

# The Single Plan for Student Achievement

**School:** Placerita Junior High School  
**CDS Code:** 19-65136-6058572  
**District:** William S. Hart Union High School District  
**Principal:** John Turner  
**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:

**Contact Person:** John Turner  
**Position:** Principal  
**Phone Number:** (661) 259-1551  
**Address:** 25015 N. Newhall Ave.  
Newhall, CA 91321  
**E-mail Address:** jturner@hartdistrict.org

**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).

Surveys and data used to compile this assessment include: Annual review of school-wide goals; Data analysis of annual CAASPP scores and Dashboard metrics; LCAP review of district goals and supporting data; Annual student CELDT scores; Quarterly district writing performance tasks; Student D/F grades on quarterly report cards; Interim math practice assessments; Parent Surveys at Registration, PAC, ELAC, and Foundation meetings; Staff annual surveys in faculty meetings, professional development sessions, and leadership team meetings

Parent surveys indicate families feel welcome at Placerita, and that their students are safe at school. They also state that counselors, teachers, and administrators are available for help in personal and academic needs, and that there is a wide variety of programs for student involvement beyond the required academic coursework. Parents annually support the school-wide focus on literacy across the curriculum, daily reading periods, and a positive culture of character education.

School-wide goals and planned action steps are reviewed mid-year for progress, and revised annually based on data analysis, statewide testing scores, and improvement indicators. All teachers, counselors, and administrators are involved in writing the action plan, completing surveys, participating in professional development, and collaborating on best practices for school-wide improvement.

### **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.

(Comprehensive Needs Assessment is attached as a separate PDF document for detailed analysis.)

All Certificated Faculty, the Leadership Team, Parent Advisory Council, and School Site Council members' answers to survey questions and data analysis determine the direction for each year's school-wide goals based on student needs. After conducting a school-wide comprehensive needs assessment (attached at the end of this plan) through the surveys and goal-setting listed above, the most critical needs for student achievement in English and Math, as well as parent engagement, and improved school-wide culture indicate the following action plan:

- 1) Increase all students' access to technology at school
- 2) Increase availability of high-interest contemporary novels, (including low lexile levels for English Learners and struggling readers) for daily student reading choices
- 3) Increase availability of school supplies for significant subgroups and students without access to basic educational materials at home
- 4) Purchase supplemental educational materials for maximizing hands-on engaging classroom curriculum
- 5) Provide additional extra-help and tutoring opportunities with engaging curriculum and technology after school, in the evenings, and on Saturdays as necessary
- 6) Provide additional hours for Bilingual Aides directly helping students learn both the English language and content material
- 7) Increase family access to technology and additional educational resources at school through a Parent Resource Center
- 8) Encourage parent support at after-school, evening, and Saturday tutoring sessions
- 9) Implement parent information nights and Career Days with guest speakers, professionals, and experts teaching about study habits, success skills, college & career pathways, use of Infinite Campus, access to Internet, etc.
- 10) Take field trips to local colleges, universities, and museums with parent volunteer chaperones
- 11) Implement mentoring programs building appropriate teen and adult mentor relationships
- 12) Increase involvement of Safe School Ambassadors in recognizing and stopping bias motivated acts toward others
- 13) Take field trips with an emphasis on cultural understanding, tolerance, and acceptance including parent volunteer chaperones
- 14) Recognize students as often as possible for genuine display of great character and academic improvement
- 15) Increase the number of students involved in clubs and co-curricular programs on campus
- 16) Create intramurals program for students before school, at lunch, and/or after school
- 17) Train more staff in "Capturing Kids' Hearts" relational / leadership / communication model
- 18) Train leadership team to be "Process Champions" to set school-wide goals and maintain positive school culture with staff and students working together

Placerita's School-wide Goals for 2018-19:

- 1) Reduce the achievement gap between Hispanic students and White students in English Language proficiency by 5 percentage points as measured by the CAASPP taken in the Spring of 2019.
- 2) Increase the percentage of students meeting or exceeding the standard score in Math on the CAASPP by at least 5 percentage points so that our students are at minimum scoring as well as or above the district average taken in the Spring of 2019.
- 3) Decrease the number of Ds and Fs as reported on quarterly grading report cards, therefore improving student achievement in all subjects
- 4) Decrease the number of behavioral discipline referrals, suspensions, and bias motivated acts related to cultural issues on campus through campus-wide focus on positive relationships and building character as measured by monthly reports.

Annually, all departments write specific action steps to take in order to contribute towards meeting each of our school-wide goals. Mid-year reflection provides departments the opportunity to review their action steps and progress towards achieving goals.

### **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.

State "Dashboard" Indicators show that 3 subgroups of students are not achieving proficient scores on statewide assessments: English Language Learners, Students with Disabilities, and Socioeconomically Disadvantaged Students. Students in these three subgroups scored lower than our school-wide and district average in English Language Arts and Mathematics. School-wide goals #1 and #2 are written specifically to address the need for increased student achievement in academic subjects.

#### CAASPP Score and Dashboard Data Results for English Language Arts in 2017:

Percentage of 7th Grade students "Meeting or Exceeding Standards" Placerita	63% (-2% from 2016)	District Average	69% (no change from 2016)
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Percentage of 8th Grade students "Meeting or Exceeding Standards" Placerita	67% (+1% from 2016)	District Average	68% (+2% from 2016)
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#### CAASPP Score and Dashboard Data Results for Mathematics in 2017:

Percentage of 7th Grade students "Meeting or Exceeding Standards" Placerita	46% (no change from 2016)	District Average	55% (+2% from 2016)
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Percentage of 8th Grade students "Meeting or Exceeding Standards" Placerita	45% (+3% from 2016)	District Average	58% (+4% from 2016)
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### **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.

Placerita has a Professional Development Team led by the Principal, and comprised of six teachers representing each content area: English, Math, History, Science, Electives, and the Librarian. The PD Team teaches digital literacy, student engagement, strategies for increasing reading comprehension, writing skills, depth of knowledge, critical thinking, inquiry and discovery, and research-based best practices for student achievement. Professional Development sessions are held 4 times per year at the beginning of each grading quarter. PD activities teaching the Common Core anchor standards are included in monthly faculty meetings. Follow-up responsibilities and accountability occurs at monthly Leadership Team and Department meetings. The English department has conducted book studies, reading and discussing key points about student success in reading comprehension and developing a love for reading. All teachers learned how students use the "CATCH" annotation method for increasing reading comprehension across all disciplines and use it regularly in all content areas. English teachers collaborate with other departments to teach cross-curricular use of Claims, Evidence, and supportive Reasoning skills.

All teachers have the same "common prep period" as their department members, allowing for regular collaboration on lessons, activities, common planning, review of data, analyzing student achievement, and addressing departmental goals. Teachers update the "Extra Help" chart annually providing students and parents with a list of weekly hours and times when individual teachers are available to assist students (generally after school) one-on-one. There is a need for additional structured tutoring after school, as extra help hours have proven to be in demand, and frequently not long enough. Parallel support classes are built into the master schedule for students needing significant assistance with organization, study skills, and/or remedial instruction in English, Math, Reading, and designated English Language support.

Placerita maintains a culture of reading with its daily DEAR-time (Drop Everything And Read) requiring all students to read books of personal interest every day at the beginning of their third class, following brunch. The school librarian assists students personally, helping them find books of interest, and developing a love for reading a variety of genres. English teachers have changed the required "AR points" students must earn in reading each quarter to a personal goal system. Students learn how to evaluate their current reading levels and abilities then set goals for personal reflection and improvement each quarter.

Departments have adopted research-based character success traits to teach, stress throughout the year, and focus on regularly: Grit, Growth Mindset, Curiosity, Zest, Optimism, Gratitude, and Self-Control. Based on national experts in educational research, teachers infuse character education into daily lessons, activities, conversations, goals, and reflection. Six times per year, students receive recognition for demonstrating excellence in "Character Counts" traits: Responsibility, Trustworthiness, Respect, Caring,

**Annual Evaluation of Prior Year Plan**

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

School-wide goals for the previous school year were written to improve student achievement as measured by CAASPP scores in the Spring of 2017. When measuring progress, Placerita students overall showed significant progress in English Language proficiency scores, increasing by 13.3 points from 2016; and in mathematics improving by 9.8 points.

Specific goals also addressed closing the achievement gap between Hispanic students and White students in English Language proficiency. Scores for Hispanic students are almost 65 points lower than scores for White students. This shows an achievement gap of almost 65 points. Both subgroups improved from the previous year. However, the achievement gap between these two subgroups was not reduced.

Hispanic	4.7 points higher than level 3	( + 14.7 points higher than in 2016)
White	69.6 points higher than level 3	( + 15.9 points higher than in 2016)

In Math, Placerita's overall student scores were 14.2 points below the proficient level 3. We met our goal for improvement, however, we have not yet achieved a proficient level 3 overall result, and remain below the district average. Specific goals were written to address the need to improve school-wide in math in all subgroups and as a school overall.

All subgroups showed significant improvement from last year in math:

English Learners	+ 10.1 points
Socioeconomically Disadvantaged	+ 11.2 points
Students with Disabilities	+ 12.7 points
Hispanic	+ 11.5 points
White	+ 13.7 points

## 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	519	540	544	507	533	538	505	533	537	97.7	98.7	98.9
Grade 8	570	520	520	561	510	512	558	510	512	98.4	98.1	98.5
All Grades	1089	1060	1064	1068	1043	1050	1063	1043	1049	98.1	98.4	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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	2563.8	2583.7	2579.5	14	25	25.14	44	40	38.18	26	20	21.23	15	15	15.46
Grade 8	2595.4	2600.0	2599.5	22	25	22.46	42	41	44.92	24	21	20.90	12	13	11.72
All Grades	N/A	N/A	N/A	18	25	23.83	43	41	41.47	25	21	21.07	13	14	13.63

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	26	31	33.15	52	49	44.13	22	20	22.72
Grade 8	36	36	31.70	45	45	50.10	20	19	18.20
All Grades	31	33	32.44	48	47	47.04	21	19	20.52

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	30	46	44.69	55	41	42.09	15	13	13.22
Grade 8	39	43	43.44	49	44	45.40	13	14	11.15
All Grades	35	44	44.08	52	42	43.70	14	13	12.21

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	14	20	18.81	73	68	63.31	13	12	17.88
Grade 8	21	21	20.35	68	68	71.62	11	11	8.02
All Grades	17	21	19.56	70	68	67.37	12	12	13.07

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	25	32	42.64	63	55	44.13	13	13	13.22
Grade 8	36	37	36.79	50	48	49.32	14	14	13.89
All Grades	31	35	39.79	56	52	46.66	13	13	13.55

**Conclusions based on this data:**

1. Our goal is to increase the percentage of students "exceeding" or "meeting" the standard by at least 5% points as measured by the CAASPP taken in Spring of 2018.
2. The highest amount of students scoring "below" standard was in the "Reading" category, providing evidence for a continued effort to focus school-wide on reading comprehension in all subjects and departments.

## 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	519	539	544	513	531	538	512	531	537	98.8	98.5	98.9
Grade 8	570	520	520	563	510	508	562	508	508	98.8	98.1	97.7
All Grades	1089	1059	1064	1076	1041	1046	1074	1039	1045	98.8	98.3	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	2541.1	2551.6	2553.2	18	20	21.42	22	26	25.14	32	30	29.61	28	24	23.84
Grade 8	2560.8	2569.9	2569.1	22	23	22.64	20	19	22.05	27	30	26.38	32	28	28.94
All Grades	N/A	N/A	N/A	20	22	22.01	21	23	23.64	29	30	28.04	30	26	26.32

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	26	29	29.61	37	35	33.52	37	36	36.87	
Grade 8	30	30	30.71	33	37	34.25	36	33	35.04	
All Grades	28	29	30.14	35	36	33.88	37	34	35.98	

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	20	23	27.19	49	49	46.74	31	29	26.07
Grade 8	24	26	25.98	51	49	42.72	25	25	31.30
All Grades	22	24	26.60	50	49	44.78	28	27	28.61

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	21	26	25.33	67	55	57.91	12	19	16.76
Grade 8	19	20	25.39	52	59	53.54	28	21	21.06
All Grades	20	23	25.36	59	57	55.79	20	20	18.85

**Conclusions based on this data:**

1. Our goal is to increase the percentage of students "exceeding" "meeting" the standard by at least 5% points as measured by the CAASPP taken in Spring of 2018.
2. Our highest amount of students scoring "below" standard was in "applying mathematical concepts and procedures" providing evidence for a concerted effort in raising the amount of critical thinking and depth of knowledge needed for our students to show improvement in this area.

## 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
<b>7</b>	49	33	25	39	49	47	8	16	21	3		5	1	1	2
<b>8</b>	33	24	26	37	50	51	26	15	18	2	7	4	2	4	1
<b>Total</b>	43	29	25	38	50	49	15	16	20	3	3	5	2	2	2

#### Conclusions based on this data:

1. Many students are showing significant growth and improvement in their English proficiency as English Language Learners. We will continue to encourage students individually through teacher mentoring, and provide additional language support through parallel classes in Reading, Writing, Speaking & Listening.

## 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
<b>7</b>	46	33	23	37	49	44	9	15	20	3		6	5	3	7
<b>8</b>	33	22	24	35	47	49	25	16	16	3	8	4	4	7	6
<b>Total</b>	41	28	24	36	48	46	15	16	18	3	4	5	5	5	7

#### Conclusions based on this data:

1. Many students are showing significant growth and improvement in their English proficiency as English Language Learners. We will continue to encourage students individually through teacher mentoring, and provide additional language support through parallel classes in Reading, Writing, Speaking & Listening.

## 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%	0.0%	1	1	0
African American	1.3%	1.0%	0.9%	14	11	10
Asian	3.0%	2.7%	2.7%	33	28	29
Filipino	2.4%	2.7%	2.9%	26	28	31
Hispanic/Latino	52.8%	55.5%	52.8%	577	584	565
Pacific Islander	0.1%	0.2%	0.2%	1	2	2
White	37.6%	36.4%	37.5%	410	383	402
Multiple/No Response	0.0%	0.0%	0.0%	0	0	0
<b>Total Enrollment:</b>				<b>1,092</b>	<b>1,053</b>	<b>1,071</b>

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	524	534	547
Grade 8	568	519	524
Grade 9	0	0	
Grade 10	0	0	
Grade 11	0	0	
Grade 12	0	0	
<b>Total Enrollment:</b>	<b>1092</b>	<b>1,053</b>	<b>1,071</b>

## 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)		6	5
English Learner Progress (1-12)		1	0
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		6	4
Mathematics (3-8)		6	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. We have 5 groups in the Red/Orange Area for Suspension and five groups in Red/Orange for Mathematics. Both are areas of focus for next year.
2. English Learner progress and ELA Progress is in the Green Progress ranking.

## 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		1,110	Medium 2.9%	Increased +0.8%

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		1,110	Medium 2.9%	Increased +0.8%
English Learners		186	Medium 5.9%	Increased +3.8%
Foster Youth		4	*	*
Homeless		93	Medium 6.5%	Increased +3.9%
Socioeconomically Disadvantaged		472	Medium 5.1%	Increased +2.9%
Students with Disabilities		135	High 8.2%	Increased Significantly +4.8%
African American		11	Very Low 0%	Maintained 0%
Asian		32	Very Low 0%	Declined Significantly -7.1%
Filipino		33	Very Low 0%	Maintained 0%
Hispanic		584	Medium 4.3%	Increased +1.9%
Pacific Islander		2	*	*
Two or More Races		33	Very Low 0%	Maintained 0%
White		412	Low 1.7%	Maintained -0.1%

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. We have six groups that need improvement with increases of suspension in all areas. Specific changes have been made from the District as to how we address the concerns of suspension. We will continue these goals throughout the 2018-19 school year.
2. Students with Disabilities has the greatest percentage of suspension. We are working with the Special Ed Department at the District to continue to reduce the suspension rate for our students with disabilities.

## 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		206	Very High 90.8%	Declined -9.2%

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)		Medium 5.9%	Increased +3.8%
English Learner Progress (1-12)		Very High 90.8%	Declined -9.2%
English Language Arts (3-8)		Low 31.4 points below level 3	Declined Significantly -19 points
Mathematics (3-8)		Low 77.9 points below level 3	Declined -11.6 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.

## 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)		1035	High 29.9 points above level 3	Declined -4.1 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		1035	High 29.9 points above level 3	Declined -4.1 points
English Learners		351	Low 31.4 points below level 3	Declined Significantly -19 points
Foster Youth		2	*	*
Homeless		80	Low 24.4 points below level 3	Declined -5.9 points
Socioeconomically Disadvantaged		435	Low 17.3 points below level 3	Declined -10.9 points
Students with Disabilities		128	Low 63.6 points below level 3	Increased +4.1 points
African American		9	*	*
Asian		28	Very High 96.4 points above level 3	Maintained +2.2 points
Filipino		27	High 32.3 points above level 3	Declined Significantly -29 points
Hispanic		547	Low 5.8 points below level 3	Declined -10.5 points
Pacific Islander		2	*	*
Two or More Races		36	Very High 86.3 points above level 3	Increased +9.8 points
White		386	Very High 68.8 points above level 3	Maintained -0.8 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	198	High 13 points above level 3	Declined Significantly -15.2 points
EL - English Learner Only	153	Very Low 88.8 points below level 3	Declined Significantly -38.7 points
English Only	619	Very High 62.4 points above level 3	Increased +4.2 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

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 unduplicated pupils and Hispanic students have declined in scores.
2. Our students with disabilities have increased scored this year.

## 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)		1031	Medium 15.2 points below level 3	Maintained -1 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		1031	Medium 15.2 points below level 3	Maintained -1 points
English Learners		350	Low 77.9 points below level 3	Declined -11.6 points
Foster Youth		2	*	*
Homeless		80	Low 91.7 points below level 3	Declined Significantly -26.2 points
Socioeconomically Disadvantaged		434	Low 68 points below level 3	Declined -6.8 points
Students with Disabilities		126	Very Low 116.8 points below level 3	Increased +11.9 points
African American		9	*	*
Asian		28	Very High 82.9 points above level 3	Maintained -2 points
Filipino		27	High 14.4 points above level 3	Maintained -2.7 points
Hispanic		546	Low 58.9 points below level 3	Declined -8.1 points
Pacific Islander		2	*	*
Two or More Races		36	Very High 40.1 points above level 3	Declined -8.8 points
White		383	High 31.2 points above level 3	Maintained +2.7 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	198	Low 38.9 points below level 3	Declined -9.8 points
EL - English Learner Only	152	Very Low 128.7 points below level 3	Declined Significantly -28 points
English Only	616	High 18.7 points above level 3	Increased +5.6 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

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 Hispanic students, unduplicated pupils and our students with disabilities are scoring significantly below level three.

# School and Student Performance Data

## Detailed Report

### Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017
English Learners	100.0%	90.8%

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	33.9 points above level 3	29.9 points above level 3
Mathematics	14.2 points below level 3	15.2 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. A significant percentage of our English Learners are making progress toward proficiency.
2. Our students are scoring above proficiency in English and below proficiency in Math.

## School and Student Performance Data

### Detailed Report

#### School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	2.1% (23)	2.9% (32)

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#### Conclusions based on this data:

- 1.

# School and Student Performance Data

## Student Group Report

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

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

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. The suspension rate for students with disabilities is higher than any other subgroup.
2. Our English learners have made good progress overall.

## 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:

<b>LCAP Goal : LCAP Goal 2 - Increase and improve student achievement by providing rigorous and standards aligned curriculum and instruction in core subjects with</b>
<b>SCHOOL GOAL #1:</b>
Raise the achievement level of all three sub-groups (English Learners, Socioeconomically Disadvantaged, and Students with Disabilities) in English Language Arts by an
<b>Data Used to Form this Goal:</b>
CAASPP scores from 2017, Dashboard progress indicators, and conducting a school-wide comprehensive needs assessment.
<b>Findings from the Analysis of this Data:</b>
After analyzing CAASPP scores from 2017, the improvement rate from the year prior, the Dashboard progress indicators, and conducting a school-wide comprehensive needs

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
<ul style="list-style-type: none"> <li>Provide after-school tutoring and small group assistance in reading, writing, study skills, organization, and understanding content material.</li> </ul> <p>After reviewing school-wide quarterly grades, CAASPP scores in English, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels in reading, writing, and language abilities, evidence shows that most students in our categorical subgroups need additional assistance outside the regular 48-minute class period. Most of these students do not have access to private tutoring, or academic support in the home. Data shows significant improvement in students' grades and ELA achievement / progress with additional support of extra tutoring opportunities.</p> <p>Research shows that because students come to school from a variety of different backgrounds, home life situations, and experiences, providing extra support for them academically before school and after school can be just as important as the academic education they receive during the school day. "Extended Learning Opportunities" help struggling students by getting them involved in programs that have a positive impact on their grades, academic achievement, and self-esteem. (See attached research</p>	Quarterly, all year	Administrators, Teachers	Certificated wages paid 161 hrs @ \$34/hr (OBJ 1130) Certificated benefits @ 20.58%	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I, Part A - Allocation Title I, Part A - Allocation	5474 1127

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>article from the NEA Education Policy and Practice Department.)</p> <p>Therefore, our staff and school site council members agree that student achievement will improve with the addition of after-school tutoring sessions while students are already on campus after the regular school day. Parents are most supportive of their students using their time efficiently after school multiple days per week.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>• Educational Supplies for NGSS Science Classes</li> </ul> <p>After completing our school-wide comprehensive needs assessment, and reviewing CAASPP scores in English, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels in reading, writing, and language abilities, we recognize that many of our students in our significant subgroups do not have outside access to rich learning environments or supplemental academic support in the home. Students in low-income families need support in providing backpacks, notebooks, paper, pens, pencils, journals, reading material, hands-on manipulatives, and additional supplies depending on the intervention curriculum and creative lessons meant to engage students in their own learning and monitor progress.</p> <p>Students need basic school supplies in order to achieve academically. The District will no longer be providing supplies for the NGSS classes. The ability to support our most at-risk students also increases their self-esteem, personal motivation, attendance, and sense of connectedness to school. Evidence shows that all students learn best when given access to engaging curriculum, highly interesting lessons, and hands-on activities with personalized learning opportunities.</p>	Fall Semester	Science Chairperson, Administration	Supplemental materials for Socio-Economically Disadvantaged students (OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Allocation	8000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>(See attached research article on NGSS Research.)</p> <p>Therefore, after conducting our school-wide comprehensive needs assessment, our staff and school site council members agree that student achievement will improve with the ability to provide students with NGSS school supplies, materials, and/or supplemental curriculum necessary in all classrooms and after-school remedial instruction. Parents agree that all students deserve access to high quality educational materials and engaging curriculum.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Provide additional English classrooms and Library novels</li> </ul> <p>After reviewing school-wide quarterly grades, CAASPP scores in English, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels in reading, writing, and language abilities, evidence shows that most students in our categorical subgroups do not have access to additional reading material in the home. All students school-wide are required to read novels and/or non-fictional material of their choice every day during DEAR-time (Drop Everything And Read.) Students are required to set personal reading goals each quarter based on their lexile levels and reading fluency. Students without novels or personal reading material in the home are further behind more affluent families where reading for pleasure and for education is regularly modeled and supported.</p> <p>Our staff has studied books and research by national reading experts like Kelly Gallagher, Penny Kittle, Donalyn Miller, and Pernille Ripp on how regular periods of personal reading everyday increases students abilities and achievement in English by providing them with a wide variety of hundreds of books titles in various genres from which to choose.</p> <p>The "School Library Impact Research Study" shows that children of</p>	Spring semester	English Teachers, Librarian	Purchasing additional contemporary, high interest reading material for all ability levels (OBJ 4210)	4000-4999: Books And Supplies	Title I, Part A - Allocation	5800

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>poverty perform poorly on reading tests because they have very little access to books at home and in their communities. Access to books at school not only fosters an early love of learning, and has a positive effect on reading achievement, but also appears to offset the impact of poverty. (See attached research summaries.)</p> <p>Therefore, our staff and school site council members agree that student achievement will improve with the addition of a huge variety of books available in all English classrooms during the regular school day. Parents are supportive of students having books readily available at school all year long for students to choose and borrow, in order to develop a love for reading, and increased comprehension levels through regular daily reading time.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Obtain an Accelerated Reader program site license</li> </ul> <p>After reviewing school-wide quarterly grades, CAASPP scores in English, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels in reading, writing, and language abilities, evidence shows that most students need an accountability program through which to evaluate and analyze their quarterly reading progress towards meeting their goals.</p> <p>All students school-wide are required to read novels and/or non-fictional material of their choice every day during DEAR-time (Drop Everything And Read.) Students are required to set personal reading goals each quarter based on their lexile levels and reading fluency.</p> <p>The Accelerated Reader program by Scholastic provides immediate feedback and data for each student's reading level, progress, and points earned for each book read quarterly. Teachers will use the acquired data to record students' progress, and measure their improvement in reading comprehension quarterly.</p> <p>Therefore, our staff and school site council members agree that student achievement will improve with the accountability measures that the AR Program provides for students</p>	Spring semester	Librarian	Accountability measure to support culture of reading and developing personal reading interests (OBJ 5840)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Allocation	8122

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
individually. Parents are supportive of providing students with an easily accessible accountability program, giving them immediate feedback on their successful reading and comprehension levels.						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Goalbook Pathways program site license</li> </ul> <p>After reviewing school-wide quarterly grades, CAASPP scores in English, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels in reading, writing, and language abilities, evidence shows that all students need to be challenged and supported in the classroom with differentiated instruction and multiple pathways to demonstrate mastery of the standards on which they will be assessed.</p> <p>According to the Hanover Research company, (see attachments) in their "Best Practices for Improving Attendance in Secondary Schools" report, one of the factors in motivating students to attend and do well in schools is providing engaging and meaningful instruction with feedback from teachers that fosters a sense of competence and helps students make progress.</p> <p>Goalbook Pathways provides tools and resources to consistently provide standards-based differentiated instruction in the classroom by combining research-based strategies, model exemplars, and training so that teachers can design multiple pathways for all students to succeed.</p> <p>As a company, Goalbook Pathways partners with leaders in 500 districts</p>	Spring semester	Academic Teachers	Supplemental Curriculum providing additional reading material, lesson plans, and activities to increase student achievement (OBJ 5840)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Allocation	5625

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>across 45 states to support educators with instructional practice, blending pedagogical research and intuitive technology into an easy-to-use online tool and leading professional development for educators.</p> <p>Standards are highlighted with concrete examples of different levels of mastery for every level of student performance and achievement.. Learning barriers are identified, and instructional strategies are provided so that different students can have different pathways for success. Multiple levels of support are provided for each learning activity, so that all students can learn at a high level of rigor.</p> <p>This program is developed from national educational research on current topics such as:</p> <p>Universal Design for Learning  Understanding By Design  Webb's Depth of Knowledge  Rigorous Instruction  Differentiation and Scaffolding  State Standards &amp; Frameworks  Common Core State Standards  English Language Development Standards</p> <p>Therefore, our staff and school site council members agree that student achievement will improve with the addition of regular school-wide Differentiated Instruction across all disciplines.</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
<ul style="list-style-type: none"> <li>Nearpod computer software site license</li> </ul> <p>After reviewing school-wide quarterly grades, CAASPP scores in English, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels in reading, writing, and language abilities, evidence shows that all students need to be challenged and supported in the classroom hands-on engaging curriculum, especially increasing their abilities to use technology and computers in their educational progress.</p> <p>According to the Stanford Center for Opportunity Policy in Education (SCOPE) research, Linda Darling-Hammond and her colleagues show that using technology successfully in the classroom can close achievement gaps and improve learning, particularly with at-risk students. (See attached research articles.)</p> <p>Nearpod allows teachers to quickly create lessons that provide interactive, rigorous activities for hands-on student engagement. Teachers will import files or Google slides and add interactive activities, websites, and videos that keep students engaged in their learning.</p> <p>These lessons leverage research-based instructional best practices created by expert educators and educational partners available</p>	Spring semester	Academic Teachers	License for online software, program, and resources for English and EL classes (OBJ 5840)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Allocation	4800

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>instantly to teachers in their digital libraries.</p> <p>Lessons can be synchronized across all student devices in the classroom, allowing teachers to provide students with real-time feedback, and giving teachers post-session reports on student comprehension.</p> <p>In this digital age of education, our staff and school site council members agree that student achievement will improve with the addition of regular, school-wide, hands-on, engaging digital curriculum across all core academic subjects.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Additional Classroom Carts of Chromebooks &amp; Laptops</li> </ul> <p>After conducting our school-wide comprehensive needs assessment, and reviewing data from CAASPP scores in English, Dashboard progress indicators, and direct reflection from teachers about students' abilities to use technology in education and assessments, evidence shows that many students in our categorical subgroups do not have access to technology in their homes.</p> <p>National studies in education (see the attached research by Linda Darling-Hammond and colleagues at Stanford University) find that student use of technology, when implemented properly, can produce significant gains in student achievement and boost engagement, particularly among those most at risk. Studies show the most important components include interactive learning, the use of technology to explore and create (rather than to do "drill and kill") and the right blend of teachers and technology.</p> <p>There are significant disparities in access to technology between affluent and low-income families with many students in our school having a lack of technology and/or access to the Internet at home. Parent and student surveys in our school support such findings</p>	Spring semester	Principal and Computer Technician	<p>Provides equal access for all students to technology - laptops (OBJ 4310)</p> <p>Laptop Cart (OBJ 4420)</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Title I, Part A - Allocation</p> <p>Title I, Part A - Allocation</p>	35000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>indicating a need for students to have the greatest amount of access at school during the regular school day.</p> <p>Therefore, our staff and school site council members agree that student achievement will improve with the addition of chromebooks and laptops here at school for students to use in every class necessary. Parents are most supportive of the school providing technology for their students to use on a daily basis.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Overhead Projectors, Bulbs, Speakers and Large Screen Monitors</li> </ul> <p>After conducting our school-wide comprehensive needs assessment, and reviewing data from CAASPP scores in English, Dashboard progress indicators, and direct reflection from teachers about students' abilities, evidence shows that students need engaging curriculum that addresses all learning modalities - including regular visual &amp; auditory examples, modeling, demonstrating, and engaging interesting lessons &amp; activities.</p> <p>National studies in education (notably Stanford University) find that technology in education, when implemented properly, can produce significant gains in student achievement and boost engagement, particularly among those most at risk. Studies show the most important components include interactive learning, the use of technology to explore and create (rather than to do "drill and kill"), and the right blend of teachers and technology.</p> <p>There are significant disparities in access to technology between affluent and low-income schools where students tend to be immersed in more interactive environments. When curriculum is presented in rich, engaging, stimulating ways, rather than traditional lecture from a</p>	Spring semester	Principal and Computer Technician	Provides equal access to lessons presented through the use of technology (OBJ 4410)	4000-4999: Books And Supplies	Title I, Part A - Allocation	25000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>textbook, student understanding and achievement increases. Parent and student surveys in our school support such findings indicating a need for students to have the greatest amount of access to technology in every classroom at school during the regular school day where the most amount of learning occurs.</p> <p>Therefore, our staff and school site council members agree that student achievement will improve with the addition of computer laptops and projectors and bulbs here at school for students to use in every class necessary. Parents are most supportive of the school providing technology for their students to use on a daily basis.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Let's Go Learn Diagnostic Online Reading Assessment</li> </ul> <p>After reviewing school-wide quarterly grades, CAASPP scores in English, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels in reading, writing, and language abilities, evidence shows that most students need an accountability program through which to evaluate and analyze their quarterly reading progress towards meeting their goals.</p> <p>All students school-wide are required to read novels and/or non-fictional material of their choice every day during DEAR-time (Drop Everything And Read.) Students are required to set personal reading goals each quarter based on their lexile levels and reading fluency.</p> <p>Let's Go Learn Diagnostic Online Reading Assessments provide innovative online tools to drive long-term, measurable academic success using a central hub of efficient, research-based diagnostic assessment, differentiated instruction, program placement, and historic data storage.</p> <p>Therefore, our staff and school site council members agree that student achievement will improve with the accountability measures that the AR Program provides for students</p>	Fall Semester	Academic Teachers	License for online software, program, and resources for English and Reading Teachers (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
individually. Parents are supportive of providing students with an easily accessible accountability program, giving them immediate feedback on their successful reading and comprehension levels.						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>IXL Software program for remedial instruction in English Language</li> </ul> <p>After reviewing school-wide quarterly grades, CAASPP scores in English, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels in reading, writing, and language abilities, evidence shows that most students in our categorical subgroups need additional assistance outside the regular 48-minute class period. Most of these students do not have access to private tutoring, or academic support in the home. Data shows significant improvement in students' grades and ELA achievement / progress with additional support and extra tutoring opportunities. (See attached research on Extended Learning Opportunities.)</p> <p>The IXL software program is fully aligned to the California Common Core Content Standards, providing comprehensive coverage of English language concepts and applications, regular skill practice, and diagnostic questions updating student profiles as they improve. It provides unlimited practice questions specifically tailored to each required standard.</p> <p>Teachers will track student progress allow them to quickly evaluate student aptitude and identify areas of struggle. IXL helps students learn</p>	Spring semester	Teachers, and Computer Technician	Supplemental curriculum supporting students in English skills based on individual progress and level of ability (OBJ 5840)	5800: Professional/Consulting Services And Operating Expenditures	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>more efficiently through the continuous gathering of progress about students' knowledge in order to recommend the skills that will continue to challenge them their current achievement level and individualized action plan.</p> <p>IXL has a full program of 152 seventh-grade skills, and 158 eighth-grade skills tailored to meet the instructional needs of all students.</p> <p>Therefore, after conducting our school-wide comprehensive needs assessment, our staff and school site council members agree that student achievement will improve with the addition of after-school remedial instruction using the IXL program while students are already on campus after the regular school day. Parents are most supportive of their students using their time efficiently after school multiple days per week.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Additional Educational Supplies, Intervention Materials and Supplies for NGSS Science Classes</li> </ul> <p>After completing our school-wide comprehensive needs assessment, and reviewing CAASPP scores in English, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels in reading, writing, and language abilities, we recognize that many of our students in our significant subgroups do not have outside access to rich learning environments or supplemental academic support in the home. Students in low-income families need support in providing backpacks, notebooks, paper, pens, pencils, journals, reading material, hands-on manipulatives, and additional supplies depending on the intervention curriculum and creative lessons meant to engage students in their own learning and monitor progress.</p> <p>Students need basic school supplies in order to achieve academically. The ability to support our most at-risk students also increases their self-esteem, personal motivation, attendance, and sense of connectedness to school. Evidence shows that all students learn best when given access to engaging curriculum, highly interesting lessons, and hands-on activities with personalized learning opportunities.</p>	Spring semester	Teachers, and Counselors	Supplemental materials for Socio-Economically Disadvantaged students (OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Allocation	10000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>(See attached research articles on School Connectedness and Best Practices for Improving Attendance in Secondary Schools.)</p> <p>Therefore, after conducting our school-wide comprehensive needs assessment, our staff and school site council members agree that student achievement will improve with the ability to provide students with any school supplies, materials, and/or supplemental curriculum necessary in all classrooms and after-school remedial instruction. Parents agree that all students deserve access to high quality educational materials and engaging curriculum.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Food and Snacks for extended day hours</li> </ul> <p>After completing our school-wide comprehensive needs assessment, evidence shows that all students learn best when their basic needs are met on a daily basis, including nutritious meals, mid-afternoon snacks, and proper hydration.</p> <p>Most of our students in our significant subgroups come from families that qualify for free / reduced meals at school. However, those meals are designated for breakfast and lunch times only. Students who remain after school taking advantage of much-needed additional assistance, tutoring opportunities, and participation in intramural programs do better with nutritional boosts in the afternoon hours as well.</p> <p>Students from low-income families need support in providing healthy snacks and bottled water during intervention hours so that students can focus on learning and build their intellectual capacity. Brain-Based Learning research provides evidence that students need water bottles, food at breaks, and a safe comfortable environment in order to meet their most basic level 1 physiological needs at school. (See attached article on Brain Based Learning by Dr. Lori Desautels.)</p> <p>Therefore, after conducting our</p>	Spring semester	Teachers and Counselors	Light snacks for after school tutoring sessions (OBJ 4322)	4000-4999: Books And Supplies	Title I, Part A - Allocation	932

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
school-wide comprehensive needs assessment, our staff and school site council members agree that student achievement will improve with the ability to provide students with nutritional support during any extended day hour activities.						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Gizmos computer access site license</li> </ul> <p>After reviewing school-wide quarterly grades, CAASPP scores in English, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels in reading, writing, and language abilities, evidence shows that all students need to be challenged and supported in the classroom hands-on engaging curriculum, especially increasing their abilities to use technology and computers in their educational progress.</p> <p>According to Paul Cholmsky Director of Research &amp; Design at Explore Learning he has completed a White Paper on WHY GIZMOS WORK: Empirical Evidence for the Instructional Effectiveness Of Explore Learning's Interactive Content. (See attached research articles.)</p> <p>In this digital age of education, our staff and school site council members agree that student achievement will improve with the addition of regular, school-wide, hands-on, engaging digital curriculum across all core academic subjects.</p>	Fall Semester	Science Teachers	License for online software, program, and resources to support the academic achievement and increase the rigor in instruction for Science classes (OBJ 5840)	5800: Professional/Consulting Services And Operating Expenditures	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:

<b>LCAP Goal : LCAP Goal 2 - Increase and improve student achievement by providing rigorous and standards aligned curriculum and instruction in core subjects with</b>
<b>SCHOOL GOAL #2:</b>
Raise the achievement level of all three sub-groups (English Learners, Socioeconomically Disadvantaged, and Students with Disabilities) in Math by an additional five points as
<b>Data Used to Form this Goal:</b>
After analyzing CAASPP scores from 2017, the improvement rate from year prior, the Dashboard progress indicators, and conducting a school-wide comprehensive needs
<b>Findings from the Analysis of this Data:</b>
Scores continue to improve annually at a relatively slow rate compared to the district average. Students can benefit from additional access to technology, after school

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
<ul style="list-style-type: none"> <li>After school tutoring and assistance in math, study skills, organization, and understanding content material</li> </ul> <p>After reviewing school-wide quarterly grades, CAASPP scores in Math, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels in mathematics skills and abilities, evidence shows that most students in our categorical subgroups need additional assistance outside the regular 48-minute class period. Most of these students do not have access to private tutoring, or academic support in the home. Data shows significant improvement in students' grades and Math achievement / progress with additional support of extra tutoring opportunities.</p> <p>Research shows that because students come to school from a variety of different backgrounds, home life situations, and experiences, providing extra support for them academically before school and after school can be just as important as the academic education they receive during the school day. "Extended Learning Opportunities" help struggling students by getting them involved in programs that have a positive impact on their grades, academic achievement, and self-esteem. (See attached research article from the NEA Education Policy</p>	Spring semester	Teachers	Certificated wages paid 161 hrs @ \$34/hour (OBJ 1130) Certificated benefits paid @ 20.58%	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I, Part A - Allocation Title I, Part A - Allocation	5474 1127

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>and Practice Department.)</p> <p>Therefore, our staff and school site council members agree that student achievement will improve with the addition of after-school tutoring sessions while students are already on campus after the regular school day. Parents are most supportive of their students using their time efficiently after school multiple days per week.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>IXL computer software program for remedial instruction in math</li> </ul> <p>After reviewing school-wide quarterly grades, CAASPP scores in Math, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels in mathematics abilities, evidence shows that most students in our categorical subgroups need additional assistance outside the regular 48-minute class period. Most of these students do not have access to private tutoring, or academic support in the home. Data shows significant improvement in students' grades and achievement / progress in Math with additional support and extra tutoring opportunities. (See attached research on Extended Learning Opportunities.)</p> <p>The IXL software program is fully aligned to the California Common Core Content Standards, providing comprehensive coverage of Math concepts and applications, regular skill practice, and diagnostic questions updating student profiles as they improve. It provides unlimited practice questions specifically tailored to each required standard.</p> <p>Teachers will track student progress allow them to quickly evaluate student aptitude and identify areas of struggle. IXL helps students learn</p>	Spring semester	Teachers and Computer Technician	Supplemental curriculum supporting students in English skills based on individual progress and level of ability (OBJ 5840)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Allocation	1080

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>more efficiently through the continuous gathering of progress about students' knowledge in order to recommend the skills that will continue to challenge them their current achievement level and individualized action plan.</p> <p>IXL has a full program of 289 seventh-grade skills, and 317 eighth-grade skills tailored to meet the instructional needs of all students.</p> <p>Therefore, after conducting our school-wide comprehensive needs assessment, our staff and school site council members agree that student achievement will improve with the addition of after-school remedial instruction using the IXL program while students are already on campus after the regular school day. Parents are most supportive of their students using their time efficiently after school multiple days per week.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Supplies for Elmo Document Cameras</li> </ul> <p>After conducting our school-wide comprehensive needs assessment, and reviewing data from CAASPP scores in Math, Dashboard progress indicators, and direct reflection from teachers about students' abilities, evidence shows that students need engaging curriculum that addresses all learning modalities - including regular visual &amp; auditory examples, modeling, demonstrating, and engaging interesting lessons &amp; activities.</p> <p>National studies in education (see attached research by Stanford University) find that technology in education, when implemented properly, can produce significant gains in student achievement and boost engagement, particularly among those most at risk. Studies show the most important components include interactive learning, the use of technology to explore and create (rather than to do "drill and kill"), and the right blend of teachers and technology.</p> <p>There are significant disparities in access to technology between affluent and low-income schools where students tend to be immersed in more interactive environments. When curriculum is presented in rich, engaging, stimulating ways, rather than traditional lecture from a textbook and rote drill of routine</p>	Spring semester	Principal and Computer Technician	Provides equal access to hands-on visual lessons presented through the use of technology (OBJ 4310)	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
<p>skills, student understanding and achievement increases. Parent and student surveys in our school support such findings indicating a need for students to have the greatest amount of access to technology in every classroom at school during the regular school day where the most amount of learning occurs.</p> <p>Therefore, our staff and school site council members agree that student achievement will improve with the ability of teachers and students to use Elmo Document cameras in the front of the classroom for the benefit of all students in every class as necessary. Currently there are at least 12 classrooms with document cameras in the back corner of the room on teachers' desks because of the need to be close to the electrical and data source. Cameras in other classrooms are successfully being used in the front of the room where both teachers and students can show their work, explain their thinking, and provide visual examples for the entire class to view.</p> <p>Our stakeholders all agree that all classrooms, teachers, and students deserve the ability to use the current document cameras as they are best utilized in the front of the room for learning to occur are most supportive of the school providing technology for their students to use on a daily basis.</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
<ul style="list-style-type: none"> <li>Additional Educational Supplies and Intervention Materials</li> </ul> <p>After completing our school-wide comprehensive needs assessment, and reviewing CAASPP scores in Math, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels in mathematics skills and abilities, evidence shows that our students in low-income families do not possess many of the basic school supplies students need on a daily basis. Many of our most at-risk students need backpacks, notebooks, paper, pens, pencils, journals, reading material, hands-on manipulatives, and additional supplies depending on the intervention curriculum and creative lessons meant to engage students in their own learning and monitor progress.</p> <p>Students need basic school supplies in order to achieve academically. The ability to support our most at-risk students also increases their self-esteem, personal motivation, attendance, and sense of connectedness to school. Evidence shows that all students learn best when given access to engaging curriculum, highly interesting lessons, and hands-on activities with personalized learning opportunities. (See attached research articles on School Connectedness and Best Practices for Improving Attendance</p>	Spring semester	Teachers and Counselors	Supplemental materials for socio-economically disadvantaged students (OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Allocation	3600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>in Secondary Schools.)</p> <p>Most of our students in our significant subgroups do not have outside access to rich learning environments or supplemental academic support in the home. Students in low-income families need support in providing backpacks, notebooks, paper, pens, pencils, journals, reading material, hands-on manipulatives, and additional supplies depending on the intervention curriculum and creative lessons meant to engage students in their own learning and monitor progress.</p> <p>Therefore, after conducting our school-wide comprehensive needs assessment, our staff and school site council members agree that student achievement will improve with the ability to provide students with any school supplies, materials, and/or supplemental curriculum necessary in all classrooms and after-school remedial instruction. Parents agree that all students deserve access to high quality educational materials and engaging curriculum.</p>						

## 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:

<b>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 pathways and CTE courses.</b>
<b>SCHOOL GOAL #3:</b>
Reduce D/F rate as measured through quarterly grade reports.
<b>Data Used to Form this Goal:</b>
Quarterly grade reporting
<b>Findings from the Analysis of this Data:</b>
Students who routinely earn Ds and Fs often lack the ability to see the connection between study skills and academic achievement with future success in high school, college, career readiness, and life-long learning. Providing students with real world experiences outside their neighborhood widens their perspective and knowledge of opportunities and possibilities for their future goals.

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
<ul style="list-style-type: none"> <li>Take 8th Grade Students on field trips to local colleges and universities</li> </ul> <p>After conducting our school-wide comprehensive needs assessment, evidence shows that we have a significant number of low-income families, homeless students living in double occupancy situations, and foster youth with many inherent barriers to educational success.</p> <p>These students also lack rich, rewarding life experiences to help them discover and set goals &amp; plans for their education, college and/or career paths. Many students often lack older role models to emulate a course for long-term educational and career success. Many also come from families that are not college-minded, and often have parents whose education level does not go much beyond some experience in high school.</p> <p>Results of research studies from the University of Arkansas Department of Education shows that taking students on school field trips increases students' critical thinking skills and retain more factual information from what they experience and see in person. (See attached research articles.) The AVID Program nationwide also provides data to support the impact that visiting college campuses can have on giving students first-hand experience with post-secondary</p>	Spring semester	Teachers, Counselors, and Administrators	<p>11 buses for transportation to and from field trip (OBJ 5710)</p> <p>Lunches for field trip (OBJ 4322)</p>	<p>5700-5799: Transfers Of Direct Costs</p> <p>4000-4999: Books And Supplies</p>	<p>Title I, Part A - Allocation</p> <p>Title I, Part A - Allocation</p>	<p>7000</p> <p>750</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>opportunities, goal-setting, and college &amp; career planning.</p> <p>National experts in education (such as Johana Hayes, Nadia Lopez, Janet Eyler, and Dwight Giles, Jr.) promote the value of real world experiences and service learning, pointing to experiential learning as one of the most valuable ways for students to push past their personal fears, limitations, and inhibitions, and accomplish immeasurable, great things in all areas of life. Students need to see how big the world is outside their own neighborhood and community. Many of our students never venture further than the surrounding streets between home and school.</p> <p>Because of this, our staff, parents, and school site council agree that all students deserve the opportunity to visit local colleges and universities and gain a first-hand look at the opportunities available to them.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Take 7th Grade Students on field trips to Science Center, Museum of Tolerance, or other academic museum as available</li> </ul> <p>After conducting our school-wide comprehensive needs assessment, evidence shows that we have a significant number of low-income families, homeless students living in double occupancy situations, and foster youth with many inherent barriers to educational success.</p> <p>These students also lack rich, rewarding life experiences to help them discover and set goals &amp; plans for their education, college and/or career paths. Many students often lack older role models to emulate a course for long-term educational and career success. Many also come from families that are not college-minded, and often have parents whose education level does not go much beyond some experience in high school.</p> <p>Results of research studies from the University of Arkansas Department of Education shows that taking students on school field trips increases students' critical thinking skills and retain more factual information from what they experience and see in person. (See attached research articles.)</p> <p>National experts in education promote the value of real world</p>	Spring semester	Teachers, Counselors, and Administrators	<p>11 buses for transportation to and from field trip (OBJ 5710)</p> <p>Lunches for field trip (Obj 4322)</p>	<p>5700-5799: Transfers Of Direct Costs</p> <p>4000-4999: Books And Supplies</p>	<p>Title I, Part A - Allocation</p> <p>Title I, Part A - Allocation</p>	<p>6000</p> <p>750</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>experiences, pointing to experiential learning as one of the most valuable ways for students to develop a greater understanding of the career opportunities available to them. Students need to see how big the world is outside their own neighborhood and community and gain hands-on experiences with engineering and science in motion. Many of our students never venture further than the surrounding streets between home and school.</p> <p>Because of this, our staff, parents, and school site council agree that all students deserve the opportunity to visit local museums to gain educational experiences often reserved for more affluent families who travel more and naturally support their children's education outside the regular school day.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Provide Parent Information events with guest speakers presenting ways to improve parent / student relationships, how to support students at home both personally and academically, how to point them towards college &amp; career direction, and how to help them form both short-term and long-term goals with steps to achieve them.</li> </ul> <p>After conducting our school-wide comprehensive needs assessment, evidence shows that we have a significant number of low-income families, homeless students living in double occupancy situations, and foster youth with many inherent barriers to educational success.</p> <p>Parents of these students often lack experience themselves in how to help their students discover and set goals &amp; plans for their education, college and/or career paths. Many parents come from families that are not college-minded, and often have limited education themselves beyond high school.</p> <p>Research done by the Hanover Research Company shows that family involvement is a critical piece to improving student attendance, intervention efforts, and overall academic success. (See research attached in "Best Practices for Improving Attendance in Secondary Schools" and "Increasing School</p>	Spring semester, with follow-up over summer, and into next fall	Teachers, Counselors, and Administrators	<p>Guest speaker professional fees (OBJ 5810)</p> <p>Food and Beverages (OBJ 4322)</p> <p>On site childcare for parent information nights (OBJ 5810)</p> <p>Printing costs, and/or purchasing literature for parenting resources (OBJ 5811)</p> <p>Certificated wages paid hourly @ \$34/hr for 10 hrs (OBJ 1130)</p> <p>Certificated benefits @ 20.58%</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>4000-4999: Books And Supplies</p> <p>5800: Professional/Consulting Services And Operating Expenditures</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 - Parent Involvement</p>	<p>2500</p> <p>440</p> <p>200</p> <p>500</p> <p>340</p> <p>70</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Attendance for K-8 Students".)</p> <p>Because of this, our staff, parents, and school site council agree that many families need guidance in developing relationships with school counselors, teachers, and administrators, in order to learn how to provide personal and academic support for their students at home, and how to help them set short and long term goals for success.</p>						

## Planned Improvements in Student Performance

### School Goal #4

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:

<b>LCAP Goal : LCAP Goal 4 - Cultivate a safe and positive school culture that supports all students' personal and academic growth and encourages parent engagement.</b>
<b>SCHOOL GOAL #4:</b>
Decrease the number of behavioral discipline referrals, suspensions, and bias motivated acts related to cultural issues on campus through campus-wide focus on positive relationships and building character as measured by monthly reports.
<b>Data Used to Form this Goal:</b>
Analyzed monthly discipline referral and suspension data, district bias motivated acts reports, and the school-wide comprehensive needs assessment.
<b>Findings from the Analysis of this Data:</b>
Discipline referrals, suspension rates, and bias motivated acts increased last year related to / causing some unhealthy, relationships among students, negative classroom culture, and reduced academic achievement.

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
<ul style="list-style-type: none"> <li>Send staff to "Capturing Kids' Hearts" training to teach leadership, build positive relationships between staff members, from staff to students, and among students themselves, and create self-managing classrooms affecting school-wide culture and improved student achievement.</li> </ul> <p>After reviewing school-wide data for discipline referrals, suspension rates, and bias motivated acts, evidence shows a need to focus on improving student relationships with peers, and with adults which has a direct impact on school culture and academic achievement.</p> <p>Capturing Kids' Hearts is a research-based program that has dramatically elevated the academic and behavioral standards for millions of students in thousands of classrooms across America. It shows teachers how to create high-achieving centers of learning by strengthening students' connectedness to others through enhancing healthy bonds with their teachers and establishing collaborative agreements of acceptable behavior.</p> <p>It provides specific strategies and training for teachers and administrators to develop high-achieving teams and self-managing classrooms so that all students can succeed academically, grow</p>	Spring semester with follow-up over summer and next fall	Administrators, Counselors, and Teachers	<p>Flippen Group training fees (OBJ 5810)</p> <p>Sub coverage for teachers to attend training \$125 per day (OBJ 1160)</p> <p>Benefits for certificated sub coverage above calculated @ 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>4500</p> <p>2500</p> <p>515</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>personally, and feel safe emotionally.</p> <p>The research-based processes taught through CKH have been shown nation-wide to improve five key indicators of school performance: fewer discipline referrals, improved attendance, higher student achievement, lower dropout rates, and higher teacher satisfaction.</p> <p>Data shows that schools that implement the processes report: strengthened student connectedness to others by enhancing healthy bonds with teachers; consistent rules of conduct with reduced disciplinary escalations and referrals; reduction in truancy and dropouts; reduced negative behaviors by students; improvement in student academic performance; district-wide improvements in test scores; higher rate of job satisfaction among teachers; and increased teacher retention and improvement in teacher recruiting.</p> <p>The attached research articles on "Capturing Kids' Hearts" provide data on the effectiveness of this program in reducing student discipline referrals, increase in positive relationships, and the development of better communication and problem-solving skills.</p> <p>Because many veteran teachers who were formerly trained in the CKH multi-year process have retired or moved, there is a need for new</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
teachers, administrators, and counselors to go through the training for school-wide support and implementation.						
<ul style="list-style-type: none"> <li>Send team of CKH trained teachers and administrators to the next level "Process Champions" training to build a high performing leadership team - or to "Capturing Kids' Hearts Refresh" Training (depending on ability to share trainings with other schools in the district)</li> </ul> <p>Because Capturing Kids' Hearts presents so many transformational ideas and techniques, the next level of training reinforces these methods to maintain momentum.</p> <p>Process Champions and CKH Refresh are participatory experiences that empower teacher leaders and administrators to reinforce vital skills and processes to assist and support their peers, forming a leadership team on campus.</p> <p>This will allow the leadership team to support the entire school, and help colleagues apply and master all aspects of Capturing Kids' Hearts, leading to permanent transformation of the culture and climate of their classrooms and school-wide campus.</p>	Fall or Spring semester	Administrators, Counselors, and Teachers	<p>Flippen Group training fees (OBJ 5810)</p> <p>Sub coverage for teachers to attend training \$125 per day (OBJ 1160)</p> <p>Benefits for certificated sub coverage above calculated @ 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>6750</p> <p>1000</p> <p>206</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Food and drinks for CKH training days</li> </ul> <p>During the Capturing Kids' Hearts, Process Champions and/or Refresh training days, faculty attendees will need breakfast and lunch items in order to maximize training time on site, allowing staff to remain on site for efficient use of time.</p>	Spring semester	Administrators	Breakfast and lunch items for training days (OBJ 4322)	4000-4999: Books And Supplies	Title I, Part A - Allocation	900

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Create Intramurals program for increased student participation and positive engagement in co-curricular activities and programs at school</li> </ul> <p>After conducting our school-wide comprehensive needs assessment, evidence indicates a lack of athletic opportunities for students to be involved in at the Junior High level. All our comprehensive high schools have highly competitive sports programs that we guide our students into.</p> <p>National research indicates that the more involved students are in co-curricular and extra-curricular programs, the more successful they are academically. Much of the research points to a higher motivation factor, positive adult role models, and the need to succeed academically in order to be eligible to participate.</p> <p>Increased participation in Intramural Programs also contributes to active healthy lifestyles, creating a sense of belonging to the school environment, and connection with teachers and peers outside the classroom. (See attached research articles on Action for Healthy Kids and Components of a Comprehensive School Physical Activity Program.)</p> <p>Many of our students come from</p>	Spring semester	Teachers and Administrators	Certificated wages paid at \$34 per hour x 300 hrs (OBJ 1130) Certificated benefits paid at 20.58% Purchasing athletic equipment and supplies (OBJ 4310)	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies	Title I, Part A - Allocation Title I, Part A - Allocation Title I, Part A - Allocation	10200 2100 1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>low-income families without the ability to enroll in community sports programs. Students often excel in physical education classes within the school day, but because of lack of personal funds, they have no additional opportunities to develop athletic abilities outside the regular 48-minute class period.</p> <p>Our grass fields and basketball courts are full of students wanting to play basketball and football on their own time before school, at brunch, lunch, and after school - without an organized sports program to guide them.</p> <p>Therefore, all our stakeholders agree that by creating an Intramurals program to be held after school, students will develop better relationships with inspirational teachers, more positive peer connections, and a direction for future athletic interest for high school, college, and personal physical fitness.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Create Parent Resource Center as a place to provide families with access to computers, workshops, presentations, and resources to support their child's education.</li> </ul> <p>After conducting our school-wide comprehensive needs assessment, evidence shows that we have a significant number of low-income families, homeless students living in double occupancy situations, and foster youth with many inherent barriers to educational success.</p> <p>These families often lack access to technology in their homes, especially computers, printers, and access to the Internet. Therefore, parents also lack the ability and knowledge of how to support their students academically without the necessary resources and prior educational experiences themselves.</p> <p>Research (see the attached articles from the "Educational Leadership" publication regarding the Arizona At-Risk Pilot Project) shows that parent involvement indicates a true need for schools to meet parents where they are at. If they have no access to technology, we should provide it. If they have no understanding how to access our grading system, we should teach them. If they have no outside counseling support, we should provide a safe, comfortable place for them to receive services.</p>	Spring semester	Counselors and Administrators	<p>Purchasing furnishings to create a comfortable and welcoming environment (OBJ 4310)</p> <p>Purchasing a computer and printer for families to access students' grades, attendance, and community resources (OBJ 4310 and OBJ 4420)</p> <p>Certificated wages paid at \$34 per hour for 14 hours (OBJ 1130)</p> <p>Certificated benefits paid at 20.58%</p> <p>Classified wages paid at \$19.42 per hour for 4 hours (OBJ 2230)</p> <p>Classified benefits paid at 28.2%</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>Title I, Part A - Parent Involvement</p>	<p>2000</p> <p>1637</p> <p>476</p> <p>98</p> <p>78</p> <p>22</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Because of this, our staff, parents, and school site council agree that many families need guidance in learning how to use computers, and how to support their children through the monitoring of grades and attendance through the "Infinite Campus" program. Counselors, administrators, and other parents will be able to use the Parent Resource Center to assist and guide families in developing these skills.</p>						

## 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	170532	0.00
Title I, Part A - Parent Involvement	8361	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Title I, Part A - Allocation	170,532.00
Title I, Part A - Parent Involvement	8,361.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	25,464.00
2000-2999: Classified Personnel Salaries	78.00
3000-3999: Employee Benefits	5,265.00
4000-4999: Books And Supplies	96,809.00
5700-5799: Transfers Of Direct Costs	13,000.00
5800: Professional/Consulting Services And Operating	38,277.00

## 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	24,648.00
3000-3999: Employee Benefits	Title I, Part A - Allocation	5,075.00
4000-4999: Books And Supplies	Title I, Part A - Allocation	92,732.00
5700-5799: Transfers Of Direct Costs	Title I, Part A - Allocation	13,000.00
5800: Professional/Consulting Services	Title I, Part A - Allocation	35,077.00
1000-1999: Certificated Personnel Salaries	Title I, Part A - Parent Involvement	816.00
2000-2999: Classified Personnel Salaries	Title I, Part A - Parent Involvement	78.00
3000-3999: Employee Benefits	Title I, Part A - Parent Involvement	190.00
4000-4999: Books And Supplies	Title I, Part A - Parent Involvement	4,077.00
5800: Professional/Consulting Services	Title I, Part A - Parent Involvement	3,200.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	114,080.00
<b>Goal 2</b>	12,281.00
<b>Goal 3</b>	18,550.00
<b>Goal 4</b>	33,982.00

## 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
John Turner	X				
Adam Barrios			X		
Susan Villasenor			X		
Kristin Burrill		X			
Nancy Daily		X			
Caroline Squires		X			
Kelly Soto		X			
Jamie Stewart		X			
Michele Tait		X			
Richard Cohn				X	
Shelly Gomez				X	
Erika Kauzlarich-Bird				X	
Janine Sathre				X	
Tracy Taris				X	
Lauren Benz					X
Connor Ellis					X
Daniel Larkins					X
Laila Mendoza					X
<b>Numbers of members of each category:</b>	<b>1</b>	<b>6</b>	<b>2</b>	<b>5</b>	<b>4</b>

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  | _____<br>Signature |
| X | Departmental Advisory Committee (secondary)   | _____<br>Signature |
| X | Other committees established by the school or district (list):<br>Parent Advisory Council | _____<br>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:

John Turner		
Typed Name of School Principal	Signature of School Principal	Date

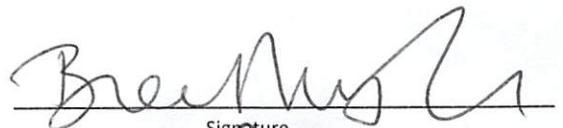
Adam Barrios		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

**Recommendations and Assurances**

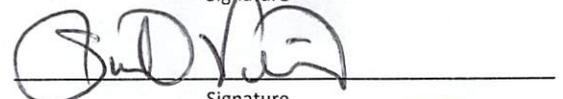
The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

- 1. The SSC is correctly constituted and was formed in accordance with district governing board 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)

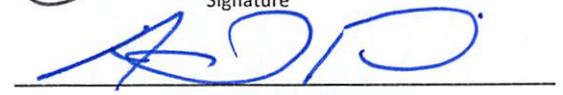
English Learner Advisory Committee

  
Signature

Departmental Advisory Committee (secondary)

  
Signature

Other committees established by the school or district

  
Signature

(List here): Safety

- 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 4/19/2018  
Date

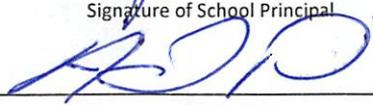
Attested:

JOHN TURNER  
Typed Name of School Principal

  
Signature of School Principal

4/19/18  
Date

ADAM BARRIOS  
Typed Name of SSC Chairperson

  
Signature of SSC Chairperson

4.19.18  
Date

School Site Council Meeting

Title 1 Plan for 2018-2019

John Turner



Adam Barrios



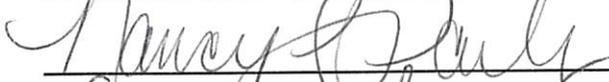
Susan Villasenor



Kristin Burrill



Nancy Daily



Caroline Squires



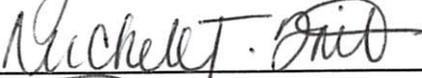
Kelly Soto



Jamie Stewart



Michele Tait



Richard Cohn



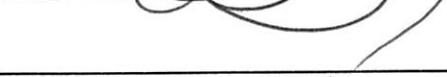
Shelly Gomez



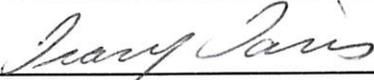
Erika Kauzlarich-Bird



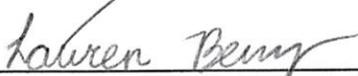
Janine Sathre



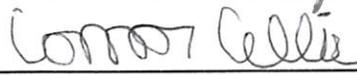
Tracy Taris



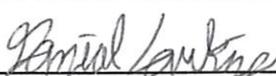
Lauren Benz



Connor Ellis



Daniel Larkins



Laila Mendoza

