School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name	Denair Middle School
Address	3701 Lester Road Denair, CA 95316
County-District-School (CDS) Code	50 71068 6071575
Principal	Amanda Silva
District Name	Denair Unified School District
SPSA Revision Date	May 17, 2019
Schoolsite Council (SSC) Approval Date	May 20, 2019
Local Board Approval Date	June 6, 2019

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

School Vision and Mission

Denair Middle School will prepare our students with the skills to be college or career ready by encouraging and developing students' love of learning. We strive for a personalized learning experience for our students where relationships are our focus. Denair Middle School will empower all students through exemplary instruction and innovative programs.

School Profile

Denair Middle School (DMS) is a small school in a rural area in the central valley. The school is surrounded by agricultural land and dairies in a town of approximately 5,000 residents. DMS is one of four schools in DUSD and serves approximately 230 students, grades 6-8. There are various sports and club opportunities at DMS which include: boys and girls basketball, intramural soccer and track, and girls volleyball. The DMS staff is relationship driven and all teachers have the opportunity to interact with the student population on a daily basis.

DMS has faced many challenges over the past few years; the school, students and community have suffered a high turnover of administration and teachers in the past five years. There have been six administrators in five years at the helm of Denair Middle School. Both students and committed staff have suffered the inconsistencies of the frequent turnover. However, there is a currently a sense of optimism about the direction in which the school is moving.

Denair Middle School's student demographic consists mainly of White (47%) and Hispanic or Latino (44%); more than 70% of the students at DMS are socioeconomically disadvantaged, almost 13% are English Language Learners and 14% of our student population receive services for special education.

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

Parents and community members are an essential part of our school. Denair Middle School encourages and believes parent and community involvement is crucial to ensure student achievement. Our parents, community and staff work together in a number of settings and roles including our School Site Council, Parents Supporting Education (PSE) parent club, community events, site volunteering, classroom volunteering, athletic coaching, and dance and field trip chaperoning. The DMS School Site Council meets four times a year to review the district's LCAP and to develop school site goals to help improve student achievement and engagement. DMS believes that ongoing parent education plays a significant role in parent involvement and we continuously look for opportunities to engage parents in their own learning. For 2018-19, this includes the Parent Institute for Quality Education (PIQE) and a variety of presentations from Sierra Vista Child and Family Services.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	0.4%	%		1	
African American	0.4%	0.4%	0.86%	1	1	2
Asian	0.4%	0.8%	%	1	2	
Filipino	%	%	%			
Hispanic/Latino	42.4%	39.9%	44.83%	101	105	104
Pacific Islander	%	%	%			
White	52.1%	47.9%	47.41%	124	126	110
Multiple/No Response	2.9%	7.6%	4.74%	7	20	11
			Total Enrollment	238	263	232

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 6	80	86	75
Grade 7	83	88	78
Grade 8	75	89	79
Total Enrollment	238	263	232

Conclusions based on this data:

1. DMS enrollment has declined across all grade levels in the last few years.

2. Our White student subgroup has declined slightly since 2015 and our Hispanic/Latino student group has increased slightly in the same time period.

3. Administrative and staff turnover may contribute to declining enrollment.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	24	22	30	10.1%	8.4%	12.9%
Fluent English Proficient	55	56	44	23.1%	21.3%	19.0%
Reclassified Fluent English Proficient	7	8	3	38.9%	33.3%	13.6%

Conclusions based on this data:

1. We are currently transitioning from CELDT to ELPAC, which has created a data gap for reclassification purposes. Therefore, our reclassification rate declined in 2017-18.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	84	86	75	83	85	75	83	85	75	98.8	98.8	100
Grade 7	137	86	80	86	85	78	86	85	78	62.8	98.8	97.5
Grade 8	78	91	75	76	89	74	75	89	74	97.4	97.8	98.7
All Grades	299	263	230	245	259	227	244	259	227	81.9	98.5	98.7

Overall Participation for All Students

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2492.	2487.	2482.	6	2.35	4.00	22	25.88	22.67	37	37.65	34.67	35	34.12	38.67
Grade 7	2525.	2521.	2485.	6	9.41	0.00	28	24.71	23.08	42	34.12	33.33	24	31.76	43.59
Grade 8	2544.	2538.	2524.	9	5.62	4.05	28	29.21	24.32	39	38.20	37.84	24	26.97	33.78
All Grades	N/A	N/A	N/A	7	5.79	2.64	26	26.64	23.35	39	36.68	35.24	28	30.89	38.77

Overall Achievement for All Students

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	7	9.41	10.67	54	50.59	41.33	39	40.00	48.00
Grade 7	9	16.47	10.26	57	49.41	38.46	34	34.12	51.28
Grade 8	15	14.61	10.81	45	50.56	47.30	40	34.83	41.89
All Grades	10	13.51	10.57	52	50.19	42.29	37	36.29	47.14

Writing
Producing clear and purposeful writing

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	16	7.06	10.67	43	52.94	45.33	41	40.00	44.00
Grade 7	13	15.29	8.97	62	52.94	51.28	26	31.76	39.74
Grade 8	12	11.24	16.22	55	52.81	43.24	33	35.96	40.54
All Grades	14	11.20	11.89	53	52.90	46.70	33	35.91	41.41

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 6	10	15.29	1.33	72	63.53	73.33	18	21.18	25.33
Grade 7	17	10.59	2.56	60	56.47	60.26	22	32.94	37.18
Grade 8	8	10.11	12.16	72	75.28	59.46	20	14.61	28.38
All Grades	12	11.97	5.29	68	65.25	64.32	20	22.78	30.40

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 6	16	12.94	13.33	63	55.29	48.00	22	31.76	38.67
Grade 7	10	15.29	7.69	71	54.12	51.28	19	30.59	41.03
Grade 8	21	15.73	12.16	60	56.18	56.76	19	28.09	31.08
All Grades	16	14.67	11.01	65	55.21	51.98	20	30.12	37.00

Conclusions based on this data:

1. The number of students meeting or exceeding standard on ELA CAASPP went down slightly in 2017-18 (26%) from about 30% in 2015-16 and 2016-17,

2. Staff turnover and limited collaboration for vertical articulation may have influenced student achievement in this area.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	84	86	75	83	85	75	83	85	75	98.8	98.8	100
Grade 7	137	86	80	86	85	79	86	85	79	62.8	98.8	98.8
Grade 8	78	91	75	77	89	74	77	89	74	98.7	97.8	98.7
All Grades	299	263	230	246	259	228	246	259	228	82.3	98.5	99.1

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2471.	2465.	2459.	0	2.35	2.67	17	12.94	6.67	36	34.12	30.67	47	50.59	60.00
Grade 7	2503.	2471.	2440.	5	1.18	1.27	13	10.59	7.59	45	42.35	30.38	37	45.88	60.76
Grade 8	2509.	2477.	2455.	3	2.25	1.35	14	8.99	5.41	35	19.10	18.92	48	69.66	74.32
All Grades	N/A	N/A	N/A	2	1.93	1.75	15	10.81	6.58	39	31.66	26.75	44	55.60	64.91

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	5	2.35	4.00	24	28.24	24.00	71	69.41	72.00
Grade 7	6	3.53	2.53	40	35.29	21.52	55	61.18	75.95
Grade 8	9	2.25	1.35	35	19.10	14.86	56	78.65	83.78
All Grades	7	2.70	2.63	33	27.41	20.18	61	69.88	77.19

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	1	2.35	2.67	46	48.24	40.00	53	49.41	57.33
Grade 7	8	3.53	2.53	45	43.53	37.97	47	52.94	59.49
Grade 8	6	4.49	5.41	58	39.33	41.89	35	56.18	52.70
All Grades	5	3.47	3.51	50	43.63	39.91	45	52.90	56.58

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 6	7	2.35	6.67	60	43.53	36.00	33	54.12	57.33
Grade 7	7	4.71	1.27	58	54.12	46.84	35	41.18	51.90
Grade 8	3	3.37	1.35	66	43.82	40.54	31	52.81	58.11
All Grades	6	3.47	3.07	61	47.10	41.23	33	49.42	55.70

Conclusions based on this data:

1. Student achievement in Mathematics is an area of significant concern. Less than 10% of our students met or exceeded standards on the 2018 CAASPP.

2. Staff turnover and lack of curriculum may have contributed to these outcomes. Denair Middle School piloted and adopted a new math curriculum in the 18/19 school year which articulates with the high school and could contribute to improved student outcomes in the future.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 6	1510.9	1491.0	1530.4	11
Grade 7	1513.8	1510.8	1516.3	12
Grade 8	*	*	*	*
All Grades				28

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6			*	*	*	*			11
Grade 7	*	*	*	*	*	*	*	*	12
Grade 8					*	*	*	*	*
All Grades	*	*	11	39.29	13	46.43	*	*	28

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*	*	*			11
Grade 7	*	*	*	*	*	*	*	*	12
Grade 8			*	*	*	*			*
All Grades	*	*	13	46.43	*	*	*	*	28

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*	*	*	*	*	11
Grade 7			*	*	*	*	*	*	12
Grade 8					*	*	*	*	*
All Grades	*	*	*	*	11	39.29	11	39.29	28

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*	*	*	11
Grade 7	*	*	*	*	*	*	12
Grade 8			*	*			*
All Grades	*	*	17	60.71	*	*	28

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*			11
Grade 7	*	*	*	*	*	*	12
Grade 8			*	*			*
All Grades	*	*	21	75.00	*	*	28

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*	*	*	11
Grade 7			*	*	*	*	12
Grade 8					*	*	*
All Grades	*	*	*	*	20	71.43	28

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*			11
Grade 7	*	*	*	*	*	*	12
Grade 8			*	*	*	*	*
All Grades	*	*	23	82.14	*	*	28

Conclusions based on this data:

1. English Learners make up about 13% of the student population. We know from local data that many of our English Learners are Long-Term English Learners (LTELs).

2. Because of the small sample, it is difficult to draw conclusions from this data set, but the majority of middle school students are scoring in the "Somewhat/Moderately Developed" category.

3. Maximizing ELD instruction and providing targeted academic intervention are a high priority.

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**
232	**70.7%**	**12.9%**	This is the percent of students whose well-being is the responsibility of a court.
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.	

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	30	12.9%
Socioeconomically Disadvantaged	164	70.7%
Students with Disabilities	33	14.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.9%
Hispanic	104	44.8%
Two or More Races	5	2.2%
White	110	47.4%

Conclusions based on this data:

1. The size of the Students with Disabilities student group is above the state average.

2. The Socioeconomically Disadvantaged student group makes up the vast majority (71%) of the school population. White and Hispanic student groups each make up about half of the school population.

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** Green	**Suspension Rate** Red
Mathematics Red		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Chronic Absenteeism rate is being managed, but Suspension Rate is a concern.

2. Academic Performance in both ELA and Math is a concern.

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:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	0	0	0

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	Red	No Performance Color
51.6 points below standard	94.8 points below standard	0 Students
Declined -19.6 points	Declined -31.6 points	
218 students	49 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
0 Students	62.1 points below standard	124.8 points below standard
	Declined -16.9 points	Declined -16.1 points
	151 students	31 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students
3 students	1 students		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
62.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	43.1 points below standard
Declined -6.6 points			Declined -25.3 points
97 students	5 students		112 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**
155.2 points below standard	45.5 points below standard	43.7 points below standard
Declined -35.8 points	Declined -14 points	Declined -15.6 points
22 students	27 students	151 students

Conclusions based on this data:

1. Student performance in English Language Arts is an area of concern. All student groups performed below standard (43 to 125 points below standard). Student performance declined from the previous year.

2. Students with Disabilities and English Learners performed the lowest. Socioeconomically Disadvantaged, White, and Hispanic student groups are much closer to standard.
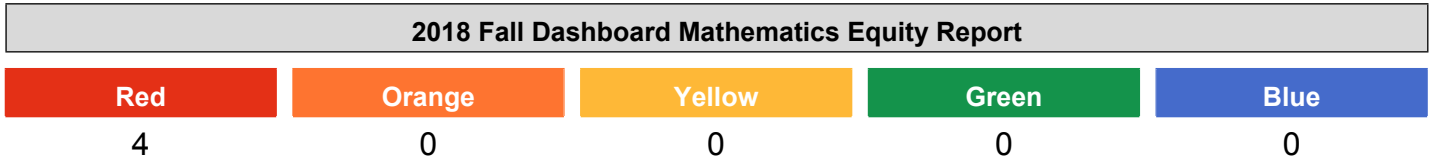
School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
4	0	0	0	0

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	English Learners	Foster Youth
Red	Red	No Performance Color
115.6 points below standard	151 points below standard	0 Students
Declined -20.6 points	Declined -19.7 points	
218 students	49 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	No Performance Color
0 Students	125 points below standard	185.2 points below standard
	Declined -18.9 points	Declined -28.8 points
	151 students	31 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students
3 students	1 students		

Hispanic	Two or More Races	Pacific Islander	White
Red	No Performance Color	No Performance Color	Red
130 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	103.5 points below standard
Declined -10.7 points	5 students		Declined -23.1 points
97 students			112 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	Reclassified English Learners	English Only
195.6 points below standard	114.6 points below standard	108.4 points below standard
Declined -28.9 points	Declined -3.2 points	Declined -16.9 points
22 students	27 students	151 students

Conclusions based on this data:

1. Math is a significant area of concern/need. All student groups are performing significantly below standard (103 to 150 points below standard). All student groups' math performance on CAASPP have declined.

2. Staff turnover and lack of a comprehensive standards-aligned program both contributed to below standard student performance in math.

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
28	3.6%	39.3%	46.4%	10.7%

Conclusions based on this data:

1. While 43% of middle school English Learners scored at Level 3 or 4 on the English Language Proficiency Assessments for California (ELPAC), the majority (57%), scored at level 1 or 2.

2. Unless a newcomer to the US, most middle school ELs have been in US schools for at least 6 years, which classifies them as Long-term English Learners (LTEL). They have received English Language Development (ELD) for their entire education career thus far, but still have not attained proficiency.

3. Maximizing ELD services and targeted academic intervention should be a focus moving forward.

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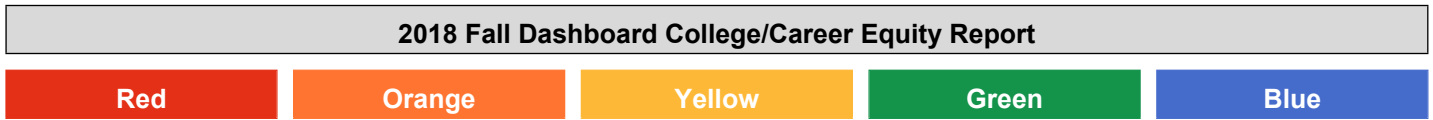
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

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

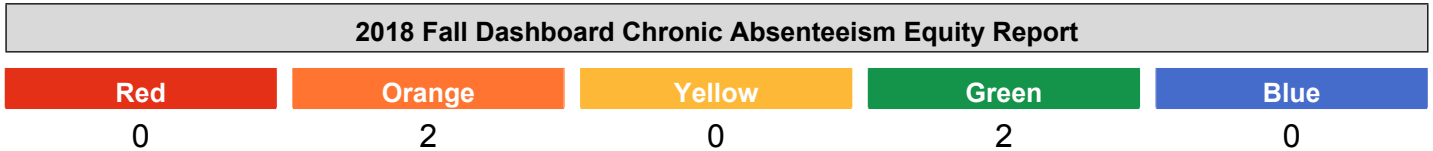| Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. N/A

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:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	0	2	0

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	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
7.9% chronically absent	12.1% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Declined 1.7%	Increased 7.6%	0 students
242 students	33 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Orange
Less than 11 Students - Data Not Displayed for Privacy	8.6% chronically absent	16.7% chronically absent
0 students	Declined 2.7%	Increased 5.9%
	174 students	36 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
2 students	2 students	0 students	0 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Orange
7.1% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	8.5% chronically absent
Declined 4.2%	8 students	0 students	Increased 3.1%
113 students			117 students

Conclusions based on this data:

1. Chronic absenteeism rate is higher for Students with Disabilities, White, and Socioeconomically Disadvantaged students than Hispanic students.

2. While the overall chronic absenteeism rate is below 10% and declined, there was an increase in chronic absenteeism for the White and Students with Disabilities groups.

3. Chronic absenteeism is often best addressed by forming supportive relationships with the students and their families. This is a high priority for site administration.

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. N/A

School and Student Performance Data

Conditions & Climate
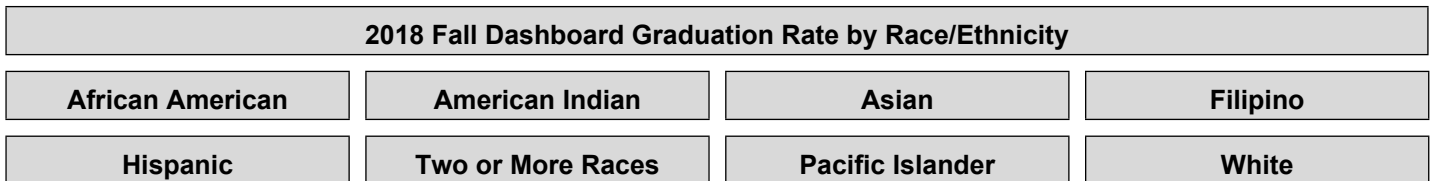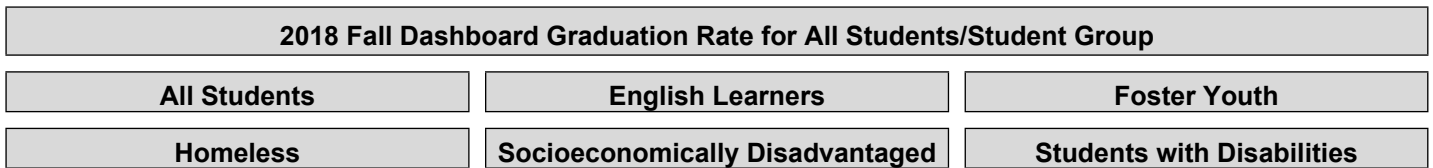## Suspension Rate

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

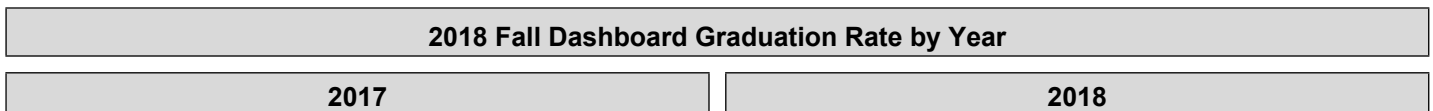| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
2	2	0	0	0

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Red	No Performance Color	No Performance Color
12.9% suspended at least once	8.6% suspended at least once	Less than 11 Students - Data Not
Increased 3.4%	Declined -5.1%	1 students
249 students	35 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Orange
0 Students	12.4% suspended at least once	13.9% suspended at least once
	Increased 1.7%	Declined -2.3%
	178 students	36 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy 2 students	Less than 11 Students - Data Not Displayed for Privacy 2 students	0 Students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Red
11.3% suspended at least once	9.1% suspended at least once	0 Students	15.1% suspended at least once
Increased 1%	Increased 9.1%		Increased 5%
115 students	11 students		119 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
	9.5% suspended at least once	12.9% suspended at least once

Conclusions based on this data:

1. White students have a slightly higher suspension rate than Hispanic students. There is not a significant difference in suspension rate between student groups.

2. The suspension rate increased for White, Hispanic, and Socioeconomically Disadvantaged students. Suspension rate for English Learners and Students with Disabilities decreased. The overall increase may be attributed to high turnover in site administration for the last few years.

3. For the 2018-19 school year the emphasis is a school-wide behavior hierarchy, focusing on positive reinforcement and consistent follow through with behavior expectations.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Student Achievement

Goal Statement

Goal #1 Denair Middle School will increase overall academic performance and close the academic achievement gap.

LCAP Goal

LCAP Goal #1 & Goal #2

Basis for this Goal

On the CA School Dashboard, our All student group scored in the Low category (orange) for English Language Arts. Student ELA achievement is 51.6 points below standard and declined 19.6 points from the previous year.
On the CA School Dashboard, our All student group scored in the Very Low category (red) for Math. Student Math achievement is 115.6 points below standard and declined 20.6 points from the previous year.
Approximately 80 students, grades 6-8, require the additional support of an Intervention Class, based on previously identified cut scores on NWEA MAP assessments

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
1. NWEA MAP Assessment 2. CAASPP English-Language Arts (ELA) 3. CAASPP Mathematics (Math)	1. Students score significantly below the national norm on NWEA in Math and/or English Language Arts. 2. 26% of students scored Met or Exceeded Standard in ELA on 2018 CAASPP (51.6 points below standard and declined 19.6 points) 3. 9% of students scored Met or Exceeded Standard in Math on 2018 CAASPP (115.6 points below standard and declined 20.6 points)	1. Students' NWEA MAP scores will increase to be no less than 10 points below the national norm or no less than the 40th percentile. 2. Increase of 5% in students scoring Met or Exceeded Standard on 2019 ELA CAASPP; decrease the "distance to standard" on ELA CAASPP by 20 points or more. 3. Increase of 5% in students scoring Met or Exceeded Standard on 2019 Math CAASPP; decrease the "distance to standard" on Math CAASPP by 20 points or more.

Planned Strategies/Activities

Strategy/Activity 1

Action #1 Provide additional academic support via intervention supports, including targeted support for English Learners

Students to be Served by this Strategy/Activity

Students that require additional support in their academic courses which can include English Learners, students with disabilities, economically disadvantaged students and foster and homeless youth.

Timeline

January 2019-May 2019

Person(s) Responsible

Intervention Para-Educator; Site Administrator

Proposed Expenditures for this Strategy/Activity

Amount	8,808
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Increase academic achievement by providing tutoring opportunities for students, after school and throughout the school day

Amount	4,692
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Parent communication and outreach

Amount	105,000
Source	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Read 180 and Math 180 licenses to provide consistent intervention support across all sections of intervention

Amount	20,000
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Additional sections of intervention throughout the day to support students in all academic areas

Amount	12,581.76
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Intervention supplemental materials to provide additional resources to students

Strategy/Activity 2

Action #2 Provide professional development in effective Response to Intervention (Multi-tiered Systems of Support) models and instructional practices

Students to be Served by this Strategy/Activity

All Students

Timeline

Sept 2018 - June 2019

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	5,600
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional development around RTI/MTSS

Strategy/Activity 3

Action #3 Increase availability and accessibility of online supplemental instructional materials and resources

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018 - May 2019

Person(s) Responsible

School Staff

Proposed Expenditures for this Strategy/Activity

Amount	45,000
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Increase access to online supplemental materials and resources by purchasing chrome carts for each classroom.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Student Engagement/School Climate

Goal Statement

Goal #2 Denair Middle School will improve school climate and student engagement.

LCAP Goal

Goal #3

Basis for this Goal

Suspension rate is Very High (Red), with 12.9% of students suspended at least once, an increase of 3.4% over the previous year. Additionally, declining enrollment over the last four years is an indicator that school climate needs to be improved. Chronic Absenteeism is being managed at 7.9% of students chronically absent (Green), but can still be improved.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
1. Suspension Rate 2. Chronic Absenteeism 3. Number of available clubs and enrichment activities 4. Number/Percent of students participating in clubs and/or enrichment activities	1. Suspension Rate is 12.9% of students suspended at least once, an increase of 3.4% over the previous year 2. Chronic Absenteeism shows 7.9% of students chronically absent 3. There are zero clubs available for students to participate in at Denair Middle School. 4. Zero students participate in clubs; approximately 65 students participate in other enrichment activities (including sports)	1. Suspension Rate will decrease to less than 10% 2. Chronic Absenteeism will decrease to 7% 3. At least 2 clubs will be formed, including Board approval 4. 90 students will participate in clubs or other enrichment activities (including sports)

Planned Strategies/Activities

Strategy/Activity 1

Action #1 Provide the staff and space for students to engage in enrichment activities and clubs. These clubs will be based on the interests and needs of students.

Students to be Served by this Strategy/Activity

Students that require additional encouragement/opportunities to engage in the educational process which can include English Learners, students with disabilities, economically disadvantaged students and foster and homeless youth.

Timeline

November 2018 - May 2019

Person(s) Responsible

School Staff

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	ASB
Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	Teachers that submit bylaws to be board adopted have the opportunity to create clubs for student enrichment

Strategy/Activity 2

Action #2 Provide professional development for school staff focused on improving school culture/climate.

Students to be Served by this Strategy/Activity

All

Timeline

September 2018 - May 2019

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	6000
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	School staff will participate in professional development focused on improving school climate.

Strategy/Activity 3

Action #3 Provide opportunities for parent education and involvement.

Students to be Served by this Strategy/Activity

English Learners, Economically Disadvantaged students, and Students with Disabilities

Timeline

August 2018 - May 2019

Person(s) Responsible

Principal, EL Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Meeting supplies to help increase parent involvement.

Amount	4192
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Additional classified support for parent outreach to help increase parent involvement.

Strategy/Activity 4

Action #4 Provide positive reinforcement for student behavior and motivation.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018 - May 2019

Person(s) Responsible

School Staff

Proposed Expenditures for this Strategy/Activity

Amount	2500
Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	Students will receive incentives during school rallies when demonstrating good grades and good behavior.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

Denair Middle School will improve academic achievement for all students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
1. California Assessment of Student Performance and Progress (CAASPP) – statewide assessments 2. Percent of students being reclassified as Fluent English Proficient (RFEP) 3. Percent of students participating in intervention programs/classes	1. Increase from Spring 2017 CAASPP Scores in ELA and Math 2. Increase in the percent of students being reclassified as Fluent English Proficient (RFEP) 3. Use assessments to create a baseline for intervention support participation	1a. 2018 CAASPP ELA = 6% decrease in percent of students met/exceeded standard; Dashboard = 51.6 points below standard and declined 19.6 points (Orange) 1b. 2018 CAASPP Math = 4% decrease in percent of students met/exceeded standard; Dashboard = 115.6 points below standard and declined 20.6 points (Orange) 2. Reclassification = 20% decrease in reclassification rate from 2016-17 3. Local Assessments = established baseline for intervention at 40%ile on NWEA

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide intervention during the school day and after school.	Added seven sections to the master schedule for Reading and Math intervention.	Intervention Sections 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 25801.00	Intervention Sections 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 25801
		Teacher Extra Time - Intervention 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 43	Teacher Extra Time - Intervention 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 25
		Classified Hourly Intervention 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 1743	Classified Hourly Intervention 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 1045
		Benefits 3000-3999: Employee Benefits Title I Part A: Allocation 18792	Benefits 3000-3999: Employee Benefits Title I Part A: Allocation 18568

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide staff development to improve intervention support services.	Staff attended conferences and workshops to learn more about effective intervention practices.	Staff Development Travel/Conferences 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 4156	Staff Development Travel/Conferences 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 6254
		Other Services - Instructional 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 2500	Other Services - Instructional 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 0
		Substitutes - Staff Development 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 3300	Substitutes - Staff Development 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 3045
Research and purchase supplemental instructional materials, including technology.	Supplemental instructional materials were purchased to support ELA and Math.	Supplemental Instructional Materials 4000-4999: Books And Supplies Title I Part A: Allocation 135231	Supplemental Instructional Materials 4000-4999: Books And Supplies Title I Part A: Allocation 14720
		Supplemental Workbooks/Books 4000-4999: Books And Supplies Title I Part A: Allocation 12500	Supplemental Workbooks/Books 4000-4999: Books And Supplies Title I Part A: Allocation 9996
Research and purchase assessments to assist with student placement in intervention.	Online assessment licenses were purchased to assess students in ELA and Math.	Assessment Licenses 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 60000	Assessment Licenses 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 6926

Analysis

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

The strategies/activities to achieve this goal were partially implemented. However, implementation and monitoring of the activities were not well organized or systematic.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

As measured by CAASPP, student achievement decreased from 2017 to 2018 because the strategies/activities for this goal were not systematically implemented and monitored. However, we feel the strategies/activities themselves could be very effective if implemented differently.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The largest material difference is in Action 3. The school ordered Chromebooks and Read 180/Math 180 licenses and materials in July 2018. Therefore, they are not accounted for here, but are instead included in the 2018-19 SPSA. Additionally, licenses for assessments were not as costly as anticipated. There were no other material differences.

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

The 2018-19 goal will focus on closing the achievement gap by continuing to improve intervention and support for students are not making adequate academic progress. This is Goal 1 of the 2018-19 SPSA.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

Denair Middle School will improve school climate and student motivation.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CA School Dashboard: Suspension Rate CA School Dashboard: Chronic Absenteeism	The percent of students suspended at least once will decrease from 2016-17. The percent of students considered Chronically Absent will decline from 2016-17.	Suspension Rate increased 3.4% from the previous year. Chronic Absenteeism decreased 1.7% from the previous year.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Implement AVID program.	Provide AVID for all 8th grade students to provide them with the necessary skills to be college and/or career ready.	AVID Sections 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 30300	AVID Sections 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 30300
		AVID Membership 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 3799	AVID Memberhip 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 3799
		AVID Library Set 4000-4999: Books And Supplies Title I Part A: Allocation 2291	AVID Library Set 4000-4999: Books And Supplies Title I Part A: Allocation 2291
Provide professional development to assist staff in understanding best practices for improving school climate and student motivation.	Staff members attended two trainings (PBIS and School Climate)	Staff Development Travel/Conference 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 2344	Staff Development Travel/Conference 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 445

Analysis

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

An initial implementation of the AVID program was completed. Professional development toward this goal was not well implemented.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Students who participated in AVID learned many strategies to improve their academic achievement, which in turn improved their motivation to be in school as evidenced by a decrease in chronic absenteeism. (Individual student grades/GPAs also reflected growth for these students.)

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The only material difference is in the second action. Professional development regarding school climate and student motivation was planned but not implemented.

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

Additional professional development is needed toward this goal and are included in the 2018-19 SPSA, Goal 2.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	212,373.76
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	215,373.76

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	207681.76	0.00
Title I Part A: Parent Involvement	4692.00	0.00

Expenditures by Funding Source

Funding Source	Amount
ASB	500.00
Lottery: Instructional Materials	2,500.00
Title I Part A: Allocation	207,681.76
Title I Part A: Parent Involvement	4,692.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	500.00
1000-1999: Certificated Personnel Salaries	20,000.00
2000-2999: Classified Personnel Salaries	17,692.00
4000-4999: Books And Supplies	60,581.76
5000-5999: Services And Other Operating Expenditures	11,600.00
5800: Professional/Consulting Services And Operating Expenditures	105,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	ASB	500.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	2,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	20,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	13,000.00
4000-4999: Books And Supplies	Title I Part A: Allocation	58,081.76
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	11,600.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	105,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	4,692.00

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

1 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

0 Secondary Students

Name of Members	Role
Laura Wenstrand	Parent or Community Member
Deanna Ruelas	Other School Staff
Breann Smith	Parent or Community Member
Nicole Salazar	Parent or Community Member
Amanda Silva	Principal
Gina Michael	Classroom Teacher

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

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 5/20/19.

Attested:

Principal, Amanda Silva on 5/20/19

SSC Chairperson, Laura Wenstrand on 5/20/19

Addendum

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

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.
Goals, Strategies, & Proposed Expenditures

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

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

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

Expected 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 be make in the coming year.

Planned Strategies/Activities
Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.
   • Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
   • Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
   • Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
   • Describe any changes that will be made to the goal, expected annual measureable 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.

Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

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 may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
   b. use effective methods and instructional strategies based on scientifically based research that
      i. strengthen the core academic program in the school;
      ii. provide an enriched and accelerated curriculum;
      iii. increase the amount and quality of learning time;
      iv. include strategies for meeting the educational needs of historically underserved populations;
      v. help provide an enriched and accelerated curriculum; and
      vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
   c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
      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.

2. 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).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
   a. strategies to attract highly qualified teachers;
   b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
   c. the devotion of sufficient resources to effectively carry out professional development activities; and
   d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. 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).

5. 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
   a. Ensure that those students' difficulties are identified on a timely basis; and
   b. Provide sufficient information on which to base effective assistance to those students.

6. 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.

7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs
Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs
After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program