



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Silverado Middle School	28662666058796	October 15, 2019	

Purpose and Description

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

Schoolwide Program

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

We plan to align with the NVUSD Strategic Plan in our site goals and budgets for the 2019-20 school year. We build and implement goals with our teacher teams, site council, parent groups, wellness team, and administrative team.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

We use surveys to find out information about our bell schedule which we constructed using an interest-based problem solving process. The survey will be administered in the spring 2020; results will be analyzed through the bell schedule committee. Information and feedback from our parent group will be collected via meetings and again given to the bell schedule committee.

Classroom Observations

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

The California Standards for the Teaching Profession frames the focus in formal teacher conferencing, observations, reflective conversations, and evaluation of all teachers. The administrative team and academic specialist conducts regularly scheduled Learning Walks within classrooms to gauge consistency and effectiveness of instruction and to support teachers by providing constructive feedback aligned with our school goals. The leadership team consistently observes high impact teaching strategies and student clarity around their learning, in an environment where the students feel safe to learn and explore content. Students actively use computer technology within the classroom through school devices to deepen their learning. Students are observed collaborating, thinking critically about content, communicating through writing and speaking, and working to achieve their goals.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

All students participated in required state assessments in 2018-19 including CAASPP, CASTGrade 8 Science, ELPAC, and CAA. The ELPAC test was administered to all English Learners, as required. Local assessments include Reading and Math Inventory (RI and MI) given three times throughout the year.

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

Grade, discipline, attendance data are analyzed in professional learning cohorts of teachers in addition to curriculum embedded and aligned content assessments which help to measure individual student growth (one year's growth in one year's time)

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff are highly qualified.

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

Our ELA Team continues to receive support around the recent Study Sync core materials adoption. We are currently piloting curriculum for science. Our academic specialist provides ongoing training to staff throughout the year; as do the academic specialist at the district level.

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

Staff continue to receive professional development in common core in the content areas through their work with district / site academic specialists (social studies, science, math, ELD/ELA). Specifically, we have received support in the area of proficiency scales in math and ELA, ELD standards in all content areas, and NGSS standards and pilot materials in science. In addition, all staff have worked with Michael McDowell on Rigorous PBL, high leverage teaching strategies and developing assessment capable learners in our classrooms.

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

School administrators and teacher teams receive ongoing support from the instructional division at the district office, including centralized professional learning opportunities during early release Wednesdays and two professional learning days during the school year. In addition, Karen Junker and Michael McDowell serve as coaches to our staff via on/off site training and coaching based on district and site goals.

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

The master schedule of classes is organized so that content /grade level teachers have a common preparatory period through which they collaborate. Once a week, we have an early release day so that every other week content teams then grade level teams collaborate. Grade level teams focus on campus culture, MTSS/PBIS, Tier I interventions, attendance/tardy data, CA Healthy Kids data, and AVID school wide. Content teams focus on grade data, MI/RI, CAASPP and ELPAC data, vertical alignment, proficiency scales, success criteria, one year's growth in one year's time, student work, curriculum adoption/implementation.

Teaching and Learning

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

Curriculum and instruction materials are aligned to common core standards. Pacing guides and proficiency scales aligned with content and performance standards as well.

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

Students receive required instructional minutes per the requirement and interventions aligned with NVUSD Plan for Student Placement.

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

Scope and sequence is provided through teacher developed pacing using adopted and supplemental materials. We follow the Master Plan for Student Placement document publish via the NVUSD Instructional Division. Our master schedule is flexible in that we offer Designated ELD to 100% of our EL Students for the purpose of supporting their re-designation, math intervention, and 3 different leadership classes (one in partnership with On The Move and the NVUSD Cowell Grant for the purpose of closing the achievement gap).

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

All students have Williams compliant resources for use at school and at home.

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

Core program resources are SBE-adopted and common core-aligned; however, we are in transition to new next generation science standards. Staff will determine supplemental needs.

Opportunity and Equal Educational Access

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

After school programs are provided through NCOE ACE, Americorps mentors; intervention programs and ELD are provided during the school day. Summer school, migrant funds and Indian Education tutors provide additional learning opportunities.

Evidence-based educational practices to raise student achievement

Integrated and designated ELD is offered to 100% of our English Learners using the district adopted curriculum Study Sync. Math Tutorial classes are offered using the adopted Math 180 Program. In addition, all staff have been trained by Michael McDowell using practices developed through his research and publish materials as well as the research and published works of John Hattie. We continue participating in the district led professional development around ELD and Positive Behavior Supports, Restorative Practices and Multi-Tiered Systems of Support (MTSS) we see activities such as school wide behavior expectations, conflict mediation, wellness center services, discipline practices and classroom management strategies in our classrooms as a result of this researched based work all in the service of positive classroom environment through which students achieve at high levels.

Parental Engagement

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

We are partnered with On The Move through our Cowell Grant serving all students in achieving at high levels, but specifically the students from Shearer, McPherson, and Phillips Elementary Schools. We offer a Leadership class focused on supporting under-achieving students in their educational and social-emotional growth through this partnership. We also have a Whole Foods Grant working with our Garden Teacher and NVUSD NOSH focused on Farm to Table - this work on healthy foods fuels our minds and bodies to be ready for learning.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council and ELAC evaluate services to students.

Funding

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

ELD classes, Math 180 classes, after school tutoring, Saturday school and instructional aide support .

Fiscal support (EPC)

All budgets support school goals. Additional funds provided through base (0000), supplemental (0003). Silverado Middle School operates as a School-Based Coordinated Program providing instructional and auxiliary services as described herein to meet the needs of English learners, educationally disadvantaged youth, gifted and talented students, and students with exceptional needs.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school site council and teacher leadership team provided input and feedback throughout the course of last spring and this fall on the development of the SPSA plan. We have a practice of reviewing data throughout the year and budgets annually. We also work closely with our wellness team, parent groups and administrative team.

Resource Inequities

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

Due to the 7 period day transition, we have had a significant decrease in staffing allocation resulting in reduced access to college going electives and in the case of English Learners who are required to take ELD, no elective at all. Due to a national teacher shortage, we have struggled in hiring full time teachers for open positions.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	%	0.11%	0.12%		1	1
African American	1.0%	0.78%	0.47%	8	7	4
Asian	0.6%	0.56%	0.71%	5	5	6
Filipino	1.1%	0.78%	0.59%	9	7	5
Hispanic/Latino	60.8%	64.25%	67.14%	500	575	570
Pacific Islander	0.1%	0.34%	0.12%	1	3	1
White	32.9%	30.28%	28.86%	270	271	245
Multiple/No Response	0.1%	%	%	1		
Total Enrollment				822	895	849

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 5		1	
Grade 6	220	325	258
Grade 7	305	279	317
Grade 8	297	290	274
Total Enrollment	822	895	849

Conclusions based on this data:

1. The percentage of Hispanic/Latino students is increasing each year while the white population is decreasing.
2. In 2017-18 we experienced an increase in overall student enrollment due in large part to the addition of the Phillips Elementary 6th grade class. When Phillips Elementary (a main feeder to SMS) transitioned to a K-5 school, the 6th grade class entered SMS causing an increase in our enrollment that year. Enrollment continues to decrease the next year. Staffing and budget allocations are impacted by our enrollment.
3. The student group data remained somewhat static between 16-17 and 17-18 except for the Hispanic/Latino population which increase by 75 students in one year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	146	211	204	17.8%	23.6%	24.0%
Fluent English Proficient (FEP)	270	285	280	32.8%	31.8%	33.0%
Reclassified Fluent English Proficient (RFEP)	28	33	45	19.2%	22.6%	21.3%

Conclusions based on this data:

1. The number of English Learners increased significantly during the 17-18 school year; this coincides with our Hispanic/Latino student group increase.
2. The number of FEP also increased between 16-17 and 17-18 but not as significantly as the EL student group.
3. As the number of ELs has increase so has our capacity to support them in meeting the requirements of reclassification/ re-designation; we see this in the steady increase in the percent of students reclassified- we have maintained this growth even though the metric for determining reclassification eligibility moved from 3 to 4 this past year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	221	321	254	220	314	246	219	314	246	99.5	97.8	96.9
Grade 7	296	270	314	284	267	303	284	267	303	95.9	98.9	96.5
Grade 8	293	283	273	285	272	263	285	272	264	97.3	96.1	96.3
All Grades	810	874	841	789	853	812	788	853	813	97.4	97.6	96.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2489.	2481.	2494.	10.05	8.92	13.01	23.29	27.39	24.39	26.03	21.66	23.58	40.64	42.04	39.02
Grade 7	2493.	2506.	2491.	5.99	8.24	6.27	23.94	27.72	26.07	25.35	25.47	19.14	44.72	38.58	48.51
Grade 8	2528.	2518.	2519.	8.77	7.35	8.75	26.32	25.74	24.71	32.28	29.78	27.76	32.63	37.13	38.78
All Grades	N/A	N/A	N/A	8.12	8.21	9.11	24.62	26.96	25.12	28.05	25.44	23.28	39.21	39.39	42.49

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	10.96	9.55	16.67	47.95	40.45	35.37	41.10	50.00	47.97
Grade 7	10.21	13.86	12.33	41.55	37.08	37.00	48.24	49.06	50.67
Grade 8	14.04	13.24	13.31	45.26	41.91	41.83	40.70	44.85	44.87
All Grades	11.80	12.08	13.97	44.67	39.86	38.07	43.53	48.07	47.96

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	16.44	14.33	12.20	38.36	37.90	55.69	45.21	47.77	32.11
Grade 7	15.90	18.73	13.25	43.46	45.69	45.70	40.64	35.58	41.06
Grade 8	16.49	13.97	14.83	46.32	42.28	51.33	37.19	43.75	33.84
All Grades	16.26	15.59	13.44	43.07	41.74	50.55	40.66	42.67	36.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	7.76	8.28	13.82	64.84	59.55	57.72	27.40	32.17	28.46
Grade 7	8.10	7.12	4.67	53.17	57.30	58.33	38.73	35.58	37.00
Grade 8	10.18	9.19	6.46	60.70	59.56	63.50	29.12	31.25	30.04
All Grades	8.76	8.21	8.03	59.14	58.85	59.83	32.11	32.94	32.14

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	17.81	21.02	21.95	46.12	48.09	45.93	36.07	30.89	32.11
Grade 7	16.90	23.22	14.00	41.55	45.32	43.00	41.55	31.46	43.00
Grade 8	20.00	18.01	15.21	49.12	44.49	44.87	30.88	37.50	39.92
All Grades	18.27	20.75	16.81	45.56	46.07	44.50	36.17	33.18	38.69

Conclusions based on this data:

1. The number of students who are scoring met/exceeding standard is not increasing in the overall ELA scores. The change is a little less than (-1%).
2. At the same time, due to the increase of English Learners the number of students not meeting standard has increased.
3. In 18-19 we focused on writing across the curriculum and grew by 6% above, at or near standard; we see the need to continue our focus on academic writing. Reading grade level appropriate text (informational and narrative) is an area of need because our data shows that students are not meeting the reading or writing benchmarks at the level of rigor required. Our shift toward deeper learning (Michael McDowell work) has supported these efforts.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	221	321	254	219	314	247	219	314	247	99.1	97.8	97.2
Grade 7	296	270	314	285	264	307	285	264	307	96.3	97.8	97.8
Grade 8	293	283	273	282	272	263	282	272	264	96.2	96.1	96.3
All Grades	810	874	841	786	850	817	786	850	818	97	97.3	97.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2479.	2477.	2503.	9.59	10.19	14.57	11.87	16.56	21.05	32.88	28.34	29.55	45.66	44.90	34.82
Grade 7	2467.	2467.	2484.	5.96	5.68	7.17	12.28	11.36	16.29	25.26	24.24	25.41	56.49	58.71	51.14
Grade 8	2526.	2503.	2507.	15.60	9.19	10.27	18.79	15.81	12.55	21.99	23.53	27.00	43.62	51.47	50.19
All Grades	N/A	N/A	N/A	10.43	8.47	10.40	14.50	14.71	16.52	26.21	25.53	27.17	48.85	51.29	45.90

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	12.33	15.61	21.22	30.59	32.17	34.69	57.08	52.23	44.08
Grade 7	9.12	9.85	14.05	26.32	25.76	29.41	64.56	64.39	56.54
Grade 8	26.95	16.18	13.36	26.60	27.94	33.59	46.45	55.88	53.05
All Grades	16.41	14.00	15.99	27.61	28.82	32.35	55.98	57.18	51.66

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	9.13	11.78	16.60	37.44	35.99	42.91	53.42	52.23	40.49
Grade 7	8.07	6.06	11.07	35.44	34.09	41.37	56.49	59.85	47.56
Grade 8	14.89	9.93	11.03	41.49	44.12	37.64	43.62	45.96	51.33
All Grades	10.81	9.41	12.73	38.17	38.00	40.64	51.02	52.59	46.63

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	11.87	11.15	17.41	38.81	34.71	44.94	49.32	54.14	37.65
Grade 7	8.07	8.33	9.48	44.21	48.11	50.65	47.72	43.56	39.87
Grade 8	12.77	9.93	10.69	52.84	50.37	51.53	34.40	39.71	37.79
All Grades	10.81	9.88	12.27	45.80	43.88	49.20	43.38	46.24	38.53

Conclusions based on this data:

1. Overall the math scores are slowly showing an increase (1.92%) in the number of students meeting or exceeding standard.
2. While this data does not highlight our EL performance in mathematics, our dis-aggregated data shows that a significant number of our EL students are performing at the not met or approaching levels. This indicates the need for math teachers to incorporated ELD strategies in their instructional program.
3. Analysis of the math claims show that there was a 7.71% increase in the area of Communicating Reasoning and an average of 5.6% increase in all other target areas.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1530.6	1529.3	1530.1	1526.0	1530.5	1532.1	99	68
Grade 7	1506.4	1550.2	1501.6	1550.5	1510.8	1549.4	61	93
Grade 8	1503.6	1521.8	1497.0	1517.5	1509.8	1525.4	32	42
All Grades							192	203

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	29.29	20.59	42.42	47.06	21.21	19.12	*	13.24	99	68
7	*	26.88	59.02	45.16	*	17.20	*	10.75	61	93
8	*	11.90	56.25	40.48	*	21.43	*	26.19	32	42
All Grades	20.31	21.67	50.00	44.83	18.23	18.72	11.46	14.78	192	203

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	49.49	47.06	32.32	35.29	15.15	4.41	*	13.24	99	68
7	44.26	45.16	36.07	35.48	*	12.90	*	6.45	61	93
8	34.38	33.33	46.88	26.19	*	14.29	*	26.19	32	42
All Grades	45.31	43.35	35.94	33.50	11.46	10.34	7.29	12.81	192	203

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	13.13	10.29	19.19	25.00	41.41	41.18	26.26	23.53	99	68
7	*	17.20	*	31.18	37.70	33.33	36.07	18.28	61	93
8	*	2.38	*	21.43	40.63	40.48	*	35.71	32	42
All Grades	10.94	11.82	18.75	27.09	40.10	37.44	30.21	23.65	192	203

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	24.24	14.71	56.57	66.18	19.19	19.12	99	68
7	*	15.05	67.21	58.06	19.67	26.88	61	93
8	*	9.52	59.38	57.14	*	33.33	32	42
All Grades	20.31	13.79	60.42	60.59	19.27	25.62	192	203

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	76.77	70.59	21.21	14.71	*	14.71	99	68
7	72.13	74.19	*	19.35	*	6.45	61	93
8	71.88	54.76	*	30.95	*	14.29	32	42
All Grades	74.48	68.97	18.75	20.20	6.77	10.84	192	203

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	11.11	5.88	25.25	44.12	63.64	50.00	99	68
7	*	12.90	*	53.76	75.41	33.33	61	93
8	*	4.76	*	38.10	62.50	57.14	32	42
All Grades	9.38	8.87	23.44	47.29	67.19	43.84	192	203

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	35.29	89.90	51.47	*	13.24	99	68
7	*	20.43	73.77	69.89	*	9.68	61	93
8	*	2.38	71.88	78.57	*	19.05	32	42
All Grades	10.94	21.67	81.77	65.52	7.29	12.81	192	203

Conclusions based on this data:

1. This year's data shows that we reclassified 23.5% this is an increase of 4.5%; this data is significant in part due to the increase in the overall score needed to reclassify students changed from 3 to 4 between 17-18 and 18-19.
2. Over the last 5 years, the number of EL students has increase by 97% from 99 to 196.

3. Like the CAASPP results, the results of the ELPAC reading and writing domains indicate that these are areas in which we can improve.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
895	67.0%	23.6%	0.6%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	211	23.6%
Foster Youth	5	0.6%
Homeless	30	3.4%
Socioeconomically Disadvantaged	600	67.0%
Students with Disabilities	115	12.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	0.8%
American Indian	1	0.1%
Asian	5	0.6%
Filipino	7	0.8%
Hispanic	575	64.2%
Two or More Races	26	2.9%
Pacific Islander	3	0.3%
White	271	30.3%






Conclusions based on this data:

1. 67% of students at SMS are classified as socio-economic disadvantaged, up 5% from the previous year.
2. We have a low number of kids, 5 specifically, who are foster youth.
3. Our two major race/ethnic groups are White (30.3%) and Hispanic (64.2%).

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Orange		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. We have significant growth areas in ELA and math so that we see all learners making progress; we are in the orange in both areas.
2. Chronic absenteeism is a concern for us although we are showing yellow; we know that the more students are absent the less they grow academically.
3. We have continued to suspend students from school as a corrective measure/sanction along with other means of correction we can see that the numbers have increased in 2018 because we are in the orange indicating an area of growth.

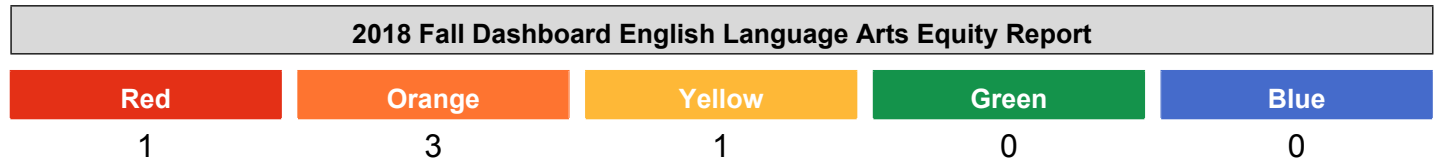
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Orange		 Orange		 No Performance Color	
46.4 points below standard		91.1 points below standard		Less than 11 Students - Data Not Displayed for Privacy	
Maintained -0.9 points		Increased 9 points		4 students	
841 students		356 students			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color		 Yellow		 Red	
71.9 points below standard		67.8 points below standard		126.7 points below standard	
Increased 23.9 points		Increased 6 points		Declined -6.2 points	
47 students		583 students		109 students	

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 66.9 points below standard Maintained 2.6 points 551 students	 No Performance Color 4 points below standard Increased 3.3 points 24 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Orange 10.6 points below standard Maintained -0.1 points 245 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
129.2 points below standard Increased 18.5 points 181 students	51.8 points below standard Increased 11.1 points 175 students	19.1 points below standard Maintained 2.2 points 361 students

Conclusions based on this data:

1. Our most vulnerable subgroup is our students with disabilities. We have district program on our site- Gateway- that impacts our scores but also we need to support this population more in reaching grade level.
2. Our socio-economically disadvantaged students perform better than the cohort of English Language Learners, White and Hispanic students groups.
3. Our EL and RFEP students continue to increase and make progress towards reaching standard. Our English Only students maintained.

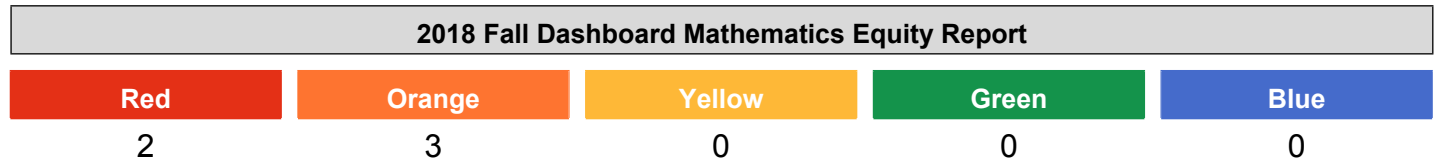
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 83.7 points below standard Declined -7.8 points 838 students	English Learners  Orange 129.7 points below standard Increased 10.9 points 354 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Homeless  No Performance Color 128.4 points below standard Increased 11 points 47 students	Socioeconomically Disadvantaged  Orange 110.6 points below standard Increased 4.2 points 581 students	Students with Disabilities  Red 172.3 points below standard Declined -14.4 points 108 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
Hispanic  Red 109.2 points below standard Maintained 0.8 points 549 students	Two or More Races  No Performance Color 46 points below standard Increased 13.9 points 24 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	White  Orange 35.2 points below standard Declined -15.3 points 244 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 160.2 points below standard Increased 25.5 points 179 students	Reclassified English Learners 98.6 points below standard Increased 6.9 points 175 students	English Only 51 points below standard Declined -9.7 points 360 students
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Conclusions based on this data:

1. Our most vulnerable subgroup is our students with disabilities. We have district program on our site- Gateway- that impacts our scores but also we need to support this population more in math.
2. Our socio-economically disadvantaged students perform at about the same level as our cohort of English Language Learners, and White students groups. Our cohort of Hispanic students score the lowest on the math portion of the CAASPP.
3. Just like our ELA data, all groups indicate a significant amount of points below standard.

School and Student Performance Data

Academic Performance English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
192	20.3%	50%	18.2%	11.5%

Conclusions based on this data:

1. The highest percentage of students are in the Level 3 Moderately Developed level. This indicates a significant amount of students who are long term English Learners.
2. The Level 4 percentage continues to align closely with the number of student who we re-designate each year.
3. The transition of the level needed to be re-designated from 3 to 4 has impacted the number of students who qualify for re-designation; this means we have more students continuing to take designated ELD in their class schedule.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

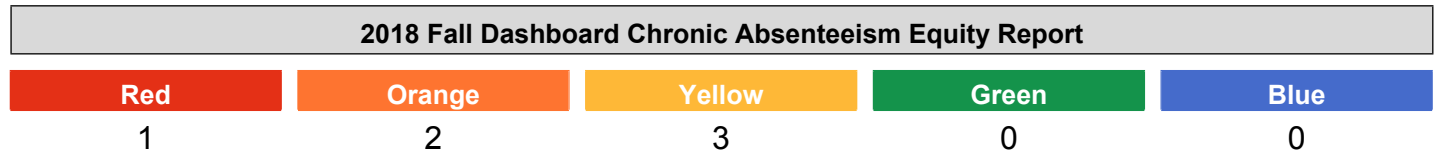
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Yellow 12.7% chronically absent Declined 0.6% 901 students	English Learners  Yellow 12.7% chronically absent Declined 2.6% 229 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Homeless  Red 22% chronically absent Increased 10.2% 50 students	Socioeconomically Disadvantaged  Yellow 14.3% chronically absent Declined 0.7% 622 students	Students with Disabilities  Orange 20.7% chronically absent Declined 5.9% 121 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
Hispanic  Yellow 12.1% chronically absent Declined 1% 580 students	Two or More Races  No Performance Color 11.5% chronically absent Declined 18.5% 26 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	White  Orange 14.7% chronically absent Increased 1.8% 272 students

Conclusions based on this data:

1. The highest percentages of absent students are our two most vulnerable groups - homeless and special ed at 22% and 20.7 percent respectively.
2. The attendance rates of all subgroups remain a concern for us.
3. Attendance continues to be an area in which we need to grow.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 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 or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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

2018 Fall Dashboard Graduation Rate by Year

2017

2018

Conclusions based on this data:

1.

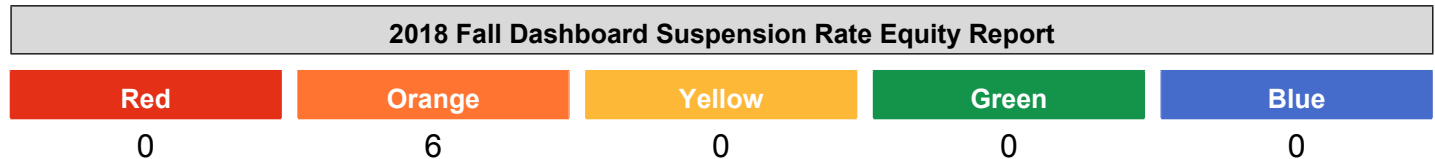
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 6.4% suspended at least once Increased 1.7% 912 students	English Learners  Orange 7.7% suspended at least once Increased 3.3% 233 students	Foster Youth  No Performance Color Less than 11 Students - Data Not 5 students
Homeless  Orange 10% suspended at least once Increased 1.4% 50 students	Socioeconomically Disadvantaged  Orange 7.5% suspended at least once Increased 1.5% 627 students	Students with Disabilities  Orange 11.5% suspended at least once Increased 2.5% 122 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 7 students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color Less than 11 Students - Data 5 students	 No Performance Color Less than 11 Students - Data 7 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7% suspended at least once Increased 2.2% 586 students	 No Performance Color 3.6% suspended at least once Declined -6.1% 28 students	 No Performance Color Less than 11 Students - Data 3 students	 Orange 5.5% suspended at least once Increased 1.2% 275 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
9.2% suspended at least once	4.7% suspended at least once	6.4% suspended at least once

Conclusions based on this data:

1. Enrollment increased this year by 10% but we see only a 1.7% increase in our suspensions.
2. Students with disabilities are suspended at a higher percentage than their counterparts.
3. Our Hispanic population are suspended at a slightly higher percentage than our white cohort.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 1

Student Learning, Achievement and Access; positive attendance at school is a key predictor of academic and social success as well as growth in reading and writing across the curriculum.

Identified Need

Positive attendance is an area of concern for Silverado. We want students to attend and thrive socially, emotionally and academically. Parents receive automated calls when students are absent from class to alert them of truancy concerns. Parents do not receive the same automated calls when their students are tardy to class, therefore the Parent Square system will be utilized to convey this information to families weekly.

The number of students reaching proficiency in reading is an area of concern for us in both literary and informational text. We want students to be prepared for the rigors of high school so that they graduate career and college ready.

Writing is an area of concern for us. We want students to be prepared for the rigors of high school so that they graduate career and college ready.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism- SMS goal for 2019-20 is to decrease the number/percentage of students who are chronically absent. Chronically absent is defined as a student who is absent for any reason for 10 percent or more of the school days in the school year. We want to reduce the number of students chronically absent to 10% or below (or by 16 students).	Chronic Absenteeism- Local data collected by our district in the Chronic Absentee Report shows that in the 2018-19 school year 12% of students were chronically absent; 12% (96 students) of students missed 10% or more of the school year; in addition, we will use the CA Dashboard Matrix to determine growth in this area. 2018-19 baseline data shows 12% (96) of students were absent 18 or more days during the school year.	Chronic Absenteeism- Increased attendance will serve to increase our student academic and social success of our students. We expect to decrease that number from 12% to less than 10% or by 16 students. We expect to see this growth on the local chronic absentee list generated from Child Welfare and attendance as well as the CA dashboard.
At Silverado Middle School, we will increase the percentage of students meeting or exceeding proficiency in reading as evidenced by a 6% or 46 student gain in the overall ELA CAASPP and reading claim scores.	Currently, when we look at our instructional alignment we are not aligned and student performance is low. 2018-19 CAASPP data showed a decrease in the overall percentage of students meeting or exceeding standard	School Performance on each target area will be one data set we look at. We want to see in all grade levels “= or better” on target 4, 10, & 11 demonstrating increased instructional alignment with the CAASPP assessment.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	on ELA CAASPP by 1% of students meeting or exceeding standard. In addition, our data shows a decrease by 6% of students at, near or exceeding standard in the area of reading.	We want to see an increase (6% or 46 students) in our overall ELA and reading claim scores on the CAASPP.
At Silverado Middle School, we will increase the percentage of students meeting or exceeding proficiency in writing as evidenced by a 6% or 45 student gain in the overall ELA CAASPP and writing claim scores.	<p>Writing is an area of concern for us. We want students to be prepared for the rigors of high school so that they graduate career and college ready. Currently, when we look at our instructional alignment we are not aligned and student performance is low.</p> <p>2018-19 CAASPP data showed a decrease in the overall percentage of students meeting or exceeding standard and an increase (6%) in the percentage of students meeting or exceeding standard in the area of writing from 2017.</p>	School Performance on each target area will be one data set we look at. We want to see in all grade levels “= or better” on target 9 and 6 demonstrating increased instructional alignment with the CAASPP assessment. In addition, we want to see an increase (6%) in our overall ELA and writing claim scores on the CAASPP.

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

Strategy 1

Students to be Served by this Strategy/Activity

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

All Students

Activities

Chronic Attendance- Professional Development via faculty meeting. Train all faculty on how to use Parents Square to communicate regularly with parents regarding absences and work missed so that students remain engaged and have incentive to return to school. Further implement the Short Term Independent Study Program so that students stay connected and up-to-date on assigned work and return to school seamlessly after an absence. Report cards sent home via US Mail.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000.00	0003 - Supplemental
1600.00	0000 – No Reporting Requirements

Strategy 2

Students to be Served by this Strategy/Activity

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

All Students

Activities

Chronic Attendance- Weekly Wellness Team meetings and Campus Supervision Team Meetings; use monthly data to monitor and implement interventions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
28400.00	0003 - Supplemental

Strategy 3

Students to be Served by this Strategy/Activity

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

All students

Activities

Reading - Implement school wide AVID strategies across all content areas and grades in the area of WICOR (writing, organization and reading). Use AVID Coordinator and AVID training to support staff professional Learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
9500.00	0003 - Supplemental

Strategy 4

Students to be Served by this Strategy/Activity

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

All Students

Activities

Collaborate in School wide leadership to identify specific reading targets to work on as both an ELA and schoolwide team- target 4 (literary text; reasoning & evidence), target 10 (Informational text; word meanings), target 11 (informational text; reasoning & evidence) and specific writing- targets 9

(edit), and target 6 (write, revise brief texts). part of this work incorporates the use of the Accelerated Reading Program and the upkeep and management of our Library Services.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

7500.00

0003 - Supplemental

907.00

0000 – No Reporting Requirements

Strategy 5

Students to be Served by this Strategy/Activity

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

All Students

Activities

Through the ELA content team, build more clarity about what we call different parts of a paragraph. For example, one class may use the word "thesis", where another may use the phrase "topic sentence" for student clarity.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

0000 – No Reporting Requirements

Strategy 6

Students to be Served by this Strategy/Activity

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

All Students.

Activities

Through the ELA content team, use sample SBAC questions and practice asking students to choose which sentence in a paragraph should be omitted, or they are asked to choose which sentence would be best to add to a paragraph.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

0000 – No Reporting Requirements

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 2

Effective Employee Relations and Resource Management

Identified Need

We continue to foster a positive work environment for all employees around the area of interest based problem solving and collaborative work relationships. In particular, this year we are implementing the bell schedule we put into place as a result of moving from the 7-period day to 6-period day. As part of our process, a Bell Schedule Team (NVEA representatives, teacher leaders and administration) was created and will monitor the implementation plan this year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Our goal is to use our Bell Schedule Committee to ensure that the Interest Based Problem Solving process we used last year to develop this year's bell schedule is upheld through the implementation part of the process.	Last year, the staff voted to implement the current bell schedule. We did this by using an interest based problem solving process in partnership with NVEA site representatives.	When we are attentive to our agreements and ask for feedback on how we are doing in the implementation of our new bell schedule, we will increase trust and foster a positive work environment for our employees.

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

Strategy 1

Students to be Served by this Strategy/Activity

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

All Students

Activities

The Bell Schedule Team will meet three times this year to reflect on last year's process and bell schedule plan, create and administer survey/s to our stakeholder groups and analyze the data to determine if we effectively implemented our bell schedule plan. If a problem arises, the team will work together to find a solution.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	0000 – No Reporting Requirements

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 3

Robust Communication, Community Engagement and Advocacy

Identified Need

In order for our community to be informed and connected to our school, school to home communications must be consistent, clear and coordinated. We have a new tool in Parent Square and Student Square to support this type of communication. In addition, we have opportunities in our parent events to streamline and coordinate information for parents. Cultivating a culture where we get feedback on how we are doing is a need for us as well- engaging our parent groups in providing feedback will support out efforts in this area.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of users of parent and student square users from the office staff to the teaching staff in general.	Prior to this year, only the Community and Parent Liaison along with School Site Administration were users on Parent Square.	Increased communication about school wide and classroom activities that impact our community and student learning.
Increase opportunities for parents to provide feedback regarding our home communications and parent nights. We will collect this data from parent groups 2x per year - Parent Square as well as feedback on Back-to-School Night and Open House.	We have primarily used our parent groups to disseminate information prior to this year.	Increased level of engagement and higher quality communications and parent events.

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

Strategy 1

Students to be Served by this Strategy/Activity

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

All Students

Activities

Train our teaching staff on how to use parent and student square and increase messages to parents via Parent Square.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	0000 – No Reporting Requirements

Strategy 2

Students to be Served by this Strategy/Activity

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

All Students

Activities

We will work on curating important school wide data for Back-to -School Night & Open House so that parents receive one common message about our school and what is important
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Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	0000 – No Reporting Requirements

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 4

Tactical, Proactive, and Efficient Asset Management

Identified Need

We need to work on ensuring the transparency of our budget so that our stakeholders are better able to provide input and feedback.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Our goal is to develop a budget and budget timeline that mirrors NVUSD priorities and goals. In addition, we will develop a communication plan so that we are communicating and receiving feedback on the budget annually via our site council team.	We have a budget and use our site council to communicate that yearly budget. We have not communicated about that budget to other stakeholders.	We will increase our communication to our stakeholders regarding our budget development, timeline and actual budget.

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

Strategy 1

Students to be Served by this Strategy/Activity

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

All Students

Activities

Work with site council members and site office manager to develop a budget timeline that will be updated each year and provide information to the members of our site council regarding the strategic plan and how our budget supports our site goals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	0000 – No Reporting Requirements

Strategy 2

Students to be Served by this Strategy/Activity

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

All Students

Activities

We will actively align our budget to our school values and goals while aligning with our school district priorities

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	0000 – No Reporting Requirements

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 5

Equity-Centered Leadership and Inclusive Organizational Culture

Identified Need

We still have work to do to ensure that all of our students have at least one adult who they feel is invested in their success in 2018-19 only 66% of our students indicated that they felt they were listened to, cared about and/or noticed when they were absent. In 2018-19, only 59% of students felt connected to our school through caring relationships, feeling safe, students being treated fairly, being happy and a part of the school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students will have an increased sense of connectedness to one another and the staff at SMS as evidenced through the California Healthy Kids Survey (student connectedness/ caring adults).	249 School Connectedness ; we want these scores to be closer to 300. 292 Caring Relationships; we want these scores to be closer to 300.	We want to increase the number of students who feel connected and cared for at our school by at least 25 students this year in grade 7.

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

Strategy 1

Students to be Served by this Strategy/Activity

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

All Students

Activities

Weekly MTSS (Wellness) meetings; monthly tier I meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	0000 – No Reporting Requirements

Strategy 2

Students to be Served by this Strategy/Activity

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

All Students

Activities

Continue to implement SEL curriculum in grade 7 and 8; including suicide awareness and anti-bully protocol.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	0000 – No Reporting Requirements

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 6

Strategic, Impactful Governance and Policy Implementation

Identified Need

In order to do this, we will ensure that all internal and external communications are up-to-date and revised as needed each year. Specifically, we will work to make sure that our faculty handbook and student handbook are up-to-date and communicated to stakeholders each year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Handbook	Baseline Year - Assess handbook	100% alignment to district board policies

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

Strategy 1

Students to be Served by this Strategy/Activity

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

All Students

Activities

Ask for feedback on student handbook from grade level teams each year.
Ensure student handbook is published each year in the student planner.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000.00	0000 – No Reporting Requirements

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$51,907.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
0000 – No Reporting Requirements	\$5,507.00
0003 - Supplemental	\$46,400.00

Subtotal of state or local funds included for this school: \$51,907.00

Total of federal, state, and/or local funds for this school: \$51,907.00

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
- 2 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Jennifer Kohl	Principal
Debbie Kmiec	Classroom Teacher
Ethan Shimer	Classroom Teacher
Danna Wong	Classroom Teacher
Sherry Cajias	Other School Staff
Marie McMurray	Parent or Community Member
Alyssa Samrick	Parent or Community Member
Liz Wilkins	Parent or Community Member
LeighAnn Rubringer	Parent or Community Member
James Dennis	Other School Staff

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
	Principal, Jennifer Kohl on November 1, 2019
	SSC Chairperson, Marie McMurray on November 1, 2019

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 October 15, 2019.

Attested:

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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