School Year: **2022-23**

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
Morrill Middle School	43693776068928	November 16, 2020	December 08, 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

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.

Every year, the Berryessa Union School District (BUSD) brings together a large committee made up of district leadership, teachers, principals, California School Employees Association (CSEA), California Teachers Association of Berryessa (CTAB), and Teamsters representatives along with students and community members to create a strategic plan whose action items are aligned to the district's Local Control Accountability Plan (LCAP). In the LCAP, the district creates action items that support our four district-wide goals. Each action item is budgeted through the district's multiple funding categories (LCAP, Title 1, Title 3, etc.). The School Plan for Student Achievement (SPSA) aligns with the district's LCAP. It outlines the goals and objectives based upon data analysis to ensure the success of each student at Morrill Middle School.

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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).

The teachers and school community participated in a Panorama survey (Spring 2022). Surveys were sent out to staff, parents, and students (4th - 8th grade) during the spring of 2022. For parents and staff, the focus of the surveys was to gauge the culture of the school. For students the topics included academic needs and student engagement.

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

Classroom walk-throughs are regularly scheduled to provide information staff reflection on best practices.

The classroom walk-through's help to ensure the following: that teachers are using standards based instruction, proactive classroom management strategies are being utilized, classroom environment is conducive to student learning, a high level of student engagement is apparent, teachers are frequently checking for understanding, lesson planning is evident, and instructional delivery is sequential and well paced.

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)

The use of assessments to modify and improve student achievement is being selected and/or designed to correspond with the Common Core State Standards (CCSS). These assessments will provide information that, when integrated and examined together, creates a full picture of student achievement and school improvement. Assessments include reading tests, writing benchmarks, math benchmarks, CELDT, ELPAC, CA Physical Fitness Test, Smarter Balanced, and NGSS Science Testing. These assessments will assist and support with the planning for full implementation of CCSS in the 2022-23 school year.

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

The school/district has monitoring system which includes curriculum-embedded assessments available as part of the language arts and math adopted programs. These assessments inform teachers and principals on student progress and effectiveness of instruction in all reading/language arts and mathematics classrooms. The purpose of these assessments is to provide timely data to teachers and principals to make instructional decisions that will improve instruction and student achievement. As a district, we are transitioning and developing district benchmarks, which will include curriculum-embedded assessments aligned with Common Core State Standards (CCSS) in both math and language arts.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Berryessa Union School District strives to become a high performing district. In order to reach this goal, we must ensure that there is an adequate supply of highly qualified and effective teachers, paraprofessionals and administrators who are prepared to meet the challenges of teaching California's growing and diverse student population.

These efforts have resulted in significant improvements in the preparation, authorization and assignment of teachers throughout the district.

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

All Berryessa classrooms are staffed with highly qualified teachers. Teachers possess a bachelor's degree, hold an appropriate teaching credential, authorization, or intern certificate, and demonstrate subject matter knowledge and competence. Berryessa Union School District certifies that all classrooms have highly qualified teachers credentialed for their assignment, as documented on the annual CBEDS report.

We are utilizing SBE adopted ELA/ELD materials and a SBE adopted Common Core mathematics materials. Berryessa will also utilize our adoptions as well as supplemental materials and resources to access the Common Core State Standards (CCSS). All teachers are participating in professional development in the district and some outside of the district at SCCOE and with other professional organizations.

At district trainings on and off site, all staff are learning about utilizing current textbooks while shifting instructional practices to align with CCSS, as needed, selecting and utilizing supplemental resources that align with CCSS, and understanding CCSS in depth to further develop their current teaching practices. Teacher leads are trained in Mathematics, NGSS, ELA/ELD, AVID, Co-Teaching and Technology and provide monthly ELD and ongoing support at all sites.

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

Professional Development was focused on Multi-Tiered Systems of Support (MTSS) this school year and reviewing student data.

During the school year, teachers are released for additional training. At 6 elementary schools (BT, TY, VP, CW, LV, SD) TK - 3rd grade teachers participate in Unit Development Days (UDD) planning lessons to create integrated units of study that support ELD instruction. Elementary pilot teachers will review the 2 pilot programs to support NGSS.

Special education teachers receive monthly training related to their job specialty and specialized instructional materials.

Teacher leadership teams in math, science, ELA/ELD and technology regularly after school. The focus during the 2021 - 2022 school year is on building a Multi-Tiered System of Support at each school. This includes building teachers understanding of strong Tier 1 instruction and appropriate interventions in each subject area. Monthly principals' meetings and site professional development focuses on reviewing data and developing interventions to support Tier 1 and 2 instruction.

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

Teachers participate in district driven professional development supported by teacher presenters who bring the information back to their sites. Each site has access to instructional coach(s) to support teachers in developing their instructional practices and support implementation of district initiatives including SEAL, new instructional materials and support in lesson implementation. The district collaborates with the SVMI (Silicon Valley Math Initiative), Sobrato Center (for SEAL) and the East Side Alliance which provide instructional assistance and support for math and ELL student strategies.

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

Teacher Collaboration is an integral part of our district's culture. We understand that to improve student achievement teachers must collaborate to make a more consistent and cohesive instructional program for our Berryessa students. Teacher collaboration varies at different school sites but is an expected part of our professional development. Our district PD days have built in collaboration times to focus on the specific topic being presented. Teacher release days by grade level are utilized by the district and school site. By having these release days teachers can work in grade level groups that are either site specific or an entire grade level across the district. In addition to these PD times our teachers and/or site leadership are offered various opportunities to participate in learning communities on a variety of topics. Some of these span across districts to allow for a broader scope of learning. All of our teacher collaboration has an element of data to drive conversations. Data is presented in different forms that can best relate to the ongoing work and process of these groups and topics. This data comes from state and district assessments, formative and summative assessments, and formal and informal observations. The collaboration groups work to improve instruction and increase student achievement.

Teaching and Learning

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

The Berryessa Union School District's Board of Trustees Board Policy 6010 guides the programs and instruction delivered to all students grades K – 8th in BUSD including general education, special education and English Learner students. Among the guarantees the board has adopted, is the dedication to providing all students with the supports and education necessary to promote strong communication skills. The district office provides professional development opportunities for all teachers in both the methodologies of good teaching practices as well as how to utilize the board adopted materials for instruction. Under the guidance of the Board, BUSD has continuously adopted curricular materials which are board approved and aligned with the State of California Content standards

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

Morrill Middle School complies with and monitors implementation of instructional time for the adopted programs for core English/reading/language arts, reading intervention, core mathematics, as well as provides additional time for students needing mathematics intervention. This time should be given priority and be protected from interruptions.

The daily guidelines for each subject in Middle School is 55 minutes daily and 41 minutes on minimum days.

Those students in need of Math or Language Arts intervention is scheduled into a support class that replaces their elective, or is invited to after school supplementary instruction to support the needs of those students.

Adherences to the recommended guidelines are:
The alignment of daily classroom instruction to CCSS
Utilize state adopted texts and resources to align classroom instruction to CCSS
Weekly Lesson plans
Grade level planning and collaboration
Deep understanding of CCSS
On-going professional development
Development of units of study
Classroom assessments
School wide assessments
District assessments

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

The district has put together Curriculum Committees for math, ELA, and Science to create frameworks, pacing guides, and assessments. The committees also discuss curriculum and areas of focus for professional development trainings.

A SST protocol has been put into place to ensure struggling students are properly identified and are given immediate interventions.

Teachers are trained on a variety of instructional strategies to make sure all levels of students are receiving instruction at their target level through differentiation.

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

To comply with California Education Code 35186 in regards to textbooks and curricular materials, BUSD must provide sufficient textbooks and instructional materials for each pupil, including English learners and students with special needs. Textbooks and/or instructional materials must be available to students to use in the classroom and to take home. All students receive SBE approved grade-level textbooks and consumable workbooks in ELA, Math, and Science even though elementary science in not yet in alignment with NGSS and frameworks: Berryessa Union School District provides State Board of Education (SBE) adopted and standard-based materials (SBM) for every student as described in California Education Code 35186. Every student in grades k-5 and middle school (6-8) is provided with grade level appropriate textbooks in core curricular areas. CDE Price List of Adopted Instructional Materials http://www3.cde.ca.gov/impricelist/implsearch.aspx CDE Schedule for Curriculum Framework and Instructional Materials Adoptions http://www.cde.ca.gov/ci/cr/cf/documents/frwkdevsch.doc

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

Berryessa Union School DIstrict provides State Board of Education (SBE) adopted and standard-based materials (SBM) for every student as described in California Education Code 35186. Every student in grades k-5 and middle school (6-8) is provided with grade level appropriate textbooks in core curricular areas:

LANGUAGE ARTS:
TK - 6 Benchmark Education © 2017 Benchmark Advance (BUSD 05-08-17)
6 - 8 Houghton Mifflin Harcourt © 2017 California Collections (BUSD 05-08-17)

MATH:
K - 2 Houghton Mifflin Harcourt © 2015 GO Math! (BUSD 04-11-15)
3 - 5 Scott Foresman-Addison Wesley © 2015 enVisionMath (BUSD 04-11-15)
6 - 8 CPM Educational Program © 2013 Course 1, Course 2, Course 3 (BUSD 04-11-15)

ADVANCED MATH:
CPM Educational Program © 2013 Integrated 1 (BUSD 04-11-15)

SCIENCE:
K-5 Houghton Mifflin © 2007 California Science (BUSD 05-15-2007)
6 - 8 Amplify (BUSD 08-15-2019)

SOCIAL SCIENCE/ HISTORY:
K - 5 Pearson Scott Foresman © 2006 (BUSD 06-13-06)
6 - 8 TCI (Teachers Curriculum Institute) BUSD 06-13-19)

VISUAL AND PERFORMING ARTS:
6 - 8 Pearson Scott Foresman - Making Music, California Edition (BUSD 04-11-08)

Intervention materials used at the K-5th include the use of the Fountas and Pinnell Leveled Literacy Intervention Kits and Winsor Learning Let's Play Learn, Sonday System 1 and Sonday System 2 for dyslexia

The mission of Morrill Middle School is to prepare each student to be successful in high school and in life. We focus on research-based guides for developing daily instruction that meets the needs of a diverse student population using tools such as a lesson design template (with a clear objective, gradual release of responsibility, and checks for understanding); learning groups; graphic organizers, positive reinforcement and recognition.

In addition, we provide appropriate instructional support for English learners including explicit instruction on listening and speaking skills, sentence frames, and activities that prompt all students engage in discussions. We implement differentiated instructional strategies that provide each student the opportunity to grow academically including compacting curriculum, adjusting questions, tiered assignments, learning centers and partner work.

District curriculum teams for math, English language arts, and science align adopted curriculum with CCSS standards, develop benchmark assessments, and develop curriculum maps. These district teams and our school community regularly review, California Dashboard, CAASPP and benchmark assessment data to review student progress. Adjustments are made to instruction as needed. Interventions are provided during and after school based on the research of student data.

Our school also monitors the social emotional health of our students through data on truancy,

suspensions, Panorama student, parent and staff survey. We currently use Sherman Garnet & Associates book, Guidelines on Discipline, Due Process, Suspension and Expulsion Handbook, to develop practices that promote positive learning environments with high student engagement. In addition, we promote student engagement in academics through Projected Based Learning and integrated thematic units. We are supported in this work by training offered by the Buck Institute, East Side Alliance, the Bureau of Educational Research, and Sobrato Early Academic Language Program.

Finally, we promote community and parent involvement based on research from Marzano and others that correlates involvement with academic achievement. Parents participate in shared leadership through School Site Council, PTSA, and the English Language Advisory Committee. We promote parent and community involvement through many educational and fun events throughout the year such as Family Math Night, Harvest Festival, and Parents Workshops.

Opportunity and Equal Educational Access

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

Teachers are proactive in providing a successful academic experience for all students.

Services provided by the regular education program that enable underperforming students to meet standards may include, but are not limited to the following: a Common Core State Standards (CCSS) aligned curriculum in all grades which includes assessments to inform and differentiate instruction, and English Language Development curriculum. Our teachers and support staff collaborate frequently to ensure success for all students. Teachers use classroom strategies that are differentiated, which includes small group instruction to frontload, re-teach, and model concepts that support the curriculum.

In addition, the teacher is supported with monthly professional development and access to Teachers on Special Assignment (TOSAs). The teacher and principal meet throughout the year to discuss and monitor student performance. Targeted students work toward academic goals one-on-one and small group support.

Evidence-based educational practices to raise student achievement

Intervention materials used at the K-5th grades include the use of the Fountas and Pinnell Leveled Literacy Intervention Kits, Sonday System Let's Play Learn, Sonday System 1 and Sonday System 2 for dyslexia. Intervention materials used at the middle school level include Language!, Imagine Language and Literacy, Imagine Math, IXL Math, Delta Math, N2Y Education, Nearpod, Amplify and TCI Modified.

Our mission is to provide all students with the skills to become lifelong learners and successful 21st century global citizens. We work with research-based guides for developing daily instruction that meets the needs of a diverse student population using tools such as a lesson design template (with a clear objective, gradual release of responsibility, and checks for understanding); learning groups; graphic organizers; positive reinforcement and recognition.

District curriculum teams address math, English language arts, and science aligned and adapted curriculum with CCSS standards, develop benchmark assessments, and develop curriculum maps. These district teams and our school community regularly review California Dashboard, CAASPP and benchmark assessment data to monitor student progress. Adjustments are made to instruction as needed. Interventions are provided during and after school based on the research of student data.

Our school also monitors the social-emotional health of our students through data on truancy, suspensions, Panorama's student, parent and staff survey, and Project Cornerstone survey. We use these to develop practices that promote positive learning environments with high student engagement. In addition, we promote student engagement in academics through Projected Based Learning and integrated thematic units. We are supported in this work by training offered by the East Side Alliance, HEARD Alliance, and Sobrato Early Academic Language Program.

Parents participate in shared leadership through School Site Council, PTA, and the English Language Advisory Committee. We promote parent and community involvement through many educational and fun events throughout the year.

Parental Engagement

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

Academic assessments are used to diagnose and differentiate student learning and address the needs of underachieving students to meet the district and state expectations. In addition, district adopted materials are utilized to adapt and support alignment with Common Core State Standards (CCSS), English Language Development standards, and content standards to facilitate student mastery of grade level standards. The school also offers extended day learning opportunities within the school year to address the needs of underachieving students.

The district and school sites design staff development and professional collaboration aligned with standards-based instructional materials to assist underachieving students. District and the schools have active community leadership groups that promote Caregiver-School Partnership including the School Site Council, English Learner Advisory Committee, and the District English Learner Advisory Committee where the partnership with caregivers focuses on ways to assist students and monitor program effectiveness.

Additional services listed below assist students' academic needs:
Sites support individual student needs via the Multi-Tiered Systems of Support, including Student Study Teams to ensure student success
School psychologists and Social Workers are available at all schools to work directly with students and families most at risk of not achieving academic proficiency.

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)

Parent involvement is a district and site priority. The School Site Council (SSC), under the leadership of the principal, serves as a team through which the school improvement process moves forward. The team, which is comprised of parents, community members, staff members and the site principal, work collaboratively to develop a school plan that has measurable objectives. These objectives are based on the school budget and seek to improve the needs of the total school population. The SSC oversees, monitors, and reviews the site plan. The team also approves any revisions to the plan when necessary. Ultimately, the SSC recommends our plan to the Berryessa Union School District Board for approval.

The site English Learner Advisory Committee (ELAC) is comprised of school staff and members of the parent community. The ELAC committee helps develop and implement the plan to support English Learners. With information from the principal, the committee learns about the needs of English Learners in our school and ensures the EL Master Plan is implemented to address those needs. The school also has at least one representative who participates at the district level on the DELAC, the District English Learner Advisory Committee. There, the site representative has the opportunity to bring forward input regarding effectiveness of the program, questions about implementation across the district, testing requirements, or any concerns or questions parents may have. Information is provided in the parent's home language whenever possible.

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

Categorical funds are used to provide services to assist underperforming students in meeting the standards during the instructional day and before and after school using SBE approved materials. Some of the added programs are pull-out time using instructional aides, technology support, after school intervention, homework clubs, parent meetings and workshops, and summer school. Teachers are trained in utilizing a variety of instructional strategies to ensure that all students' instruction is differentiated. Instructional coaches support each school site with SBE adopted materials, technology, instructional models and instructional strategies. In addition, Instructional Coaches provide Tier II reading intervention for targeted students.

Fiscal support (EPC)

Morrill Middle School's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the Essential Program Components in Reading/English Language Arts, English Language Development (ELD), Mathematics, and the Single Plan for Student Achievement (SPSA). Each school uses the monies that are allocated by the state to assure that the educational needs of all students are being met through a balanced academic program. The School Site Council (SSC) helps in development of the SPSA to ensure that the money is being used for all academic programs at the school site.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school principal works throughout the year with the School Site Council (SSC), English Language Advisory Committee (ELAC), and school staff to evaluate program effectiveness and prioritize expenditures based on the school's current and anticipated needs.

Resource Inequities

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

Berryessa Union School District's funding resources have decreased this school year based on our district not meeting the 55% threshold to qualify for concentration funds. The Local Control Funding Formula (LCFF) that was created to help close the achievement gap among our English Learners, Homeless and Foster Youth, and Socioeconomically Disadvantaged students continues to persist. LCFF funding has decreased despite student population growth. In addition, sites have limited funding to provide additional resources that these specific students need in order to close the academic achievement gap

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
American Indian	0%	%	0.16%	0		1
African American	1.84%	1.5%	1.62%	12	10	10
Asian	45.16%	44.9%	44.10%	294	293	273
Filipino	17.67%	19.5%	17.61%	115	127	109
Hispanic/Latino	24.27%	24.8%	25.53%	158	162	158
Pacific Islander	1.23%	1.2%	1.13%	8	8	7
White	4.76%	4.4%	5.49%	31	29	34
Multiple/No Response	5.07%	3.7%	4.20%	33	24	26
			Total Enrollment	651	653	619

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	19-20	**20-21**	**21-22**
Grade 6	243	217	202
Grade 7	211	232	202
Grade 8	197	204	215
Total Enrollment	651	653	619

Conclusions based on this data:

1. Our Hispanic/Latino, African American, Pacific Islander and White student populations increased when compared to the 2021-22 school year.

2. Morrill Middle School had a decrease in enrollment in the 2021-22 school year. All grade levels were impacted by the reduction in students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
English Learners	153	140	135	23.5%	21.40%	21.8%
Fluent English Proficient (FEP)	251	245	239	38.6%	37.50%	38.6%
Reclassified Fluent English Proficient (RFEP)	34	18		22.4%	12.9%	

Conclusions based on this data:

1. The number of students who are classified as English Learners decreased by 5 students in the 2021-22 school year, however the percentage of EL's increased due to lower overall student enrollment numbers.

2. The number of students who are classified as Fluent English Proficient decreased in the 2021-22 school year when compared to the two years prior.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	206	211	196	201	0	192	201	0	192	97.6	0.0	98.0
Grade 7	195	223	190	192	0	186	192	0	186	98.5	0.0	97.9
Grade 8	228	193	213	221	0	205	221	0	205	96.9	0.0	96.2
All Grades	629	627	599	614	0	583	614	0	583	97.6	0.0	97.3

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2546.		2550.	24.38		31.77	35.32		29.69	19.90		16.15	20.40		22.40
Grade 7	2569.		2588.	18.75		31.18	43.23		36.56	21.35		15.59	16.67		16.67
Grade 8	2585.		2581.	21.27		23.41	37.56		37.56	23.98		17.07	17.19		21.95
All Grades	N/A	N/A	N/A	21.50		28.64	38.60		34.65	21.82		16.30	18.08		20.41

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	29.85		29.69	45.77		44.27	24.38		26.04
Grade 7	26.56		32.80	48.96		52.15	24.48		15.05
Grade 8	30.32		27.80	45.70		50.73	23.98		21.46
All Grades	28.99		30.02	46.74		49.06	24.27		20.93

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	29.85		29.17	49.75		46.35	20.40		24.48
Grade 7	29.69		37.63	54.17		46.24	16.15		16.13
Grade 8	30.77		24.88	52.04		52.20	17.19		22.93
All Grades	30.13		30.36	51.95		48.37	17.92		21.27

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	15.42		21.35	68.16		66.67	16.42		11.98
Grade 7	19.79		15.59	67.19		71.51	13.02		12.90
Grade 8	19.91		26.83	66.52		60.98	13.57		12.20
All Grades	18.40		21.44	67.26		66.21	14.33		12.35

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	35.82		30.21	44.28		53.13	19.90		16.67
Grade 7	34.90		33.33	51.04		55.38	14.06		11.29
Grade 8	33.94		29.76	46.61		56.10	19.46		14.15
All Grades	34.85		31.05	47.23		54.89	17.92		14.07

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The overall achievement mean scale score increased for both 6th and 7th graders in the 2021-22 school year. The number of students who exceeded standard overall increased significantly in each grade level. We saw an increase in the overall ELA proficiency with more students being at or above grade level when compared to the 2018-19 school year.

2. Based on this data, Morrill Middle School needs to focus on Writing, as this was the only claim that saw an increase in the number of students who performed below standard in the 2021-22 school year. Every other claim saw a decrease in the percentage of students who performed below grade level.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	205	211	196	202	0	193	202	0	193	98.5	0.0	98.5
Grade 7	194	223	190	192	0	187	192	0	187	99	0.0	98.4
Grade 8	228	193	213	223	0	205	223	0	205	97.8	0.0	96.2
All Grades	627	627	599	617	0	585	617	0	585	98.4	0.0	97.7

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2545.		2519.	31.68		27.46	18.32		17.62	23.76		20.21	26.24		34.72
Grade 7	2568.		2562.	29.69		37.43	25.00		12.30	19.79		17.65	25.52		32.62
Grade 8	2584.		2550.	32.29		28.29	18.83		8.78	21.08		21.95	27.80		40.98
All Grades	N/A	N/A	N/A	31.28		30.94	20.58		12.82	21.56		20.00	26.58		36.24

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	35.64		22.40	27.23		39.06	37.13		38.54
Grade 7	40.63		34.76	28.65		36.90	30.73		28.34
Grade 8	36.77		25.37	30.04		40.00	33.18		34.63
All Grades	37.60		27.40	28.69		38.70	33.71		33.90

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	33.17		25.39	39.11		41.97	27.72		32.64
Grade 7	32.81		30.48	40.63		40.64	26.56		28.88
Grade 8	33.63		23.90	42.60		45.37	23.77		30.73
All Grades	33.23		26.50	40.84		42.74	25.93		30.77

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	32.67		19.69	39.11		59.59	28.22		20.73
Grade 7	32.81		27.81	50.00		56.15	17.19		16.04
Grade 8	35.43		20.49	39.01		53.66	25.56		25.85
All Grades	33.71		22.56	42.46		56.41	23.82		21.03

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Morrill Middle School students decreased by 8% overall in the 2021-22 school year. The data tells us that the students who were least impacted by the decrease were those students who were already Exceeding Standard prior to the pandemic. Those most impacted by the decease were those students who were either meeting, near, or already below standard in mathematics.

2. Each claim shows that there was an increase in the At or Near Standard category, but a decrease in students who were above standard. Concepts and Procedures needs to be a focus for mathematics instruction this year, as this was the area that showed the largest percentage of students below standard.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	1507.3	1517.1	1503.9	1506.0	1524.1	1497.2	1508.1	1509.6	1510.0	42	48	36
7	1534.6	1504.6	1519.6	1524.7	1499.7	1517.4	1544.1	1509.0	1521.3	42	51	38
8	1519.3	1476.0	1538.5	1495.6	1466.5	1538.8	1542.5	1484.9	1537.7	43	35	44
All Grades										127	134	118

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	11.90	28.89	13.89	40.48	24.44	25.00	16.67	28.89	22.22	30.95	17.78	38.89	42	45	36
7	35.71	30.43	15.79	26.19	21.74	39.47	19.05	21.74	28.95	19.05	26.09	15.79	42	46	38
8	18.60	17.65	27.91	34.88	29.41	18.60	18.60	29.41	30.23	27.91	23.53	23.26	43	34	43
All Grades	22.05	26.40	19.66	33.86	24.80	27.35	18.11	26.40	27.35	25.98	22.40	25.64	127	125	117

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	35.71	42.22	25.00	33.33	33.33	27.78	4.76	11.11	22.22	26.19	13.33	25.00	42	45	36
7	40.48	30.43	34.21	23.81	36.96	42.11	21.43	13.04	7.89	14.29	19.57	15.79	42	46	38
8	30.23	20.59	34.88	20.93	38.24	37.21	23.26	14.71	9.30	25.58	26.47	18.60	43	34	43
All Grades	35.43	32.00	31.62	25.98	36.00	35.90	16.54	12.80	12.82	22.05	19.20	19.66	127	125	117

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	7.14	13.33	11.11	11.90	24.44	13.89	38.10	28.89	22.22	42.86	33.33	52.78	42	45	36
7	16.67	13.04	7.89	38.10	26.09	13.16	26.19	26.09	50.00	19.05	34.78	28.95	42	46	38
8	20.93	8.82	20.93	34.88	26.47	13.95	16.28	35.29	27.91	27.91	29.41	37.21	43	34	43
All Grades	14.96	12.00	13.68	28.35	25.60	13.68	26.77	29.60	33.33	29.92	32.80	39.32	127	125	117

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Listening Domain Percentage of Students by Domain Performance Level for All Students																
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	21.43	22.22	11.11	45.24	48.89	58.33	33.33	28.89	30.56	42	45	36
7	28.57	8.70	7.89	45.24	67.39	65.79	26.19	23.91	26.32	42	46	38
8	9.30	17.65	11.63	53.49	47.06	58.14	37.21	35.29	30.23	43	34	43
All Grades	19.69	16.00	10.26	48.03	55.20	60.68	32.28	28.80	29.06	127	125	117

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Speaking Domain Percentage of Students by Domain Performance Level for All Students																
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	42.86	66.67	41.67	33.33	20.00	30.56	23.81	13.33	27.78	42	45	36
7	54.76	63.04	68.42	35.71	17.39	13.16	9.52	19.57	18.42	42	46	38
8	34.88	29.41	48.84	37.21	44.12	34.88	27.91	26.47	16.28	43	34	43
All Grades	44.09	55.20	52.99	35.43	25.60	26.50	20.47	19.20	20.51	127	125	117

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	7.14	15.56	11.11	38.10	24.44	22.22	54.76	60.00	66.67	42	45	36
7	23.81	21.74	10.53	42.86	34.78	34.21	33.33	43.48	55.26	42	46	38
8	25.58	20.59	25.58	32.56	29.41	18.60	41.86	50.00	55.81	43	34	43
All Grades	18.90	19.20	16.24	37.80	29.60	24.79	43.31	51.20	58.97	127	125	117

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Writing Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	16.67	28.89	8.33	54.76	55.56	63.89	28.57	15.56	27.78	42	45	36
7	7.14	15.22	13.16	80.95	67.39	65.79	11.90	17.39	21.05	42	46	38
8	13.95	2.94	2.33	67.44	76.47	86.05	18.60	20.59	11.63	43	34	43
All Grades	12.60	16.80	7.69	67.72	65.60	72.65	19.69	17.60	19.66	127	125	117

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. When comparing how 6th graders performed overall on the ELPAC in 2018-19, the data suggests that most students are significantly progressing in their proficiency by the time they reach 8th grade. This is supported by following how our 8th graders in 2021-22 performed during the 2018-19 school year.

2. Our EL students are showing higher proficiency in Oral Language Fluency when compared to Writing, Listening, and Reading fluency. Our EL students will benefit from more exposure and practice with writing and reading, as well as being offered opportunities for listening,

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Campus Climate and Safety

LEA/LCAP Goal

Ensure a safe and productive learning environment that promotes wellness and a positive school culture for all students.

Goal 1

Ensure a safe and productive learning environment that promotes wellness and a positive school culture for all students.

Identified Need

With the onset of COVID19, the district decided to focus on wellness and positive school culture for this goal. There is an urgent need to address how to engage Latino, English Learner students, and students from low socioeconomic backgrounds in school and strengthen the relationship between home and school as indicated by the number of suspensions and expulsions for our Latino, African American, and Socioeconomically Disadvantaged youth. Staff must continue to improve school climate to promote a caring environment for all students. The identified need for attendance is to reduce the number of students being absent. Most chronic absences are at the elementary school level and for those students who are struggling at the middle schools.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rates	94.09%	95%
Chronic Absenteeism rates	20.98%	15%
Suspension/Expulsion rates	26	20
Panorama survey results	87%	90%

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 Students

Strategy/Activity

Restorative Justice room/Chill Zone

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)
31,671	Title I 3010 Staffing to support student behavior, attendance and social emotional needs. Staff member will support restorative efforts, including behavior academy and attendance improvement program. (J. VanDyke will assume these duties)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Student Handbooks

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)
3,500	Title I 4310 Student Handbooks/Time Tracker, which outlines student behavior expectations and school support services.

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Spirit Days and student culture (WEB)

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)

Amount(s)	Source(s)
1,500	LCFF - Supplemental 4310 Supplies for activities and games to build and support school climate and culture.
3,000	LCFF - Supplemental 1190 Stipends for teachers who run WEB program.
1,500	LCFF - Supplemental 4310 T-Shirts for all WEB students and all staff to promote a culture of inclusivity.

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Parent Community

Strategy/Activity

MMS Parent Engagement Events

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)
2,000	Title I 4310 Four MMS Parent Events to support positive school culture and norm expectations for student behavior at school

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

ASB Student Dances/Activities (4 total)

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)
1,500	LCFF - Supplemental

	1190 Stipend for teacher who runs Leadership/ASB.

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

AVID Students

Strategy/Activity

AVID Shirts

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)
2,000	LCFF - Supplemental 4310 Provide t-shirts for all AVID students and school faculty and staff to promote a vision of school wide AVID implementation.

Annual Review

SPSA Year Reviewed: 2021-22

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.

Implementing these strategies, in order to effectively meet the articulated goals, is manageable with the support of our teachers, students, and parents. By working collaboratively with our stakeholders and providing opportunities for positive engagement and interactions on campus, our students and parents will feel more safe and secure, increasing the overall sense of belonging. When we see these shifts in our climate and culture, our data will start to change to reflect a school in which students and parents want to participate, appreciate, and care for the school as a pillar of the community.

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

We increased the money allocated for parent engagement in the hopes of gaining buy in from our parent community to support our efforts in reducing chronic absenteeism and increasing student engagement during distance learning.

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.

We are looking at leveraging the resources within this goal to engage parents and students through ongoing opportunities for inclusion. We are looking to increase a sense of belonging and integrate multi tiered systems of support to increase student desire to be at school and increase communication with parents. Throughout the SPSA we highlight how MTSS and and PBIS implementation is critical in supporting positive change in our academic, behavioral and attendance data. In order to make the necessary changes, we need to commit the resources within this goal to creating a school of continuous improvement and ongoing, tiered support for all students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Performance

LEA/LCAP Goal

Improve student achievement for all students by providing Common Core State Standards (CCSS) instruction with the strategic use of technology and providing professional development for all staff.

Goal 2

Improve student achievement for all students by providing Common Core State Standards (CCSS) instruction with the strategic use of technology and providing professional development for all staff.

Identified Need

This goal was a carry over from the district's previous goal focusing on improving student achievement. All stakeholder groups felt that improving student academic achievement was a major goal for the district. They also understood that professional development should be folded into this goal and that the district's metrics were aligned to this goal too. The district decided to write up our actions/services to align with our Multi Tiered Systems of Support (MTSS) plan - by including supports for all students (Tier 1) - Basic Instructional Services, ELA, Math, Next Generation Science Standards, Social Studies, PE & Health, VAPA. Tier 2 and Tier 3 supports for students were also aligned to our MTSS plan and the district's CCEIS plan to support our English Language, Foster youth, and Low Income students - ELA (Tier 2 & 3), Math (Tier 2 & 3), English Language Development (ELD), Implicit Bias & Culturally Relevant Teaching (CRT) strategies. In addition, the district is upgrading our Assessment platform to help administrators and teachers track their students progress through formative and summative assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA	65% proficiency	70% proficiency
SBAC Math	47% proficiency	52% proficiency
ELD & ELPAC Data	95 students who are EL are below or approaching grade level standard	EL students will increase by at least one level
Panorama survey - student mindset %	66% of students showed evidence of having a growth mindset per the Panorama Survey in the Spring of 2021.	75% of students will show evidence of having a growth mindset per the Panorama Survey in the Spring of 2022.

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 Language Learners and Special Education students

Strategy/Activity

Improve English Language Learners and Special Education students by at least 5% on the SBAC for Math and ELA

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)
15,000	Title I 1190 Providing supplemental instruction in small group setting for ELA to students who are below grade level.
10,000	Title I 1190 After school homework center for students who need a space to work with tutoring support

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

AVID Students

Strategy/Activity

Provide all AVID services to qualified students/continuous support

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)
1,434	LCFF - Supplemental 4310 Provide materials for AVID classes, including whiteboards, Cornell notebooks
1,500	LCFF - Supplemental 1110 Provide Substitutes while AVID teachers are attending professional development.

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Technology available for all students

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)
59,250	LCFF - Supplemental 4310 Purchase new SMART boards to replace the projectors that are outdated and starting to become non functioning.

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

CCSS supplies/additional supplies to supplement student 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)
40,000	LCFF - Supplemental 4310 Provide basic instructional materials for academic work: paper, classroom supplies, Southwest and Office Depot orders.
26,000	Title I 4310 Provide basic instructional materials for academic work to support students of high need, including socio-economically disadvantaged students.
9,904	Title I 4310

	iPads for SDC classes.

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Supplemental program supplies/continuous classroom support for Intervention, 21st century learning offerings

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)
10,000	Title I 5610 Provide online programs/resources for students to support literacy across content areas (ie. N2Y, Delta Math, etc).

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Library Budget

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)
10,000	LCFF - Supplemental 4310 Provide library with updated books and reference materials that is relevant to students interests and needs, while being up to date with current information.

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners, Students with Disabilities

Strategy/Activity

Supplemental 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)
8,000	Title I 1190 Provide supplemental instruction via a Computer Science Institute during summer school. Contract with SVEF to offer summer program for under performing and EL students.

Annual Review

SPSA Year Reviewed: 2021-22

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.

After looking at our 2021-22 goals, we have decided to maintain our goals for the 2022-23 school year, and use money to purchase supplemental curriculum and paid tutoring to support English Learners, Students with Disabilities, and students who are below grade level to help us reach our goal of increasing our academic achievement as a school. Allocating funding to provide supplemental instruction after school for targeted students will help us reach our goal of improving the Math and ELA scores of our students and help close the achievement gap and loss of learning during distance learning.

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

Morrill Middle School needs to continue focusing efforts on increasing student academic achievement, which is why we have allocated over $190,000 towards meeting goal #2. We anticipate the funds allocated for goal #2 to support teacher collaboration, supplemental instruction after school, as well as supplemental materials to support students at various ability levels. While we have made great progress with our student achievement in Math and Language Arts over the last several year, providing resources for equipping students with necessary skills to close the achievement gap and access grade level curriculum will be possible with the allocation of funds in this goal.

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

The changes we have made to meet this goal is providing more money to purchase updated technology so that our students are able to access their curriculum and instruction with 21st century resources.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Professional Development

LEA/LCAP Goal

Increase parent and community involvement and education.

Goal 3

Increase parent and community involvement and education.

Identified Need

This goal was carried over from our last LCAP. It was important to stakeholders to continue to focus on parent and community involvement and education. The 2 main priorities of this goal are parent communication and parent engagement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama survey (parent & student results)	96% student completion in the 2019-20 school year	Increase to at least 97% student completion in the 2021-22 school year.
Weekly updates to parents and students	n/a	Increase communication with students and parents by providing a weekly update to our community.

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 Students

Strategy/Activity

PD for CCSS/continuous

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)
11,000	LCFF - Supplemental 5220 Training for teaching staff: MTSS, Literacy for all students, Technology training. Utilizing Instructional Leadership Team

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Parents and Students

Strategy/Activity

Increase communication

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)
2,000	LCFF - Supplemental 3110 Print shop for mailing information
2,000	Title I 4310 Parent Engagement Events

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Events to increase student and parent connectedness

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)
1,500	LCFF - Supplemental 4310 Career Day
1,000	LCFF - Supplemental

	4310 Culture Fair
1,000	LCFF - Supplemental 4310 Math Night
2,000	LCFF - Supplemental 4310 Honor Roll Celebration
2,500	Title I 5220 Parent Engagement Workshops hosted by SCCOE

Annual Review

SPSA Year Reviewed: 2021-22

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.

Teachers were provided monthly professional developments that were designed and developed at the district and site levels. In addition to the monthly professional development time, teachers and support staff were sent to trainings to improve instructional practice and support overall school culture and climate needs. The implementation was effective, as the teachers who responded favorably to the Professional Learning indicator on the Panorama Survey in Spring 2022 increased by 15%.

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 biggest difference between the intended implementation and the budgeted expenditures was the overall cost of substitutes for co-teaching release planning. Our expenditures for this line item were less than projected due to an inability to find sub coverage on the release days that were planned. With the district adoption of the Swing Notification System, finding substitutes for the 2020-21 school year should be more consistent, allowing us to fulfill the intended implementation with the budgeted allocation.

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.

This goal will remain the same, as there is the shift towards supporting student and staff needs during distance learning has become the priority for professional development.

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	$260,759.00

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 ($)
Title I	$120,575.00

Subtotal of additional federal funds included for this school: $120,575.00

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 ($)
LCFF - Supplemental	$140,184.00

Subtotal of state or local funds included for this school: $140,184.00

Total of federal, state, and/or local funds for this school: $260,759.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	140,184	0.00
Title I	120,575	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	140,184.00
Title I	120,575.00

Expenditures by Budget Reference

Budget Reference	Amount
1110	1,500.00
1190	37,500.00
3010	31,671.00
3110	2,000.00
4310	164,588.00
5220	13,500.00
5610	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1110	LCFF - Supplemental	1,500.00
1190	LCFF - Supplemental	4,500.00
3110	LCFF - Supplemental	2,000.00
4310	LCFF - Supplemental	121,184.00

5220	LCFF - Supplemental	11,000.00
1190	Title I	33,000.00
3010	Title I	31,671.00
4310	Title I	43,404.00
5220	Title I	2,500.00
5610	Title I	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	46,671.00
Goal 2	191,088.00
Goal 3	23,000.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Thomas Carroll	Principal
Joel Villasenor	Classroom Teacher
Kinnari Wani	Classroom Teacher
Robert Trinidad	Classroom Teacher
Vanessa Rendon	Other School Staff
Nidya Zamarron	Parent or Community Member
David Tsai	Parent or Community Member
Marco Arrigoni	Parent or Community Member
Yadira Segura	Parent or Community Member
Mina Tai	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 11/16/2022.

Attested:

(signature)	Principal, Thomas Carroll on 11/17/2022
(signature)	SSC Chairperson, Mina Tai on 11/28/2022

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.

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.

Educational Partner 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 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 Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

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

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

Authority Cited: 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 (Educational Partner 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/guidanceuseseinvestment.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 (Educational Partner 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/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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