The Single Plan for Student Achievement

School:	La Mesa Junior High School
CDS Code:	19-65136-6111926
District:	William S. Hart Union High School District
Principal:	Michele Krantz
Revision Date:	April 20, 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).

Students, staff, and parents were surveyed focusing on needs assessments November 2017.

Parents (87.5 %) feel that their child has the necessary skills to be successful with grade level standards taught. (78.6 %) of parents feel that they are aware of the standards being taught and (65.8 %) would like the opportunity to know more about what their child is being taught. (78.6 %) of parents and (74.2 %) of students feel that the individual needs of their student are being met. (91.7 %) of parents and (81.3 %) of students feel that they have adequate technology resources at home to support their success, and (80.9 %) of parents and (81.3 %) of students feel that there is adequate technology access at school. (83.5 %) parents and (64.6 %) of students feel that our school bell structure support learning. (78.1 %) Parents and (79.9 %) students feel that the culture of the school supports high academic standards. (76.1 %) of parents feel actively engaged in their child's learning. (68.6 %) of La Mesa students feel that their parents are actively engaged in their learning.

(83.9 %) Parents and (83.4 %) students feel that La Mesa makes students feel welcomed. (84.4 %) of parents feel that La Mesa provides a safe environment and (78.3 %) of students feel that La Mesa has a safe environment. (68.2 %) of parents feel that there is adequate outside resources for their student and (77.6 %) feel as if the school provides extended learning opportunities. (73.7 %) Parents and (75.1 %) of students feel that La Mesa provides adequate informal experiences and extracurricular activities, such as music, sports, art and clubs. (58 %) say their child would be able to participate more in after school activities if they had access to transportation. (88.8 %) of parents say that they are proud to have their student be a part of La Mesa, while (83.7 %) of students state that they are proud to attend La Mesa Junior High School.

68 % of the staff surveyed agreed that students have adequate pre-requisite skills to be be successful with grade level standards taught. 94% of staff feel that their curriculum is aligned with the Common Core Standards, 8 Math Practices, ELD Standards, and the Next Generation Science Standards as applicable to the subject they teach while 82% feel that they are aligned specifically with the English Language Development Standards. 84% feel that they have adequate training for differentiation while 78% feel that they have adequate training to serve English Language Learners by implementing the ELD standards in support of the academic standards in their content area. 70% of staff feel students have adequate resources to successfully complete the homework assigned, but 94% stated they would assign homework differently if they felt students had more access to technology at home. 62% of staff feel that there is adequate access to technology while at school.

74% of the La Mesa staff feel that our school structure (bell schedules, class length, master schedule) supports the learning needs of our students and the subject(s) and 90% say that our school culture reflects high academic standards for students. 80% surveyed that our school culture reflects high behavioral expectations for students while 12% of the La Mesa staff strongly disagreed. 100% of the La Mesa staff say that we have a school culture that makes students feel welcome and 94% said that we have a school culture that makes students feel safe. 27% of the staff disagree that our school has adequate access to outside resources to support student learning and 24% disagree that our school provides adequate extended learning opportunities for academic support. 70.6% agree that our school provides adequate informal experiences and extracurricular activities, such as music, sports, art and clubs. 65% of the La Mesa staff agree that our parents are actively engaged in our school and their student's learning.

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.

2018-019 La Mesa Junior High School Goals:

1. La Mesa will strive to lower the percentage of "Standard Not Met" students in ELA and Math by 3% in each grade level as well as in the subgroups of ELL and socio-economically disadvantaged as measured by the CAASPP statewide assessment.

2. La Mesa will strive to lower the percentage of "Standard Not Met" in the Students with Disabilities subgroup by 3% on state testing in both math and ELA as measured by the CAASPP and CAA state assessments.

3. Decrease student classroom referrals and suspension due to negative social interactions, drug and alcohol infractions, conflict with adults, and low engagement by 5% for the 2018-19 school year.

4. Increase the level of parent engagement of La Mesa parents in school activities and awareness of student achievement levels.

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	2015-2016 CAASPP DATA	2016-2017 CAASPP DATA	Gain/Loss
7th grade ELA Meet or Exceed Standards	54%	55.7%	+ 1.7% Positive gain
8th grade ELA Meet or Exceed Standards	49%	49.4%	+ 0.4% Positive gain
7th grade Math Meet or Exceed Standards	46%	45.5%	

- 0.5%
Loss
8th grade Math Meet or Exceed Standards   43%   45.62%
+2.62%
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.

La Mesa has multiple challenges that impact student achievement. These include over 50% of students qualifying for the Federal Free and Reduced Lunch Program, a large population of English Learners (over 15% of the total student population), a high percentage of students on IEPs (over 15% of the total student population), single parent families, two parent working families, students living doubled up, and low achievement coming into the junior high years. Another challenge facing La Mesa that students matriculate from at least 11 different feeder elementary schools that are based in three different school districts (Sulphur, Newhall and Saugus School Districts). Our special education students come from schools across the Santa Clarita Valley. La Mesa averages 3-5 new students each month, some of whom come in already credit deficient. We have a highly trained, highly compassionate staff of teachers and support staff.

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 7	555	502	564	537	492	553	526	490	553	96.8	97.8	98
Grade 8	558	560	505	536	552	498	523	549	498	96.1	98.4	98.6
All Grades	1113	1062	1069	1073	1044	1051	1049	1039	1051	96.4	98.1	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 7	2529.4	2554.1	2551.2	9	16	12.84	33	38	42.86	29	25	21.70	27	21	22.60
Grade 8	2549.0	2554.1	2562.5	9	9	15.46	33	40	33.94	30	28	28.92	25	24	21.69
All Grades	N/A	N/A	N/A	9	12	14.08	33	39	38.63	30	27	25.12	26	22	22.17

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 7	15	25	21.56	48	50	51.27	29	25	27.17
Grade 8	22	20	26.31	45	48	42.77	29	31	30.92
All Grades	19	23	23.81	47	49	47.24	29	28	28.95

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 7	20	31	29.71	53	49	49.09	23	20	21.20
Grade 8	14	19	27.11	49	54	49.40	26	28	23.49
All Grades	17	25	28.48	51	51	49.24	24	24	22.29

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 7	9	16	12.14	69	66	66.12	15	18	21.74
Grade 8	13	14	13.86	67	68	69.48	18	18	16.67
All Grades	11	15	12.95	68	67	67.71	16	18	19.33

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 7	20	27	29.89	54	53	50.72	18	20	19.38
Grade 8	20	23	24.50	51	54	51.41	22	24	24.10
All Grades	20	25	27.33	53	53	51.05	20	22	21.62

Conclusions based on this data:

1. Almost 45% of 7th grade student met or exceeded the standards in English Language Arts/Literacy. Over half of the 7th grade students (57%) have nearly met or not met standards in English Language Arts/Literacy.

2. Almost 45% of 8th grade student met or exceeded the standards in English Language Arts/Literacy. Over half of the 8th grade students (57% have nearly met or not met standards in English Language Arts/Literacy.

3. Almost 75% of all students are at, near or above standards level in Reading, Writing, Listening, and Research/Inquiry.

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 7	555	502	564	540	490	556	511	486	556	97.3	97.4	98.6
Grade 8	558	559	505	538	551	502	517	548	502	96.4	98.4	99.4
All Grades	1113	1061	1069	1078	1041	1058	1028	1034	1058	96.9	97.9	99

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

Overall Achievement for All Students											
Grade Level	**Mean Scale Score**			**% Standard 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 7	2526.4	2542.4	2543.8	15	21	20.50	18	25	25.00	31	26	27.52	30	28	26.98
Grade 8	2539.8	2557.7	2564.9	14	20	19.52	20	23	26.10	26	29	27.89	36	28	26.49
All Grades	N/A	N/A	N/A	15	20	20.04	19	24	25.52	29	28	27.69	33	28	26.75

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 7	22	30	31.47	34	31	30.76	39	39	37.77
Grade 8	18	30	30.28	38	36	40.84	41	34	28.88
All Grades	20	30	30.91	36	33	35.54	40	37	33.55

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 7	18	24	23.20	47	47	46.76	34	29	30.04
Grade 8	17	20	19.52	52	52	44.62	30	28	35.86
All Grades	18	22	21.46	50	50	45.75	32	29	32.80

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 7	16	27	23.20	68	54	57.37	13	19	19.42
Grade 8	15	19	21.51	52	58	56.77	31	23	21.71
All Grades	16	23	22.40	60	56	57.09	22	21	20.51

Conclusions based on this data:

1. One third of our students are below standard in math Concepts & Procedures Applying mathematical concepts and procedures. This percentagedecreased by almost 4% from the previous year.

2. One third of our students are below standard in Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems. This is an increased of almost 4% from the previous year.

3. One fifth of our students are below standard in Communicating Reasoning Demonstrating ability to support mathematical conclusions. This is a .5% decrease from the previous year.

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
7	17	19	31	49	45	50	23	23	19	5	4		6	9	
8	13	24	17	47	36	44	24	24	15	8	5	8	9	10	15
Total	15	22	20	48	40	45	24	24	16	6	4	7	8	10	12

Conclusions based on this data:

1. The majority of our EL students are performing at the Early Advanced level overall fro the CELDT (45%) This should result in a large number of our students moving to advanced over the course of the 2018-19 school year.

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
7	15	17	16	43	37	38	22	25	27	7	6	8	13	15	11
8	13	24	15	46	34	42	22	26	16	7	4	7	12	12	19
Total	14	21	16	45	35	40	22	26	22	7	5	8	13	13	15

Conclusions based on this data:

1. On all assessments 56% of our students are at Advanced or Early Advanced. This was the same as the previous year.

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	0.1%	0.1%	0.2%	1	1	2
African American	7.3%	7.2%	7.5%	82	79	81
Asian	2.8%	3.3%	3.8%	32	36	41
Filipino	7.3%	6.9%	7.3%	82	75	79
Hispanic/Latino	55.3%	57.0%	58.2%	623	622	632
Pacific Islander	0.1%	0.2%	0.2%	1	2	2
White	22.0%	22.0%	19.6%	248	240	213
Multiple/No Response	0.0%	0.0%	0.0%	0	0	0
			Total Enrollment:	1,126	1,091	1,086

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	
Grade3	0	0	
Grade 4	0	0	
Grade 5	0	0	
Grade 6	0	0	
Grade 7	565	510	558
Grade 8	561	581	528
Grade 9	0	0	
Grade 10	0	0	
Grade 11	0	0	
Grade 12	0	0	
Total Enrollment:	1126	1,091	1,086

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	**All Students Performance**	**Total Student Groups**	**Student Groups in Red/Orange**
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)	🟡	10	1
English Learner Progress (1-12)	🔵	1	0
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)	🟢	9	3
Mathematics (3-8)	🟢	9	2

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: 🔴 Red (Lowest Performance) 🟠 Orange 🟡 Yellow 🟢 Green 🔵 Blue (Highest Performance)

Conclusions based on this data:

1. Yellow performance level in Suspension Rate indicates a need to more closely examine further data for subgroups of students, trends, and possible solutions.

School and Student Performance Data

Status and Change Report

Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
Suspension Rate		1,161	Low 1%	Increased +0.3%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**
All Students		1,161	Low 1%	Increased +0.3%
English Learners		147	Low 2%	Increased +0.3%
Foster Youth		10	*	*
Homeless		41	Very Low 0%	Maintained 0%
Socioeconomically Disadvantaged		553	Low 0.9%	Declined -0.4%
Students with Disabilities		200	Low 2%	Declined -1.9%
African American		92	Low 1.1%	Maintained -0.1%
American Indian		2	*	*
Asian		43	Very Low 0%	Maintained 0%
Filipino		80	Very Low 0%	Maintained 0%
Hispanic		677	Low 0.9%	Maintained -0.2%
Pacific Islander		2	*	*
Two or More Races		40	Very Low 0%	Maintained 0%
White		224	Medium 2.2%	Increased +1.8%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Suspensions generally maintained. La Mesa saw a slight increase for our white and EL subgroups.

School and Student Performance Data

Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
English Learner		139	Very High 95.0%	Increased +5.5%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	**Students Performance**	**Status**	**Change**
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Low 2%	Increased +0.3%
English Learner Progress (1-12)		Very High 95.0%	Increased +5.5%
English Language Arts (3-8)		Low 45.6 points below level 3	Maintained -0.6 points
Mathematics (3-8)		Low 63.3 points below level 3	Increased +5.4 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. English Learners progress for ELA and Math is low. However, for math, we saw an increase of 5.4 points. ELA maintained.

School and Student Performance Data

Status and Change Report

English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		1004	Medium 0.6 points below level 3	Increased +4.5 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		1004	Medium 0.6 points below level 3	Increased +4.5 points
English Learners		291	Low 45.6 points below level 3	Maintained -0.6 points
Foster Youth		4	*	*
Homeless		24	Low 22.1 points below level 3	Increased Significantly +46.9 points
Socioeconomically Disadvantaged		466	Low 28.4 points below level 3	Increased +3.2 points
Students with Disabilities		149	Very Low 103.3 points below level 3	Declined -4.5 points
African American		73	Low 12.8 points below level 3	Increased +9.7 points
American Indian		2	*	*
Asian		38	Very High 75.2 points above level 3	Increased +6.3 points
Filipino		71	Very High 47.1 points above level 3	Increased +9.5 points
Hispanic		586	Low 20.1 points below level 3	Maintained +2.2 points
Pacific Islander		2	*	*
Two or More Races		34	High 28 points above level 3	Increased +13.2 points
White		198	High 27.3 points above level 3	Increased +9.9 points

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	187	Low 16.1 points below level 3	Declined -7 points
EL - English Learner Only	104	Very Low 98.6 points below level 3	Declined -7.2 points
English Only	576	High 10.3 points above level 3	Increased +6.5 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3
English Language Arts (3-8)	34	23.5%	58.8%	17.6%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Students with disabilities is an area of extreme need. We had a number of SC2 and 8 students take the CAASPP when their IEP should have reflected a need for the CAA. This has been fixed for 2018-19.

School and Student Performance Data

Status and Change Report

Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
Mathematics (3-8)		1005	Medium 19.3 points below level 3	Increased +6 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**
All Students		1005	Medium 19.3 points below level 3	Increased +6 points
English Learners		291	Low 63.3 points below level 3	Increased +5.4 points
Foster Youth		4	*	*
Homeless		24	Low 48.8 points below level 3	Increased Significantly +42.4 points
Socioeconomically Disadvantaged		466	Low 47.7 points below level 3	Increased +7.4 points
Students with Disabilities		150	Very Low 138.6 points below level 3	Declined -3.6 points
African American		74	Low 50.4 points below level 3	Maintained -0.2 points
American Indian		2	*	*
Asian		38	Very High 76 points above level 3	Maintained +1.6 points
Filipino		71	Very High 36.6 points above level 3	Increased +9.3 points
Hispanic		586	Low 38.9 points below level 3	Increased +8.9 points
Pacific Islander		2	*	*
Two or More Races		34	High 9.1 points above level 3	Increased +11.4 points
White		198	High 8.8 points above level 3	Maintained +2.6 points

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	187	Low 29.7 points below level 3	Maintained +0.9 points
EL - English Learner Only	104	Very Low 123.8 points below level 3	Declined -5.4 points
English Only	577	Medium 9.7 points below level 3	Increased +6.1 points

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3
Mathematics (3-8)	34	50%	23.5%	26.5%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: 🔴 Red (Lowest Performance) 🟠 Orange 🟡 Yellow 🟢 Green 🔵 Blue (Highest Performance)

Conclusions based on this data:

1. Students with disabilities is an area of extreme need. We had a number of SC2 and 8 students take the CAASPP when their IEP should have reflected a need for the CAA. This has been fixed for 2018-19.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	**2016**	**2017**
English Learners	89.5%	95.0%

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator		
Student Group	**Prepared**	**Approaching Prepared**	**Not Prepared**

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at http://www.cde.ca.gov/ta/ac/cm/.

Academic Indicators (Grades 3-8)		
Indicator	**2016**	**2017**
English Language Arts	5.1 points below level 3	0.6 points below level 3
Mathematics	25.3 points below level 3	19.3 points below level 3

Assessment Performance Results for Grade 11		
Indicator	**2016**	**2017**
English Language Arts		
Mathematics		

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: ◑ Red (Lowest Performance) ◔ Orange ◔ Yellow ✳ Green ✳ Blue (Highest Performance)

Conclusions based on this data:

1. Our number of ELLs that made progress towards English proficiency increased by 5.5%.

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	**2016**	**2017**
Suspension	0.8% (9)	1% (12)

Conclusions based on this data:

1. Suspensions increased by 3%

School and Student Performance Data

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students		Yellow	Blue		Green	Green	
English Learners		Yellow			Orange	Yellow	
Foster Youth							
Homeless		Blue					
Socioeconomically Disadvantaged		Green			Yellow	Yellow	
Students with Disabilities		Green			Red	Red	
African American		Green			Yellow	Orange	
American Indian							
Asian		Blue			Blue	Blue	
Filipino		Blue			Blue	Blue	
Hispanic		Green			Orange	Yellow	
Pacific Islander							
Two or More Races		Blue			Green	Green	
White		Orange			Green	Green	

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. La Mesa's student's with disabilities need additional supports to assist their achievement in math and ELA. The English Learner, Hispanic , SED and African American subgroups need additional support in ELA and Math to close the gaps.

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:
Goal #1: La Mesa will strive to lower the percentage of "Standard Not Met" students in ELA and Math by 3% in each grade level as well as in the subgroups of ELL and socio-
Data Used to Form this Goal:
California Dashboard, Report Card Grades, Non-Promotion Rate, CAASPP scores, STAR Reading Test, CELDT,
Findings from the Analysis of this Data:
English Learners, Socioeconomically Disadvantaged, and Hispanic or Latino subgroups are scoring low according to the California Dashboard in both ELA and Math. These

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Student Affirmation and Motivation Recognition

Students will be recognized and celebrated for positive improvements in grades and attendance.

The drive for self-integrity—seeing oneself as good, virtuous, and efficacious—is a fundamental human motivation (Department of Psychology, University of Colorado, Muenzinger Psychology,Department of Psychology, Yale University).

The site council feels that it is important for continued recognition for students who are benefiting from supports and are showing improvement. The students will feel good about small achievements and strive to improve more. | Spring 2019 | Administration Teachers | Student Incentives (OBJ 4310) | 4000-4999: Books And Supplies | Title I, Part A - Allocation | 1432 |
			Snacks and food for celebration (OBJ 4322)	4000-4999: Books And Supplies	Title I, Part A - Allocation	1500
			Coordinator stipend (OBJ 1130)	1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	1500
			Certificated benefits calculated at 20.58%	3000-3999: Employee Benefits	Title I, Part A - Allocation	309

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.2 After school teacher support - Intervention in all core subject areas. With having so many low socioeconomically disadvantaged students and English language learners, a lot of our students do not have support at home. The site council believes that having the after school support will allow students to get assistance with their homework and reinforce the daily learning. This will help increase scores. " participation in after-school, summer learning, and other community-based programs has been associated with improved academic achievement and improved linguistic and social development of ELLs (Tellez & Waxman, 2010; Hirsch, 2011). Moreover, helping ELL students improve their English not only supports their success in school but also can benefit all students in a school." In addition "Those students who regularly attend well-structured after-school and/or summer learning programs demonstrate higher rates of attendance in school, have fewer discipline referrals, are more prepared for the academic rigors of school, and demonstrate increased achievement in core academic areas such as mathematics, science, reading, and language arts (Martin, et al., 2007; FarmerHinton, Sass, & Schroeder, 2009; Huang & Cho, 2009).	Fall and Spring 2018-2019	Administration Teachers	Hours after school @ 34/hr 300 hours (OBJ 1130)	1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	10200
			Certificated benefits calculated at 20.58%	3000-3999: Employee Benefits	Title I, Part A - Allocation	2100
			Student Transportation (OBJ 5710)	5700-5799: Transfers Of Direct Costs	Title I, Part A - Allocation	6000
			Intervention Coordinator Stipend (OBJ 1130)	1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	3000
			Certificated benefits calculated at 20.58%	3000-3999: Employee Benefits	Title I, Part A - Allocation	615
			Intervention Misc. Supplies & Materials (OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Allocation	1000
			Classified Salaries $19 per hour/ 200 hours (OBJ 2230)	2000-2999: Classified Personnel Salaries	Title I, Part A - Allocation	3800
			Benefits for hours worked @ 28.2%	3000-3999: Employee Benefits	Title I, Part A - Allocation	1072
			Snacks for students (OBJ 4322)	4000-4999: Books And Supplies	Title I, Part A - Allocation	800

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
1.3 Teacher Leader Attendance at CUE Conference Our teacher leaders need access to the latest best practices and training to be able to lead change campus-wide. Teacher Leaders, along with a site adminsitrator will attend a variety of sessions aimed at meeting the needs of our diverse learning population and the challenges facing our school and looking for ways to integrate technology as a learning tool. The site council feels that by enriching the teaching strategies of the teachers, the students will have their needs better met. Site teacher leaders will plan and implement professional development for the staff. " One study (Saxe et al., 2001) compared collaborative CPD involving specialist input in subject knowledge with collaboration where the teachers supported each other. The study found that the group of teachers that had had input from an external 'expert' made significantly more changes and their pupils shared greater increases in attainment than the group which only used peer support. Most of the studies, however, reported CPD which combined external, specialist input with internal, collaborative peer support and many of these emphasized the partnership that existed between the teachers and outside experts."	March 13-16, 2019	Administration Teachers	CUE Annual Conference 6 people $350 each for registration (5 teachers and 1 administrator) (OBJ 5220)	5000-5999: Services And Other Operating Expenditures	Title I, Part A - Allocation	2100
			Travel, meals and lodging (OBJ 5220)	5000-5999: Services And Other Operating Expenditures	Title I, Part A - Allocation	5500
			Substitutes for 5 teachers @$125 per day (OBJ 1160)	1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	1875
			Certificated benefits paid @ 20.58%	3000-3999: Employee Benefits	Title I, Part A - Allocation	386

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
1.4 High interest books for independent reading Books will increase student access to high-interest, age appropriate reading materials at a variety of reading levels. "Evidence from multiple library impact studies conducted across the U.S. offers the following conclusions: . . . Higher expenditures and larger, newer, and varied collections contribute to improved student test scores." https://www.baltimorelibraryproject.org/wp-content/uploads/downloads/2013/09/Library-Impact-Studies.pdf SCHOOL LIBRARY IMPACT STUDIES - A Review of Findings and Guide to Sources Prepared for the Harry & Jeanette Weinberg Foundation By Frances Gretes, Gretes Research Services. "Per-student spending on library resources is associated with better PSSA Reading and Writing results. The proportional differences in Advanced Writing scores between students with better and less well-funded libraries are substantially greater than the proportional differences in Reading scores. Library resources spending is an investment that benefits all students, both high- and low-achievers. It is associated with better Reading and Writing scores—higher Advanced	Fall 2018	Librarian Library Tech	Student books for independent reading (OBJ 4210)	4000-4999: Books And Supplies	Title I, Part A - Allocation	4500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and lower Below Basic. Spending on library resources helps to close achievement gaps. These differences are not explained away by socio-economic, racial/ethnic, and disability factors. " https://files.eric.ed.gov/fulltext/ED543418.pdf How Pennsylvania School Libraries Pay Off: Investments in Student Achievement and Academic Standards By Keith Curry Lance and Bill Schwarz, RSL Research Group, Louisville,						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.5 Obtain Accelerated Reader - Renaissance Place subscription that includes Accelerated Reader, BookGuide and Star Reading assessment Accelerated Reader is a research based reading program that provides assessments for reading comprehension for thousands of books. The STAR reading tests provides our teachers with accurate reading level information to assist them in helping students pick out books at the appropriate level. The STAR Reading Test also supports teachers in differentiating reading choices to support student learning by knowing the reading level of their students. The site council feels with Accelerated Reader more students will enhance their reading skills which in-turn will increase their ability to comprehend and learn. According to the Journal of Adolescent & Adult Literacy, "Research has shown that students that read more, especially recreationally, do better on measures of reading comprehension and vocabulary (Anderson, Wilson & Fielding, 1988).	Spring	Administration Librarian Teachers	Accelerated Reader License (OBJ 5840)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Allocation	13708

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.6 Instructional Supplies Instructional supplies beyond school's typical allocation to ensure equity and access to all needs in the classroom. Teachers will be using research based practices. Supplies will be used to implement Common Core lesson. "Available resources and the way they are spent influence students' learning opportunities. To ensure equity and quality across education systems, funding strategies should: guarantee access to quality early childhood education and care (ECEC), especially for disadvantaged families; use funding strategies, such as weighted funding formula, that take into consideration that the instructional costs of disadvantaged students may be higher. In addition it is important to balance decentralization/local autonomy with resource accountability to ensure support to the most disadvantaged students and schools." (OECD (2012), Equity and Quality in Education: Supporting Disadvantaged Students and Schools, OECD Publishing.) http://dx.doi.org/10.1787/97892641 30852-en	Fall/Spring 2018-19	Administration/Teachers	Instructional Supplies (OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Allocation	3500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.7 Technology Resources and Software programs for increased student achievement in digital literacy "According to the 2012 Pew Report "Digital Differences," only 62% of people in households making less than $30,000 a year used the internet, while in those making $50,000-74,999 that percentage jumped to 90. For children in low-income school districts, inadequate access to technology can hinder them from learning the tech skills that are crucial to success in today's economy. " http://www.digitalresponsibility.org/digital-divide-the-technology-gap-between-rich-and-poor/	Fall 2018	Teachers	Peardeck (OBJ 5840)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Allocation	1920
			Flipgrid School-wide License (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
1.8 Send a team of teachers to the California Science Teachers Association (CSTA) Conference November 30 - December 2, 2018 in Pasadena, CA 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."	Fall 2018	Science Department Chair	Conference costs 4 teachers @ $175 each (OBJ 5220)	5000-5999: Services And Other Operating Expenditures	Title I, Part A - Allocation	700
			mileage, food for 4 for 3 days (OBJ 5220)	5000-5999: Services And Other Operating Expenditures	Title I, Part A - Allocation	1000
			Substitutes for 4 teachers @$125 per day (OBJ 1160)	1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	500
			Benefits for Substitutes @ 20.58%	3000-3999: Employee Benefits	Title I, Part A - Allocation	103

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.9 Provide additional collaboration time for teachers to improve instructional practices that increase student performance, separate from regular collaboration responsibilities. Teachers will collaborate within their subject through out the spring semester to build meaningful, effective, and differentiated lessons that will benefit the English learners, Special education students as well as the general education students. Harry K. Wong, a well-known educational author, states that "the trademark of effective schools is a culture where all teachers take responsibility for the learning of all students. The key to strong collaboration is recognizing that a student shouldn't be the responsibility of only one teacher, but of all teachers." Teacher collaboration will benefit all students on campus.	Fall 2018 and Spring 2019	Principal Department Chairs	Certificated substitute costs $125 per day for 50 teachers X 1 day or equivalent after school hours @$34 per hour. (OBJ 1160 and OBJ 1130)	1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	6250
			Employee Benefits paid @ 20.58%	3000-3999: Employee Benefits	Title I, Part A - Allocation	1286

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.10 Curriculum supported Field Trips Real life experiences enhance learning. Many of our students have never experienced museums or many of the educational life opportunities. The site council feels it is important to expose students to life experiences. According to the research from the University of Arkansas, they found that students who attended a school tours demonstrated stronger critical thinking skills, displayed higher levels of tolerance, had more historical empathy and developed a taste for being a cultural consumers in the future (Sept. 2013)	Spring 2019	Administration	student entrance fees (OBJ 5810) transportation (OBJ 5710)	5800: Professional/Consulting Services And Operating Expenditures 5700-5799: Transfers Of Direct Costs	Title I, Part A - Allocation Title I, Part A - Allocation	6000 4000
1.11 Supplies to meet basic needs of low-income students. Maslow's Hierarchy of Needs finds that in order for students to achieve and reach the highest level (self actualization) their basic needs must be met. Support to allow students to have the necessary tools to complete homework and project assignments.	Spring	Administration Counselors	Shoes, including running shoes for PE, Jackets sweatshirts, supplies for homework completion (OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Allocation	2000

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 2 - Increase and improve student achievement by providing rigorous and standards aligned curriculum and instruction in core subjects with
SCHOOL GOAL #2:
La Mesa will strive to lower the percentage of "Standard Not Met" in the Students with Disabilities subgroup by 5% on state testing in both math and ELA as measured by the
Data Used to Form this Goal:
California Dashboard, CAASPP, CAA, quarter grades, achievement on CELDT/LPAC, non-promotion rate.
Findings from the Analysis of this Data:
Our students with disabilities (SWD) (which compromises 15% of our total population) perform significantly lower on the CAASPP assessments in ELA and math. For 2016-17,

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
2.1 Extended School day intervention With having so many low socioeconomically disadvantaged students and English language learners, a lot of our students do not have support at home. The site council believes that having the after school support will allow students to get assistance with their homework and reinforce the daily learning. This will help increase scores. " participation in after-school, summer learning, and other community-based programs has been associated with improved academic achievement and improved linguistic and social development of ELLs (Tellez & Waxman, 2010; Hirsch, 2011). Moreover, helping ELL students improve their English not only supports their success in school but also can benefit all students in a school." In addition "Those students who regularly atten d well-structured after-school and/or summer learning programs demonstrate higher rates of attendance in school, have fewer discipline referrals, are more prepared for the academic rigors of school, and demonstrate increased achievement in core academic areas such as mathematics, science, reading, and language arts (Martin, et al., 2007;	Fall and Spring 2018-19	Administration	2 hours of teacher support per week @$34/hour (OBJ 1130)	1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	2040
			Benefits for certificated salaries paid @20.58%	3000-3999: Employee Benefits	Title I, Part A - Allocation	383
			Supplemental supplies for students (4310)	4000-4999: Books And Supplies	Title I, Part A - Allocation	420

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
FarmerHinton, Sass, & Schroeder, 2009; Huang & Cho, 2009).						
2.2 Curriculum supported Field trips Real life experiences enhance learning. Many of our students have never experienced museums or many of the educational life opportunities. Trips in the form of Community Based Instruction (CBI) will be led by site personnel and connect to the currently delivered curriculum in all subject areas. The site council feels it is important to expose students with disabilities to life experiences. According to the research from the University of Arkansas, they found that students who attended a school tours demonstrated stronger critical thinking skills, displayed higher levels of tolerance, had more historical empathy and developed a taste for being a cultural consumers in the future (Sept. 2013)	Fall and Spring 2018-19	Administrator/Department Chair/Special Ed Teachers	Students Entrance Fees (OBJ 5810) Transportation (OBJ 5710)	5800: Professional/Consulting Services And Operating Expenditures 5000-5999: Services And Other Operating Expenditures	Title I, Part A - Allocation Title I, Part A - Allocation	3000 2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.3 Supplies to ensure students have the necessary tools and resources to optimize learning

Many students do not come to school with the basic learning supplies. Teachers are also limited to the type of lessons they can deliver based on the minimal supplies available to them.

According to the National Academies Press, "The most effective learning occurs when learners transport what they have learned to various and diverse new situations." The site council believes that students having more resources will diversify how the curriculum is delivered and then synthesized. | Spring 2019 | Administrator | Supplemental supplies (OBJ 4310) | 4000-4999: Books And Supplies | Title I, Part A - Allocation | 2,000 |

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.4 Reflex Math Site Licenses A lack of basic math facts holds back the mathematical growth of our special education students. "Math fact fluency is the quick and effortless (automatic) recall of basic math facts. When students achieve automaticity with these facts, they have attained a level of mastery that enables them to retrieve them from long-term memory without conscious effort or attention. Extensive research has demonstrated the critical role of fact fluency in elementary school level mathematics and beyond and is underscored by studies that show it is a significant predictor of performance on standardized tests. Furthermore, the significance of fact retrieval speed as a predictor of performance is not limited to test items that directly assess computation — it predicts performance on math concept problems, word problems, data interpretation problems, and mathematical reasoning items as well. Research over the past decade has also shown, however, that many children in the United States never achieve sufficient proficiency with math facts, and those who do typically achieve it later than their peers in nations with higher	Fall 2018	Administration	Site Licenses (OBJ 5840)	5800: Professional/Consulti ng Services And Operating Expenditures	Title I, Part A - Allocation	3295

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
mathematics achievement. To address this issue, recent national curriculum standards and guidelines have highlighted automaticity with math facts as a core objective of elementary mathematics education," which is where many of our special education students are at developmentally and educationally. https://www.reflexmath.com/research						
2.5 Technology Resources and Software Programs to develop students' digital fluency skills. See Research listed above in 2.4.			Typing Club site silence (OBJ 5840)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Allocation	850

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:
Decrease student classroom referrals and suspension due to negative social interactions, drug and alcohol infractions, conflict with adults, and low engagement by 5% for the 2018-19 school year.
Data Used to Form this Goal:
Discipline data, Student and staff surveys, text-a-tip data, SST and Parent meetings, and California Dashboard suspension rates.
Findings from the Analysis of this Data:
According to the California Dashboard, students with disabilities increased the number of suspensions by 1.8 % and students two or more races increased suspensions by 1.4%. 2015-16 47 days of out of school suspension, 122 days of INSS (Total students enrollment 1087) 2016-17 77 days of out of school suspension, 92 days of INSS (Total student enrollment 1109) 2017-18 (through April 9) 58 days of out of school suspension, 130 days of INSS (Total student enrollment 1206) Attendance Data: 2015-16 7344 Days of combined individual absences 2016-17 7767 Days of combined individual absences 2017-18 (Through 4/9/18) 7136 Days of combined individual absences 2015-16 845 unexcused tardies 2016-17 882 unexcused tardies 2017-18 676 unexcused tardies (through 4/9/18) Our three counselors facilitated a combined 265 parent conferences and 210 IEP meetings for a total of 475 parent meetings 2017-18.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Contemporary, updated Professional Development books for staff learning, book talks, and staff literature circles. It is important that teachers deliver the right attitude to students about learning and their possible potential. "Research . . . has demonstrated the effects of teachers on student achievement. They [the researchers] show that there are large additional components in the longitudinal effects of teachers, that these effects are much larger than expected, and that the least effective teachers have a long-term influence on student achievement that is not fully remediation for up to three years late" (Mendro, 1998, p. 261)	Spring 2019	Administration	Books to keep updated on the latest research and student development strategies (i.e. "Mindset" by Carol Dweck) (OBJ 4210)	4000-4999: Books And Supplies	Title I, Part A - Allocation	1500
			Speakers (OBJ 5810)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Allocation	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.2 Flippen Group "Capturing Kids' Hearts" Training for new teachers and current untrained staff. Capturing Kids' Hearts Training supports staff in learning strategies that develop positive relationships. These relationships with teachers and among students creates a positive learning environment where students can thrive academically. Students who are more connected to school are more likely to have positive outcomes.	Spring 2019	Administration	Capturing Kids' Hearts Training Registration Fees (5810)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Allocation	4800
			Teacher substitutes 4 Teachers @125	1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	500
			Certificated Benefits @ 20.58%	3000-3999: Employee Benefits	Title I, Part A - Allocation	103
			Classified 5 @ 100	2000-2999: Classified Personnel Salaries	Title I, Part A - Allocation	500
			Classified Benefits @ 20.58%	3000-3999: Employee Benefits	Title I, Part A - Allocation	103
3.3 Flippen Group Refresh August Professional Development day on August 14th 1/2 day training Capturing Kids' Hearts (CKH) Training supports staff in learning strategies that develop positive relationships. These relationships with teachers and among students creates a positive learning environment where students can thrive academically. Students who are more connected to school are more likely to have positive outcomes. The refresh allows teachers to practice and refine skills learned in CKH 1.	Fall 2018	Administration	CKH Refresh (OBJ 5810)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Allocation	9500
			Food for training (OBJ 4322)	4000-4999: Books And Supplies	Title I, Part A - Allocation	600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.4 Bus passes for low-income students for the entire school year Regular, on time attendance is critical to student success (Research on School Attendance and Student Achievement). By providing the TAP cards for the city bus routes to our low socioeconomic students we will help to ensure that they are at school on time everyday. La Mesa students are not able to reasonably walk to school. Many families do not have access to reliable transportation or are already at work when school starts and ends. (Best practices include transporation passes, and other incentive programs to increase attendance - http://browardstudentservices.com/wp-content/uploads/2017/02/Best-Practices-for-Improving-Attendance-in-Secondary-Schools.pdf) (Evidence-based research from 2007 includes: page19: http://www.wilder.org/Wilder-Research/Publications/Studies/Increasing%20School%20Attendance%20for%20K-8%20Students/Increasing%20School%20Attendance%20for%20K-8%20Students%20-%20A%20Review%20of%20Research%20Examining%20the%20Effectiveness%20of%20Truancy%20Programs.pdf)	Spring Semester	Administration Counselors	Transportation for students unable to get to and from school due to the cost - 25 passes (TAP cards) (OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Allocation	1991

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.5 Family Night parent engagement opportunities: Many of our families need guidance and advice on how to support their students socially, emotionally, and academically. Providing time with counselors after school will extend this support to students and their families. (http://www.wilder.org/Wilder-research/Publications/Studies/Increasing%20School%20Attendance%20for%20K-8%20Students/Increasing%20School%20Attendance%20for%20K-8%20Students%20-%20A%20Review%20of%20Research%20Examining%20the%20Effectiveness%20of%20Truancy%20Programs.pdf)	Spring 2019	Counselors	Teacher and Counselor pay @ $34 per hour 30 hours (OBJ 1130)	1000-1999: Certificated Personnel Salaries	Title I, Part A - Parent Involvement	1020
			Certificated Benefits @ 20.58%	3000-3999: Employee Benefits	Title I, Part A - Parent Involvement	210
			Snacks (OBJ 4322)	4000-4999: Books And Supplies	Title I, Part A - Parent Involvement	800
			Supplies and Materials (OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Parent Involvement	1855

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.6 Camp Lobo - One week summer camp for incoming 7th grade at-risk students to be counseled and taught leadership skills while getting a head start on academic curriculum.

This week-long program allows incoming 7th grade students to get an advanced start on success in junior high by exposing them to curriculum and social skills. Teachers, counselors and administrators will build positive relationships with students helping them become more successful. Students will be identified by their 6th grade teachers who will provide names of 60-80 students at risk for not being successful in junior high.

According to the National Alliance for Secondary Education and Transition, Leadership skills are "developing the ability to analyze their own strengths and weaknesses, set personal and professional goals, and have the self-esteem, confidence, motivation, and abilities to carry them out." When students are told they have leadership skills they begin to believe they can be a leader and then build upon their skills.

The site council believes that many students would flourish by being taught leadership skills and would benefit from support in advance of entering Junior High School in the Fall. | Summer 2018 | Adminsitration | Supplies (OBJ 4310) | 4000-4999: Books And Supplies | Title I, Part A - Allocation | 3000 |
			Student snacks and incentives (OBJ 4322 - snacks and OBJ 4310 for incentives)	4000-4999: Books And Supplies	Title I, Part A - Allocation	1500
			Student Transportation (OBJ 5710)	5700-5799: Transfers Of Direct Costs	Title I, Part A - Allocation	700
			Counselor Hourly @$34 (2 counselors) (OBJ 1130)	1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	1600
			Teacher Hourly @$34 25 hours (3 teachers) (OBJ 1130)	1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	3000
			Certificated Benefits @ 20.58%	3000-3999: Employee Benefits	Title I, Part A - Allocation	947
			Classified Support 20 Hours @ $19 per Hour	2000-2999: Classified Personnel Salaries	Title I, Part A - Allocation	380
			Classified Benefits @ 26.031%	3000-3999: Employee Benefits	Title I, Part A - Allocation	99
			Administrative Program oversight and supervision $300 per day stipend (5 days)	1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	1500
			Administration Benefits @20.58%	3000-3999: Employee Benefits	Title I, Part A - Allocation	309

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.7 Attendance Improvement Incentives "Rewarding students for improved attendance. This had an impact on both improved school attendance overall and the reduction of frequent absenteeism. Rewards varied and included special recognition, certificates, letters to parents, and opportunities to attend special events. " from page 11 of Effective Truancy Interventions http://www.wilder.org/Wilder-Research/Publications/Studies/Increasing%20School%20Attendance%20for%20K-8%20Students/Increasing%20School%20Attendance%20for%20K-8%20Students%20-%20A%20Review%20of%20Research%20Examining%20the%20Effectiveness%20of%20Truancy%20Programs.pdf From the 2016 Hanover Research, "Best Practices for Improving Attendance in Secondary Schools" page 12: "A combination of incentives and sanctions are also key components of effective truancy programs. It is important to design sanctions and incentives that are meaningful to youth and families. Incentives at the secondary level need to be geared toward students' interests and should be implemented with consistency. It is important to note, however, that schools should not only recognize perfect attendance, but also reward improved	Spring 2019	Administration	Student Incentives including food for recognition celebrations (OBJ 4322 - food and OBJ 4310 - incentives)	4000-4999: Books And Supplies	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
attendance and timeliness. One suggestion is to ask students what they consider a meaningful incentive. Attendance Works highlights engaging in a school-wide campaign that offers students positive rewards for getting to school. These incentives "should be part of a school-wide culture of attendance and accompanied by a deep commitment to ensuring students are engaged in the classroom once they show up."" http://browardstudentservices.com/wp-content/uploads/2017/02/Best-Practices-for-Improving-Attendance-in-Secondary-Schools.pdf						
3.8 Motivational Signage for campus setting high expectations, and creating a more positive, welcoming school culture. Parent and student pride are improved when the entire campus exhibits positive messages and motivational sayings. Students should be equally proud of their school as their peers from more affluent neighborhoods, thus helping to provide equity among campuses.			Flags and posters with motivational and positive statements (5811 - outside printing)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Allocation	2700

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.9 Student Spirit Shirts - To promote school identity and pride. Evidence shows that reinforcing positive school culture and pride promotes students to gain a better sense of belonging, thereby also increasing their desire to attend regularly and take pride in their work and achievement level.	Spring	Administration	650 Shirts @ $8 each	4000-4999: Books And Supplies	Title I, Part A - Allocation	4200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.10 One highly qualified school counselor will be hired to increase opportunities for monitoring of student progress by increasing counseling services to all students. It is our belief that by reducing the overall caseloads of all our counselors we can increase services, decrease misbehavior, and student achievement. Counselors will have more time to meet individually with their students and monitor their progress towards graduation and meeting A-G requirements. According to, "Are School Counselors an Effective Educational Input?" by Carrell, S. E., & Hoekstra, M. (2014), "We exploit within-school variation in counselors and find that one additional counselor reduces student misbehavior and increases academic achievement". These effects compare favorably with those of increased teacher quality and smaller class sizes." (remove references to gender) Therefore, by adding one additional counselor, student misbehavior should decrease and overall academic achievement should increase. Research Source: Are School Counselors an Effective Educational Input? Carrell, S. E., & Hoekstra, M. (2014). Are school counselors an effective educational input? Economic Letters, 125, 66-69. doi: 10.1016/j.econlet.2014.07.020	Administration	Fall 2018	.5% of $90,000 Full year counselor (OBJ 1130) benefits @ 20.58%	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I, Part A - Allocation Title I, Part A - Allocation	45000 8438

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

Planned Improvements in Student Performance

<div align="center">

School Goal #4

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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 #4:
Increase the level of parent engagement of La Mesa parents in school activities and awareness of student achievement levels.
Data Used to Form this Goal:
Infinite Campus logins, participation in Parents Needs Assessment, attendance at Back to School Night and Open House, participation in parent conferences, ELAC, and participation in PAC events.
Findings from the Analysis of this Data:
PAC meetings average a participation count of 15 parents. ELAC meetings average 20 parents.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.1 Parent Advisory Council Meetings - increase parent participation and attendance The site council would like to increase parent involvement in PAC meetings by inviting parents to participate in activities and also hosting guest speaker events to provide information that can benefit their students and their families. "No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school. National Coalition for Parent Involvement in education. 2006."	Fall and Spring 2018-19	Administration	food for working meeting, materials (OBJ 4322)	4000-4999: Books And Supplies	Title I, Part A - Parent Involvement	300
			Speakers (OBJ 5810)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Parent Involvement	600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.2 Evening Family Parent Math Nights - Parents will learn alongside their students as students receive additional instruction by certificated math teachers. BIAs will assist to support EL students and families. Parent education is a critical piece of student success and not just in terms of formal education. Workshops in topics such as college planning, social issues affecting teens, and parenting classes all contribute to increasing student achievement. The SEDL report found one common factor: "Programs and interventions that engage families in supporting their children's learning at home are linked to higher student achievement."	Fall 2018 and Spring 2019	Administration	Teacher Hourly Pay @ $34 per hour (5 sessions X 3 Teachers = 15 hours each) (OBJ 1130)	1000-1999: Certificated Personnel Salaries	Title I, Part A - Parent Involvement	510
			Certificated benefits @ 20.58%	3000-3999: Employee Benefits	Title I, Part A - Parent Involvement	105
			Classified hourly @ $19 per hour (OBJ 2230)	2000-2999: Classified Personnel Salaries	Title I, Part A - Parent Involvement	240
			Food for meetings (OBJ 4322)	4000-4999: Books And Supplies	Title I, Part A - Parent Involvement	300
			Classified benefits @ 28.2%	3000-3999: Employee Benefits	Title I, Part A - Parent Involvement	68

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.3 Evening Family Parent Literacy Nights - Parents will learn alongside their students as students receive additional instruction by certificated ELA and Social Studies teachers. BIAs will assist to support EL students and families. Parent education is a critical piece of student success and not just in terms of formal education. Workshops in topics such as college planning, social issues affecting teens, and parenting classes all contribute to increasing student achievement. The SEDL report found one common factor: "Programs and interventions that engage families in supporting their children's learning at home are linked to higher student achievement."	Fall 2018 and Spring 2019	Administration	Teacher Hourly Pay @ $34 per hour (5 sessions X 3 Teachers = 15 hours each) (OBJ 1130)	1000-1999: Certificated Personnel Salaries	Title I, Part A - Parent Involvement	510
			Certificated benefits @ 20.58%	3000-3999: Employee Benefits	Title I, Part A - Parent Involvement	105
			Classified hourly @ $19 per hour (OBJ 2230)	2000-2999: Classified Personnel Salaries	Title I, Part A - Parent Involvement	240
			Classified benefits @ 28.2%	3000-3999: Employee Benefits	Title I, Part A - Parent Involvement	68
			Food for meetings (OBJ 4322)	5000-5999: Services And Other Operating Expenditures	Title I, Part A - Parent Involvement	300
4.4 ELAC Meetings - increase parent participation by providing food and guest speakers. Parent education is a critical piece of student success and not just in terms of formal education. Workshops in topics such as college planning, social issues affecting teens, and parenting classes all contribute to increasing student achievement. The SEDL report found one common factor: "Programs and interventions that engage families in supporting their children's learning at home are linked to higher student achievement."	Fall 2018 and Spring 2019	Administration and EL Coordinator	Food for meetings (OBJ 4322)	4000-4999: Books And Supplies	Title I, Part A - Parent Involvement	600
			Speakers (OBJ 5810)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Parent Involvement	400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.5 Increase direct communication with parents beyond normal school site communication. Many La Mesa families do not have access to online publications, email communications, or Infinite Campus student performance data. Mailing home information directly ensures that all families have access to equal information regarding their student's progress, performance, and pertinent school events.	Fall and Spring 2018-19	Admin	Postage for mailings (OBJ 5910)	5900: Communications	Title I, Part A - Parent Involvement	500
4.6 Teenage parenting help books / audio / video to be available in the library for parents to check out. Parent education is a critical piece of student success and not just in terms of formal education. Workshops in topics such as college planning, social issues affecting teens, and parenting classes all contribute to increasing student achievement. The SEDL report found one common factor: "Programs and interventions that engage families in supporting their children's learning at home are linked to higher student achievement."	Fall and Spring 2018-19	Administrators, Counselors and Librarian	Books and videos (OBJ 4210)	4000-4999: Books And Supplies	Title I, Part A - Parent Involvement	500

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	198114	0.00
Title I, Part A - Parent Involvement	9231	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Title I, Part A - Allocation	198,114.00
Title I, Part A - Parent Involvement	9,231.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	79,005.00
2000-2999: Classified Personnel Salaries	5,160.00
3000-3999: Employee Benefits	16,809.00
4000-4999: Books And Supplies	35,298.00
5000-5999: Services And Other Operating Expenditures	11,600.00
5700-5799: Transfers Of Direct Costs	10,700.00
5800: Professional/Consulting Services And Operating	48,273.00
5900: Communications	500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	76,965.00
2000-2999: Classified Personnel Salaries	Title I, Part A - Allocation	4,680.00
3000-3999: Employee Benefits	Title I, Part A - Allocation	16,253.00
4000-4999: Books And Supplies	Title I, Part A - Allocation	30,943.00
5000-5999: Services And Other Operating	Title I, Part A - Allocation	11,300.00
5700-5799: Transfers Of Direct Costs	Title I, Part A - Allocation	10,700.00
5800: Professional/Consulting Services	Title I, Part A - Allocation	47,273.00
1000-1999: Certificated Personnel Salaries	Title I, Part A - Parent Involvement	2,040.00
2000-2999: Classified Personnel Salaries	Title I, Part A - Parent Involvement	480.00
3000-3999: Employee Benefits	Title I, Part A - Parent Involvement	556.00
4000-4999: Books And Supplies	Title I, Part A - Parent Involvement	4,355.00
5000-5999: Services And Other Operating	Title I, Part A - Parent Involvement	300.00
5800: Professional/Consulting Services	Title I, Part A - Parent Involvement	1,000.00
5900: Communications	Title I, Part A - Parent Involvement	500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	89,656.00
Goal 2	13,988.00
Goal 3	98,355.00
Goal 4	5,346.00

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
Michele Krantz	X				
Robin Deshamps		X			
Deborah Leavitt			X		
Austin Peterson		X			
Gwen Delgado		X			
Jannelle Olivier		X			
Jenni frias		X			
Joann Allebrand			X		
Lydia Iacono				X	
Ursula Garces				X	
Jeanine Rittenberg				X	
Dorothy Okesola				X	
Taylor Zierhut					X
Octavio Guerrero					X
Katie Blanco Soto					X
Nicole Nyein					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)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

_____
Signature

Departmental Advisory Committee (secondary)

_____
Signature

Other committees established by the school or district (list):
Parent Advisory Council (PAC)

_____
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 March 5, 2018.

Attested:

Michele Krantz
_____   _____   _____
Typed Name of School Principal   Signature of School Principal   Date

Deborah Leavitt
_____   _____   _____
Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)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

   _____
   Signature

   Departmental Advisory Committee (secondary)

   _____
   Signature

   Other committees established by the school or district (list):
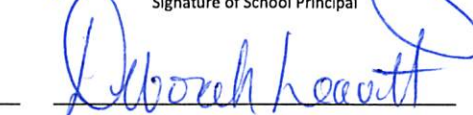   Parent Advisory Council (PAC)

   _____
   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 March 5, 2018.

Attested:

Michele Krantz		4/23/18
Typed Name of School Principal	Signature of School Principal	Date

Deborah Leavitt		4/23/18
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date