

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
Marguerite Maze Middle School	35674706112320	10/27/21	

X I have completed my SPSA.

Purpose and Description

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

Schoolwide Program
Comprehensive Support and Improvement
Currently, Maze Middle school is in CSI status.

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

The Single Plan for Student Achievement (SPSA) contains goals and actions that align with Hollister School District's Local Control and Accountability Plan (LCAP) and Comprehensive Support and Improvement (CSI) plan. Together, these sources respond to the need for improved academic performance and student engagement.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

School Climate Survey for students, staff, and parents.

Classroom Observations

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

Classroom observation are conducted formally and informally to determine professional development, implementation of core curriculum, provide feedback in classroom walkthroughs.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Maze Middle School analyzes district benchmark assessments, common assessments, and projects to measure student academic improvement and to adjust instructional strategies for mastery of Common Core State Standards. Common assessments and diagnostic data are used to drive instruction and to remediate or enrich where necessary. Teachers implement state-adopted curriculum and monitor progress of student academic achievement. Advanced classes will be offered in Math and English Language Arts.

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

Maze Middle School uses district benchmarks and common assessments in English Language Arts and Mathematics aligned to the Common Core standards that provide timely data on students' academic progress. Results from these assessments are reviewed during collaboration time to guide student placement, student-specific differentiated instructional needs, and the effectiveness of classroom instruction. Parents and guardians receive the results of the assessments and participate in student-centered conferences, student study teams or individual plans as needed. Parents or guardians receive grade reports every six weeks through the use of Aeries. Teachers also use curriculum embedded assessments to check for progress on mastery of Common Core State Standards as measured by State assessments, including ELPAC, CAASPP, and SBAC. The academic progress of the school will be monitored through the School Site Council.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Maze Middle School teachers of core academic subjects qualify as fully credentialed teachers.

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

All classrooms are staffed with highly qualified teachers. Teachers of core academic subjects possess at least a bachelor's degree, hold an appropriate teaching credential, authorization, or intern certificate, and demonstrate subject matter knowledge and competence. The school/district provides professional development for teachers professional development to effectively use state adopted core instructional materials.

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

Staff development is supported through San Benito County Office of Education and Hollister School District. Teaching staff engage in professional development that provides them with the skills and tools necessary to implement research based instructional strategies to meet the needs of English learners and individual student learning needs. The district provides professional development from content experts that is sequenced intentionally over time and has consistent focus on identified core curriculum (Eureka Math, California Collections ELA, inSpire Science, National Geographic Social Studies) and districtwide strategies outlined in the LCAP to improve academic achievement for all students (Accelerated Reader/myOn, AVID, Constructing Meaning). All professional development is sequenced in the following progressions: Level 1- Initial Trainings, Level 2- Follow Up Professional Learning to Deepen Practice, Level 3- Site Based Capacity Building for Systemic Schoolwide Improvement. All staff development is based on staff and student needs, with the goal of increasing student achievement. Faculty and subject area specific PLC meetings are utilized for ongoing site-based professional development. Local assessments continue to be evaluated to ensure alignment of the instructional program with Common Core Standards.

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

At Maze Middle School, staff development is determined by a detailed, collaborative analysis of student assessment results, discipline data, staff input, and evidence collected from classroom walk-throughs. In efforts to achieve the goals stated in Maze Middle School's Comprehensive Support and Improvement (CSI), Maze will create an engaging atmosphere where all students feel connected and will result in all students attending school everyday and on time. Create a positive climate that supports all students academically, behaviorally, and social-emotionally as evidenced by suspension rate, course grades, and access to interventions. Maze Middle School will improve student achievement in English Language Arts and Math. With the support of the District, leadership in AVID, PBIS, Constructing Meaning, and Eureka Math, Maze will continue to support teachers with professional development.

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

Maze Middle School facilitates and supports teacher collaboration/staff development time in order to discuss student achievement, instruction, and curriculum. Collaboration time is provided for all teachers to analyze, discuss and utilize these results to drive instruction.

Teaching and Learning

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

Maze Middle School will be implementing state standards through the state-adopted curriculum. All teachers at Maze Middle School will follow curriculum alignment drafted in the textbooks. Students progress toward meeting state standards in core content areas will be monitored using district and site assessments. Maze Middle School will go through professional development on Literacy across the core curriculum and implementation of engagement strategies. Implementation and effectiveness will be monitored through classroom observation and Professional Learning Communities.

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

The school complies with and monitors the daily implementation of instructional time for all core subject areas, English Language Development, and Intervention.

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

Instructional/assessment pacing guides for each grade level for all subjects are utilized, including strategic support and intensive intervention in reading and mathematics programs, so that all teachers follow a common sequence of instruction and assessment. Master Schedule flexibility allows struggling students in all grades to receive intervention in Literacy/Mathematics/English Language Development support class.

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

All students have access to state-adopted standards-based textbooks and instructional materials, in all core content curricular areas.

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

Maze provides universal access to the current core subject programs and the ancillary materials for those programs. The school also provides interventions for ELD, English Language Arts, AVID, and Mathematics.

Opportunity and Equal Educational Access

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

School wide, multiple assessments, state data, benchmark data, and classroom data are used to identify students who are not meeting academic performance standards. Students are continually monitored through data analysis and on-going assessments. When a student is below proficient in both Language Arts and Math, teachers collaborate to create intervention strategies aimed at providing additional learning supports.

Evidence-based educational practices to raise student achievement

Maze Middle School teachers have been trained in Constructing Meaning, Eureka Math, PBIS, and AVID. Maze has provided extra ongoing support through professional development. Maze will continue to exercise and examine the efficacy of strategies, which include walk-throughs, modeling, individual practice, and explicit instruction that is aligned with common core standards. Teachers identify and implement clear, standards-based student learning targets.

Parental Engagement

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

Maze is part of the After School Education & Safety grant called CASA. CASA offers additional support in Math, English Language Arts, Science, and Social-Science after the school day. Teachers and parents communicate academic progress through the web-based Infinite Campus. Students are offered after school tutoring and additional help through teacher office hour. Student study teams, 504 plans, and Individual Education Plans are available to students who qualify for these plans. Additional support is provided through our Migrant Liaison.

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

The School Site Council (SSC) and staff review student performance data and analyze current instructional programs to determine goals for the following school year. Services and activities are designed to improve academic performance are established and funds are allocated based on the priority of the service or activity. School advisory committees (ELAC) review the school plan.

Funding

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

School Site Council and staff annually review student performance data. Funds are allocated based on priority of the service needed. Throughout the year, SSC monitors the spending of these funds. Allocated funds are used to pay for interventions, staff development, technology, and materials for state adopted programs.

Fiscal support (EPC)

The school/district general and categorical funds are coordinated, prioritized and allocated. All expenditures are based on research-based programs and instructional tools. They are data driven and prioritized.

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

Marguerite Maze's SPSA Goals and the financial investment plan necessary to support it were made, monitored, and adjusted with the school leadership team, the principal, and the School Site Council.

Resource Inequities

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

none identified

School and Student Performance 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	0.28%	0.28%	0.3%	2	2	2
African American	0.14%	0.28%	%	1	2	
Asian	0.84%	0.56%	0.9%	6	4	5
Filipino	1.26%	1.67%	0.9%	9	12	5
Hispanic/Latino	86.97%	85.52%	86.3%	621	614	505
Pacific Islander	0.14%	0.14%	0.2%	1	1	1
White	9.94%	10.03%	9.4%	71	72	55
Multiple/No Response	0.42%	0.84%	0.9%	3	5	5
Total Enrollment				714	718	585

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	220	227	147
Grade 7	257	233	223
Grade 8	237	258	215
Total Enrollment	714	718	585

Conclusions based on this data:

1. Maze Middle School has a total of 585 students. 147 are 6th graders, 223 are 7th graders, and 215 are 8th graders.
2. Maze Middle School has a percentage of 86.3% slightly increased from 85.5% the previous year of Hispanic/Latino students. With the next highest being White, with 10% of students.

School and Student Performance 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	239	218	154	33.5%	30.4%	26.3%
Fluent English Proficient (FEP)	137	148	125	19.2%	20.6%	21.4%
Reclassified Fluent English Proficient (RFEP)	16	24	27	6.6%	10.0%	12.4%

Conclusions based on this data:

1. There is a decrease of English Learners from the previous year.
2. There is an increase in the percentage of Fluent English Proficient students from the previous year.
3. There is an increase in Reclassification from the previous year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5		*			*			*				
Grade 6	226	248	227	222	246	224	222	246	223	98.2	99.2	98.7
Grade 7	226	232	255	223	226	249	223	226	248	98.7	97.4	97.6
Grade 8	224	228	238	220	225	234	220	225	234	98.2	98.7	98.3
All Grades	676	709	720	665	697	707	665	697	705	98.4	98.3	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5		*			*			*			*			*	
Grade 6	2494.	2487.	2502.	8.11	8.54	10.76	27.03	26.83	33.63	29.73	27.24	26.01	35.14	37.40	29.60
Grade 7	2535.	2533.	2519.	10.31	9.73	10.08	36.32	35.40	30.24	26.91	26.55	26.61	26.46	28.32	33.06
Grade 8	2553.	2555.	2538.	9.09	9.33	11.11	40.00	37.78	29.49	25.91	30.67	28.63	25.00	22.22	30.77
All Grades	N/A	N/A	N/A	9.17	9.18	10.64	34.44	33.14	31.06	27.52	28.12	27.09	28.87	29.56	31.21

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5		*			*			*	
Grade 6	12.67	11.43	18.83	47.96	42.45	47.09	39.37	46.12	34.08
Grade 7	19.28	17.26	16.19	48.43	46.02	42.11	32.29	36.73	41.70
Grade 8	17.73	15.18	18.61	51.82	52.68	43.29	30.45	32.14	38.10
All Grades	16.57	14.53	17.83	49.40	46.91	44.08	34.04	38.56	38.09

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5		*			*			*	
Grade 6	14.86	11.67	11.71	44.14	46.25	55.86	40.99	42.08	32.43
Grade 7	25.56	23.45	17.41	47.09	48.67	54.66	27.35	27.88	27.94
Grade 8	20.00	21.88	21.03	50.00	57.14	52.36	30.00	20.98	26.61
All Grades	20.15	18.84	16.81	47.07	50.58	54.27	32.78	30.58	28.92

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5		*			*			*	
Grade 6	11.26	6.94	13.00	63.96	63.27	60.54	24.77	29.80	26.46
Grade 7	8.97	7.08	7.69	62.78	63.72	66.40	28.25	29.20	25.91
Grade 8	13.64	10.71	12.12	67.27	66.96	59.74	19.09	22.32	28.14
All Grades	11.28	8.20	10.84	64.66	64.60	62.34	24.06	27.19	26.82

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5		*			*			*	
Grade 6	22.62	19.59	18.83	46.15	52.24	55.16	31.22	28.16	26.01
Grade 7	25.11	29.65	18.62	52.02	48.23	46.96	22.87	22.12	34.41
Grade 8	25.45	29.02	18.18	49.55	51.34	51.52	25.00	19.64	30.30
All Grades	24.40	25.90	18.54	49.25	50.65	51.07	26.36	23.45	30.39

Conclusions based on this data:

1. Maze Middle School has 58.3% of students who scored standard not met/near standard in Language Arts. Only 41.7% of students scored Met or Exceeded standard in Language Arts.
2. Maze will establish school and grade level goals and monitor progress in data meeting, PLC meetings are held weekly.
3. Maze will use data analysis and cycle of inquiry in order to strengthen and support the PLC process to monitor student progress.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5		*			*			*				
Grade 6	225	250	228	222	245	222	222	244	221	98.7	98	97.4
Grade 7	226	233	255	223	225	250	223	225	249	98.7	96.6	98
Grade 8	224	228	238	219	222	229	219	222	228	97.8	97.4	96.2
All Grades	675	712	721	664	692	701	664	691	698	98.4	97.2	97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5		*			*			*			*			*	
Grade 6	2463.	2464.	2474.	6.76	4.51	5.88	14.86	12.30	16.29	29.73	34.02	35.29	48.65	49.18	42.53
Grade 7	2485.	2487.	2486.	4.48	7.56	7.63	14.80	13.78	13.65	32.29	30.67	33.73	48.43	48.00	44.98
Grade 8	2551.	2493.	2470.	15.98	6.76	6.14	27.85	12.16	9.65	21.92	27.48	21.93	34.25	53.60	62.28
All Grades	N/A	N/A	N/A	9.04	6.22	6.59	19.13	12.74	13.18	28.01	30.82	30.37	43.83	50.22	49.86

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5		*			*			*	
Grade 6	11.71	9.84	12.22	32.43	31.56	33.48	55.86	58.61	54.30
Grade 7	10.76	12.00	12.55	31.39	32.89	31.98	57.85	55.11	55.47
Grade 8	32.42	10.81	7.08	31.96	27.93	23.01	35.62	61.26	69.91
All Grades	18.22	10.85	10.66	31.93	30.82	29.54	49.85	58.32	59.80

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5		*			*			*	
Grade 6	5.41	4.92	5.88	35.59	38.11	40.27	59.01	56.97	53.85
Grade 7	4.93	8.00	11.24	40.81	40.00	36.14	54.26	52.00	52.61
Grade 8	10.96	5.86	7.93	48.86	52.25	33.04	40.18	41.89	59.03
All Grades	7.08	6.22	8.46	41.72	43.27	36.44	51.20	50.51	55.09

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5		*			*			*	
Grade 6	9.91	4.92	4.98	34.23	40.57	46.61	55.86	54.51	48.42
Grade 7	6.28	8.00	7.69	57.40	57.33	56.68	36.32	34.67	35.63
Grade 8	17.35	8.56	7.93	53.88	46.85	40.97	28.77	44.59	51.10
All Grades	11.14	7.09	6.91	48.49	48.05	48.35	40.36	44.86	44.75

Conclusions based on this data:

1. Maze Middle School has 80.23% of students who scored standard not met/near standard in Mathematics. 19.7% students scored Met or Exceeded standard in Mathematics
2. Maze will establish school school and grade level goals and monitor progress in data meeting, PLC meetings are held weekly.
3. Maze will use data analysis and cycle of inquiry in order to strengthen and support the PLC process to monitor student progress.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1528.0	1525.3	1518.0	1522.4	1537.6	1527.8	87	69
Grade 7	1537.0	1538.1	1525.7	1531.3	1547.8	1544.4	69	83
Grade 8	1548.0	1555.4	1538.7	1561.9	1557.0	1548.4	64	62
All Grades							220	214

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	19.54	13.04	42.53	44.93	29.89	30.43	*	11.59	87	69
7	36.23	20.48	39.13	40.96	15.94	25.30	*	13.25	69	83
8	39.06	30.65	42.19	40.32	*	16.13	*	12.90	64	62
All Grades	30.45	21.03	41.36	42.06	20.91	24.30	7.27	12.62	220	214

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	34.48	31.88	42.53	52.17	19.54	7.25	*	8.70	87	69
7	40.58	38.55	42.03	28.92	15.94	20.48	*	12.05	69	83
8	57.81	56.45	31.25	19.35	*	12.90	*	11.29	64	62
All Grades	43.18	41.59	39.09	33.64	14.55	14.02	*	10.75	220	214

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	16.09	5.80	28.74	26.09	29.89	44.93	25.29	23.19	87	69
7	30.43	10.84	24.64	31.33	28.99	40.96	15.94	16.87	69	83
8	39.06	14.52	20.31	41.94	25.00	22.58	*	20.97	64	62
All Grades	27.27	10.28	25.00	32.71	28.18	36.92	19.55	20.09	220	214

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	28.74	10.14	59.77	76.81	*	13.04	87	69
7	47.83	9.64	44.93	71.08	*	19.28	69	83
8	42.19	20.97	51.56	64.52	*	14.52	64	62
All Grades	38.64	13.08	52.73	71.03	8.64	15.89	220	214

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	45.98	52.17	51.72	42.03	*	5.80	87	69
7	47.83	55.42	50.72	32.53	*	12.05	69	83
8	65.63	67.74	31.25	20.97	*	11.29	64	62
All Grades	52.27	57.94	45.45	32.24	*	9.81	220	214

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	16.09	4.35	31.03	40.58	52.87	55.07	87	69
7	30.43	18.07	24.64	40.96	44.93	40.96	69	83
8	35.94	24.19	26.56	45.16	37.50	30.65	64	62
All Grades	26.36	15.42	27.73	42.06	45.91	42.52	220	214

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	12.64	24.64	85.06	66.67	*	8.70	87	69
7	33.33	4.82	59.42	85.54	*	9.64	69	83
8	34.38	3.23	60.94	88.71	*	8.06	64	62
All Grades	25.45	10.75	70.00	80.37	*	8.88	220	214

Conclusions based on this data:

1. There were 214 students tested.
2. 30.45% of Maze students have met state criteria number 1 for reclassification.
3. Over 41% of Maze students are nearly meeting the state criteria.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
722	70.9	30.4	0.7
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	218	30.4
Foster Youth	5	0.7
Homeless	14	1.9
Socioeconomically Disadvantaged	509	70.9
Students with Disabilities	122	17.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.3
American Indian	2	0.3
Asian	4	0.6
Filipino	12	1.7
Hispanic	614	85.5
Two or More Races	5	0.7
Pacific Islander	1	0.1
White	72	10.0

Conclusions based on this data:

- Based on this data, there are 722 students enrolled at Maze Middle School.
- English Learners and Socioeconomically disadvantaged students make up the vast majority of Maze Middle School student population.





3. There are 101 students or 14.0% of students with disabilities at Maze Middle School.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Orange	Suspension Rate  Red
Mathematics  Orange		

Conclusions based on this data:

1. Maze Middle School dashboard for conditions and climate for suspension rate is at Level 1 (Red)
2. Maze Middle School dashboard for academic engagement for chronic absenteeism is at Level 2 (Orange)
3. Maze Middle School dashboard for academic performance for English Language Arts and Math are at Level 2 (Orange)

School and Student Performance Data

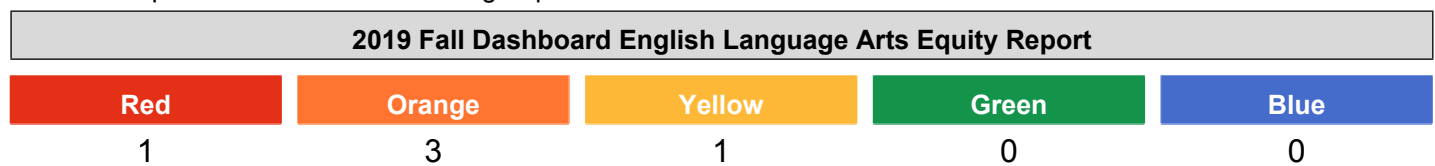
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
					
Orange		Orange		No Performance Color	
28.3 points below standard		48.4 points below standard		Less than 11 Students - Data Not Displayed for Privacy	
Declined -4.4 points		Declined -7.4 points		1	
663		293			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
					
No Performance Color		Orange		Red	
8.1 points below standard		36.4 points below standard		163 points below standard	
Increased ++7.1 points		Maintained ++1.1 points		Declined Significantly -17.4 points	
15		485		95	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic  Orange 32.2 points below standard Declined -4.7 points 577	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Yellow 7.1 points below standard Increased ++10.2 points 67

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 88.1 points below standard Declined -5.2 points 198	Reclassified English Learners 34.3 points above standard Maintained -1.5 points 95	English Only 27.9 points below standard Declined -9.4 points 315
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Conclusions based on this data:

1. Overall there was a decrease in ELA by 3.4 points.
2. English Learners had biggest decrease by 7.4 points.
3. Our Hispanic population had a decline of 3.3 points in English Language Arts.

School and Student Performance Data

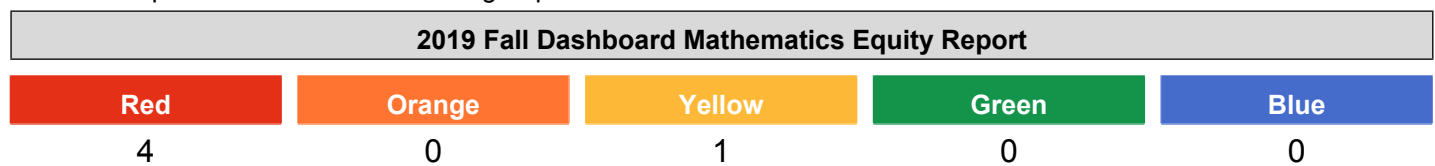
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 90.9 points below standard Declined -5.4 points 659	English Learners  Red 110.2 points below standard Declined -8.9 points 293	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color 102.1 points below standard Declined Significantly -22.3 points 15	Socioeconomically Disadvantaged  Red 101.3 points below standard Maintained -2.3 points 481	Students with Disabilities  Red 209.5 points below standard Declined -7.2 points 94

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic  Red 96.8 points below standard Declined -6.5 points 574	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Yellow 67.3 points below standard Increased ++8.9 points 66

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 146.1 points below standard Declined -7.9 points 198	Reclassified English Learners 35.2 points below standard Maintained -1.7 points 95	English Only 90.5 points below standard Declined -7.2 points 311
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Conclusions based on this data:

1. Students declined in mathematics by 19 points.
2. There is a decline in the performance of English Language Learners by 23.1 points.
3. English Learners, Students with Disabilities and Socially Disadvantage students all scored in Level 1 (Red).

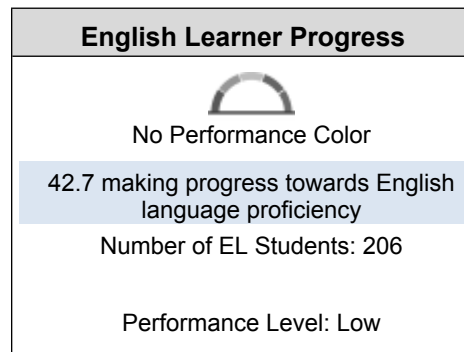
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.7	33.4	7.7	34.9

Conclusions based on this data:

- 30.5% of English Learners scored well developed English Language Proficiency Assessment.
- 41.4% of students were moderately developed.
- 28.1% of EL Students scored Somewhat developed and Beginning Stage.

School and Student Performance Data

Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

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

Conclusions based on this data:

1.

School and Student Performance Data

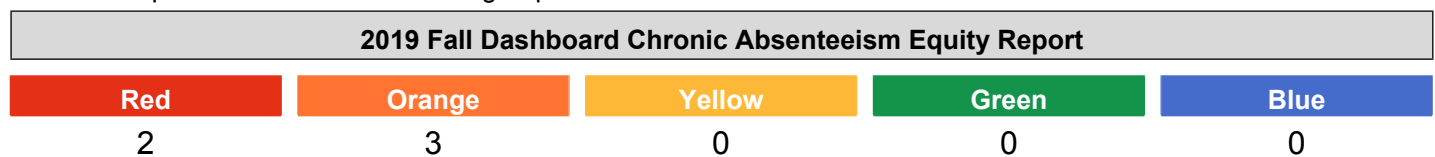
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Orange 14.7 Increased +2.8 760	English Learners  Orange 11.5 Maintained 0 253	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless  No Performance Color 22.2 Declined -4.1 18	Socioeconomically Disadvantaged  Orange 15.3 Increased +2 555	Students with Disabilities  Red 27.3 Increased +7.3 121

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic  Orange <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">14.1</div> Increased +1.6 659	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Red <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">23.7</div> Increased +14.9 76

Conclusions based on this data:

1. Maze Middle School had 70 absences with 12.0 percent chronic absenteeism rate.
2. Chronic absenteeism for the Hispanic subgroup has increased over the last year and is at 12.5 percent. And is the highest rate among all subgroups.
3. Chronic absenteeism for Socioeconomically Disadvantaged has increased by 1.6 percent over the last year and is currently at 13.3 percent.

School and Student Performance Data

Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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

2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1.

School and Student Performance Data

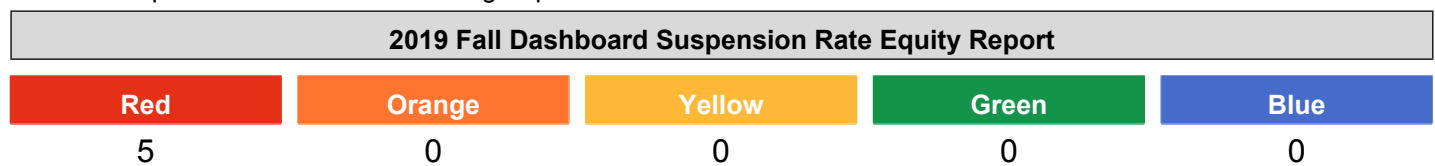
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Red 16.4 Increased Significantly +5.4 769	English Learners  Red 17.3 Increased Significantly +5.7 255	Foster Youth  No Performance Color Less than 11 Students - Data Not Reported 5
Homeless  No Performance Color 22.2 Increased +11.7 18	Socioeconomically Disadvantaged  Red 16.1 Increased Significantly +4.8 559	Students with Disabilities  Red 32 Increased +6.7 122

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 1	American Indian  No Performance Color Less than 11 Students - Data 3	Asian  No Performance Color Less than 11 Students - Data 6	Filipino  No Performance Color Less than 11 Students - Data 9
Hispanic  Red 16.1 Increased Significantly +5.4 665	Two or More Races  No Performance Color Less than 11 Students - Data 7	Pacific Islander  No Performance Color Less than 11 Students - Data 1	White  Red 20.8 Increased +6 77

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	11	16.4

Conclusions based on this data:

1. The suspension rate at Maze Middle school averages 11 percent for all students including subgroups.
2. Students with disabilities is more than double the rate of other students (25.2 percent).
3. Additionally, suspensions for all groups have increased by more than 5 percent. Students with disabilities have increased by 18.7 percent.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 1: All students will achieve at their highest level.

Goal 1

Maze Middle School will improve student achievement in math and ELA through high-impact strategies and intentional lesson planning as measured by an increase by a minimum of 5 percentage points in CAASPP scores and an increase of 5 percentage points in reclassification rates. Maze middle School has 71.84% of students who scored standard not met/near standard in Mathematics. Only 28.17% students scored Met or Exceeded standard in Mathematics

Identified Need

42.7% of English Learners are making progress toward English Language Proficiency which is a low progress level according to the dashboard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
F rates in ELA and Math	Establish Baseline Data in the 2021-2022 year	
STAR Reading Scores % At or Above Benchmark	22.4% of Students Are At or Above Benchmark	
STAR Math Scores % At or Above Benchmark	27.9% pf Stidents are At or Above Benchmark	
ELPAC English Learner Progress Rates	42.7% Progressing Rate (Low Level)	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, with a focus on English Learners

Strategy/Activity

Research based high impact strategies for English Learners: Constructing Meaning Professional Development, AVID Professional Development, English Language Development Standards, New Teacher 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)
6,200	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies CM Teacher Resources
35,000	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures CM Consultants
15,000	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries CM Institute
6,000	Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits CM Institute
9,000	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures AVID Institute Conference
6,300	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries AVID Institute Conference
2,500	Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits AVID Institute Conference
2,000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies AVID
	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures CTA Good Teaching Conference
	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries CTA Good Teaching Conference

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

ELs, Students with Disabilities, and all other students who are failing ELA or Math AND who are not meeting standards on CAASPP ELA and Math

Strategy/Activity

Interventions Taught 4 times a week by highly qualified teachers to mitigate learning loss in ELA, Math, and teach SEL to support the whole child.

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)
14,000	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Afterschool Intervention
6,000	Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits Afterschool Intervention
18,000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Emozi
2,000	Title I 1000-1999: Certificated Personnel Salaries Assemblies
2,300	Title I 5000-5999: Services And Other Operating Expenditures IXL Licenses
	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Unrestricted 4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Unrestricted
0000: Unrestricted

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Unrestricted
0000: Unrestricted

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Unrestricted
0000: Unrestricted

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Unrestricted
0000: Unrestricted

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.

Goal 1 focuses on student achievement in ELA and Math. The goal includes a focus on Constructing Meaning, STAR data, and AVID. The CM and AVID strategies go hand in hand and provide support for all students.

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

CSI funding within this goal has supported CM, AVID, SEL (Emozi), interventions, and enrichment.

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

This goal has been modified to suit the achievement needs of Marguerite Maze students in the area of ELA and Math as determined by the 2021 STAR results. Declines in ELA and Math for all grades on the 2019 CAASPP and ELPAC also influenced this goal.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 2: All sites will have a safe and positive environment.

Goal 2

Maze Middle School will create an engaging and positive atmosphere where all students feel connected, resulting in all students coming to school on time every day.

Identified Need

Maze Middle School has a 12% chronic absenteeism rate. Chronic absenteeism for the Hispanic subgroup has increased over the last year and is at 12.5 percent. Chronic absenteeism for Socioeconomically Disadvantaged has increased by 1.6 percent over the last year and is currently at 13.3 percent.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism as measured by the CA School Dashboard	14.7% Chronic Absenteeism 2019 Dashboard	10% as measured by 2022 Dashboard
School Connectedness and Academic Motivation as measured by 2017-2018 CHKS District Wide Gr 7	School Connectedness 18% Reporting Strongly Agree and Academic Motivation 10% Strongly Agree	25% Reporting Strongly Agree for School Connectedness and 45% Reporting for Academic Motivation

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Professional Development for Culturally Responsive Teaching and the Brain. Grading for Impact. Professional Development for PBIS Tier 3. SEL curriculum provided during the school day.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,600	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies SEL
7,000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies PBIS

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with high absenteeism rates and all students

Strategy/Activity

Develop and implement an extra-curricular school-wide plan to engage all student groups in extra-curricular activities and expand student leadership.

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)
7,000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Clubs
3,000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Culinary
2,400	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Legos
2,421	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies VAPA
1,500	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Leadership
1,149	Title I 4000-4999: Books And Supplies Creative Writing
2,000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Robotics
2,000	Comprehensive Support and Improvement (CSI)

	4000-4999: Books And Supplies Coding
1,000.00	Title I 4000-4999: Books And Supplies Class Novels
5,500	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies STEAM Engine

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 goal provides a structure for which the school can monitor and adjust to the needs of each student by providing electives, clubs, PBIS, and SEL.

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 CSI funding has provided Marguerite Middle school with being able to implement clubs, more electives, enrichment, intervention, and time for SEL.

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

This goal will be monitored throughout the year through the use of surveys (SEL) (PBIS), School Site Council, English Learner Advisory Council, Parent Teacher Organization, and individual interactions.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal #3: All students will attend schools that develop and maintain high levels of parent engagement, where all parents are welcomed and have opportunities to be engaged in their child's education.

Goal 3

Maze Middle School will create a positive climate to support students academically, behaviorally and social emotionally.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SEL Counseling Sessions per year	Establish baseline SEL Counseling Sessions 2021-2022	88 per year
Percent of PBIS Rewards	Establish baseline percentage for students receiving positive behavior (PBIS) rewards	75% of students will receive a PBIS reward
Percent of students who feel safe or very safe at school as measured by California Healthy Kids Survey	Percent of students who feel safe or very safe at school 56%	65% of students who feel safe or very safe at school

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Positive Behavior Intervention and Supports (PBIS): Collaboratively develop school-wide progressive discipline. Collaboratively develop school-wide student expectations.

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)

1,500

Source(s)

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

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

Restorative intervention strategies as an initial alternative to suspension. Professional development for brief interventions for 1st time offenders.

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)

1,500

Source(s)

Comprehensive Support and Improvement (CSI)
4000-4999: Books And Supplies
Restorative Justice/Brief Interventions

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

CTE STEAM Electives to motivate students to attend school more frequently and be more engaged, and therefore improve core academic skills

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)

3,000

Source(s)

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

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

Parent Nights/Parent University to engage families in supporting their student wellness and academic success. Collaboration with local agencies to provide engaging parent nights.

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)

2,000.00

Source(s)

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

5,000

Title I
5000-5999: Services And Other Operating
Expenditures
Parent Nights

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 goal provides a method for involving parents in the educational system. Parent University, through Fresno State, is offered to parents and provides 3 courses for parents to attend. Parent Nights are also planned that involve local community agencies. PBIS is in full effect with school wide expectations (Hawk PRIDE) and progressive discipline. Restorative circles are implemented and led by the school counselor. CTE has been implemented and offers students a variety of modules.

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

This goal is a goal from the previous year due to being in CSI status. Marguerite Maze will continue to budget for parent university, parent nights, and continuation of PBIS.

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

This goal will be expanded in 2022-2023 to include more PBIS training for new staff, more parent nights, and our CTE program.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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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	\$173,870.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$162,421.00
Title I	\$11,449.00

Subtotal of additional federal funds included for this school: \$173,870.00

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

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$173,870.00

School Site Council Membership

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

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

Name of Members	Role
Diana Herbst	Principal
Joseph Valdovinos(student representative)	Secondary Student
Kathleen Sampson	Classroom Teacher
Candace Ledesma	Classroom Teacher
Samantha Aurajo	Parent or Community Member
Loren Holsten	Parent or Community Member
Esther Bueno	Other School Staff
Kimberly Mello	Parent or Community Member
Mayra Garcia	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10-27-2021.

Attested:



Principal, Diana Herbst on 10/27/2020



SSC Chairperson, Samantha Araujo on 10/28/2020

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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