

School Year: 2021-22



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
Twin Peaks	37682966070866	November 5, 2021	November 18, 2021

School Vision and Mission

Our Twin Peaks' Mission Statement:

A community working together to build success and inspire every child, every day.

Our Vision of Twin Peaks Middle School:

- A school climate that values diversity, inclusion, and relationships.
- Provide learning environments that challenge student growth by ensuring access to rigorous learning tasks, personalized learning, engagement, and collaboration.
- Include both individualized and collaborative professional development learning opportunities for all staff so they in turn can create a culture throughout our campus that promotes and supports the District's Vision of World Class Learners for all students.

School Profile

Twin Peaks Middle School is proud to be a diverse community of approximately 1,150 6-8th grade learners. We take pride in *working together to build success and inspire every child, every day*. This mission statement is the foundation for our staff's commitment towards continual growth and improvement in instructional design and practices, school safety policies and procedures, and remains evident in our overall school culture. There are several distinguishing practices that make Twin Peaks a unique middle school. As an Inclusive Practices model school, all students are considered *general education students* first. Students of all ability levels are supported with appropriate scaffolding and opportunities for extended learning and access to rigorous learning experiences. As an AVID Site of Distinction, we value and implement research-based strategies school-wide. These strategies in writing, inquiry, collaboration, organization and reading (WICOR), help to ensure that each and every student has equitable access to a rich core curriculum that promotes

academic discourse and critical thinking. In partnership with No Place for Hate and increased counseling services, Twin Peaks continues to update and develop programs and school-wide lessons that support the whole child in order to promote the socio-emotional well-being of our students as we recognize the unique needs of students throughout their middle school years. Our dedication to diversity fuels our partnership with the District's commitment to the resolution around equity for all students, and the critical conversations needed to reevaluate processes and procedures, in order for all members of our Twin Peaks school community to thrive. Professional development for our classified and certificated staff in the areas of inclusive practices, universal design for learning, and equity for all students is intentional, collaborative, and continuous to support our school's mission and vision.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA is a joint effort between school staff, parents, students, and other stakeholder groups including the School Site Council, the PTSA, TPMS Foundation, The Shared Governance Teacher Leadership Committee, the English Learner Advisory Committee, and the Associated Student Body. Progress towards goals established from the prior school year was shared at regular meetings and constituents provided input that helped to shape our current goals. In addition to feedback provided by formalized groups and committees, our plan reflects individual stakeholder input provided from a variety of sources - the 2020 SDCOE School-wide survey of staff, the 2021 California Healthy Kids Survey, and the 2019 No Place for Hate survey.

School and Student Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.08%	0%	%	1	0	
African American	1.63%	1.31%	1.3%	20	16	15
Asian	6.92%	4.93%	5.5%	85	60	64
Filipino	2.44%	2.55%	2.0%	30	31	23
Hispanic/Latino	21.89%	23.65%	24.0%	269	288	279
Pacific Islander	0.57%	0%	0.1%	7	0	1
White	58.18%	54.02%	55.4%	715	658	645
Two or More Responses	7.24%	10.1%	11.3%	89	123	132
Not Reported	1.06%	3.45%	0.4%	13	42	5
Total Enrollment				1,229	1,218	1,164

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	400	395	375
Grade 7	419	407	385
Grade 8	410	416	404
Total Enrollment	1,229	1,218	1,164

Conclusions based on this data:

1. Overall enrollment has slightly declined in the last 3 years, with smaller 6th grade classes the last 3 school years.
2. Enrollment by ethnicity has remained fairly stable over the last 3 years
3. We have seen a slight decrease in the number and percentage of White and Asian students over the past 3 years.

School and Student Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	95	71	61	7.7%	5.8%	5.2%
Fluent English Proficient (FEP)	146	159	142	11.9%	13.1%	12.2%
Reclassified Fluent English Proficient (RFEP)	11	31	13	10.4%	32.6%	18.3%

Conclusions based on this data:

1. The English Learner population has declined by one-third over the last three years.
2. Reclassification of English Learners remains a volatile population; last year's decrease was impacted by virtual learning and the shift in assessments.
3. We continue to have 10+% of our students categorized as Fluent English Proficient (FEP).

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	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	394			381			380			96.7		
Grade 7	407			397			397			97.5		
Grade 8	396			383			383			96.7		
All	1197			1161			1160			97		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	2559.			30.00			34.74			18.42			16.84		
Grade 7	2572.			23.17			39.29			19.65			17.88		
Grade 8	2593.			22.98			39.69			25.33			12.01		
All Grades	N/A	N/A	N/A	25.34			37.93			21.12			15.60		

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 6	36.41			40.63			22.96			
Grade 7	30.48			43.83			25.69			
Grade 8	30.55			49.61			19.84			
All Grades	32.44			44.69			22.86			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	35.36			50.40			14.25		
Grade 7	36.02			52.90			11.08		
Grade 8	32.38			57.70			9.92		
All Grades	34.60			53.67			11.73		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	21.64			66.23			12.14		
Grade 7	15.62			70.28			14.11		
Grade 8	21.93			70.23			7.83		
All Grades	19.67			68.94			11.39		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	40.11			44.33			15.57		
Grade 7	36.27			45.34			18.39		
Grade 8	34.20			48.04			17.75		
All Grades	36.84			45.90			17.26		

Alternative Metrics English Language Arts/Literacy (All Students)

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Reading – Fall, Winter, Spring (2020-2021)

	Reading								
	Fall			Winter			Spring		
	Meeting Benchmark			Meeting Benchmark			Meeting Benchmark		
	Tested	#	%	Tested	#	%	Tested	#	%
All Students	1008	571	56.6	978	560	57.3	1088	609	56
African-American	13	11	84.6	13	10	76.9	15	10	66.7
Asian	50	37	74	51	39	76.5	55	37	67.3
Caucasian	551	333	60.4	531	322	60.6	589	355	60.3
Filipino	16	8	50	15	8	53.3	16	9	56.3
Hispanic	233	87	37.3	223	87	39	255	97	38
Other	145	95	65.5	145	94	64.8	158	101	63.9
English Learners	47	1	2.1	46	3	6.5	49	1	2
Students with Disabilities	162	31	19.1	159	29	18.2	175	28	16
Socioeconomically Disadvantaged	204	58	28.4	192	68	35.4	226	72	31.9
Foster Youth									
Homeless Youth	29	11	37.9	29	11	37.9	33	14	42.4

**Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level
Reading – Fall, Winter, Spring, (2020-2021)**

	Reading								
	Fall			Winter			Spring		
	Tested	Meeting Benchmark		Tested	Meeting Benchmark		Tested	Meeting Benchmark	
#		%	#		%	#		%	
Grade 6									
All Students			55.1			58.8			57.1
African-American			100			100			66.7
Asian			76.5			88.9			77.8
Caucasian			61.1			62.2			60.4
Filipino			20			33.3			50
Hispanic			23			35.4			35.8
Other			83.3			74.4			73.8
English Learners			0			15.8			5
Students with Disabilities			20.3			22			19.7
Socioeconomically Disadvantaged			24.6			38			32.9
Homeless Youth			28.6			55.6			44.4
Grade 7									
All Students			61.2			56.7			57.3
African-American			83.3			50			33.3
Asian			86.7			75			75
Caucasian			62.6			58.2			60.5
Filipino			42.9			50			50
Hispanic			50.7			40.8			45.1
Other			63.6			69.2			62.1
English Learners			7.7			0			0
Students with Disabilities			23.1			20.4			19.3
Socioeconomically Disadvantaged			37.3			43.8			41.9
Homeless Youth			28.6			21.4			50
Grade 8									
All Students			53.6			56.2			53.6
African-American			80			100			100
Asian			61.1			64.7			52.4
Caucasian			57.6			61.5			59.9
Filipino			100			100			75
Hispanic			38.4			41.1			33.7
Other			55.6			52			58.6

	Reading								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
English Learners			0			0			0
Students with Disabilities			13.7			10.9			7.7
Socioeconomically Disadvantaged			23.6			22.8			21.5
Homeless Youth			62.5			50			30

Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels Spring (2021)

Spring 2021	Reading				
	Number Tested	Below Standard	Near Standard	At Standard	Exceeded Standard
All Students	1090	13.03	31.01	24.31	31.65
African-American	15	6.67	26.67	33.33	33.33
Asian	55	9.09	23.64	27.27	40
Caucasian	589	9.34	30.39	23.77	36.5
Filipino	16	18.75	25	31.25	25
Hispanic	256	24.22	37.89	21.48	16.41
Other	159	10.06	25.79	28.3	35.85
English Learners	49	61.22	36.73	2.04	0
Students with Disabilities	176	48.86	35.23	8.52	7.39
Socioeconomically Disadvantaged	228	27.19	40.79	18.42	13.6
Foster Youth					
Homeless Youth	33	24.24	33.33	18.18	24.24

Grades 2-8 and 11 iReady Reading Growth Summary by Grade Level Spring

Twin Peaks

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Grade 6								
Fall	585	945	0	54	4	593	584	577
Winter	590	972	0	59	2	604	586	579

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Spring	594	990	0	49	7	601	593	587
Growth	9	45	0	-5	3	8	9	10
Grade 7								
Fall	607	1048	0	28	3	615	605	602
Winter	605	1043	0	40	7	617	602	595
Spring	617	1095	0	22	4	622	615	615
Growth	10	47	0	-6	1	7	10	13
Grade 8								
Fall	611	1064	0	37	3	624	610	600
Winter	612	1077	0	44	7	626	608	602
Spring	616	1087	0	35	7	628	611	607
Growth	5	23	0	-2	4	4	1	7

District

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Grade 1								
Fall	448	273	453	447	447	446	451	450
Winter	471	337	465	478	474	468	471	469
Spring	487	410	475	493	487	484	488	486
Growth	39	137	22	46	40	38	37	36
Grade 2								
Fall	500	564	32	500	494	500	499	500
Winter	519	648	17	522	503	519	518	517
Spring	533	710	12	537	508	533	532	530
Growth	33	146	-20	37	14	33	33	30
Grade 3								
Fall	532	709	0	129	14	535	533	529
Winter	549	784	0	88	13	549	552	546
Spring	561	838	0	65	8	562	564	558
Growth	29	129	0	-64	-6	27	31	29
Grade 4								

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Fall	562	842	0	67	4	565	563	557
Winter	575	901	0	45	5	577	577	570
Spring	587	954	0	31	3	587	590	584
Growth	25	112	0	-36	-1	22	27	27
Grade 5								
Fall	584	942	0	37	4	588	584	579
Winter	595	994	0	27	2	601	596	590
Spring	605	1036	0	18	3	609	605	600
Growth	21	94	0	-19	-1	21	21	21
Grade 6								
Fall	604	1032	0	21	2	609	604	599
Winter	609	1055	0	27	2	619	606	602
Spring	613	1075	0	20	3	621	610	609
Growth	9	43	0	-1	1	12	6	10
Grade 7								
Fall	618	1098	0	14	0	626	616	613
Winter	623	1119	0	20	1	634	618	616
Spring	627	1137	0	14	1	637	622	622
Growth	9	39	0	0	1	11	6	9
Grade 8								
Fall	629	1146	0	15	1	638	626	624
Winter	635	1175	0	16	2	647	628	630
Spring	638	1187	0	14	1	650	631	634
Growth	9	41	0	-1	0	12	5	10
Grade 9								
Fall	631	1223	1	27	1	638	627	628
Winter	498	598	75	280	67	500	482	502
Spring	669	1410	0	0	0	676	681	649
Growth	38	187	-1	-27	-1	38	54	21
Grade 10								
Fall	531	730	0	275	74	527	531	530
Winter	481	475	0	508	494	488	449	469
Spring	642	1275	0	0	0	657	657	591

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Growth	111	545	0	-275	-74	130	126	61
Grade 11								
Fall	563	949	48	98	41	571	553	560
Winter	357	90	358	324	376	384	344	357
Spring	658	1356	0	9	0	671	654	650
Growth	95	407	-48	-89	-41	100	101	90
Grade 12								
Fall	526	712	102	302	101	530	533	514
Winter	579	960	0	0	0	605	585	546
Spring	608	1107	0	78	0	614	605	605
Growth	82	395	-102	-224	-101	84	72	91

Grade 11 – Grade Point Average English Language

	Graduation Course								A-G Course							
	2017-2018		2018-2019		2019-2020		2020-2021		2017-2018		2018-2019		2019-2020		2020-2021	
	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff		
All Twin Peaks																
Am Indian/Alskn Nat																
Black/African Am																
Filipino																
Hispanic																
Multiple																
Nat Hwiin/Other Pac Islndr																
Not Reported																
English Learner																
Students with Disabilities																
SocioEconomic Disadvantaged																
Foster Youth																
Homeless Youth																

Datasource – CALPADS and Synergy

Conclusions based on this data:

1. Almost 95% of our English Language Learners continue to not meet standard across multiple metrics.
2. According to iReady correlated data from 2021, less than 20% of our SWD and approximately 60% of our Caucasian students are meeting standard in English Language Arts.
3. The Lexile scores of students in grades 6-8 increased across all grade levels, but phonics awareness scores decreased across all grade levels in 2021.

Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	394			382			382			97		
Grade 7	406			393			393			96.8		
Grade 8	395			380			380			96.2		
All	1195			1155			1155			96.7		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	2535.			25.13			24.35			23.82			26.70		
Grade 7	2581.			31.30			29.26			21.12			18.32		
Grade 8	2620.			42.63			24.47			16.58			16.32		
All Grades	N/A	N/A	N/A	32.99			26.06			20.52			20.43		

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 6				29.92			35.96			34.12
Grade 7				39.69			36.13			24.17
Grade 8				52.89			28.68			18.42
All Grades				40.81			33.62			25.56

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	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 6				28.80			45.55			25.65
Grade 7				39.19			46.06			14.76
Grade 8				43.16			40.79			16.05
All Grades				37.06			44.16			18.79

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	27.03			41.47			31.50		
Grade 7	30.79			53.44			15.78		
Grade 8	37.89			47.89			14.21		
All Grades	31.89			47.66			20.45		

Alternative Metrics Mathematics (All Students)

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Math – Fall, Winter, Spring (2020-2021)

	Math								
	Fall			Winter			Spring		
	Meeting Benchmark			Meeting Benchmark			Meeting Benchmark		
	Tested	#	%	Tested	#	%	Tested	#	%
All Students	992	357	36	909	348	38.3	1026	367	35.8
African-American	14	7	50	11	3	27.3	15	5	33.3
Asian	48	25	52.1	45	25	55.6	53	30	56.6
Caucasian	528	211	40	481	207	43	553	218	39.4
Filipino	16	4	25	14	5	35.7	14	6	42.9
Hispanic	246	50	20.3	226	52	23	246	50	20.3
Other	140	60	42.9	132	56	42.4	145	58	40
English Learners	50	1	2	44	0	0	47	0	0
Students with Disabilities	167	14	8.4	160	19	11.9	170	14	8.2
Socioeconomically Disadvantaged	216	34	15.7	187	34	18.2	216	31	14.4
Foster Youth									
Homeless Youth	31	3	9.7	26	7	26.9	29	4	13.8

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level Math – Fall, Winter, Spring, (2020-2021)

	Math								
	Fall			Winter			Spring		
	Meeting Benchmark			Meeting Benchmark			Meeting Benchmark		
	Tested	#	%	Tested	#	%	Tested	#	%
Grade 6									
All Students			32.6			39.8			37.2
African-American			33.3			50			66.7

	Math								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
Asian			50			76.5			77.8
Caucasian			35.8			44.9			39.2
Filipino			16.7			20			33.3
Hispanic			13.1			17.5			17.5
Other			51.2			47.4			47.4
English Learners			4.8			0			0
Students with Disabilities			3.1			11.1			7.8
Socioeconomically Disadvantaged			10.4			15.9			11.3
Homeless Youth			0			25			14.3
Grade 7									
All Students			42.9			43.8			39.1
African-American			33.3			16.7			16.7
Asian			62.5			62.5			60
Caucasian			47.4			45.4			42.2
Filipino			28.6			28.6			33.3
Hispanic			30.5			33.3			28
Other			42.9			52.8			42.6
English Learners			0			0			0
Students with Disabilities			17.9			17			10.7
Socioeconomically Disadvantaged			25			31.3			21.6
Homeless Youth			7.1			23.1			14.3
Grade 8									
All Students			31.6			29.1			31.1
African-American			80			33.3			33.3
Asian			42.9			16.7			35
Caucasian			35.9			36.9			36.8
Filipino			33.3			100			100
Hispanic			17.5			18.3			15.5
Other			34.1			24.4			32.1
English Learners			0			0			0
Students with Disabilities			4.3			6.8			6
Socioeconomically Disadvantaged			11.9			5.6			9.9
Homeless Youth			22.2			40			12.5

Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels Spring (2021)

Spring 2021	Math				
	Number Tested	Below Standard	Near Standard	At Standard	Exceeded Standard
All Students	1050	25.43	38.1	10.48	26
African-American	15	0	66.67	20	13.33
Asian	53	16.98	26.42	13.21	43.4
Caucasian	564	19.68	40.07	10.99	29.26
Filipino	15	13.33	40	13.33	33.33
Hispanic	252	41.67	37.7	8.73	11.9
Other	151	26.49	32.45	9.27	31.79
English Learners	48	81.25	18.75	0	0
Students with Disabilities	173	67.05	24.86	2.89	5.2
Socioeconomically Disadvantaged	221	47.51	37.56	7.69	7.24
Foster Youth					
Homeless Youth	30	43.33	43.33	3.33	10

Grades 2-8 and 11 iReady Math Growth Summary by Grade Level Spring

Twin Peaks

Term	Overall SS	Lexile Score	Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry
Grade 6						
Fall	488	0	488	490	490	482
Winter	493	0	497	492	492	487
Spring	495	0	496	495	498	490
Growth	7	0	8	5	8	8
Grade 7						
Fall	503	0	506	503	506	498
Winter	506	0	506	500	511	506
Spring	508	0	508	506	513	506
Growth	5	0	2	3	7	8
Grade 8						
Fall	500	0	502	502	498	496
Winter	501	0	503	499	501	498
Spring	511	0	512	512	512	509

Term	Overall SS	Lexile Score	Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry
Growth	11	0	10	10	14	13

District

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Grade 1								
Fall	404	0						
Winter	413	0						
Spring	423	0						
Growth	19	0						
Grade 2								
Fall	422	0						
Winter	435	0						
Spring	443	0						
Growth	21	0						
Grade 3								
Fall	443	0						
Winter	454	0						
Spring	467	0						
Growth	24	0						
Grade 4								
Fall	465	0						
Winter	475	0						
Spring	488	0						
Growth	23	0						
Grade 5								
Fall	482	0						
Winter	493	0						
Spring	506	0						
Growth	24	0						
Grade 6								
Fall	501	0						

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Winter	506	0						
Spring	511	0						
Growth	10	0						
Grade 7								
Fall	512	0						
Winter	518	0						
Spring	522	0						
Growth	10	0						
Grade 8								
Fall	512	0						
Winter	516	0						
Spring	536	0						
Growth	24	0						
Grade 9								
Fall	512	0						
Winter	482	0						
Spring	478	0						
Growth	-34	0						
Grade 10								
Fall	513	0						
Winter	459	0						
Spring	475	0						
Growth	-38	0						
Grade 11								
Fall	470	0						
Winter	447	0						
Spring	560	0						
Growth	90	0						
Grade 12								
Fall	442	0						
Winter	373	0						
Spring	519	0						
Growth	77	0						

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text

Grade 11 – Grade Point Average Mathematics

	Graduation Course								A-G Course							
	2017-2018		2018-2019		2019-2020		2020-2021		2017-2018		2018-2019		2019-2020		2020-2021	
	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff
All Twin Peaks																
Am Indian/Alskn Nat																
Black/African Am																
Filipino																
Hispanic																
Multiple																
Nat Hwiin/Other Pac Islndr																
Not Reported																
Mathish Learner																
Students with Disabilities																
SocioEconomic Disadvantaged																
Foster Youth																
Homeless Youth																

Conclusions based on this data:

1. In 2020-2021, the percentage of all students who met or exceeded the standard in mathematics increased by 7.2% from the fall to the winter iReady test.
2. In 2020-2021, less than 2% of our English Learner students and approximately 10% of our SWD met the benchmark standard in math.
3. By the spring of 2021, students in grades 6-8 showed growth in all areas of mathematical functioning and reasoning based on iReady comparative data.

Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1505.7	1506.3	1514.6	1494.4	1496.4	1517.8	31	21
Grade 7	1557.2	1475.4	1558.2	1469.9	1555.7	1480.6	33	25
Grade 8	1538.9	1550.4	1529.3	1559.2	1548.0	1541.1	30	19
All Grades							94	65

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	9.52	35.48	47.62	*	23.81	*	19.05	31	21
7	57.58	8.00	36.36	44.00	*	24.00	*	24.00	33	25
8	56.67	26.32	*	47.37	*	15.79	*	10.53	30	19
All Grades	48.94	13.85	31.91	46.15	*	21.54	*	18.46	94	65

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	45.16	19.05	35.48	47.62	*	23.81	*	9.52	31	21
7	72.73	36.00	*	28.00		16.00	*	20.00	33	25
8	66.67	47.37	*	36.84	*	10.53	*	5.26	30	19
All Grades	61.70	33.85	26.60	36.92	*	16.92	*	12.31	94	65

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	4.76	35.48	33.33	*	23.81	*	38.10	31	21
7	42.42	4.00	*	24.00	33.33	36.00	*	36.00	33	25
8	56.67	10.53	*	36.84	*	36.84	*	15.79	30	19
All Grades	36.17	6.15	21.28	30.77	28.72	32.31	13.83	30.77	94	65

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	38.71	23.81	38.71	47.62	*	28.57	31	21
7	60.61	12.00	36.36	52.00	*	36.00	33	25
8	53.33	31.58	36.67	47.37	*	21.05	30	19
All Grades	51.06	21.54	37.23	49.23	11.70	29.23	94	65

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	61.29	33.33	*	52.38	*	14.29	31	21
7	87.88	48.00	*	32.00	*	20.00	33	25
8	73.33	57.89	*	36.84	*	5.26	30	19
All Grades	74.47	46.15	17.02	40.00	*	13.85	94	65

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	9.52	*	38.10	54.84	52.38	31	21
7	42.42	16.00	*	32.00	42.42	52.00	33	25
8	56.67	15.79	*	57.89	*	26.32	30	19
All Grades	38.30	13.85	19.15	41.54	42.55	44.62	94	65

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	33.33	61.29	61.90	*	4.76	31	21
7	*	4.00	66.67	72.00	*	24.00	33	25
8	36.67	0.00	53.33	94.74	*	5.26	30	19
All Grades	29.79	12.31	60.64	75.38	*	12.31	94	65

Note: The California Department of Education adjusted the ELPAC Scale Score and Achievement Level thresholds for 2018-19.

Alternative Metrics EL Students

Due to the Covid-19 Pandemic and sites moving to distance learning, CAASPP testing, including ELPAC, was suspended for the spring of 2020. Some students did complete the ELPAC test prior to March 13, 2020, and those scores have been reported individually to families. Because many students did not complete the

ELPAC, and in order to monitor student progress for this year, our site will utilize alternative metrics to gauge student progress, i.e., iReady and criterion referenced assessments.

Conclusions based on this data:

1. Due to COVID 19, there were no ELPAC tests offered in the spring of 2020. The CDE will offer Fall 2020 ELPAC testing to students. Our SPSA will be updated when scores become available.
2. Our ELL population has declined, however many students at the remain long term classification. The data has helped TPMS staff to determine to need for an ELL language arts class and an additional professional development during 2021-2022.

Student Performance Data

Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	18-19	*19-20	20-21	18-19	*19-20	20-21	18-19	*19-20	20-21
African American	20	17	15	2	3	0	11	17.65	0
American Indian or Alaskan	*		1	*		0	*		0
Asian	85	61	61	3	3	4	4	4.92	6.56
Filipino	24	31	24	1	3	0	3	9.68	0
Hispanic or Latino	269	312	295	27	40	15	9	12.82	5.08
Did not Report	13		3	1		0	5		0
Pacific Islander	*	1	3	*		0	*		0
Two or More Races	95	135	141	6	2	1	5	1.48	0.71
White	715	672	647	49	31	10	7	4.61	1.55
Male									
Female									
English Learners	95	63	63	8	9	6	11	14.29	9.52
Students with Disabilities			193	29		15	16		7.77
Socioeconomically	288		266	45		15	14		5.64
Migrant									
Foster									
Homeless									
Kindergarten									
Grades 1-3									
Grades 4-6									
Grades 7-8									
Grades K-8									
Grades 9-12									
Ungraded Elementary/Secondary									
Total	1229	1238	1190	89	82	30	7	6.62	2.52

* Date range August 21, 2019 – March 15, 2020

Conclusions based on this data:

1. The percentage of overall chronic absenteeism increased by 6.62% during the 2019-2020 school year, to 17.65% for our African American students and 12.82% for our Hispanic or Latino students.
2. The overall chronic absenteeism decreased .4% during the 2019-2020 school year despite the COVID19 pandemic.
3. The percentage of English Learners who were chronically absent during the 2019-2020 school year increased by 3.2%.

Student Performance Data

Suspension Data

	2018-19	*2019-20	2020-21
Suspensions Rate	2.5	1.29	0.3

* Date range August 21, 2019 – March 15, 2020

Conclusions based on this data:

1. Based on preliminary 2018-2021 discipline statistics, the total suspension rate declined by 2.2%.
2. There has been an overall decrease in suspension rates over the last 3 school years, but this is in large part attributed to being in virtual learning rather than on-campus learning from March 2020 to April 2021.

Student Performance Data

Graduation Rate

	2018-19	*2019-20	2020-21
Graduation Rate			

* Preliminary Data

Conclusions based on this data:

1. Does not apply to Twin Peaks Middle School, as our students promote to high school.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

1. Support high-quality teachers in their implementation of an articulated California standards-based curriculum, instruction, and assessment to ensure College and Career Readiness and Citizenship for all students, TK-12.

Goal 1: Mathematics

By the spring of 2022, all students will increase their performance as measured on the CAASPP Math assessment, or similar metric, using the aligned scaled score correlation chart by 8%. The percentage of students in the following specific groups (African American, Hispanic or Latino, EDY, English Learner, and Students with Disabilities) scoring at or above grade level will increase by 10%. Additionally, the number of students scoring below standard will decrease by 10%.

Identified Need

This goal was established based on the analysis of 2018-19 CAASPP Mathematics performance and the 2020-2021 iReady Diagnostic Assessment of all students, as well as the following specific groups: African American, Hispanic or Latino, EDY, English Learner and Students with Disabilities.

Alternative Metrics

As derived from the fall 2020 iReady math diagnostic assessments, the percentages displayed below denote the number of students who currently are performing at grade level:

All Students: 40.66%
 EL: 2.94%
 EDY: 30.26%
 Special Education: 13.59%
 Hispanic: 21.03%
 African American: 23.08%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide 2018-19 CAASPP Mathematics scores for All Students.	2018-19 CAASPP Mathematics data shows 59% of "All Students" met or exceeded the standard.	The percentage of "All Students" meeting or exceeding the standard on the CAASPP Mathematics test will increase to 67%.
English Learner 2018-19 CAASPP Mathematics scores for English Learners.	2018-19 CAASPP Mathematics data shows 5% of English Learners met or exceeded the standard.	The percentage of English Learners meeting or exceeding the standard on the CAASPP Mathematics test will increase to 15%.
EDY/Title I 2018-19 CAASPP Mathematics scores for EDY students.	2018-19 CAASPP Mathematics data shows 34% of EDY students met or exceeded the standard.	The percentage of EDY students meeting or exceeding the standard on the CAASPP Mathematics test will increase to 44%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student with Disabilities 2018-19 CAASPP Mathematics scores for Students with Disabilities	2018-19 CAASPP Mathematics data shows 12% of Students with Disabilities met or exceeded the standard.	The percentage of Students with Disabilities meeting or exceeding the standard on the CAASPP Mathematics test will increase to 22%.
African American 2018-19 CAASPP Mathematics scores for African American students.	2018-19 CAASPP Mathematics data shows 33% of African American students met or exceeded the standard.	The percentage of African American students meeting or exceeding the standard on the CAASPP Mathematics test will increase to 43%.
Hispanic or Latino 2018-19 CAASPP Mathematics scores for Hispanic or Latino students.	2018-19 CAASPP Mathematics data shows 39% of Hispanic or Latino students met or exceeded the standard.	The percentage of Hispanic or Latino students meeting or exceeding the standard on the CAASPP Mathematics test will increase to 49%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

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

Implementation of Universal design for learning principles for all students. Our PUSD Math Teacher on Special Assignment (TOSA) will provide school-wide professional development on research based best practices. In addition, TPMS faculty are participating in district-wide professional learning to calibrate and strengthen our core math programs with our middle school partners. Grade level content teams (PLCs) will use AVID research-based strategies during collaboration time to target academic vocabulary instruction specific to the math curriculum. Students identified in Tiers Two and Three will be invited to attend Ram Tutoring Center for iReady after school 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)

Educationally Disadvantaged Youth

English Learners

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students With Disabilities

Strategy/Activity

Continue with increased implementation of Specialized Academic Instruction (SAI) / Inclusive Practices (IP) in co-taught classes to ensure the academic needs of our special education students are addressed in the least restrictive environment. Use Universal Design for Learning (UDL) strategies to make sure our SWDs have access to grade level standards and are supported as they engage with rigorous learning tasks. Students identified in tiers two and three will be assigned iReady at the frequency of two to three times a week for personalized intervention supports and will be assigned to after school Ram Tutoring Center.

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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Provide additional support for EL students in their math and support classes through strategic placement of out bilingual instructional assistants on staff. Our counseling, ELL coordinator and admin teams have strategically clustered EL students to leverage the inclusive practices model and support staff; the teams will utilize RTI quarterly meetings to monitor GPA and reclassification progress.

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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

EDY Students

Strategy/Activity

Provide after-school math tutoring for students who need additional academic support in targeted small group instruction provided by math teachers and instructional assistants in our Ram Tutoring Center. Our counseling and admin teams will utilize RTI quarterly meetings to monitor GPA and overall academic progress.

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)
2000.00	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries Time sheet hours for after-school math tutoring
400.00	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries Benefits
2500.00	Educationally Disadvantaged Youth 2000-2999: Classified Personnel Salaries Time sheet hours for after-school math tutoring
500.00	Educationally Disadvantaged Youth 2000-2999: Classified Personnel Salaries Benefits

Annual Review

SPSA Year Reviewed: 2020-21

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.

Although the overall goal was not met due to school closure and subsequent shift to Distance Learning for the majority of the 2020-2021 school year, there were some marked successes. An examination of iReady diagnostic data reveals gains for all students from the fall, 2020 to the spring, 2021 assessment. A key success despite the school closure included the number of specialized academic instruction math classes available to students. Multiple co-taught and classes supported by instructional assistants were available at every grade level, increasing the opportunity for students to access rigorous learning tasks.

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

Hiring before and after school tutors presented a challenge during virtual learning; we were not able to hire for many of these positions due to a lack of available and qualified applicants and school closure restrictions.

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.

A significant change this year includes the use of iReady for students in Tiers two and three. The use of the personalized learning pathways will help mediate learning loss and reduce the number of students at below grade level which is currently identified as 60% school wide on the fall 2021 iReady assessments.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

1. Support high-quality teachers in their implementation of an articulated California standards-based curriculum, instruction, and assessment to ensure College and Career Readiness and Citizenship for all students, TK-12.

Goal 2: English Language Arts

By the spring of 2022, all students will increase their performance as measured on the CAASPP ELA assessment, or similar metric, using the aligned scaled score correlation chart by 8%. The percentage of students in the following specific groups (African American, Hispanic or Latino, EDY, English Learner, and Students with Disabilities) scoring at or above grade level will increase by 10%. Additionally, the number of students scoring below standard will decrease by 10%.

Identified Need

This goal was established based on the analysis of 2018-19 CAASPP English Language Arts performance and the 2021 iReady Diagnostic performance of all students as well as the following specific groups: African American, Hispanic or Latino, EDY, English Learner and Students with Disabilities.

Alternative Metrics

As derived from the fall iReady 2020 reading diagnostic assessments, the percentages displayed below denote the number of students who currently are performing at grade level:

All Students - 54.6%
 EL - 2.9%
 EDY - 26.4%
 Special Education - 12.9%
 Hispanic - 36.5%
 African American - 81.8%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide 2018-19 CAASPP English Language Arts scores for All Students.	2018-19 CAASPP English Language Arts data shows 62% of "All Students" met or exceeded the standard.	The percentage of "All Students" meeting or exceeding the standard on the CAASPP English Language Arts test will increase to 70%.
English Learner 2018-19 CAASPP English Language Arts scores for English Language Learners.	2018-19 CAASPP English Language Arts data shows 8% of "English Learners" met or exceeded the standard.	The percentage of English Learners meeting or exceeding the standard on the CAASPP English Language Arts test will increase to 18%.
EDY/Title I 2018-19 CAASPP English Language Arts scores for EDY students.	2018-19 CAASPP English Language Arts data shows 44% of "EDY Students" met or exceeded the standard.	The percentage of EDY Learners meeting or exceeding the standard on the CAASPP English Language Arts test will increase to 54%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student with Disabilities 2018-19 CAASPP English Language Arts scores for students with disabilities.	2018-19 CAASPP English Language Arts data shows 11% of "All Students with Disabilities" met or exceeded the standard.	The percentage of students with disabilities meeting or exceeding the standard on the CAASPP English Language Arts test will increase to 21%.
African American Students 2018-19 CAASPP English Language Arts scores for African American students.	2018-19 CAASPP English Language Arts data shows 53% of "All African American Students" met or exceeded the standard.	The percentage of African American students meeting or exceeding the standard on the CAASPP English Language Arts test will increase to 63%.
Latino Students 2018-19 CAASPP English Language Arts scores for All Students.	2018-19 CAASPP English Language Arts data shows 47% of "All Latino Students" met or exceeded the standard.	The percentage of Latino Learners meeting or exceeding the standard on the CAASPP English Language Arts test will increase to 57%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

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

Schoolwide professional development will utilize Universal Design for Learning approaches, WICOR strategies, and development of common assessments during PLC/team collaboration time. Grade level teams have used iReady data to identify areas of need in comprehension and vocabulary over the course of the year will engage in professional development to increase strategies to effectively target these literacy strands. Students identified in Tiers Two and Three will be invited to attend the Ram Tutoring Center for iReady after school 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)

Educationally Disadvantaged Youth

English Learners

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Continue increased implementation of Inclusive Practices Model to ensure the academic needs of our SWDs are addressed in the least restrictive environment, are provided access to grade level standards, and are appropriately supported as they engage with rigorous learning tasks. Students will utilize iReady two-three times weekly and have access to learning supported, co-taught, or instructionally supported classes as appropriate. All instruction will use UDL and WICOR strategies. Students will have access to afterschool tutoring in our Ram Tutoring Center.

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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

EDY Students

Strategy/Activity

Provide before and after school academic support in literacy-based subjects by certificated and classified staff through iReady and 1:1 tutoring in the Ram Tutoring Center and our ASES Program. Use quarterly Rtl meetings with counseling and admin teams to monitor overall academic progress of EDY 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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

We will continue to implement SDAIE and GLAD strategies to support English Language Learners across all curriculum areas. Math teachers will receive explicit professional development provided by the District coordinator to support ELLs in their math classes. All teachers will receive ongoing professional development during PLC collaboration, shared school-wide resources, and in our weekly staff newsletter. Our ELL instructional assistant will directly support students strategically clustered in science and social studies classes, using Imagine Learning twice a week through monitored progress with the ELL coordinator.

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)
3200.00	English Learners 2000-2999: Classified Personnel Salaries
300.00	English Learners 3000-3999: Employee Benefits
540.00	English Learners 1000-1999: Certificated Personnel Salaries Release day for EL Coordinator to visit PHS EL Program
500.00	English Learners 5000-5999: Services And Other Operating Expenditures GLAD Training

Annual Review

SPSA Year Reviewed: 2020-21

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.

Due to school closure, we were unable to provide before or after school support for student. The Friday office hour time impacted the professional development time and impacted implementation of the Distance Learning Playbook. The Inclusive Practice (SAI) model, however, was effective in increasing the number of students with individualized education plans in general education classes for the second year. However, the implementation of our online tutoring center for students with learning differences was a success.

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 school closure, as the result of COVID 19, negatively impacted the ability to measure student progress as CAASPP was suspended.

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

The goal aims to improve reading proficiency and the strategies have been adjusted to reflect analysis of iReady data along with the input from stakeholders to support the needs of our students. Teachers will continue to utilize best practices learned from professional development during the 2021-2022 school year.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

5. Develop, implement, and embed a collaborative learning structure and system for adults and students to increase student achievement.

Goal 3: Socio-Emotional/Behavior

Based on the results from the 2021 California Healthy Kids survey and site-based discipline statistics, there will be a 10% increase in the level of inclusive student connectedness to RAM P.R.I.D.E. and positive school culture and climate. In addition, Twin Peaks will increase its use of Restorative Practices as an alternative to suspension when appropriate as measured in discipline documentation.

Identified Need

Increase the level of student connectedness to Twin Peaks Middle School to better support students' academic learning, physical health, and emotional well-being.

Alternative Metrics

PASS survey

7th and 8th grade school climate surveys (TPMS Counseling)

TPMS PRIDE self-report (Ram class student survey)

TPMS Discipline Collection Form

Discipline referrals, suspension rates and results from student RAM PRIDE surveys

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>School Wide Schoolwide CHKS data reported in 2021 66 % of students felt a part of school.</p> <p>70% of student felt connected to school in 2021.</p>	<p>Schoolwide CHKS data reported in 2021 66 % of students felt a part of school.</p> <p>70% of student felt connected to school in 2021.</p>	<p>Schoolwide CHKS data reported in 2022 85% of students felt a part of school.</p> <p>85% of student felt connected to school in 2021 using self-report: https://forms.gle/oEN44a8S1LJjWhQf8</p> <p>School wide data will be recorded on the TPMS Restorative Practice Google Form</p> <p>(https://forms.gle/75QcJ31SwyzyqiD27) and will decrease each year</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Baseline currently doesn't exist for this subgroup; this will be established this school year.		TPMS PRIDE self-report 85% feeling connected (in-house report).
EDY/Title I Baseline currently doesn't exist for this subgroup; this will be established this school year.		TPMS PRIDE self-report 85% feeling connected (in-house report).
Student with Disabilities Baseline currently doesn't exist for this subgroup; this will be established this school year.		TPMS PRIDE self-report 85% feeling connected (in-house report).
African American Students Baseline currently doesn't exist for this subgroup; this will be established this school year.		TPMS PRIDE self-report 85% feeling connected (in-house report).

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

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

All students will participate in school wide No Place for Hate lessons aimed to reduce hate and harassment and increase positive school culture. Counselors will identify students that will benefit from small groups for additional positive behavior supports. Funding will be provided to support staff and student leadership training for supporting an inclusive school culture, empathy training, and strategies for self-care, in addition to a student assembly focused on social-emotional well-being and empathy.

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)
3,000.00	Educationally Disadvantaged Youth 5000-5999: Services And Other Operating Expenditures Professional development provided by staff trainer
	English Learners
1,500.00	Educationally Disadvantaged Youth 5000-5999: Services And Other Operating Expenditures Guest speaker for student assembly focused on social/emotional well-being.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students; EDY Students.

Strategy/Activity

Twin Peaks will train and implement a Peer Leaders program, focused on meditation as a restorative practice measure. Administration will utilize peer mediation and monitor discipline infractions using a google form. (<https://forms.gle/75QcJ31SwzyqjD27>). Administrators will partner with ASB and TPMS TV to create PSAs to address behaviors and to compliment PRIDE behaviors. Use of PBIS choice menu for PRIDE RAM drawings will take place bi-monthly on TPMS TV.

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)

380.00

Source(s)

Educationally Disadvantaged Youth
5000-5999: Services And Other Operating
Expenditures
Start-up supplies for Peer Leaders Program.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

EDY Students, African American Students, Hispanic or Latino, and Students with Disabilities

Strategy/Activity

Student Services Specialist will work extended hours to provide additional support groups and after-school clubs for at-risk 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)

4500

Source(s)

Educationally Disadvantaged Youth
2000-2999: Classified Personnel Salaries
Additional hours for Student Services Specialist.

900

Educationally Disadvantaged Youth
3000-3999: Employee Benefits
Benefits for Student Services Specialist working
increased hours.

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

Ram Monthly Lessons- All students will participate in thematic lessons connected to cultural heritage and other themes, including social emotional topics with the goal to build connection during Ram Class (home room).

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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Tier two sixth graders as identified on iReady will be partnered with eighth grade WEB Leaders in the Readers and Leaders Program. This partnership will foster inclusion, student leadership, and build literacy skills for our SWDs.

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)

Annual Review

SPSA Year Reviewed: 2020-21

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.

This is a new goal area for Twin Peaks.

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

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

The creation of this goal unites the many supports and targeted restorative practice efforts Twin Peaks offers students under what we call the Ram Way Experience, however the difference is that we will measure inclusion and students' sense of connection with self-reporting on Google forms at each quarter and the administration team will record the specific incidences including the restorative justice practices using an in-house form (<https://forms.gle/75QcJ31SwyzyqiD27>). This specific practice will allow for increased communication and better use of our own MTSS system.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

3. Strengthen and maintain a safe, healthy, positive, and attractive learning environment for all learners.

Goal 4: Culturally Responsive Educational Experience - Anti-Racism through Systemic Equity and Inclusion

During the 2021-2022 school year, TPMS staff and students will continue to engage in activities that address inclusion, diversity, social justice, and bias in order to create conditions to take a stand against racism at our school and in our community. This work will be led by our site Equity Team, in collaboration with our Equity Coach at SDCOE. Our site professional development will continue to focus on equity and Universal Design for Learning for all students.

Identified Need

The Black in PUSD Instagram posts, along with our own students' ongoing testimonials and experiences, continue to expose the need to identify and reexamine our current systems and practices so that our school community can engage in dialogues and reforms that ensure culturally responsive educational experiences for all TPMS students.

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide All staff will participate in surveys to measure perceptions of practices and systems at Twin Peaks.	Baseline currently doesn't exist for this subgroup; this will be established this school year.	Staff Survey: Staff will take a survey and record scores with purpose to document progress in building awareness and implementation of progress of equity lessons developed by site Equity Team. Staff Survey: https://forms.gle/WZ7AEdWF2ZbGHaPf9
English Learner	Baseline currently doesn't exist for this subgroup; this will be established this school year.	
EDY/Title I	Baseline currently doesn't exist for this subgroup; this will be established this school year.	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student with Disabilities	Baseline currently doesn't exist for this subgroup; this will be established this school year.	
School Wide All students will participate in surveys to measure perceptions of practices and systems at Twin Peaks.	Baseline currently doesn't exist for this subgroup; this will be established this school year.	Student Survey: Post survey will indicate that any identified areas that present deficits are addressed by the Equity Team in order to promote inclusion, and social justice. The Equity Team will collaborate with the No Place for Hate Committee to take a stand against racism and eliminate systematic inequities.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

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

In collaboration with our sister middle schools and our ELA department, the Twin Peaks library will continue to purchase literature that is representative of ALL students' cultures, ethnicities, and backgrounds.

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)

Educationally Disadvantaged Youth

English Learners

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

Twin Peaks will continue to partner with San Diego County of Office of Education to support and train our site equity team and identify and pilot high-leverage best practices to implement school-wide professional development.

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)

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

Our Joint Equity Council with Terra Bonita ES will continue to meet monthly and work with our shared parent community to inform and educate parents about equitable issues and how they impact our 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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

EL Students; Hispanic or Latino Students

Strategy/Activity

Continue community outreach with our EL, Hispanic and Latino parents to increase involvement and participation in ELPAC. Provide opportunities and events for families to gather and meet with admin and counseling teams to better support their students academically.

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)

340.00

English Learners
5000-5999: Services And Other Operating Expenditures
Supplies needed for ELPAC events.

Annual Review

SPSA Year Reviewed: 2020-21

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.

Due to the school closure, clubs were not available to students last year. Although many advisors attempted to lead virtual options including No Place for Hate, student participation was sparse, and clubs tapered off. Students chose to utilize office hour and Ram for increased connection time. Ten staff members including classified, certificated, counselors, and administrators teamed with the San Diego County Office of Education to engage in Equity training and use *This Book is Anti Racist* for a book study.

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

Twin Peaks intended to provide activities with little cost. We were able to meet that 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.

For the 21-22 Academic Year, our focus has shifted to providing professional development for our schoolwide staff so they can begin to implement lessons and positively impact our school culture. Our Equity team continues to work with SDCOE and Dr. Dorsey and has created a blueprint of trainings targeting key topics spanning from social contracts, understanding identity and microaggressions, being an upstander, intentionally selection curriculum that represents ALL students, equitable teaching strategies, assessments, and grading, and conducting equity self-reflections.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

2. Improving Systems, Structures, and Programs that Lead to Increased Student Achievement and Learning Opportunities for All: Create equitable learning pathways to increase student success by leveraging inclusive practices, personalized learning and rigorous standards-based thinking opportunities to prepare students to thrive in college, career and life. Align opportunities for staff professional learning to accomplish this goal.

Goal 5: Chronic Absenteeism

Chronic absenteeism for students with disabilities, Hispanic or Latino, and English Learner students will decrease by 5% during the 2021-2022 school year.

Identified Need

Students with Disabilities, Hispanic or Latino, and English Learner students all exhibited chronic absence rates in excess of 5% during the 2020-2021 school year.

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Chronic Absentee rate for all students.	The chronic absenteeism rate for all students during the 2018-19 school year was 6%	The percentage of "All Students" who are chronically absent will decrease to 5%.
English Learner Chronic Absentee rate for English Learners.	The chronic absenteeism rate for English Learners during the 2019-2020 school year was 14.29%	The percentage of English Learners who are chronically absent will decrease to 9.29%.
EDY/Title I Chronic Absentee rate for Low SES students.	The chronic absenteeism rate for EDY during the 2018-19 school year was 14%	The percentage of EDY who are chronically absent will decrease to 9%.
Student with Disabilities Chronic Absentee rate for students with disabilities.	The chronic absenteeism rate for all students with disabilities during the 2018-19 school year was 16%	The percentage of all students with disabilities who are chronically absent will decrease to 11%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

EDY Students, ELL, Hispanic or Latino, and Students with Disabilities

Strategy/Activity

Counselors and School Administration will monitor student attendance closely, making sure to send attendance letters and schedule S3 meetings with students and families who are showing early signs of chronic absenteeism. School Administration will extend personal invitations to families to build connections and support when students are identified as chronically absent in hopes of partnering with parents to improve absenteeism rates. Goal setting will be established, and students will use PBIS choice menu as a reward for improvement.

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)

--

Educationally Disadvantaged Youth

--

English Learners

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

As part of our overall MTSS approach, Twin Peaks will launch the Tardy Turn-Around program and recognize students for improved attendance. Students will select rewards from the PBIS choice menu that will include RAM Way compliment cards, phone calls home, and other positive rewards.

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)

Annual Review

SPSA Year Reviewed: 2020-21

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.

Although COVID19 brought school closure in the spring of 2020 and a transition to Distance Learning, we saw an overall decrease in our schoolwide absenteeism rate. We believe this is the result of the many strategies we put into place to foster relationships. These strategies, such as our RAM Refresh, partnered staff with students. This daily homeroom period gave students the opportunity to experience a camp sponsored by the Sheriffs' Department and interact with the U.S. Coast Guard in order to learn about potential careers. Other strategies brought connections for students such as time in the garden with the Student Service Specialist, new clubs to explore, and mentors.

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

As a result of the school closure, we were unable to secure data to measure the success of each subgroup such as students with disabilities.

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

The goal has changed to include a specific focus on tardy students and the use of PBIS to build positive relationships. The strategies will continue to emphasize relationships and connections.

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	\$20,560.00

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

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)
Educationally Disadvantaged Youth	\$15,680.00
English Learners	\$4,880.00

Subtotal of state or local funds included for this school: \$20,560.00

Total of federal, state, and/or local funds for this school: \$20,560.00

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
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Expenditures by Funding Source

Funding Source	Amount
Educationally Disadvantaged Youth	15,680.00
English Learners	4,880.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	2,940.00
2000-2999: Classified Personnel Salaries	10,700.00
3000-3999: Employee Benefits	1,200.00
5000-5999: Services And Other Operating Expenditures	5,720.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	2,400.00
2000-2999: Classified Personnel Salaries	Educationally Disadvantaged Youth	7,500.00
3000-3999: Employee Benefits	Educationally Disadvantaged Youth	900.00
5000-5999: Services And Other Operating Expenditures	Educationally Disadvantaged Youth	4,880.00
1000-1999: Certificated Personnel Salaries	English Learners	540.00
2000-2999: Classified Personnel Salaries	English Learners	3,200.00
3000-3999: Employee Benefits	English Learners	300.00
5000-5999: Services And Other Operating Expenditures	English Learners	840.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,400.00

Goal 2	4,540.00
Goal 3	10,280.00
Goal 4	340.00

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.

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.

Directions: Download PUSD's School Site Council Membership/Recommendations & Assurances Form by [clicking here](#), complete, and return to LSS for review.

Recommendations and Assurances

Your site's School Site Council (SSC) must recommend your SPSA and the proposed expenditures to PUSD's Board for approval. In addition, the SSC must assure 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 English Language Advisory Committee (EC Section 64001[c])

Directions: Download PUSD's School Site Council Membership/Recommendations & Assurances Form by [clicking here](#), complete, and return to LSS for review. Be sure your site's ELAC chair has signed and dated the form. Lastly, both the principal and SSC chair must sign the Assurances section agreeing that:

The SSC has reviewed the content requirements for school plans of programs included in this SPSA and believe all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan. Further, they agree that the SPSA is based on a thorough analysis of student academic performance and that the actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

Upon completion, return to LSS for review.

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019