

The Single Plan for Student Achievement

School: Jereann Bowman Continuation High School
CDS Code: 19-65136-1934421
District: William S. Hart Union High School District
Principal: Robin Geissler
Revision Date: March 1, 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on May 2, 2018.

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).

Student and staff results of surveys for the 2015-2016 WASC Mid-Term Survey Results:

Students at Bowman feel it is a safe environment (96%) in which individuals from diverse ethnic backgrounds get along well together (90%). Students feel free to speak with an adult at Bowman about school or academic problems (91%) and are supported both academically (94%) and emotionally (87%). Classes provide students with an effective level of technology to complete projects and do research (89%). Students are provided information about jobs and careers after high school (87%) and overwhelmingly feel their experience at Bowman has been a positive one (96%).

Parents indicated that Bowman is serving the needs of their student (94%) and that Bowman offers a safe environment for their student(s) (92%). Parents agree that Bowman helps motivate their student to finish high school (94%). Teachers are responsive to my student's needs (94%). Bowman teachers set high standards for my student (90%). My student believes he/she is respected and valued at Bowman (91%). Parents feel that Bowman focuses on preparing their student to lead a successful and productive life after high

school (88%).

Bowman staff indicated that they Strongly Agree (95%) or Agree (5%) with the statement: "Bowman High School is a campus that is welcoming and conducive to learning." They indicated that they Strongly Agree (92%) and Agree (8%) that Bowman "offers students and staff an environment that promotes a sense of belonging and promise." Further, they indicated that they Strongly Agree (86%) and Agree (14%) that Bowman "is an academic environment that promotes learning and self-awareness." Bowman staff indicated that Bowman "provides a safe environment for all students and staff" (Strongly Agree 92% and Agree 8%). Staff indicated that they Strongly Agree (49%) and Agree (51%) with the statement that "staff sets high expectations for students to achieve academic and personal success." Finally, staff indicated that they Strongly Agree (57%/21 responding), Agree (35%/13 responding), Somewhat Agree (5%/2 responding) and Disagree (3%/1 responding) with the statement "I feel supported and respected by the administration at Bowman".

Description of Comprehensive Needs Assessment Process

This section provides a description of the process for conducting the Comprehensive Needs Assessment of the entire school, and summary of findings of the needs assessment.

2017-2018 Bowman High School's Goals:

1. Increase ELA District Performance Task scores from Fall 2017 to Spring 2018 by 5% in Evidence and Elaboration
2. Increase Bowman's Positive Transitions Rate by 2% from 95% to 97%
3. Increase Algebra benchmark test passage rate for Hispanic males by 6% from 64% to 70%
4. Teachers will increase student assignments to develop multi-media presentations by 10% monthly, from 20% to 30%, as measured by BrightBytes
5. One-hundred percent of Bowman staff will be trained in the Capturing Kids' Hearts Training, focusing on how bias, stereotypes, and microaggression affects relationships

Every year, each department collaborates on developing SMART Goals based on student needs. For 2017/2018, the SMART Goals are as follows: English Department SMART Goals for 2017-2018

- Students enrolled in an English course during Q1 will demonstrate an increase of 5% with a score of 3 or higher on their Performance Task from Quarter 1 to Quarter 3 in the Evidence and Elaboration category, as measured by the SBAC rubric.
- Students enrolled in an English course during Q1 will demonstrate an increase of 5% with a score of "Meets or Exceeds" on their Performance Task from Quarter 1 to Quarter 3 in the Writing Conventions category, as measured by the SBAC rubric.

Math Department SMART Goals for 2017-2018

- For the 2017-18 school year, 70% of the Algebra 1 students will pass their benchmark tests at the end of each Term (Terms 1-7).
- Using the MDTP "Geometry Math Readiness Test" as a pre and post, juniors will increase their scores from pre (Fall 2017) to post (Spring 2018) by 3%.

Social Studies Department SMART Goals for 2017-2018

- 70% of Social Studies will earn at least 1 credit per grading period in each Social Studies class they are in.
- Government students will decrease NM from 45% to 40% between 1st and 3rd grading periods.

- Economics students will decrease NM from 4% to 3% between 1st and 3rd grading periods.
- US History A students will decrease NM from 20% to 16% between 1st and 3rd grading periods.
- US History B students will decrease NM from 12% to 10% between 1st and 3rd grading periods.
- Mod Civ A students will decrease NM from 31% to 28% between 1st and 3rd grading periods.
- Mod Civ B students will decrease NM from 58% to 55% between 1st and 3rd grading periods.

Science Department SMART Goals for 2017-2018

- 75% of Science students will receive at least 0.5 credits in terms 3, 5 and 7.
- 55% of Science students will pass the science benchmark for term 4 and 7 by May 2018.

Electives Department SMART Goals for 2017-2018

- Ninety-five percent of students will earn a minimum of one credit each grading period per class in art, technology and physical education for terms 2, 4 and 6.
- Credit is earned through successful completion of Project Based Learning assignments that implement and integrate subject specific Common Core curriculum and embedded Hart District Anchor standards of Speaking and Listening, Reading, Writing, and Math.

Counseling Department SMART Goals for 2017-2018

- Ninety percent of 11th grade students who earn less than 16 credits on their 2 report cards for the quarter will meet with a counselor within two weeks of the end of the quarter to discuss strategies to increase credits resulting in an increase of 2 credits per report card.
- Ninety percent of 12th grade students will be provided with a post-secondary portfolio with seventy percent applying to a post-secondary option as measured on exit survey.

Information on Academic Achievement

This section provides a description of the information on academic achievement, particularly of students failing or at-risk of failing to meet academic standards.

Assessment	2015 CAASPP DATA	2016 CAASPP DATA	Gain/Loss
Notes			
ELA Meet or Exceed Standards	33%	43%	+10%
Significant Positive Gain			
Math Meet or Exceed Standards	3%	5%	+2%
Positive Gain			
Males ELA Meet or Exceed Standards	27%	39%	+12%
Significant Positive Gain			
Females ELA Meet or Exceed Standards	47%	48%	+1%
Positive Gain			
Males Math Meet or Exceed Standards	3%	3%	0
No Gain/No Loss			
Females Math Meet or Exceed Standards	4%	8%	+4%

Positive Gain			
Significant Subgroup Hispanic ELA	32%	39%	+7%
Significant Positive Gain			
Significant Subgroup Hispanic Math	3%	1%	-2%
Slight loss-Important to note we moved from 82% to 70% in Standard Not Met, and went from 15% to 29% in Standard Nearly Met			
Socioeconomically Disadvantage ELA	34%	33%	-1%
Slight Loss-Important to note we moved from 26% to 23% in Standard Not Met, and went from 40% to 44% in Standard Nearly Met			
Socioeconomically Disadvantage Math	3%	3%	0
No Gain/No Loss-Important to note we moved from 80% to 67% in Standard Not Met, and went from 17% to 31% in Standard Nearly Met			
White Population ELA	36%	42%	+6%
Significant Positive Gain			
White Population Math	4%	12%	+8%
Significant Positive Gain			

Impact of Instructional Program

This section provides a description of the impact of the instructional program on student achievement, and other factors determined by the LEA/School.

Bowman has a Professional Development (PD) Team comprised of an Instructional Coach, three teachers, and an administrator. The PD Team meets monthly and helps to plan activities for monthly faculty and departmental meetings. The Instructional Coach also attends

district meetings to promote a “trainer of trainer” model for our school. One hundred percent of teachers, counselors and administrators participate in schoolwide staff development. For the past six years, the District has provided intensive professional development workshops for all PD teams. Our PD team has been presenting on common core strategies, technology, growth mindset and classroom management. Our PD team also presents on district -wide anchor standards.

As part of Bowman’s ongoing book study professional development, this year faculty is reading "50 Common Core Reading Response Activities" by Marilyn Pyle. Department Chairs are reading "Teach Like A Pirate" by Dave Burgess; and the Leadership Team is reading "Mindset"

by Carol S. Dweck. Teachers are assigned chapters to read and report back to their meetings. In this way, reflection and dialogue is encouraged about “best practices.” Bowman’s focus for the 2017-18 school year has been on Common Core teaching strategies as well as

incorporating district wide anchor standards throughout all disciplines. In this way, reflection and dialogue is encouraged about “best practices.”

Bowman is in its fifth year of having late start Fridays, providing teachers with opportunities to collaborate within their departments, same subjects, and cross-curricular subjects. Every month our late start Fridays are dedicated to Department meetings, Curriculum Development, Common Core, and Interdisciplinary Collaboration. These meetings run on a consistent cycle throughout the year. In 2014-15 we have added office hours providing teachers with opportunities to work on developing assessments, collaborations, and completing teacher grades. In 2015-16 we have incorporated more Professional Development focusing on Lesson Study and Anchor Standards. In 2016-17 there was a large focus on technology in the classroom.

Annual Evaluation of Prior Year Plan

This section provides a description of the results of the annual evaluation of the prior year’s plan.

Evaluation of the 2017-18 Single Plan for Student Achievement will be evaluated once 2018 test scores are available and final grade for quarter 4 are submitted.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	182	123	117	175	118	115	174	118	115	96.2	95.1	98.3
All Grades	182	123	117	175	118	115	174	118	115	96.2	95.1	98.3

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2540.9	2562.5	2549.3	6	4	8.70	27	35	26.09	39	42	39.13	26	19	26.09
All Grades	N/A	N/A	N/A	6	4	8.70	27	35	26.09	39	42	39.13	26	19	26.09

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	11	8	17.39	59	63	49.57	29	30	33.04
All Grades	11	8	17.39	59	63	49.57	29	30	33.04

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	9	20	13.91	61	66	50.43	29	14	35.65
All Grades	9	20	13.91	61	66	50.43	29	14	35.65

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	4	8	13.04	57	71	69.57	38	21	17.39
All Grades	4	8	13.04	57	71	69.57	38	21	17.39

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	14	16	13.04	62	69	57.39	23	15	29.57
All Grades	14	16	13.04	62	69	57.39	23	15	29.57

Conclusions based on this data:

1. In general, we need to work with our students on moving our students from standard nearly met, to standard met.
2. With 38% below the standard in listening (effective communication skills), we need a school wide focus to address this need. We currently are working on the anchor standard of listening and speaking school-wide.
3. We should place a focus on reading and research / inquiry. We have many students at or near the standard.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	182	124	117	173	118	114	173	118	114	95.1	95.2	97.4
All Grades	182	124	117	173	118	114	173	118	114	95.1	95.2	97.4

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2482.4	2501.0	2474.8	1	0	0.00	2	5	5.26	19	25	16.67	78	69	78.07
All Grades	N/A	N/A	N/A	1	0	0.00	2	5	5.26	19	25	16.67	78	69	78.07

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 11	1	0	1.75	21	19	12.28	79	81	85.96	
All Grades	1	0	1.75	21	19	12.28	79	81	85.96	

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	1	4	1.75	46	47	33.33	53	49	64.91
All Grades	1	4	1.75	46	47	33.33	53	49	64.91

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2	2	1.75	61	53	38.60	37	46	59.65
All Grades	2	2	1.75	61	53	38.60	37	46	59.65

Conclusions based on this data:

1. Bowman needs to find resources that can support better test scores in math providing students with a strong foundation in mathematics.
2. Bowman needs better supports to increase scores in listening and research/inquiry.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
11	56	42	21	44	47	68		5	11					5	
12	52	36	46	39	39	44	10	23	8		1	2		1	
Total	53	37	41	40	41	48	8	19	9		1	2		2	

Conclusions based on this data:

1. We need to support EL students with resources to move from intermediate to Early Advanced.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
11	58	40	21	42	45	68		10	11					5	
12	50	35	45	41	40	42	9	22	10		1	2		1	
Total	52	36	41	41	41	47	7	20	10		1	2		2	

Conclusions based on this data:

1. We need to provide EL students with more resources to move from Intermediate level to Early Advanced.

School and Student Performance Data

Student Enrollment by Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
American Indian	0.2%	0.0%	0.4%	1	0	2
African American	3.6%	5.0%	4.7%	18	25	22
Asian	1.4%	1.4%	1.3%	7	7	6
Filipino	0.8%	0.8%	1.1%	4	4	5
Hispanic/Latino	62.8%	63.6%	67.0%	310	319	316
Pacific Islander	0.2%	0.4%	0.2%	1	2	1
White	28.5%	25.7%	22.7%	141	129	107
Multiple/No Response	0.0%	0.0%	0.6%	0	0	3
Total Enrollment:				494	502	472

Student Enrollment by Grade Level			
Grade	Number of Students		
	2014-15	2015-16	2016-17
Kindergarten	0	0	
Grade 1	0	0	
Grade 2	0	0	
Grade 3	0	0	
Grade 4	0	0	
Grade 5	0	0	
Grade 6	0	0	
Grade 7	0	0	
Grade 8	0	0	
Grade 9	0	0	
Grade 10	0	1	1
Grade 11	133	109	110
Grade 12	361	392	361
Total Enrollment:	494	502	472

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LCAP Goal : LCAP Goal 2 - Increase and improve student achievement by providing rigorous and standards aligned curriculum and instruction in core subjects with
SCHOOL GOAL #1:
Increased ELA Academic Achievement by 5%. Increase Math proficiency scores by 6%.
Data Used to Form this Goal:
Students take a district writing performance task yearly. The writing task is graded for organization, purpose, evidence, elaboration and conventions. The results of the
Findings from the Analysis of this Data:
Students can receive extra support and educational reinforcement through online technology resources, educational field trips, and updated technology devices to provide

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.1 Provide technology software to give additional access so all students can be proficient with technology in today's world.</p> <p>Evidence shows that students that have additional educational resources and access to curriculum improve their abilities and show higher levels of proficiency on assessments.</p> <p>In the article "Student Engagement and Achievement in Language Arts", (https://www.iste.org/explore/articleDetail?articleid=505), authors Lawrence Baines and Robert Romano share that in 200, Gretchen Mann-Erickson and Judith Martinez outlined a number of ways to better engage students, all based on the "3 As": Attendance, Attachment and Achievement.</p> <p>Strategies include:</p> <ul style="list-style-type: none"> • Activities and special events for students, families, and communities • Best educational practices based on evidence and research • Incentives • Instructional and/or curricular innovations • Professional development for educators and program providers • School policies that enhance engagement • School-wide programs 	ongoing	Teachers	School wide Nearpod 1 year renewal (OBJ 5840)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Allocation	3500
			School wide Storyboard that license (OBJ 5840)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Allocation	597
			School Wide Quizlet 1 year license (OBJ 5840)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Allocation	699
			1 Year License for Flipgrid Classroom (OBJ 5840)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Allocation	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Bowman at-risk students can benefit from these programs to engage them in learning and make them feel more connected to school, therefore, raising academic achievement scores.						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.2Purchase 4 Interactive flat panel, height adjustable mobile stand TVs, providing classrooms the opportunity to bring table top lessons, centers, and collaborative learning opportunities to students.</p> <p>Students need to have access to technology in all classrooms. In today's world, it is proven that students with a strong technology background will be more successful in their post secondary pathways.</p> <p>In the article "Using Technology to Support At-Risk Students' Learning", (https://edpolicy.stanford.edu/sites/default/files/scope-pub-using-technology-report.pdf), authors Linda Darling Hammond, Molly Zieleszinski, and Shelley Goldman share that learners who worked with teachers alongside their online experience were much more likely to say that they developed an interest in the subject and increased their academic standing. In the article by Standford Education, they share how technology can close the achievement gap and improve learning. Students having access to up-to-date technology in all classes will help our at-risk population learn and utilize current technology resources to be more successful and achieve academically at higher levels.</p>	Spring Semester	Administration Teachers	<p>Purchase 3 Interactive TVs (Prowise 65") that are mobile for all classrooms to use (6450 each) To be housed in Rooms A, B, C</p> <p>(Priority level 2 to be funded upon receipt of additional Title I funds)</p> <p>Purchase 3 Interactive TVs (Prowise 65") that are mobile for all classrooms to use (6450 each) To be housed in Room 9</p>	6000-6999: Capital Outlay	Title I, Part A - Allocation	<p>21450</p> <p>7150</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.3 Direct Administrative Support Services Extra hours are needed to implement, support and organize the school plan through personnel support. These hours will be completed on a Saturday.	Spring Semester	Office Manager, Administrator	(Priority level 2 to be funded upon receipt of additional Title I funds) Office manager to provide direct administrative support services to implement, support, and organize the Title 1 plan (\$29.79 X 8 hrs = \$239) - wages paid (OBJ 2430)			239
			(Priority level 2 to be funded upon receipt of additional Title I funds) Classified Benefits (\$239 X 28.20%)			68

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.4 (Priority level 2 to be funded upon receipt of additional Title I funds) Send 8 teachers to the CCEA Conference (California Continuation Education Association)</p> <p>Alternative schools are a small community, and this professional organization provides professional development specifically for continuation schools (best practices).</p> <p>Evidence shows that appropriate PD practices for special populations increases attendance rates and improves academic achievement. In the article "Raising Student Achievement Through Professional Development", (https://www.generationready.com/wp-content/uploads/2013/10/PD-White-Paper.pdf), the Generation Ready authors share that "The most powerful way to raise student achievement is through professional learning. More than ever before, students need effective teaching if they are to develop the higher order thinking skills they will need to be career and college ready in the 21st century."</p> <p>*Counselors will be gone for 3 days, and therefore food will need to be included. The allowance for food costs is not included in conference registration costs. Food costs will fall within or below the per diem district guidelines. Teachers will need to drive to the conference, and the costs for mileage are not included in</p>	Spring	Teachers Administrator Counselors	Registration 8 @ \$350 (OBJ 5220)			2800
			Lodging 2 nights 6@\$400 (OBJ 5220)			2400
			Mileage/Transportation (OBJ 5220)			151
			Food for 1 day 6 @ \$60 (OBJ 5220)			360
			Substitutes for 1 day, 6 @ \$125 (OBJ 1160)			750
			Substitute benefits for 1 day 6 @ 20.58%			155

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
the registration. Mileage costs will fall within district allowances.						
<p>1.5 Send 2 Counselors to the American School Counselor Association Conference.</p> <p>Students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school. In the article "School Connectness, Strategies for Increasing Protective Factors for Youth" (https://www.cdc.gov/healthyyouth/protective/pdf/connectedness.pdf), the US Department of Disease Control and Health Services indicates that children and adolescents who feel supported by important adults in their lives are likely to be more engaged in school and learning. In the school setting, students feel supported and cared for when they see school staff dedicating their time, interest, attention, and emotional support to them.</p>	Fall 2018	Counselors Administrators	<p>Registration 2 @ \$400 (OBJ 5220)</p> <p>Lodging for 3 days @ \$175 (OBJ 5220)</p> <p>Mileage/Transportation (OBJ 5220)</p> <p>Food for 3 days, 2 @ \$60 (OBJ 5220)</p> <p>Substitute for 3 days, 2 @ \$125 (OBJ 1160)</p> <p>Substitute benefits for 3 days 2 @ 20.58%</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>Title I, Part A - Allocation</p>	<p>800</p> <p>525</p> <p>100</p> <p>360</p> <p>500</p> <p>103</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.6 Science NGSS Supplies</p> <p>Teachers will introduce manipulatives and hands-on science equipment to increase instruction for students. The interaction and resources provided will help to increase the passage rate for our Hispanic males especially in math and Science (CAST Assessment).</p> <p>In the article "Research on the Benefits of Manipulatives" (https://www.hand2mind.com/pdf/earning_place/research_math_manips.pdf), the authors share that "over the past four decades, studies done at all different grade levels and in several different countries indicate that mathematics achievement increases when manipulatives are put to good use" (Canny, 1984; Clements and Battista, 1990; Clements, 1999; Dienes, 1960; Driscoll, 1981; Fennema, 1972, 1973; Skemp, 1987; Sugiyama, 1987; Suydam, 1984). Additional research shows that use of manipulatives over the long-term provides more benefits than short-term use does (Sowell, 1989).</p>	Fall 2018	Administrators Teachers	Digital Microscopes 12 @ \$400 (OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Allocation	4800
			Telescope for Astronomy (OBJ 4410)	4000-4999: Books And Supplies	Title I, Part A - Allocation	1500
			Supplies, Consumables, equipment for labs (OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Allocation	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.7 Purchase two high speed desktop document scanners to provide students with the ability to scan their documents into electronic files.</p> <p>Students are often required to create electronic portfolios. Scanners have various options including file, image, OCR, Scan to Print, USB Flash Drive, etc. The scanner will allow us to digitize old media to make it usable in a 21st century classroom setting. The scanner is portable and once set-up, can be used by multiple accounts.</p> <p>In the article "Technology Can Close Achievement Gaps and Improve Learning Outcomes", (https://ed.stanford.edu/news/technology-can-close-achievement-gaps-and-improve-learning-outcomes), the authors from the communications staff at the Alliance for Excellent Education identify three important components to successfully using technology with at-risk students.</p>	Fall 2018	Administrators Office Manager	High Speed Desktop Document Scanner 1 @ \$269 (OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Allocation	269
			(Priority level 2 to be funded upon receipt of additional Title I funds) High Speed Desktop Document Scanner 1 @ \$269 (OBJ 4310)			269

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LCAP Goal : LCAP Goal 3 - Increase the number of students prepared for college and career by enrolling students in a broad course of rigorous study that includes career
SCHOOL GOAL #2:
Successful Transition / SAVE Rate: Increase EL and Poverty Save Rate by 3%. Increase graduation rate by 2%. Increase participation of students involved in CTE courses.
Data Used to Form this Goal:
CAASP data math scores, CAASPP data for significant subgroup--Hispanic males for math. Algebra benchmarks. Students participation numbers in CTE related courses.
Findings from the Analysis of this Data:
Successful transitions / SAVE rate in 2016-17 is at 95%. Approximately 18% of Bowman's students participate in CTE courses.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.1 (Priority level 2 to be funded upon receipt of additional Title I funds) Purchase a Portable Wireless Bluetooth Speaker.</p> <p>This speaker will be used to engage students with our creative writing / poetry reading class. Students use a microphone to practice public speaking. This will help build confidence with our English Language Learner students who have challenges speaking in public.</p> <p>In the article "Using Public Speaking Tasks in English Language Teaching" (https://files.eric.ed.gov/fulltext/EJ923450.pdf) author Gina Ibarra Shea indicate that public speaking provides students with opportunities to practice all four language skills. Public speaking also supports development of critical thinking skills. And public speaking promotes learning.</p>	Fall Semester	Administrators	Bluetooth Speaker 1 @ \$227.78 (OBJ 4310)			228

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.2 Purchase three Mathbits Subscriptions</p> <p>Math resources have been proven to help students succeed on assessments as it reinforces curriculum and standards using different modalities.</p> <p>In the article "Research on the Benefits of Manipulatives", (https://www.hand2mind.com/pdf/learning_place/research_math_manips.pdf), the authors share that "over the past four decades, studies done at all different grade levels and in several different countries indicate that mathematics achievement increases when manipulatives are put to good use." (Canny, 1984; Clements and Battista, 1990; Clements, 1999; Dienes, 1960; Driscoll,1981; Fennema, 1972, 1973; Skemp, 1987; Sugiyama, 1987;Suydam, 1984). Additional research shows that use of manipulatives over the long-term provides more benefits than short-term use does (Sowell, 1989).</p>	Spring Semester	Administration Teachers	3 Online Subscriptions for Resource Materials for math classes (OBJ 5840)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Allocation	120

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.3 Set up field trip for 100 students to allow students access to COC.</p> <p>Introduce students to college campus and allow them time to sit in on classes, receive information on registration, enrollment and resources. Research shows that promoting college field trips encourages students to sign up and attend.</p> <p>Field Trips can enhance students desire to be more engaged, and attend more regularly to school, and work harder, therefore producing better assessment results. In the article "Research: School Field Trips Give Significant Benefits" by the University of Arkansas, (https://news.uark.edu/articles/21975/research-school-field-trips-give-significant-benefits), the authors share that "Culturally enriching field trips are in decline in public education, and museums across the country report a steep drop in school tours," Greene said. "This research shows that the trips have significant benefits and particularly for disadvantaged students. These results should be an important consideration in the assessment and distribution of resources."</p> <p>*Sack lunches will be included since students will be missing their typical lunch period at school. Approximately 50% of our students are on Free and Reduced Lunch</p>	Spring Semester	Administration Teachers	<p>Transportation (OBJ 5710)</p> <p>4 Substitutes @ \$125/day (OBJ 1160)</p> <p>Substitute Benefits 4 @ 20.58%</p> <p>Meal Expense 100 @ \$5.00 (OBJ 4322)</p>	<p>5700-5799: Transfers Of Direct Costs</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>4000-4999: Books And Supplies</p>	<p>Title I, Part A - Allocation</p>	<p>500</p> <p>500</p> <p>103</p> <p>250</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Program. All sack lunches meet the federal nutritional guidelines.						
2.4 Direct Administrative Support Services Extra hours are needed to implement, support and organize the school plan through personnel support.	Spring Semester	Office Manager Administrators	(Priority level 2 to be funded upon receipt of additional Title I funds) Office manager to provide direct administrative support services to implement, support, and organize the plan (\$29.79 X 8 hrs = \$239) - wages paid (OBJ 2430)			239
			(Priority level 2 to be funded upon receipt of additional Title I funds) Classified Benefits (\$239 X 28.20%)			68

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.5 (Priority level 2 to be funded upon receipt of additional Title I funds) Field trip to Jet Propulsion Laboratory</p> <p>Field Trips can enhance students desire to be more engaged, and attend more regularly to school, and work harder, therefore producing better assessment results.</p> <p>In the article "Research: School Field Trips Give Significant Benefits" by the University of Arkansas, (https://news.uark.edu/articles/21975/research-school-field-trips-give-significant-benefits), the authors share that "Culturally enriching field trips are in decline in public education, and museums across the country report a steep drop in school tours," Greene said. "This research shows that the trips have significant benefits and particularly for disadvantaged students. These results should be an important consideration in the assessment and distribution of resources."</p> <p>*Sack lunches will be included since students will be missing their typical lunch period at school. Approximately 50% of our students are on Free and Reduced Lunch Program. All sack lunches meet the federal nutritional guidelines.</p>	Fall Semester	Administrators Teachers	<p>Transportation (OBJ 5710)</p> <p>Food (OBJ 4322)</p> <p>Substitutes 2 @ \$125/day (OBJ 1160)</p> <p>Substitute Benefits 2 @ 20.58%</p>			<p>500</p> <p>100</p> <p>250</p> <p>52</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.6 Field Trip to Natural History Museum for 50 students including admission, food, transportation and substitutes.</p> <p>Field Trips can enhance students desire to be more engaged, and attend more regularly to school, and work harder, therefore producing better assessment results.</p> <p>In the article "Research: School Field Trips Give Significant Benefits" by the University of Arkansas, (https://news.uark.edu/articles/21975/research-school-field-trips-give-significant-benefits), the authors share that "Culturally enriching field trips are in decline in public education, and museums across the country report a steep drop in school tours," Greene said. "This research shows that the trips have significant benefits and particularly for disadvantaged students. These results should be an important consideration in the assessment and distribution of resources."</p> <p>*Sack lunches will be included since students will be missing their typical lunch period at school. Approximately 50% of our students are on Free and Reduced Lunch Program. All sack lunches meet the federal nutritional guidelines.</p>	Spring Semester	Administrators Teachers	<p>Admission Fees (OBJ 5810)</p> <p>Transportation (OBJ 5710)</p> <p>Meal Expense(OBJ 4322)</p> <p>Substitutes 4@ \$125/day (OBJ 1160)</p> <p>Substitute Benefits 4@ 20.58%</p> <p>Parking Fee (OBJ 5220)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>5700-5799: Transfers Of Direct Costs</p> <p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>Title I, Part A - Allocation</p>	<p>500</p> <p>500</p> <p>150</p> <p>500</p> <p>103</p> <p>30</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.7 Take 20 students to the Young Men's Conference</p> <p>Young Men's Conference provides an opportunity for Hispanic students to attend and gain motivational strategies, empowerment, enhanced communication skills, and ways to achieve academically.</p> <p>Research shows that students with motivational tools are more likely to succeed in school. In the article "5 Reasons You Should Attend a Conference in Your Field", (https://www.mastercardbiz.com/2013/06/19/5-reasons-you-should-attend-a-conference-in-your-field/), author Thom Singer shares that "The educational aspect of a conference can expose you to new ways of conducting your business and help you discover how to be more productive."</p>	Spring Semester	Administrators Counselors	<p>Admission (OBJ 5810)</p> <p>Substitutes 3 @125/day (OBJ 1160)</p> <p>Substitute benefits @ 20.58%</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>Title I, Part A - Allocation</p> <p>Title I, Part A - Allocation</p> <p>Title I, Part A - Allocation</p>	<p>400</p> <p>375</p> <p>78</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.8 Purchase five 70-inch Televisions for the classrooms.</p> <p>At-risk students needs access to digital technology and media. Students will have access to technology in all classrooms. In today's world, it is proven that students with a strong technology background will be more successful in their post secondary pathways.</p> <p>In the article: "Using Technology to Support At-Risk Students' Learning," (https://edpolicy.stanford.edu/sites/default/files/scope-pub-using-technology-report.pdf), the authors share that "Learners who worked with teachers alongside their online experience were much more likely to say that they developed an interest in the subject and increased their academic standing." In this article by Stanford Education, they share how technology can close the achievement gap and improve learning.</p> <p>Also, in the article "Television in The Schools", (http://library.cqpress.com/cqresearcher/document.php?id=cqresrre1957082800), authors from the CQ Researcher share that educators who have considered the new medium carefully believe that it has great potentialities for improving the quality of teaching, enlarging the content of school curriculums, and extending the influence of gifted teachers.</p>	Fall 2018	Administrators Office manager	Portable D, 2 @ \$2,645.85 (OBJ 4420)	4000-4999: Books And Supplies	Title I, Part A - Allocation	5292
			(Priority level 2 to be funded upon receipt of additional Title I funds) Room 2, 1 @ \$2,645.85 (OBJ 4420)			2646
			Room 8 - 2 @ 2,645.85 (OBJ 4420)	4000-4999: Books And Supplies	Title I, Part A - Allocation	5292

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.9 Bring "College Now" classes to campus in conjunction with College of the Canyons, and pay for students' registration costs and books.</p> <p>College Now classes on Bowman's campus provide opportunities for students who are socioeconomically disadvantaged to take college classes here on campus. This support can provide registration for those students, as well as the college required book. It would also encourage them to become college bound, when they possibly didn't feel they would have the opportunity.</p> <p>In the article "Closing the Gap Through Extended Learning Opportunities" (http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf), NEA authors discuss why extended learning opportunities are important and how it helps struggling students.</p>	Fall and Spring	Administrators Counselors	<p>Registration 20@\$39.00 (OBJ 5810)</p> <p>Books 20@\$60 (OBJ 4210)</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p>	<p>Title I, Part A - Allocation</p> <p>Title I, Part A - Allocation</p>	<p>780</p> <p>1200</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.10 Single Subject Notebooks - 6 pack for Science and English in Assorted Colors</p> <p>Students who are socioeconomically disadvantaged lack necessary school supplies. These notebooks provide them with opportunities for equal access to learning.</p> <p>In the article "Improving Student Achievement in Science with the Interactive Student Notebook", (https://www.fortbendisd.com/cms/lib09/TX01917858/Centricity/Domain/71/Action%20Research/Improving%20Student%20Achievement%20in%20Science%20with%20the%20Interactive%20Student%20Notebook.pdf), author W. Jeanine Wilkins shares that "Students who are able to communicate their science experiences by making connections with the various scientific concepts strengthen their learning."</p> <p>As a tool, the Interactive Notebooks would allow students to write, draw, and reflect their thinking and understanding of learned science concepts. In essence, the students are creating their own personal science textbook that is written in a language that they understand and in a format that is designed by them.</p>	Fall 2018	Teachers	Notebooks 20@\$11.14 (OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Allocation	230

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.11 (Priority level 2 to be funded upon receipt of additional Title I funds) Purchase a double-stacking guitar shelf rack to hold up to twenty guitars and/or cases</p> <p>Students and Teachers at Bowman need to easily and safely transport guitars and cases from room to room. This will provide a storage rack for students to utilize donated guitars to support our music program for at-risk students.</p> <p>In the article "Music Education and Academic Achievement", (https://nafme.org/advocacy/what-to-know/music-education-and-academic-achievement/), the authors share that "Researchers have demonstrated a strong relationship between individuals who participated in school arts experiences and higher academic success as demonstrated by grade point averages, scores on the Florida Comprehensive Assessment Test (FCAT) and math and verbal portions of the SAT exam."</p>	Fall 2018	Administrators Teachers	Guitar Rack to hold instruments for music program (OBJ 4410)			1061

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LCAP Goal : LCAP Goal 4 - Cultivate a safe and positive school culture that supports all students' personal and academic growth and encourages parent engagement.
SCHOOL GOAL #3:
Increase Bowman's Positive Transitions Rate (Old SAVE Rate) by 2%.
Data Used to Form this Goal:
SAVE Rate dashboard currently shows the Positive Transitions rate at 95%. Bowman's population is approximately 70% male and 30% female. Surveys from student and parents, Bright Bytes, WASC data. Additional data from CDE.
Findings from the Analysis of this Data:
We need to continue assessing and improving school climate by providing incentives for positive attendance, educational field trips, Professional Development Books for Staff, School Site Collaboration Council Meetings, and access to updated Physical Education equipment since approximately 70% of Bowman's population is boys. A fair amount of Bowman students are artistic, and providing them with updated resources can help progress their talents and therefore increase self-worth and a desire to attend school more regularly.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.1 Field trip to Federal Reserve including admission, transportation and food.</p> <p>Field Trips can enhance students desire to be more engaged, and attend more regularly to school, and work harder, therefore producing better assessment results.</p> <p>In the article "Research: School Field Trips Give Significant Benefits" (https://news.uark.edu/articles/21975/research-school-field-trips-give-significant-benefits), authors from the University of Arkansas share that "Culturally enriching field trips are in decline in public education, and museums across the country report a steep drop in school tours," Greene said. "This research shows that the trips have significant benefits and particularly for disadvantaged students. These results should be an important consideration in the assessment and distribution of resources."</p> <p>*Sack lunches will be included since students will be missing their typical lunch period at school. Approximately 50% of our students are on Free and Reduced Lunch Program. All sack lunches meet the federal nutritional guidelines.</p>	Fall 2018	Administrators Teachers	<p>Buses- transportation (OBJ 5710)</p> <p>Meals (OBJ 4322)</p> <p>Substitutes 5 @ \$125/day (OBJ 1160)</p> <p>Benefits 5@ 20.58%</p>	<p>5700-5799: Transfers Of Direct Costs</p> <p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>Title I, Part A - Allocation</p>	<p>500</p> <p>150</p> <p>500</p> <p>103</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.2 (Priority level 2 to be funded upon receipt of additional Title I funds) Advot Project (Visual and Performing Arts Instruction for Students)</p> <p>This program empowers students particularly from disadvantaged backgrounds to take control of their destiny by teaching them communication skills and healthy relationships through the arts.</p> <p>Research shows the increased self-esteem correlates with positive attendance and higher academic success and motivation.</p> <p>In the article "How a Happy School Can Help Students Succeed", (https://www.npr.org/sections/ed/2016/11/01/500060004/how-a-happyschool-can-help-students-succeed), author Kat Lonsdorf shares that "a study published in the Review of Educational Research today suggests that school climate is something educators and communities should prioritize — especially as a way to bridge the elusive achievement gap." The authors analyzed more than 15 years of research on schools worldwide, and found that positive school climate had a significant impact on academics. From this research there is no link between school climate and socioeconomic status. In other words, there are plenty of happy schools in low income</p>	Spring Semester	Administrators Teachers	Program running through Art classes with consultant (OBJ 5810)			6000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
neighborhoods, too.						
<p>3.3 Implement a Basketball program</p> <p>As a continuation school, we don't have sports programs. Bowman has created a basketball team that play at the local Boys and Girls club. It helps to change the culture and spirit on campus having a sports team.</p> <p>In the article "11 Guaranteed Ways to Build Positive School Culture", (https://schoolleadersnow.weareteachers.com/10-guaranteed-ways-to-build-positive-school-culture/), author Lauren Brown West Rosenthal encourages us to "create, lead and support school-wide programs and initiatives and give your students and teachers a reason to come together by working towards a big goal—and watch their pride and passion for learning (and your school) soar!"</p>	Spring	Administrators	<p>Registration (OBJ 5810)</p> <p>Uniform 10@\$20 (OBJ 4410)</p> <p>Teacher 20@\$34 (OBJ 1130)</p> <p>Campus Supervisor 50@\$22 (OBJ 2230)</p> <p>Team Awards, Plaques (OBJ 4310)</p> <p>Equipment (OBJ 4310)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Title I, Part A - Allocation</p>	<p>250</p> <p>200</p> <p>680</p> <p>1100</p> <p>350</p> <p>200</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.4 Professional Development Books for Leadership Team, Department Chairs, and Faculty Readings</p> <p>Books are to help improve academics, self-value, teaching strategies, and climate. Professional development books help staff learn how to reach special populations like EL, special education, low socio-economic, and homeless students.</p> <p>In the article "Raising Student Achievement Through Professional Development", (https://www.generationready.com/wp-content/uploads/2013/10/PD-White-Paper.pdf), the authors from Generation Ready share "The most powerful way to raise student achievement is through professional learning. More than ever before, students need effective teaching if they are to develop the higher order thinking skills they will need to be career and college ready in the 21st century."</p>	Spring	Administrators	Books (OBJ 4210)	4000-4999: Books And Supplies	Title I, Part A - Allocation	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.5 (Priority level 2 to be funded upon receipt of additional Title I funds) Hold School Site Council Working Meetings to receive stakeholder input and focus on strategies for improving student academic achievement.</p> <p>In the article "19 Proven Tips for Getting Parents Involved in School", (http://www.doe.in.gov/sites/default/files/turnaround-principles/19-proven-tips-getting-parents-involved-school.pdf), authors from Edutopia and Great Schools Communités share this the following: Tip: Sharing food encourages goodwill and is an important part of community building. "We offer free food to get them in the door. That is a major need in a school community."</p> <p>*These are working meetings involving parents, students, staff and community members. Since parents work during the day and are a necessary part of developing the school site plan, dinner must be provided due to the fact that it is a working meeting.</p>	Fall and Spring	Administrators	Meals - 3 meetings at \$325 each (OBJ 4322)			975

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.6 Field Trip to Equine Therapy for students including admission, food, transportation and substitutes.</p> <p>Field Trips can enhance students desire to be more engaged, and attend more regularly to school, and work harder, therefore producing better assessment results.</p> <p>In the article "Research: School Field Trips Give Significant Benefits" (https://news.uark.edu/articles/21975/research-school-field-trips-give-significant-benefits), authors from the University of Arkansas share that "Culturally enriching field trips are in decline in public education, and museums across the country report a steep drop in school tours," Greene said. "This research shows that the trips have significant benefits and particularly for disadvantaged students. These results should be an important consideration in the assessment and distribution of resources."</p> <p>*Sack lunches will be included since students will be missing their typical lunch period at school. Approximately 50% of our students are on Free and Reduced Lunch Program. All sack lunches meet the federal nutritional guidelines.</p>	Fall or Spring	Administrators Teachers	<p>Registration (OBJ 5810)</p> <p>Period Substitute for 1 Teacher @34.00 per hour x 8 (OBJ 1160)</p> <p>Substitute benefits for 1 day 1@ 20.58%</p> <p>Transportation - 2 district vans (OBJ 5710)</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>5700-5799: Transfers Of Direct Costs</p>	<p>Title I, Part A - Allocation</p>	<p>1000</p> <p>272</p> <p>56</p> <p>100</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.7 Students Bus Passes for low socio-economically disadvantaged students for the year.</p> <p>Bowman takes students from all over the valley, and some students who are not homeless, are socio-economically disadvantaged and do not have transportation to Bowman to access services. Buss passes help students attend Bowman so that they can succeed in their education.</p> <p>In the research article "Student Transportation and Educational Access" published by the Urban Institute, (https://www.urban.org/sites/default/files/publication/88481/transportation_brief_final_errata_1.pdf), the authors share that "Student transportation can have positive impacts on students' academic performance and access to high-quality schools. The logistics of travel to and from school influence a student's ability to get to school on time, her number of absences, and her availability to participate in before- or after-school activities." (Blackmon and Cain 2015; Canfield et al. 2016; Grossman, Walker, and Raley 2001; Teasley 2004).</p> <p>Transportation can give students access to specialized programs or schools (e.g., bilingual programs and magnet schools) and can allow families to cast a wider net for schools outside their neighborhood school, including schools.</p>	Spring	Administrators Counselors	Transportation for students that are not able to get to school due to cost of busses5@\$340 (OBJ 4310 - TAP cards)	4000-4999: Books And Supplies	Title I, Part A - Allocation	1700

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.8 Direct Administrative Support Services Extra hours are needed to implement, support and organize the school plan through personnel support.	Spring	Office Manager Administrator	(Priority level 2 to be funded upon receipt of additional Title I funds) Office manager to provide direct administrative support services to implement, support, and organize the plan (\$29.79 X 8 hrs = \$239) - wages paid (OBJ 2430)			239
			(Priority level 2 to be funded upon receipt of additional Title I funds) Classified Benefits (\$239 X 28.20%)			68

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.9 Field Trip to Ronald Reagan Library for 50 students including admission, food, transportation and substitutes.</p> <p>Field Trips can enhance students desire to be more engaged, and attend more regularly to school, and work harder, therefore producing better assessment results.</p> <p>In the article "Research: School Field Trips Give Significant Benefits" (https://news.uark.edu/articles/21975/research-school-field-trips-give-significant-benefits), authors from the University of Arkansas share that "Culturally enriching field trips are in decline in public education, and museums across the country report a steep drop in school tours," Greene said. "This research shows that the trips have significant benefits and particularly for disadvantaged students. These results should be an important consideration in the assessment and distribution of resources."</p> <p>*Sack lunches will be included since students will be missing their typical lunch period at school. Approximately 50% of our students are on Free and Reduced Lunch Program. All sack lunches meet the federal nutritional guidelines.</p>		Administrators Teachers	<p>Substitutes for 4 teachers for 1 day @125 (OBJ 1160)</p> <p>Substitute benefits for 1 days 4@ 20.58% (OBJ 1160)</p> <p>Bus Transportation (OBJ 5710)</p> <p>Food 50@\$3 (OBJ 4322)</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>5700-5799: Transfers Of Direct Costs</p> <p>0001-0999: Unrestricted: Locally Defined</p>	<p>Title I, Part A - Allocation</p>	<p>500</p> <p>103</p> <p>500</p> <p>150</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.10 LCMA Art Museum Visual Arts Field Trip</p> <p>Evidence shows that students who are more engaged in the school process will work harder to achieve at higher levels.</p> <p>In the article "A Review of Research on School Field Trips and Their Value in Education", (http://www.mrsdewhittsecepage.com/uploads/1/7/8/5/17855545/presentation_value_in_education.pdf), authors Marc Behrendt and Teresa Franklin from Ohio University indicate the following: Field trips may be planned for five purposes: 1) To provide firsthand experience, 2) To stimulate interest and motivation in core subjects, 3) To add relevance to learning and interrelationships, 4) To strengthen observation and perception skills, and 5) To promote personal (social) development (Michie, 1998).</p> <p>Students at Bowman are at-risk and credit deficient. We believe that field trips are another way to support student engagement and make curriculum relevant, and as such will increase motivation for at-risk students to do better in school.</p> <p>*Sack lunches will be included since students will be missing their typical lunch period at school. Approximately 50% of our students</p>		Administrators Teachers	<p>Admission Fee for--- students • -@\$--- (OBJ 5810)</p> <p>Substitutes for 4 teachers for 1 day @125 (OBJ 1160)</p> <p>Substitute benefits for 1 days 4@ 20.58%</p> <p>Bus Transportation (OBJ 5710)</p> <p>Food 50@\$3 (OBJ 4322)</p>	<p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>0001-0999: Unrestricted: Locally Defined</p>	<p>Title I, Part A - Allocation</p>	<p>150</p> <p>500</p> <p>103</p> <p>500</p> <p>150</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
are on Free and Reduced Lunch Program. All sack lunches meet the federal nutritional guidelines.						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.11 Parent Academy on Friday Mornings</p> <p>These parent involvement opportunities are necessary to keep our parent community informed, supported and heard. We will be bringing in speakers, provide babysitting, translators, food, etc. for these informational and working meetings.</p> <p>In the following article, "Parent involvement and student academic performance: A multiple mediational analysis" published by the National Institute of Health (https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3020099/), the authors' studies show that the results indicated that the relationship between parental involvement and academic achievement was positive, regardless of a definition of parental involvement or measure of achievement. Furthermore, the findings revealed that this relationship was strongest if parental involvement was defined as parental expectations for academic achievement of their children.</p> <p>*Light snacks (breakfast items will be provided as we hold parent workshops, work with parents to develop plans, provide resources, and meet on school wide goals. These are considered working meetings, as parents are coming in to school during late start Fridays.</p>	Spring Semester	Administrators	<p>Materials, supplies, for meetings once a month (OBJ 4310)</p> <p>Speakers for meetings once a month (OBJ 5810 - outside)</p> <p>light breakfast for meetings once a month (OBJ 4322)</p>	<p>4000-4999: Books And Supplies</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>4000-4999: Books And Supplies</p>	<p>Title I, Part A - Parent Involvement</p> <p>Title I, Part A - Parent Involvement</p> <p>Title I, Part A - Parent Involvement</p>	<p>75</p> <p>945</p> <p>225</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.12 Field Trip to Faustwork Mask Theater for 50 students</p> <p>This field trip provides exposure to reinforcement to what students are learning in the classroom. Students will analyze the text in a deeper way through a live production, and be able to write about it, supporting our overall goal.</p> <p>Evidence shows that students who are more engaged in the school process will work harder to achieve at higher levels. In the article "A Review of Research on School Field Trips and Their Value in Education", (http://www.mrsdewhittsecepage.com/uploads/1/7/8/5/17855545/parent_value_in_education.pdf), authors Marc Behrendt and Teresa Franklin from Ohio University indicate the following: Field trips may be planned for five purposes: 1) To provide firsthand experience, 2) To stimulate interest and motivation in core subjects, 3) To add relevance to learning and interrelationships, 4) To strengthen observation and perception skills, and 5) To promote personal (social) development (Michie, 1998).</p> <p>Students at Bowman are at-risk and credit deficient. We believe that field trips are another way to support student engagement and make curriculum relevant, and as such will increase motivation for at-risk</p>		Administrators Teachers	<p>Tickets 28@\$3.50 (OBJ 5810)</p> <p>Bus Transportation (OBJ 5710)</p> <p>Substitutes for 1 teacher for 1 day @125 (OBJ 1160)</p> <p>Substitute benefits for 1 days 1@ 20.58%</p> <p>Food (OBJ 4322)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>5700-5799: Transfers Of Direct Costs</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>0001-0999: Unrestricted: Locally Defined</p>	<p>Title I, Part A - Allocation</p>	<p>98</p> <p>500</p> <p>125</p> <p>26</p> <p>150</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>students to do better in school.</p> <p>*Sack lunches will be included since students will be missing their typical lunch period at school. Approximately 50% of our students are on Free and Reduced Lunch Program. All sack lunches meet the federal nutritional guidelines.</p>						
<p>3.13 Attendance at the 2019 California Association of Directors of Activities (CADA) Conference</p> <p>This conference is the for ASB director and ASB assistant to help bring ideas and creativity to the ASB program.</p> <p>We have not been able to send our ASB director to this valuable conference for lack of funding. This opportunity will allow our ASB director to gain the knowledge and networking that other ASB directors have access to, and bring added spirit and unity to our campus and culture.</p> <p>In the article about the CADA Story, (https://secure.cada1.org/i4a/pages/index.cfm?pageid=3436), ASB directors and CADA members indicate that "By providing both intensive training and diverse resources, CADA provides our adult members the tools to increase the effectiveness of their student leaders."</p>	Spring	ASB Director ASB Assistant	<p>Membership 1@250 (OBJ 5310)</p> <p>Registration 2@\$350 (OBJ 5220)</p> <p>Lodging for 2 nights, 1@250 (OBJ 5220)</p> <p>Food for 2 days 2@\$60 (OBJ 5220)</p> <p>Transportation (OBJ 5220)</p> <p>Substitute for 1 day 1@125 (OBJ 1160)</p> <p>Substitute benefits for 1 day 1@ 20.58%</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>0001-0999: Unrestricted: Locally Defined</p> <p>0001-0999: Unrestricted: Locally Defined</p> <p>5700-5799: Transfers Of Direct Costs</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>Title I, Part A - Allocation</p>	<p>250</p> <p>700</p> <p>500</p> <p>240</p> <p>200</p> <p>125</p> <p>26</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.14 Teen Leadership Online Certification Training</p> <p>Teen Leadership is a leadership development and character education elective in both middle school and high school formats. It is approved for course credit in some states. A teacher must be certified by the Flippen Group to deliver the curriculum. Teen leadership workbooks are needed for the class.</p> <p>Through Flippen Group Research, (https://flippengroup.com/education/teen-leadership/) trained leaders state that "When students discover their self-worth and approach life prepared to achieve, their opportunities are endless."</p> <p>Through Research on Professional Development by Generation Ready, (https://www.generationready.com/wp-content/uploads/2013/10/PD-White-Paper.pdf), the authors state that "The most powerful way to raise student achievement is through professional learning. More than ever before, students need effective teaching if they are to develop the higher order thinking skills they will need to be career and college ready in the 21st century." At-risk credit deficient students need a better connection to curriculum, sometimes requiring out of the box connections to help keep them motivated in their academic achievements.</p>	Spring	Teachers	<p>Certification Training (OBJ 5840 - online)</p> <p>Teen leadership books are included (50) @ \$7.75 each (OBJ 4210)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>4000-4999: Books And Supplies</p>	<p>Title I, Part A - Allocation</p> <p>Title I, Part A - Allocation</p>	<p>295</p> <p>388</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.15 New Teacher Training in "Capturing Kids' Hearts" for one teacher</p> <p>All staff at Bowman has been trained through Capturing Kids' Hearts to help support student needs, especially our EL, special ed, low socio-economic and Latino populations.</p> <p>Capturing Kids' Hearts is the beginning of a transformational, ongoing process for teachers and administrators at the campus or district level. The widespread impact of Capturing Kids' Hearts reads like a wish list for school administrators. Fewer tardies. Higher attendance. Dramatically lower discipline referrals. Fewer dropouts. Increased graduation rates. Higher teacher satisfaction. Soaring student performance. Struggling schools turn around and high-performing schools get even better. Much research has been published through the Flippen Group experience with thousands of schools across the country for over twenty years: https://flippengroup.com/education-solutions/.</p>	Fall 2018	Administrators Teachers	<p>Registration (OBJ 5220 - off site)</p> <p>Substitutes for for 1 day 2 teachers X \$125 (OBJ 1160)</p> <p>Substitute benefits for 2 days @ 20.58%</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>Title I, Part A - Allocation</p> <p>Title I, Part A - Allocation</p> <p>Title I, Part A - Allocation</p>	<p>450</p> <p>250</p> <p>52</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.16 New Bulldog Mascot Costume.</p> <p>Bowman's current mascot costume is old, tattered and very worn. It is extremely hot and uncomfortable for students, and we need an updated mascot to help promote school spirit and unity.</p> <p>In the article "How Mascots Build School Spirit", (https://www.bamascots.com/blog/how-mascots-build-school-spirit), author Angie Maxine shares that "School spirit is important to have in an educational community. It demonstrates to students and staff the importance of team work, it creates a social community and brings the entire school community together as a whole. Think of your school mascot like your school's representative. Your mascot should be present at all school events, creating enthusiasm with those who are attending. Having a constant "cheerleader" for your school community displays the pride that the school has for itself."</p>	Fall 2018	Administrators ASB Director	Costume (OBJ 4410)	4000-4999: Books And Supplies	Title I, Part A - Allocation	1200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.17 Field Trip to Museum of Tolerance including admission, transportation and food.</p> <p>Field Trips can enhance students desire to be more engaged, and attend more regularly to school, and work harder, therefore producing better assessment results.</p> <p>In the article "Research: School Field Trips Give Significant Benefits" (https://news.uark.edu/articles/21975/research-school-field-trips-give-significant-benefits), authors from the University of Arkansas share that "Culturally enriching field trips are in decline in public education, and museums across the country report a steep drop in school tours," Greene said. "This research shows that the trips have significant benefits and particularly for disadvantaged students. These results should be an important consideration in the assessment and distribution of resources."</p> <p>*Sack lunches will be included since students will be missing their typical lunch period at school. Approximately 50% of our students are on Free and Reduced Lunch Program. All sack lunches meet the federal nutritional guidelines.</p>	Fall 2018	Administrators Teachers	<p>Admission 28@ \$85 (OBJ 5810)</p> <p>BUS Transportation (OBJ 5710)</p> <p>Food --@ \$--- (OBJ 4322)</p> <p>Substitute, 3@ \$125 (OBJ 1160)</p> <p>Substitute benefits for 3@ 20.58%</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>5700-5799: Transfers Of Direct Costs</p> <p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>Title I, Part A - Allocation</p>	<p>2380</p> <p>750</p> <p>300</p> <p>375</p> <p>85</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.18 (Priority level 2 to be funded upon receipt of additional Title I funds) Field trip to Nature Bridge Outdoor Science Camp including admission, transportation and food.</p> <p>Field Trips can enhance students desire to be more engaged, and attend more regularly to school, and work harder, therefore producing better assessment results.</p> <p>In the article "Research: School Field Trips Give Significant Benefits" (https://news.uark.edu/articles/21975/research-school-field-trips-give-significant-benefits), authors from the University of Arkansas share that "Culturally enriching field trips are in decline in public education, and museums across the country report a steep drop in school tours," Greene said. "This research shows that the trips have significant benefits and particularly for disadvantaged students. These results should be an important consideration in the assessment and distribution of resources."</p> <p>*Sack lunches will be included since students will be missing their typical lunch period at school. Approximately 50% of our students are on Free and Reduced Lunch Program. All sack lunches meet the federal nutritional guidelines.</p>	Spring 2019	Administrators Teachers	Admission for 25 Students @\$212 (OBJ 5810)			5300
			Admission for 2 Teachers @199 (OBJ 5810)			498
			Bus Transportation (OBJ 5710)			1000
			Supplies (OBJ 4310)			1000
			Substitute for 2 days, 2@\$125 (OBJ 1160)			500
			Substitute benefits for 2 days 2@ 20.58%			103

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.19 Field Trip to Homeboy Industries including admission, transportation and food.</p> <p>Field Trips can enhance students desire to be more engaged, and attend more regularly to school, and work harder, therefore producing better assessment results.</p> <p>In the article "Research: School Field Trips Give Significant Benefits" (https://news.uark.edu/articles/21975/research-school-field-trips-give-significant-benefits), authors from the University of Arkansas share that "Culturally enriching field trips are in decline in public education, and museums across the country report a steep drop in school tours," Greene said. "This research shows that the trips have significant benefits and particularly for disadvantaged students. These results should be an important consideration in the assessment and distribution of resources."</p> <p>*Sack lunches will be included since students will be missing their typical lunch period at school. Approximately 50% of our students are on Free and Reduced Lunch Program. All sack lunches meet the federal nutritional guidelines.</p>	Fall 2018	Administrators Teachers	Admission 45 students			0
			Bus Transportation (OBJ 5710)	5700-5799: Transfers Of Direct Costs	Title I, Part A - Allocation	500
			Food at Homegirl cafe meeting federal guidelines (OBJ 4322)	4000-4999: Books And Supplies	Title I, Part A - Allocation	650
			Substitute, 3@\$125 (OBJ 1160)	1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	375
			Substitute benefits for 3@ 20.58%	3000-3999: Employee Benefits	Title I, Part A - Allocation	85

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I, Part A - Allocation	76998.00	0.00
Title I, Part A - Parent Involvement	1245.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
	34,900.00
Title I, Part A - Allocation	76,998.00
Title I, Part A - Parent Involvement	1,245.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	27,750.00
0001-0999: Unrestricted: Locally Defined	1,190.00
1000-1999: Certificated Personnel Salaries	5,577.00
2000-2999: Classified Personnel Salaries	1,100.00
3000-3999: Employee Benefits	1,026.00
4000-4999: Books And Supplies	27,571.00
5000-5999: Services And Other Operating Expenditures	5,495.00
5700-5799: Transfers Of Direct Costs	4,050.00
5800: Professional/Consulting Services And Operating	10,784.00
6000-6999: Capital Outlay	21,450.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
		7,150.00
		27,750.00
0001-0999: Unrestricted: Locally Defined	Title I, Part A - Allocation	1,190.00
1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	5,577.00
2000-2999: Classified Personnel Salaries	Title I, Part A - Allocation	1,100.00
3000-3999: Employee Benefits	Title I, Part A - Allocation	1,026.00
4000-4999: Books And Supplies	Title I, Part A - Allocation	27,271.00
5000-5999: Services And Other Operating	Title I, Part A - Allocation	5,495.00
5700-5799: Transfers Of Direct Costs	Title I, Part A - Allocation	4,050.00
5800: Professional/Consulting Services	Title I, Part A - Allocation	9,839.00
6000-6999: Capital Outlay	Title I, Part A - Allocation	21,450.00
4000-4999: Books And Supplies	Title I, Part A - Parent Involvement	300.00
5800: Professional/Consulting Services	Title I, Part A - Parent Involvement	945.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	51,776.00
Goal 2	22,047.00
Goal 3	39,320.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
April Soria		X			
Eran Zeevi	X				
Eleuteria Hernandez				X	
Ravinder Athwal		X			
Gavin Campero					X
Rocio Benavides			X		
Christine Desuse		X			
Sunita Stayman				X	
Esperanza Miramontes					X
Angel LuQue					X
Ivan Printsian					X
Elizabeth Ramirez				X	
Gabriel Richards					
Stacey Killinger		X			
Rosa Villanueva			X		
Martha Quirino				X	
Jose Rosales		X			
Numbers of members of each category:	1	5	2	4	4

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

X English Learner Advisory Committee

Signature

X Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on April 10, 2018.

Attested:

Robin Geissler

Typed Name of School Principal

Signature of School Principal

Date

Eleuteria Hernandez

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Teacher's Report/ Reporte de los Maestros: Stacey Killinger

- Mrs. Killinger presented on the different types of professional development that Bowman teachers receive and the different books implemented for strategies used throughout the school. Mrs. Killinger reported on the effectiveness of Professional Development during Late Start Fridays. She mentioned that teachers are receiving the most current up to date technology to use in their classrooms.

La Sra. Killinger presentó los distintos tipos de desarrollo profesional que reciben todos los maestros de Bowman, al igual que los distintos libros que se implementan para aplicar nuevas estrategias a todo nivel escolar. La Sra. Killinger también reporto la efectividad del desarrollo profesional durante las juntas de los viernes por la mañana. Menciona que los maestros están recibiendo la tecnología más al corriente para implementar en sus salones.

Legal Requirements/ Requisitos Legales: Eran Zeevi

- Mr. Zeevi reviewed the legally required topics discussed at the meeting. He gave a brief explanation of the Single Plan for Student Achievement.

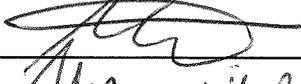
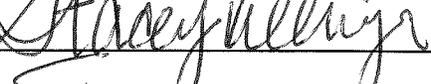
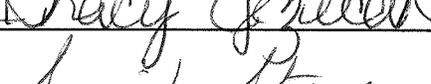
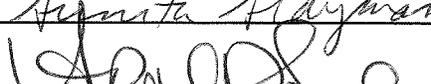
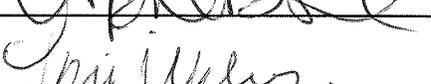
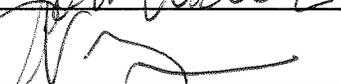
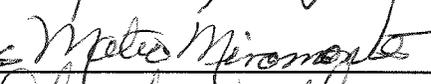
El Sr. Zeevi dió un repaso de los temas cubiertos en esta junta, los cuales son requisitos legales. Dio una breve explicación sobre el Plan Escolar para Rendimiento Estudiantil.

New Business/ Nuevos Negocios: Eran Zeevi

- Mr. Zeevi presented on the development of the Single Plan for Student Achievement. He reviewed the four goals developed for Bowman and how those goals are tied to the LCAP goals. Mr. Zeevi mentioned that Bowman was awarded \$77, 000 for the 2018-19 school year so far, but that number may increase based on school distributions. He directed members and those who attended to break out into groups according to the different goals in order provide highlights and suggestions on ways to use Title 1 funds. Each small group shared their suggestions with the whole group. For Goal 1, parents suggested facilitating a parent training on the new technology used in the classroom as well as more information on common core. For Goal 2, parents suggested having an interactive health class. For Goal 3, parents suggested offering foreign language classes and having a system for parents to know the weekly progress of their student (besides the current Weekly Progress Report.) For Goal 4, parents suggested more parent/student workshops or activities, facilitating a parent college fieldtrip and more community outreach.

El Sr. Zeevi presentó sobre el desarrollo del Plan Escolar para Rendimiento Estudiantil. Repaso las cuatro metas escolares y los gastos propuestos. Explico cómo están relacionadas las metas escolares con las metas de LCAP. Anuncio que a Bowman se le han otorgado \$77, 000 como presupuesto para el año escolar 2018-19 y que esa cantidad puede aumentar basada en la distribución a otras escuelas. Pidió a los miembros y a los padres presentes que trabajaran en grupo para analizar las distintas metas escolares y el presupuesto. Cada grupo pequeño compartió con el grupo general sus sugerencias. Para la Meta 1, los padres sugirieron talleres para proveer más información sobre la tecnología que se usa en el salón y para tener mejor conocimiento de Common Core. Para la Meta 2, los padres sugirieron tener un curso de salud interactivo. Para la Meta 3, los padres sugieren que se ofrezca un curso de idioma extranjero y desarrollar una mejor manera para que los padres puedan saber el progreso académico

Bowman High School
 Tuesday, April 10, 2018
 School Site Council Member Sign-in

Print Member Name	Signature	Title (Student/Parent/ Staff)
Jose Rosas		Teacher
Christine Desue		Teacher
Ravinder Athwal		Teacher
Stacey Killinger		Teacher
Eran Zeeni		Interim Principal
Garvin Compero		Student
Tracy Jezercak		parent
Sunita Stayman		parent
April Soria		teacher
Lori Wilson		Counselor
Nina Zamora		
Esperanza Miramontes		Student
Mateo Miramontes		Parent
Sandra Geyer		Teacher
Desiree Richards		Parent
Angelique		Student
Esterio		Karina
Ivan Printsian		Student
Oliver ORTIZ		PARENT

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

English Learner Advisory Committee

Departmental Advisory Committee (secondary)

Other committees established by the school or district (list):



 Signature



 Signature

 Signature

- 4. 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.
- 5. 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.
- 6. This SPSA was adopted by the SSC at a public meeting on April 10, 2018.

Attested:

Robin Geissler | Eran Zeevi (Asst. Principal) _____ 4-10-18
 Typed Name of School Principal Signature of School Principal Date

Eleuteria Hernandez _____ 4-10-18
 Typed Name of SSC Chairperson Signature of SSC Chairperson Date