, and social emotional counseling and therapy. 1,000 Title I 4000-4999: Books And Supplies Supplies for mentorship, and social emotional counseling and therapy.
3.2	Provide ongoing professional development from conferences and consultants for staff focused on , strengthening a positive school culture and climate, including topics such as alternative to suspension, relationship-building, restorative practices, culturally responsive teaching, and effective behavior supports.	Al Students	20,000 Title I 5800: Professional/Consulting Services And Operating Expenditures
3.3	Provide staff release time and extra duty to support school culture and climate by allowing teams to collaborate or individual teachers/staff to identify and support Tier 2 and Tier 3 students, analyze data, develop and monitor targeted interventions, conduct student check-ins, and plan student engagement, recognition, and incentive activities that promote a positive and inclusive school environment. (Identify how many teachers x days x $310 with benefits for full day)	All Students	4,000 Title I 1000-1999: Certificated Personnel Salaries 1,000 Title I 2000-2999: Classified Personnel Salaries 1,000 Title I 3000-3999: Employee Benefits
3.5			

Annual Review

SPSA Year Reviewed: 2025-26

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 Tier 2 and Tier 3 interventions were implemented consistently throughout the school year using a data-driven referral process based on discipline, attendance, and teacher input. Identified students received targeted supports that included behavior intervention plans, small-group counseling, mentoring, and check-in/check-out sessions. Counselors, administrators, and support staff collaborated to monitor student progress and adjust interventions as needed.

Overall, these strategies were effective in reducing repeated behavioral incidents and increasing instructional time for participating students. Students who engaged in mentoring, counseling groups, and structured check-in/check-out demonstrated improved classroom engagement and fewer disruptions to learning. Behavioral expectations became

clearer, and individualized support helped students build the social-emotional skills necessary to access core instruction. Ongoing progress monitoring allowed staff to identify successful practices, refine intervention plans, and provide timely support to students with the highest needs.

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%n 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	Community Liaison:Family engagement is a critical factor in student academic success. A Community Liaison will serve as a bridge between home,	All Students	49,424 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	school, and community by providing outreach, translation support, parent education, and access to resources that directly support student learning and academic engagement.		2000-2999: Classified Personnel Salaries Community Liaison
4.2			

Annual Review

SPSA Year Reviewed: 2025-26

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 LTEL- "Very Low" status Decreased 14.6 pts to -170.2 dfs	2025 ELA Academic Indicator EL- "Low" Status Orange- Increase by 3 points for Very Low Status 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	Targeted EL supports will be implemented to strengthen designated and integrated ELD instruction, increase access to language-rich academic learning experiences, and accelerate progress toward English proficiency. These supports will focus on high-impact instructional strategies, language development, and scaffolding of core curriculum to ensure EL students can successfully engage in grade-level content.	English Learners	2,000 Title I 4000-4999: Books And Supplies Materials, supplies, and incentives that support EL language Acquisition

Annual Review

SPSA Year Reviewed: 2025-26

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	$131,756.00
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	$131,756.00

Subtotal of additional federal funds included for this school: $131,756.00

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 ($)

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

Total of federal, state, and/or local funds for this school: $131,756.00

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	131,756.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	12,000.00
2000-2999: Classified Personnel Salaries	50,424.00
3000-3999: Employee Benefits	3,000.00
4000-4999: Books And Supplies	29,332.00
5000-5999: Services And Other Operating Expenditures	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	30,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	12,000.00
2000-2999: Classified Personnel Salaries	Title I	50,424.00
3000-3999: Employee Benefits	Title I	3,000.00
4000-4999: Books And Supplies	Title I	29,332.00
5000-5999: Services And Other Operating Expenditures	Title I	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	30,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	40,700.00
Goal 2	2,632.00
Goal 3	37,000.00
Goal 4	49,424.00
Goal 5	2,000.00

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

5 Parent or Community Members

2 Secondary Students

Name of Members	Role
ChaKwan Jones	Principal
Brenda Dizon-Harris	Classroom Teacher
Blake Burnett	Classroom Teacher
Sebastian Siojo	Classroom Teacher
Gerardo Juarez	Other School Staff
Grace Figueroa Linares	Secondary Student
Ofelia Ortiz	Secondary Student
Johana Gonzalez	Parent or Community Member
Thomas Guzman	Parent or Community Member
Isuara Rodriguez	Parent or Community Member
Reecca Moon-Stone	Parent or Community Member
Griselda Gonzalez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Departmental 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 04/21/2026.

Attested:

	Principal, ChaKwan Jones on June 3
	SSC Chairperson, ChaKwan Jones on June 3

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.
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.

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 the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

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.

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 (S*ections: 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 (Se*ctions: 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 (S*ections: 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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