



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
Bryant Middle School	24753176025423	June 25th, 2020	July 16th, 2020

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

Comprehensive Support and Improvement

The purpose of the plan is to document our approach to supporting all students and increasing academic achievement overall.

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.

Bryant Middle School (BMS) takes pride in our plan for continuous improvement through the Single Plan for Student Achievement. The plan outlined here addresses ESSA requirements in alignment with the Local Control Accountability Plan and other federal, state, and local programs by ensuring the following actions:

- a focus on academic standards to ensure student mastery of content
- setting goals for student academic achievement and monitoring progress towards those goals
- annual testing that monitors students progress towards mastery of academic standards
- increased school-level accountability through the utilization of Professional Learning Communities
- ensuring that special populations and students at potential are making adequate academic progress

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).

Bryant Middle School students responded to a survey asking questions about their level of school engagement, supports offered at the campus, and activities they participate in after the school day. From that survey, we learned that 89% of the students feel like they can learn and be successful at school and 91% of students are aware of the standards they are expected to learn. When questioned about programs, 73% of students feel the literacy program is interesting and engaging, while only 53% of students feel that way about the mathematics program. When questioned about the school environment, 64% of students reported that they feel welcomed and respected on campus and that staff treats students fairly. In addition to that, we learned that 57% of students are involved in activities outside the regular school day, an increase of 21% from the year prior. When questioned about the behavioral expectations and discipline, 89% of students said they understand the expectations, but only 56% of students feel the discipline is consistent and fair. Parents were also surveyed on these topics. 100% of parents feel that they understand the standards that their students are expected to learn and 75% feel that the literacy and mathematics programs are interesting and engaging. 100% of parents also agree that the school is making progress towards improving the achievement for all students. The results from the student and parent survey identified factors that need to be addressed in this year's SPSA. Factors that need to be addressed include improving the climate on campus by building relationships with students and engaging students in the school community and reevaluating our mathematics program to increase student engagement in the content.

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 type of classroom observations utilized at BMS include formal evaluations, informal observations, and informal conversations. Formal observations monitor the instructional program and the effectiveness of staff based on the adopted district evaluation guidelines. Formal observations for probationary teachers occur two times during the year. Formal observations for permanent teachers occur every one or two years. Informal observations monitor the instructional program and provide staff with opportunities for feedback to improve instruction in the classroom. Informal observations happen in classrooms on a regular basis. Informal conversations are utilized to discuss strategies to implement in the classroom to support student achievement. Informal conversations happen on a regular basis through mentoring conversations or collaboration with teacher teams. In addition to this, teachers participating in the Teacher Induction Program (TIP) through Merced County Office of Education are observed by their mentor teachers and receive feedback to improve their professional practice. Teachers in the program are also encouraged to observe other teachers' classrooms on campus to see other professional practices they might utilize in their own classrooms.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

BMS utilizes a variety of formative and summative assessments to gather data about student achievement. We have a local assessment platform called Illuminate that is being utilized as a district wide assessment platform to administer benchmarks for English Language Arts and Mathematics. The Illuminate assessment platform allows for the additional input of data from the CAASPP, ELPAC, and other district assessments to address multiple measures of information when analyzing data to inform classroom instruction and support academic achievement. In addition to this, the California School Dashboard results is reviewed by the staff in site, department, and individual meetings. All of the data gained from these multiple measures are taken into consideration along with grade level and department data when teachers collaborate to develop an action plan for the school year. The action plan that teachers develop is based on the data analysis and focuses on how to best support students in their academic achievement and mastery of the content standards.

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

All adopted curriculum at BMS have formative and summative assessments designed to monitor student progress toward mastery of the standards. Data gathered from the assessments is utilized to make informed decisions about classroom instruction and support students to be successful academically. Essential components of how BMS analyzes data to inform classroom instruction are as follows:

- curricular assessments (formative and summative) are aligned with the standards
- data analysis of assessments to identify areas of strength and areas for growth
- collaborative conversations about what mastery of the standards looks like for students to create consistent academic expectations
- collaborative conversations for planning instruction and having reflective conversations about professional practice
- departments participate in Professional Learning Communities (PLC) to identify specific needs and plan for instruction in those areas
- all departments design student tasks that support language and literacy acquisition

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of staff at BMS meet the requirements for highly qualified staff.

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

Teachers at BMS have received professional development based on need in the content areas of English Language Arts, Mathematics, Social Science, and Science. Representatives from Amplify (ELA) and Pearson (Social Science) have provided on site professional training with adopted curricular materials around curricular components, implementation, and effective instructional strategies. Representatives from the Merced County Office of Education (MCOE) provided on site professional training for Mathematics and Science with adopted curricular materials addressing knowledge of the content standards and effective strategies for implementation of the standards. In addition to that, the district provides two professional development days each year to focus on areas of the need and each Wednesday runs an early release schedule so staff has collaboration time to address their action plan for the year and discuss student progress. Teachers participating in TIP receive additional support from their teacher mentors each week.

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

All staff development is focused on continuous improvement around content standard knowledge, creating and implementing assessments to identify student needs and improve instruction, and areas for growth in professional practice identified by staff. The process for this alignment begins with data analysis from all state and local assessment measures. Areas of strength and areas for growth are pointed out within that data and a gap analysis is completed to identify strategies to support the development of those areas for growth.

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

Ongoing instructional support for teachers will consist of the following:

- support from Merced County Office of Education content experts (Mathematics, Science, PBIS, MTSS)
- support for new teachers through the Teacher Induction Program and their assigned mentor

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

Teachers have a structured time built into the schedule for collaboration each week (90 minutes). Teachers collaborate with their content area department or with their grade level around instruction, student achievement, and progress towards goals. The staff utilizes a collaboration form to document their conversations and they receive feedback from administration following their team meeting. The collaboration process is discussed and evaluated by the school leadership team.

Teaching and Learning

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

The alignment of curriculum, instruction, and instructional materials to meet the needs of students is work that is ongoing. Content area teams review the content standards and benchmark requirements for the district to create an updated alignment sequence for the school year. Their alignment work addresses the content standards, skills associated with the standards, resources utilized for instruction, and assessment to assess mastery of the standards. This alignment work is ongoing and continuing with the English Language Arts, Mathematics, Social Science, and Science departments with the support of MCOE and site leadership. In addition to the alignment of the curriculum, instruction, and instructional materials to meet the needs of students, each department has created grading categories for their content area. These grading categories outline how students will demonstrate their mastery of the content standards throughout the course of the year.

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

BMS is adhering to the state's recommended instructional minutes.

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

The master schedule allows for language and literacy instructional support through the development of courses to provide designated ELD to English Learners and AVID as an elective for college and career readiness. We have an intervention for Mathematics identified during after school tutorial where students receive small group instruction to target areas of need and receive individualized instruction through the utilization of an online platform called Imagine Learning. Moving forward, we are also increasing the level of support in our English Language Arts and Mathematics program by implementing a full inclusion model that will support students with disabilities in those core content classes.

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

Our most recent curriculum adoptions are as follows:

- ELA (Amplify, 2017)
- Math (CPM, 2015)
- Social Science (Pearson, 2016)
- Science (Holt, 2007) We are piloting Science Curriculum Materials for the 20-21 school year with the intention of adopting a new curriculum for the 21-22 school year.

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

BMS utilizes several means of intervention to provide differentiated instruction and individualized instruction to students in need. We currently utilize a curricular platforms called Imagine Learning. This curricular platform provides individualized instruction through an online platform and have resources for teachers to provide small group differentiated instruction based on need. In addition to that, we plan to purchase supplemental instructional resources to support teachers with more individualized small group instruction.

Opportunity and Equal Educational Access

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

Our focus has been to ensure all students including students with disabilities and English Learners not only have access to grade level curriculum and instruction, but show measurable growth on local and state assessments. There have been adjustments to the master schedule to ensure that all students with disabilities receive specialized academic support in the core content areas of English Language Arts and Mathematics.

Evidence-based educational practices to raise student achievement

BMS utilizes the following evidence-based educational practices to increase student achievement:

- AVID - schoolwide strategies for organization and college and career readiness
- Kagan structures
- collaborative structures to ensure understanding of the standards and student progress toward mastery
- data analysis to inform instruction
- instructional practices that support the development of English Learners
- inclusion of students with disabilities instructional support
- Instructional strategies like close reading, teaching text and writing structure, Expository Reading and Writing Curriculum, etc.
- utilization of Positive Behavioral Interventions and Supports (PBIS)
- implementation of Multi-Tiered Systems of Supports (MTSS) to support students academic, behavior, and social emotional needs
- implementation of the PLC framework to guide the collaboration process
- identifying a common approach to developing language and literacy skills across content areas

Parental Engagement

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

BMS provides families with the following resources:

- community liaison
- bilingual staff
- school counselor
- behavioral health clinician
- extending the day (ASSETS, tutorial, intervention)
- referrals to outside agencies for support
- district sponsored training for Strengthening Families

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)

BMS provides opportunities for families and community members to get involved in the following ways:

- Back to School Night and Open House
- College and Career Night
- parent conferences
- school volunteering
- participating in the School Site Council (SSC)
- participating in the English Learner Advisory Committee (ELAC)
- participating in Strengthening Families
- participating in Parent Institute for Quality Education (PIQE)

Funding

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

The services provided by categorical funds that support students are hiring a English Learner Support Specialist and instructional aides to support ELs in their native language, purchasing supplemental materials to provide individualized and differentiated instruction to students, and providing after school intervention for students needing support in the area of Mathematics.

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

Feedback and consultation on the planning process for the 2020-2021 SPSA was gathered from stakeholders. Stakeholders were also asked to give their feedback on the 2019-2020 SPSA goals.

How: DAC Meeting

When: October 24, 2019

With Whom: Ms. Michelle Gray (Interim Principal) & DAC Members

How: Staff Meeting

When: October 30, 2019

With Whom: Ms. Michelle Gray (Interim Principal) and Lalo Lopez (Assistant Superintendent)

How: DELAC Meeting

When: November 14, 2019

With Whom: Ms. Michelle Gray (Interim Principal) & DELAC Members

How: SSC Meeting

When: December 10, 2019

With Whom: Ms. Michelle Gray (Interim Principal) & SSC Members

How: DAC Meeting

When: December 12, 2019

With Whom: Ms. Michelle Gray (Interim Principal) & DAC Members

How: Staff Meeting

When: February 5, 2020

With Whom: Ms. Michelle Gray (Interim Principal) and Lalo Lopez (Assistant Superintendent)

How: DELAC Meeting

When: February 6, 2020

With Whom: Ms. Michelle Gray (Interim Principal) & DELAC Members

How: SSC Meeting

When: February 11, 2020

With Whom: Ms. Michelle Gray (Interim Principal) & SSC Members

How: Parent Survey

When: February 18, 2020

With Whom: Online Format

How: Student & Staff Survey

When: March 1, 2020

Resource Inequities

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

The team did not identify any resource inequities due to the fact that the district is receiving supplemental funds for students at potential. However, we have identified achievement gaps in a variety of metrics ranging from academic achievement, attendance, and suspension rates.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	2.17%	1.73%	3.91%	12	10	22
African American	2.89%	2.59%	2.49%	16	15	14
Asian	0.18%	0.17%	0.18%	1	1	1
Filipino	0.36%	0.35%	0.53%	2	2	3
Hispanic/Latino	78.48%	80.83%	82.77%	434	468	466
Pacific Islander	%	0.17%	0.18%		1	1
White	15.01%	13.47%	9.77%	83	78	55
Multiple/No Response	0.36%	0.17%	0.18%	2	1	0
Total Enrollment				553	579	563

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	201	177	178
Grade 7	178	217	178
Grade 8	174	185	207
Total Enrollment	553	579	563

Conclusions based on this data:

1. There will be a decrease in student enrollment for the 20-21 school year because the large group of 8th graders will be transitioning to Dos Palos High School.
2. The total student population decreased 3% in 19-20, but the Hispanic student population increased by 4% over the course of two years.
3. After evaluating the data, it is apparent that there is a discrepancy in the student population and the staff that serves them. Staff might need professional development on culturally responsive teaching and an analysis will need to be completed to determine if the school and staff are meeting the needs of the student population.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	100	114	111	18.1%	19.7%	19.7%
Fluent English Proficient (FEP)	194	201	202	35.1%	34.7%	35.9%
Reclassified Fluent English Proficient (RFEP)	34	14	34	33.7%	14.0%	29.8%

Conclusions based on this data:

1. There was a 15.8% increase in students identified as Reclassified Fluent English Proficient (RFEP) from 18-19 to 19-20.
2. There was an increase of students identified as Reclassified Fluent English Proficient (RFEP), but there was also an increase in the overall population of English Learner (EL) Enrollment.
3. After evaluating the data, it is clear that we are maintaining the number of EL students. Staff will need professional development on the English Language Development standards to understand how to best support the academic needs of our English Learner population and their mastery toward the standards.

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	171	207	182	170	206	179	170	206	179	99.4	99.5	98.4
Grade 7	171	179	215	170	179	215	170	179	215	99.4	100	100
Grade 8	176	171	187	174	167	182	174	167	182	98.9	97.7	97.3
All Grades	518	557	584	514	552	576	514	552	576	99.2	99.1	98.6

* 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	2454.	2439.	2443.	1.18	1.94	1.12	16.47	13.59	11.17	30.59	26.21	29.05	51.76	58.25	58.66
Grade 7	2467.	2467.	2480.	0.00	1.68	3.26	18.24	20.11	18.14	29.41	25.70	28.84	52.35	52.51	49.77
Grade 8	2488.	2473.	2494.	1.15	0.60	1.65	16.09	17.96	18.13	30.46	25.15	27.47	52.30	56.29	52.75
All Grades	N/A	N/A	N/A	0.78	1.45	2.08	16.93	17.03	15.97	30.16	25.72	28.47	52.14	55.80	53.47

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	4.12	5.34	3.35	43.53	30.10	35.75	52.35	64.56	60.89
Grade 7	3.53	3.91	6.51	43.53	30.73	37.21	52.94	65.36	56.28
Grade 8	4.60	4.19	8.24	40.80	35.33	36.26	54.60	60.48	55.49
All Grades	4.09	4.53	6.08	42.61	31.88	36.46	53.31	63.59	57.47

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	4.71	6.31	1.12	41.18	30.58	39.66	54.12	63.11	59.22
Grade 7	5.92	8.94	7.91	43.79	46.93	52.56	50.30	44.13	39.53
Grade 8	2.30	3.59	3.85	45.40	41.32	57.14	52.30	55.09	39.01
All Grades	4.29	6.34	4.51	43.47	39.13	50.00	52.24	54.53	45.49

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	6.47	2.91	3.35	51.76	49.03	55.31	41.76	48.06	41.34
Grade 7	1.76	2.79	6.05	50.59	46.37	54.42	47.65	50.84	39.53
Grade 8	2.87	3.59	4.95	64.37	52.10	56.59	32.76	44.31	38.46
All Grades	3.70	3.08	4.86	55.64	49.09	55.38	40.66	47.83	39.76

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	4.12	5.83	3.91	53.53	42.72	46.93	42.35	51.46	49.16
Grade 7	1.76	6.15	4.65	48.24	44.13	49.30	50.00	49.72	46.05
Grade 8	5.75	3.59	6.04	44.83	42.51	44.51	49.43	53.89	49.45
All Grades	3.89	5.25	4.86	48.83	43.12	47.05	47.28	51.63	48.09

Conclusions based on this data:

1. The % of the student population who met or exceeded the standards in English Language Arts/Literacy remained fairly consistent over the three years ranging from 17.71 % to 18.48%.
2. Over the three years, the domains that showed an increase in proficiency are Reading and Listening.
3. After evaluating the data, an area for growth is in the Writing and Research/Inquiry. Opportunities for growth in this area can come from implementing a school wide writing program, support from the Science and History departments in the area of developing knowledge around informational text, and implementing best practices to support those areas of need (close reading, annotations, etc.)

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	171	208	182	169	207	179	169	207	179	98.8	99.5	98.4
Grade 7	171	179	215	170	178	215	170	178	215	99.4	99.4	100
Grade 8	177	171	187	175	168	184	175	168	184	98.9	98.2	98.4
All Grades	519	558	584	514	553	578	514	553	578	99	99.1	99

* 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	2403.	2422.	2400.	1.18	0.97	0.00	5.33	8.21	3.91	18.93	21.26	17.88	74.56	69.57	78.21
Grade 7	2475.	2454.	2452.	4.12	3.37	4.19	12.35	10.11	9.30	33.53	28.65	24.65	50.00	57.87	61.86
Grade 8	2458.	2445.	2436.	2.29	2.38	2.17	8.00	5.36	4.35	22.29	22.02	14.13	67.43	70.24	79.35
All Grades	N/A	N/A	N/A	2.53	2.17	2.25	8.56	7.96	6.06	24.90	23.87	19.20	64.01	66.00	72.49

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	2.37	3.86	1.12	15.98	15.46	14.53	81.66	80.68	84.36
Grade 7	11.18	5.06	6.51	27.65	26.40	21.86	61.18	68.54	71.63
Grade 8	5.71	4.17	2.72	24.00	20.24	15.76	70.29	75.60	81.52
All Grades	6.42	4.34	3.63	22.57	20.43	17.65	71.01	75.23	78.72

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	2.37	1.45	1.12	14.79	26.57	17.32	82.84	71.98	81.56
Grade 7	4.12	5.06	4.19	43.53	41.57	33.49	52.35	53.37	62.33
Grade 8	3.43	2.98	2.72	30.86	39.88	25.54	65.71	57.14	71.74
All Grades	3.31	3.07	2.77	29.77	35.44	25.95	66.93	61.48	71.28

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	2.37	2.90	3.35	27.22	30.92	23.46	70.41	66.18	73.18
Grade 7	4.71	5.06	3.26	51.76	50.56	49.77	43.53	44.38	46.98
Grade 8	2.86	3.57	3.80	36.57	34.52	31.52	60.57	61.90	64.67
All Grades	3.31	3.80	3.46	38.52	38.34	35.81	58.17	57.87	60.73

Conclusions based on this data:

1. The % of the student population who did not meet the standards in Mathematics increased from 89% to almost 92% over the three years even though the participation rate remained the same
2. Over the three years, the all three domains showed a decrease in proficiency.
3. After evaluating the data, it is clear that the team needs to create an action plan to address building math capacity. Opportunities for growth in this area can come from developing staff capacity in content, promoting a growth mindset with students in the area of mathematics, collaborating with each other to discuss strategies to increase the level of mastery of standards, and explicitly teaching mathematics vocabulary so students can access the content.

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	1510.3	1509.9	1509.7	1512.3	1510.3	1506.9	37	32
Grade 7	1519.9	1518.5	1523.1	1522.6	1516.3	1513.9	34	37
Grade 8	1508.9	1528.7	1499.8	1532.5	1517.7	1524.4	20	29
All Grades							91	98

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	*	3.13	43.24	43.75	40.54	40.63	*	12.50	37	32
7	*	8.11	38.24	37.84	*	35.14	*	18.92	34	37
8	*	10.34	*	51.72	*	20.69	*	17.24	20	29
All Grades	15.38	7.14	39.56	43.88	30.77	32.65	14.29	16.33	91	98

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	32.43	25.00	43.24	53.13	*	9.38		12.50	37	32
7	52.94	32.43	32.35	37.84	*	16.22	*	13.51	34	37
8	*	44.83	*	27.59	*	10.34	*	17.24	20	29
All Grades	40.66	33.67	36.26	39.80	17.58	12.24	*	14.29	91	98

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	*	0.00	*	9.38	32.43	62.50	51.35	28.13	37	32
7	*	0.00	*	13.51	32.35	48.65	41.18	37.84	34	37
8	*	0.00	*	17.24	*	51.72	*	31.03	20	29
All Grades	*	0.00	17.58	13.27	30.77	54.08	45.05	32.65	91	98

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	*	12.50	62.16	50.00	*	37.50	37	32
7	*	2.70	64.71	67.57	*	29.73	34	37
8	*	6.90	55.00	72.41	*	20.69	20	29
All Grades	20.88	7.14	61.54	63.27	17.58	29.59	91	98

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	62.16	59.38	35.14	28.13	*	12.50	37	32
7	79.41	72.97	*	18.92	*	8.11	34	37
8	60.00	62.07	*	20.69	*	17.24	20	29
All Grades	68.13	65.31	25.27	22.45	*	12.24	91	98

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	*	0.00	*	18.75	83.78	81.25	37	32
7	*	0.00	*	27.03	82.35	72.97	34	37
8	*	0.00	*	34.48	65.00	65.52	20	29
All Grades	*	0.00	13.19	26.53	79.12	73.47	91	98

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	*	12.50	83.78	71.88	*	15.63	37	32
7	*	0.00	61.76	78.38	*	21.62	34	37
8	*	0.00	60.00	82.76	*	17.24	20	29
All Grades	15.38	4.08	70.33	77.55	14.29	18.37	91	98

Conclusions based on this data:

1. The % of the student population who scored at a level 4 overall decreased over 8% from 17-18 to 18-19.
2. The Reading domain has 0% of the student population who have Well Developed skills.

3. After evaluating the data, we identified that the reading domain is an area for growth. We need to administer a reading assessment to identify the needs of students and then create an action plan to support the growth of students based on the identified needs.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
579	89.3	19.7	0.2

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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	114	19.7
Foster Youth	1	0.2
Homeless	6	1.0
Socioeconomically Disadvantaged	517	89.3
Students with Disabilities	58	10.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	2.6
American Indian	10	1.7
Asian	1	0.2
Filipino	2	0.3
Hispanic	468	80.8
Two or More Races	3	0.5
Pacific Islander	1	0.2
White	78	13.5





Conclusions based on this data:

1. The Hispanic student population comprises the majority of the student population at 81%.
2. The % of the student population that are socioeconomically disadvantaged and English Learners or Students with Disabilities confirm that some students will fit into both categories (low SES & EL) or (low SES & SPED)
3. After evaluating the data, we need to review the supports we provide students during the school day and establish more ways to connect families with outside resources to support their families.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="289 506 378 537">Orange</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="784 506 841 537">Red</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1247 506 1336 537">Orange</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="305 703 362 735">Red</p>		

Conclusions based on this data:

1. Chronic Absenteeism is in the RED, which impacts Academic Performance in both areas so attendance needs to be addressed.
2. Mathematics is in the RED, which means students need support in this content area. This can be done through the supports identified in the CAASPP Mathematics section.
3. Suspension Rate is in the ORANGE, which means that school discipline procedures need to be reviewed.

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 75.4 points below standard Increased ++13.3 points 549	<p>English Learners</p>  Orange 97 points below standard Increased Significantly ++20.5 points 231	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<p>Socioeconomically Disadvantaged</p>  Orange 76.8 points below standard Increased Significantly ++16.8 points 489	<p>Students with Disabilities</p>  Orange 165.4 points below standard Increased Significantly ++21.9 points 55

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 120.9 points below standard Declined -11.4 points 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 76.3 points below standard Increased Significantly ++15.8 points 444	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 Yellow 61.2 points below standard Increased ++6.7 points 74

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
149.7 points below standard	63.3 points below standard	72.9 points below standard
Increased Significantly ++31.7 points 90	Increased Significantly ++16.9 points 141	Increased ++9.4 points 246

Conclusions based on this data:

1. The White student population is outperforming the Hispanic and African American student population in English Language Arts/Literacy.
2. Overall, all student groups increased their proficiency level in English Language Arts/Literacy.
3. The Current English Learner group increased the most points in comparison to RFEP and EO students, but they are still the farthest points away from meeting the standard. This suggests that we need to review the supports we provide ELs in the area of English Language Arts/Literacy.

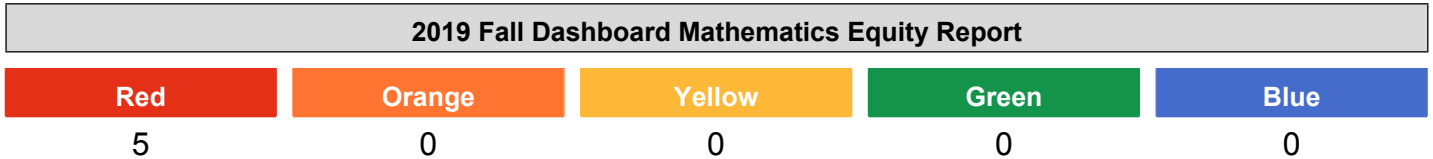
School and Student Performance Data

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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Red 136.4 points below standard Declined -11.5 points 549	<p>English Learners</p>  Red 157.6 points below standard Maintained -1.4 points 231	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<p>Socioeconomically Disadvantaged</p>  Red 138.9 points below standard Declined -7.9 points 489	<p>Students with Disabilities</p>  Red 239.3 points below standard Declined Significantly -15.1 points 55

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 150.8 points below standard Increased ++14.5 points 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Red 138.3 points below standard Declined -8.9 points 444	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Red 128.4 points below standard Declined Significantly -29 points 74

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
213.6 points below standard Increased ++4.1 points 90	121.8 points below standard Maintained -1.6 points 141	134.7 points below standard Declined Significantly -17.7 points 246

Conclusions based on this data:

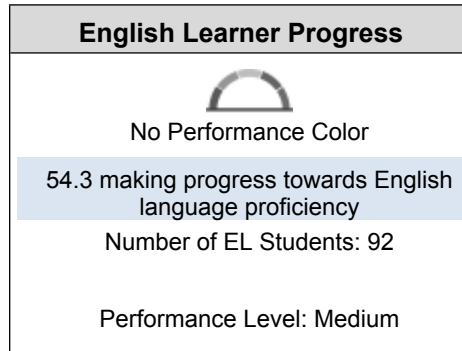
1. The White student population is outperforming the Hispanic and African American student population in Mathematics.
2. Overall, the English Learner student group is the only Race/Ethnicity group that maintained their proficiency in Mathematics.
3. The Current English Learner group increased the most points in comparison to RFEP and EO students, but they are still the farthest points away from meeting the standard. This suggests that we need to review the supports we provide ELs in the area of Mathematics.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.1	31.5	1.0	53.2

Conclusions based on this data:

- 78% of English Learners (ELs) maintained or increased their proficiency level

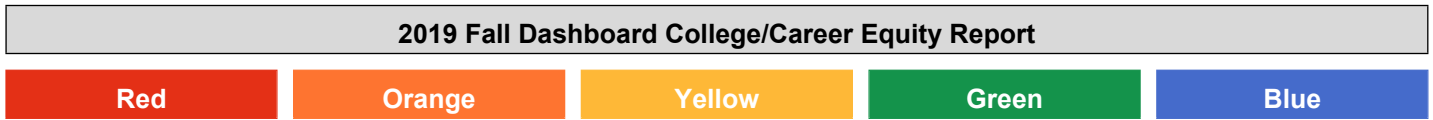
School and Student Performance Data

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.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 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.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. NA

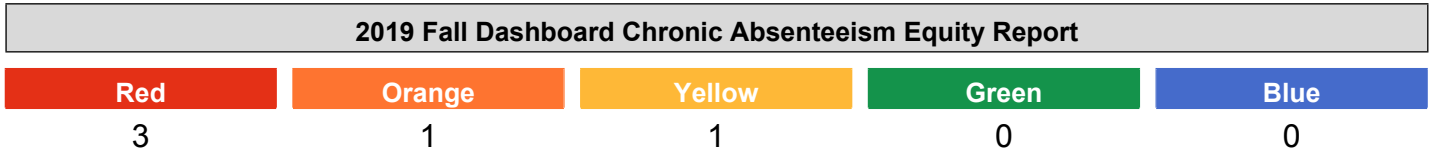
School and Student Performance Data

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Red</p> <p>18.5</p> <p>Increased Significantly +4.1</p> <p>606</p>	<p>English Learners</p>  <p>Yellow</p> <p>16.4</p> <p>Declined -0.9</p> <p>122</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>36.4</p> <p>Increased +16.4</p> <p>11</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>19.1</p> <p>Increased Significantly +4</p> <p>545</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>35.5</p> <p>Increased +9.3</p> <p>62</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 25 Increased +12.5 16	 No Performance Color 25 Maintained 0 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 17.2 Increased +3 489	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Red 23.8 Increased +10 80

Conclusions based on this data:

- Overall, the % of chronic absenteeism has increased. We need to educate parents about the importance of school attendance and create an attendance incentive to decrease rates of absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

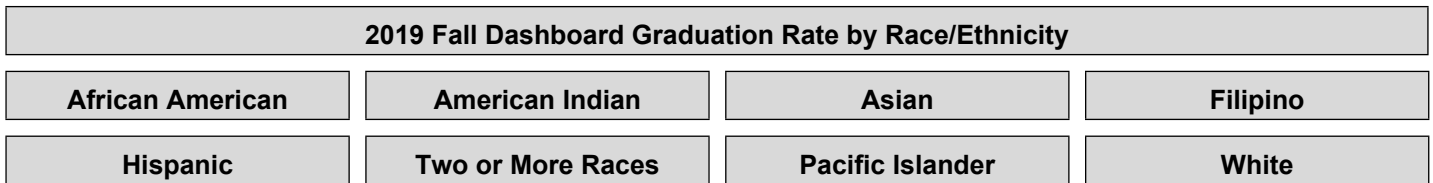
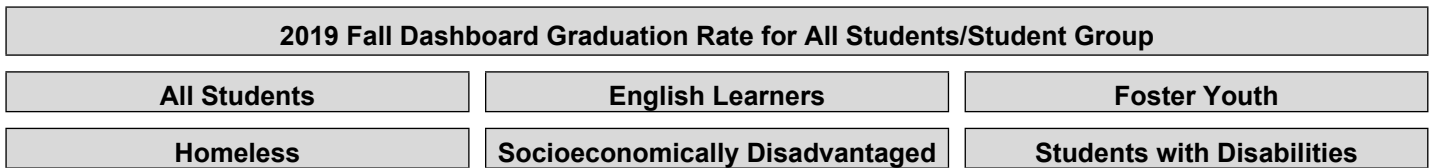
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

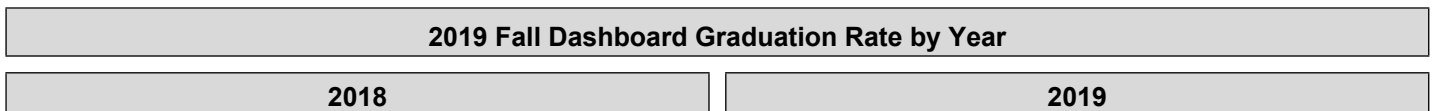
This section provides number of student groups in each color.



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.



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.



Conclusions based on this data:

1. NA

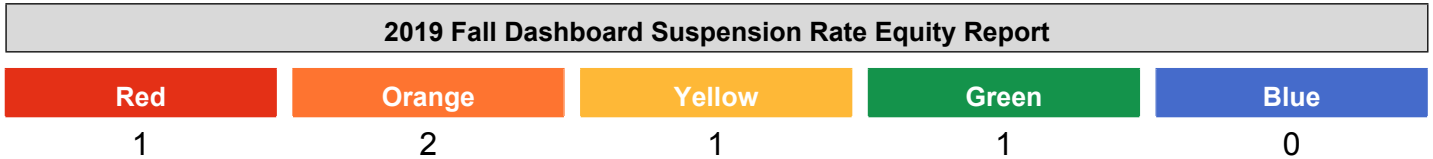
School and Student Performance Data

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 10.3 Increased +1 614	<p>English Learners</p>  Yellow 8.6 Declined -5.5 128	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 5
<p>Homeless</p>  No Performance Color 16.7 Increased +5.6 12	<p>Socioeconomically Disadvantaged</p>  Orange 10.5 Increased +0.8 553	<p>Students with Disabilities</p>  Orange 15.4 Declined -6.5 65

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">25</div> Declined -4.4 16	 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">16.7</div> Maintained 0 12	 No Performance Color Less than 11 Students - Data <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">1</div>	 No Performance Color Less than 11 Students - Data <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">3</div>
Hispanic	Two or More Races	Pacific Islander	White
 Green <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">7.5</div> Declined -1.3 496	 No Performance Color Less than 11 Students - Data <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">4</div>	 No Performance Color Less than 11 Students - Data <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">1</div>	 Red <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">23.5</div> Increased +15.5 81

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	9.2	10.3

Conclusions based on this data:

1. The suspension rates for homeless and socioeconomically disadvantaged students increased.
2. English Learners have the least amount of suspensions even though they make up 81% of the student population
3. After evaluating the data, discipline practices need to be reevaluated to identify alternatives to suspension

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Maximize Student Achievement

Goal 1

Provide the faculty and staff with professional development related to the areas of growth for students so they can support student academic achievement.

Identified Need

The Fall 2019 dashboard results indicate that Bryant Middle School is ORANGE in the area of English Language Arts/Literacy and RED in the area Mathematics. This information indicates there is a need for targeted professional development and ongoing monitoring of student progress towards mastery of the standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts Proficiency Scores	2018-19 CAASPP ELA Proficiency 18%	5% growth
Mathematics Proficiency Scores	2018-19 CAASPP Math Proficiency 8%	5% growth
English Learner Progress	ELPAC Scores, Reclassification Data, Dashboard	5% growth

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Retain EL specialist and EL instructional aide

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)

78954

Title I
2000-2999: Classified Personnel Salaries
Salary and Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All student groups

Strategy/Activity

Engage teachers in professional development opportunities to enhance content knowledge and teacher collaboration.

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)

12000

Title I
5800: Professional/Consulting Services And
Operating Expenditures
PD provided by MCOE in the areas of Math [and
Science (NGSS)]

6285

Title I
1000-1999: Certificated Personnel Salaries
Summer Planning for Math & Science Teachers

2500

Title I
5800: Professional/Consulting Services And
Operating Expenditures
Inclusive Push In Model Professional
Development

0

Title I
4000-4999: Books And Supplies
Professional Learning Communities Resources
[2500]

0

Title I
5800: Professional/Consulting Services And
Operating Expenditures
Professional Learning Communities Training
[84500]

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All student groups

Strategy/Activity

Ensure that all students make measurable improvements as measured by the California School Dashboard and local benchmark assessments by supporting staff through the facilitation of professional learning activities in order to improve teaching and 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)
0	Title I 1000-1999: Certificated Personnel Salaries Extra Duty Pay for Mentors to Support New Teachers [9600]
129362	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Learning Director

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide teachers with collaboration opportunities during the school day to evaluate local benchmark assessments. Cycle of Inquiry will be used to drive instruction.

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	Title I 1000-1999: Certificated Personnel Salaries Sub coverage for: Math: 6 teachers; ELA: 3 teachers; & Sped: 3 teachers [7426]

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Providing professional development opportunities to the staff has been effective and we will continue the practice. Building content knowledge and professional practice supports all students in their academic achievement.

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

Addition of staff to support the school sites goal toward continuous improvement and maximizing student achievement was intended, however due to the Worldwide Pandemic, all educational practices had to be changed minimizing professional learning opportunities for staff.

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

The goal of providing relevant professional development aligned to state standards will continue in the coming school year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Engage students in rigorous and relevant learning.

Goal 2

Create and implement curriculum pacing guides that align instruction to the state standards and provide additional academic support to students at potential and students needing enrichment opportunities

Identified Need

The Fall 2019 dashboard results indicate that Bryant Middle School is ORANGE in the area of English Language Arts/Literacy and RED in the area Mathematics. This information indicates there is a need for targeted classroom instruction and ongoing monitoring of student progress towards mastery of the standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts Proficiency	Illuminate Benchmark Data, Fall 2019 Dashboard	5% growth
Mathematics Proficiency	Illuminate Benchmark Data, Fall 2019 Dashboard	5% growth

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All student groups

Strategy/Activity

Supplemental resources for academic intervention (After School Intervention, Accelerated Reader, Step Up to Writing, Open Up, etc.)

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)
17570	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies

	Open Up Supplemental Curriculum
3750	Title I 5800: Professional/Consulting Services And Operating Expenditures Open Up Supplemental Curriculum Professional Development
8003	Title I 4000-4999: Books And Supplies Accelerated Reader
5000	Title I 1000-1999: Certificated Personnel Salaries After School Intervention Teachers
0	Title I 2000-2999: Classified Personnel Salaries After School Intervention Instructional Aide [1884]
11,350	Title I 4000-4999: Books And Supplies Purchase additional technological equipment that will be used in the classroom setting by teachers, to assist with displaying of key concepts & supports
0	LCFF - Supplemental 4000-4999: Books And Supplies Odysseyware Supplemental Curriculum [3500]
0	Title I 4000-4999: Books And Supplies Step Up to Writing Supplemental Curriculum [500]

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All student groups

Strategy/Activity

Academic Enrichment Courses (Art, Music, AVID, Virtual Enterprise, Business, Agriculture, Camp Green Meadows)

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)

0

Source(s)

Title I
4000-4999: Books And Supplies

	AVID Curriculum [825]
0	Title I 1000-1999: Certificated Personnel Salaries AVID Conference and Training [6000]
3000	Title I 4000-4999: Books And Supplies Virtual Enterprise Curriculum
0	Title I 1000-1999: Certificated Personnel Salaries AVID Planning Days [3920]
6200	General Fund 1000-1999: Certificated Personnel Salaries Camp Green Meadows Staffing
30000	General Fund 0000: Unrestricted Camp Green Meadows Student Tuition & Transportation
7000	LCFF - Supplemental 4000-4999: Books And Supplies Art Supplies
31000	LCFF - Supplemental 4000-4999: Books And Supplies Music Supplies
176500	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Art & Music Teachers
217000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries CTE Teachers

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All student groups

Strategy/Activity

Planning days for staff to create and align pacing guides to state standards.

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)

6285

Source(s)

Title I
1000-1999: Certificated Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All student groups

Strategy/Activity

Summer School

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)

7500

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Salaries and Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All student groups

Strategy/Activity

Continue to purchase Illuminate software to implement local benchmark assessments to drive instruction.

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)

3832

Source(s)

Title I
5000-5999: Services And Other Operating
Expenditures
Purchase of Illuminate software per site based
on student enrollment.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The interventions were implemented and AVID was implemented so the goals were met. Implementation practices will need to be evaluated to ensure consistent practices school wide.

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

Addition of Supplemental curricular resources and academic enrichment courses.

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

The goal of implementing of Enrichment and Intervention courses will continue, but implementation practices will be reevaluated.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Ensure a safe and effective learning environment.

Goal 3

Reduce suspension rates by offering alternative intervention opportunities and provide supports to the students in academic, behavioral, and social emotional areas so students view Bryant Middle School as a safe and welcoming environment.

Identified Need

The Fall 2019 dashboard results indicate that Bryant Middle School suspension rates are in ORANGE and chronic absenteeism rates are in RED identifying students with disabilities and students who are socioeconomically disadvantaged in both categories. In addition to that, students need social emotional supports in the school setting.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension/Expulsion Rate	Fall 2019 Dashboard	Decrease by 5%
Chronic Absenteeism Rates	Fall 2019 Dashboard	Decrease by 5%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All student groups

Strategy/Activity

Create and Implement a Multi-tiered System of Support (MTSS) that addresses students academic, behavioral, and social emotional needs

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)
5400	Title I 1000-1999: Certificated Personnel Salaries

	Extra Pay for Extra Duty for Teacher Participation on the MTSS Team Trainer of Trainer with MCOE
54000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Employ a Behavioral Health Clinician
26500	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Employ an Intervention Center Coordinator
17534	Title I 2000-2999: Classified Personnel Salaries Employ an Intervention Instructional Aide
1500	Title I 2000-2999: Classified Personnel Salaries Extra Pay for Extra Duty for ICC Participation on the MTSS Team Trainer of Trainer with MCOE

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All student groups

Strategy/Activity

Continue the implementation of Multi-tiered System of Support (MTSS) that addresses students academic, behavioral, and social emotional needs and Positive Behavior Interventions and Supports (PBIS) by revising the school wide matrix, implementing behavioral expectation lessons, and creating PBIS incentives.

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	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Release Days for Teacher Participation on the PBIS Team [9800]
8000	Title I 5800: Professional/Consulting Services And Operating Expenditures PD provided by MCOE in the area of MTSS/PBIS
300	LCFF 4000-4999: Books And Supplies Posters and Materials
3000	LCFF

4000-4999: Books And Supplies
Incentives for PBIS

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All student groups

Strategy/Activity

Promote a safe school environment

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

LCFF - Supplemental

Safety Dog [2000]

65625

LCFF - Supplemental

School Resource Officer

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

PBIS was updated at the site with the help of consultants from MCOE. The school wide matrix for behavioral expectations were revised and the incentive system was created. Implementation of the new PBIS model will be the 20-21 school year. A behavior intervention flow chart was implemented as a way of managing discipline and implementing intervention with the support of teachers and administration. Suspensions decreased by 63%.

The MTSS Panel was created and a list of tiered interventions for students was created and implemented. The focus was academic, behavior, attendance, and social emotional support for students. Our behavioral health clinician supported students through individual, small group, and family counseling to address social emotional needs.

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

The 19-20 school year was able to plan for PRIDE period as a part of PBIS, but the time was not sufficient. The time will be increased by 20 mins each week to ensure the behavioral expectations are taught utilizing the PBIS model. This will support the new PBIS implementation model.

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

The goal of implementing MTSS and PBIS as a school wide program will continue, but implementation practices will be reevaluated each year as a way for continuous improvement.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Innovative parent and community involvement.

Goal 4

Create opportunities for parents and community members to interact and engage with the school site to assist in making decisions that benefit all students.

Identified Need

Increase the amount of parent involvement in the school site and parent participation in school committees.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey	Survey Results	Increase by 50%
Parent Involvement in Committees	SSC, ELAC, DELAC attendance	Increase by 50%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All student groups

Strategy/Activity

Strengthening Families Training will be provided to target families with potential risk factors. Evening classes will equip parents and students with tools for success inside and outside of the classroom. Moreover, students and parents will learn to become advocates for a strong foundational education.

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)
4500	Title I 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All student groups

Strategy/Activity

Increase communication with parents through school site

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)

11300

LCFF - Supplemental
2000-2999: Classified Personnel Salaries
Employ District Translator/Community Liaison

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All student groups

Strategy/Activity

Provide opportunities for meaningful parent involvement (PIQE, Back-to-School Night, Parent Conferences, College and Career Night, Open House, School Site Council, English Learner Advisory Committee, etc.)

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

Title I
0001-0999: Unrestricted: Locally Defined
College and Career Night Dinner [24000]

0

Title I
5000-5999: Services And Other Operating
Expenditures
PIQE [11000]

12350

Title I
4000-4999: Books And Supplies
Chromebooks were purchased to support parent involvement activities. They can be checked out to parents from the school library.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Parents were invited to be part of PIQE and attend the college and career night with their students. Training for parents is always ongoing.

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

The strengthening families training was not implemented due to COVID, but we will be implementing that for the 20-21 school year.

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.

Some items from the 19-20 SPSA were moved to goal 3 for the 20-21 SPSA based on the updated LEA Goals.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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)
-----------	-----------

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	\$973,100.00

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 (\$)
Comprehensive Support and Improvement (CSI)	\$146,932.00
Title I	\$197,743.00

Subtotal of additional federal funds included for this school: \$344,675.00

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

State or Local Programs	Allocation (\$)
General Fund	\$36,200.00
LCFF	\$3,300.00
LCFF - Supplemental	\$588,925.00

Subtotal of state or local funds included for this school: \$628,425.00

Total of federal, state, and/or local funds for this school: \$973,100.00

School Site Council Membership

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

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

Name of Members	Role
Fermín Guzmán, Jr.	Principal
Carmen Paredes	Other School Staff
Julie Burton	Other School Staff
Mitzi Gonzales	Classroom Teacher
Leah Seneng	Classroom Teacher
Brooke Sullivan	Other School Staff
Nathalie Alvarez	Secondary Student
Yolanda Alvarez	Parent or Community Member
Emily Wooten	Parent or Community Member
Carolina Salgado-Arredondo	Parent or Community Member
Yolanda Estrada	Parent or Community Member
Francisca Bravo	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on June 25, 2020.

Attested:

Principal, Fermín Guzmán, Jr. on March 18, 2021

SSC Chairperson, Leah Seneng on March 18, 2021

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/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019