School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Placerita Junior High School	19-65136-6058572	May 28, 2019	June 12, 2019

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. 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.

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

(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 2019-20:
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.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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 2018:

Percentage of 7th Grade students "Meeting or Exceeding Standards"   District Average   69% (no change from 2017)
Placerita   68% (+5% from 2017)

Percentage of 8th Grade students "Meeting or Exceeding Standards"   District Average   68% (+2% from 2017)
Placerita   62% (-5% from 2017)

CAASPP Score and Dashboard Data Results for Mathematics in 2017:

Percentage of 7th Grade students "Meeting or Exceeding Standards"   District Average   55% (+2% from 2017)
Placerita   51% (+5 from 2017)

Percentage of 8th Grade students "Meeting or Exceeding Standards"   District Average   58% (+4% from 2017)
Placerita   44% (-1% from 2017)

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

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, Fairness, and Citizenship.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

School-wide goals for the previous school year were written to improve student achievement as measured by CAASPP scores in the Spring of 2018. When measuring progress, Placerita students overall showed significant progress in English Language proficiency scores, increasing by 13.3 points from 2018; 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 2017)
White   69.6 points higher than level 3   (+ 15.9 points higher than in 2017)

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

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

Currently all but one of teachers at Placerita are fully credentialed and teaching within their competency area.

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

All schools hire future teachers from those who apply through EdJoin. All schools have access to interviewing the same credentialed teachers within the district. School site administrators conduct their own interviews and make their own selections. All teachers have ample opportunity for continued professional development annually as provided by the District and the school site professional development team on a regular monthly basis. Teachers can select and personalize their professional development goals through a variety of workshops, collaborative meetings, conferences, and department and/or grade level collaboration time. At Placerita, teachers meet quarterly for two hours of site-based professional development. And twice per year, the District provides an additional two hours of district-wide collaboration with a specific professional learning focus.

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

We have an instructional coach that works with teachers on specific projects throughout the year. She avails herself to teachers during the day to coach, guide, and assist. The instructional coach observes teachers on her own and when asked, she provides individualized professional development and strategies to all teachers on site. The district provides Teachers On Special Assignment (TOSA) for math, English, and science. In addition there are curriculum specialists for both math and science who meet with teachers for regularly scheduled district meetings related to content, curriculum, and pacing. The district ELD Program Specialist meets with our EL teacher, coordinator and AP to review data specific to English Learners to improve student learning.

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

Teachers have regular collaboration times through several different options. Theses options include Faculty Meetings, Department Meetings, and Team Meetings. These occur regularly (monthly) throughout the year. Since all our teacher have the same prep period by department there may be small group meetings for collaboration as well.

Teaching and Learning

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

Our District has worked diligently over the past several year to insure that our curriculum aligns with all the specific disciplines including all the Common Core State Standards in Math and English. WE have multiple District teams working on our own aligned version of Next Generation Science Standards. We are currently developing the new curriculum for Social Studies. All department areas have specific performance standards that align with the State Standards.

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

Our District adheres to the specific requirements for instructional minutes. Our school does not have a late start or early release so we have more minutes of instruction than typical for a Jr. High School.

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

We have a combination of Study Skills, Strategic Reading and Strategic Math classes. These are in addition to the Learning Strategies classes for our students with disabilities.

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

Our District does a great job supplying multiple types of instructional materials for all content areas and grade levels.

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

All our courses follow the standards-aligned courses form the state. We also have extended day intervention courses that are sponsored by the District and also through Title I.

Opportunity and Equal Educational Access

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

A multitude of resources are provided to support student academic needs. These include, therapeutic, academic and social-emotional supports. Counseling services and a variety of interventions are widely utilized for each student individually as needed.

Evidence-based educational practices to raise student achievement

Each year our school develops a Professional Development plan for the year. It is complete in collaboration with the District Department of Special Programs. We also include lesson studies, cross-curricular collaboration, updated technology, software and training, and conferences for professional development for certificated staff within the scope of the PD Plan for the year.

Parental Engagement

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

Our parents do a great job of being involved and connected to our school.

The resources available at Placerita for parental involvement include:
~Parent informational meetings at the beginning of the year to review a variety of procedures
~Parent Advisory Committee (PAC) meetings with parents, administration, and students to update parents about on-campus activities, programs, goals, review the mission, vision, and share in school successes.
~ELAC and DELAC meetings for our EL parents at the site and district level
~Back To School Night and Open House
~Awards Assemblies where parents are invited to recognize students who have excelled in a variety of areas
~Parent Academies - with information provided by counselors, work experience, Sheriffs, and more to assist parents with student and family needs
~Parent meetings with counselors and administration
~Parent information nights that counselors conduct to assist parents in preparing and students to be successful earning credits and graduate
~Working with our social worker
~School Site Council
~Academic and therapeutic counselors to assist in all student / parent needs

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

Parents, teachers, staff members, and students are actively involved in the development, implementation, revision, and annual evaluation of our School Plan for effectively using Title 1 funds in our schoolwide program through quarterly PAC and School Site Council meetings. Parents, teachers, staff, and students are additionally involved each year in the development, implementation, and evaluation of the district's Title 3 plan to ensure academic achievement and language proficiency for English Language Learners through quarterly DELAC meetings.

Funding

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

The district provides categorical funding that allows each site to create an annual Intervention Plan for providing before and after school tutoring, and/or add extra 1/6th teaching assignments (where possible) into the school day for parallel support classes in Math and/or English. The district also provides professional development for teachers in best practices for supporting underperforming students through literacy across all disciplines, differentiated instruction, language support, equal access to rigorous academic content standards, support from Bilingual Instructional Assistants, the effective use of technology for increased student learning, and strategies for engaging all students in learning.

Fiscal support (EPC)

The district funds quarterly Parent and Student Engagement evening workshops, the LINK mentoring program, Counseling services, crisis intervention, student wellness support, donated computers for student use at home, translation services to increase parent engagement, college and career fairs, community resource events, and School Formula Accounts (SFA) for discretionary site needs.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Multiple meetings were held with Faculty and Staff to conduct a schoolwide needs assessment and gain specific direction from the School Site Council to guide the process of the completion of the SPSA. Annually, the SSC reviews the current SPSA and the data associated with each goal to determine how to proceed. The School Site Council allowed all stakeholders to voice their concerns, suggestions, ideas and thoughts in a Spring meeting.   Staff met to go over the findings

and discuss an action plan for meeting the needs of our students. Once all the staff input was reviewed, the School Site Council met again to review and approve the action plan.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.1%	%	%	1		
African American	1.0%	0.9%	1.01%	11	10	11
Asian	2.7%	2.7%	2.11%	28	29	23
Filipino	2.7%	2.9%	2.75%	28	31	30
Hispanic/Latino	55.5%	52.8%	56.00%	584	565	611
Pacific Islander	0.2%	0.2%	%	2	2	
White	36.4%	37.5%	34.19%	383	402	373
Multiple/No Response	1.5%	%	%	16		
			Total Enrollment	1,053	1,071	1091

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 7	534	547	541
Grade 8	519	524	550
Total Enrollment	1,053	1,071	1,091

Conclusions based on this data:

1. Our numbers of individual ethnic groups have remained relatively consistent for the past three years with a slight increase in Hispanic students.

2. Our numbers of total students has been consistent and have remained within a range of 38 students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English Learners	201	200	176	19.1%	18.7%	16.1%
Fluent English Proficient (FEP)	240	231	258	22.8%	21.6%	23.6%
Reclassified Fluent English Proficient (RFEP)			17	0.0%	0.0%	8.5%

Conclusions based on this data:

1. Our number of English Learners has had a slight drop in the last year dropping the percent of students from 19.1 percent down to 16.1 percent.

2. Our number of FEP student has increased slightly over the past three years.

3. We reclassified more in 17-18 than in previous years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	540	544	541	533	538	535	533	537	535	98.7	98.9	98.9
Grade 8	520	520	548	510	512	542	510	512	542	98.1	98.5	98.9
All Grades	1060	1064	1089	1043	1050	1077	1043	1049	1077	98.4	98.7	98.9

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2583.	2579.	2585.	25	25.14	27.85	40	38.18	39.81	20	21.23	19.07	15	15.46	13.27
Grade 8	2600.	2599.	2588.	25	22.46	23.43	41	44.92	38.93	21	20.90	19.93	13	11.72	17.71
All Grades	N/A	N/A	N/A	25	23.83	25.63	41	41.47	39.37	21	21.07	19.50	14	13.63	15.51

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	31	33.15	33.83	49	44.13	46.17	20	22.72	20.00
Grade 8	36	31.70	34.69	45	50.10	38.56	19	18.20	26.75
All Grades	33	32.44	34.26	47	47.04	42.34	19	20.52	23.40

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	46	44.69	44.30	41	42.09	43.93	13	13.22	11.78
Grade 8	43	43.44	40.41	44	45.40	41.33	14	11.15	18.27
All Grades	44	44.08	42.34	42	43.70	42.62	13	12.21	15.04

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	20	18.81	17.20	68	63.31	67.66	12	17.88	15.14
Grade 8	21	20.35	20.85	68	71.62	65.68	11	8.02	13.47
All Grades	21	19.56	19.03	68	67.37	66.67	12	13.07	14.30

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	32	42.64	44.49	55	44.13	45.23	13	13.22	10.28
Grade 8	37	36.79	34.69	48	49.32	48.52	14	13.89	16.79
All Grades	35	39.79	39.55	52	46.66	46.89	13	13.55	13.56

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.

3. Seventh Grade has maintained their scores over the past three years while Eighth Grade has shown a slight decline.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	539	544	541	531	538	535	531	537	535	98.5	98.9	98.9
Grade 8	520	520	548	510	508	540	508	508	540	98.1	97.7	98.5
All Grades	1059	1064	1089	1041	1046	1075	1039	1045	1075	98.3	98.3	98.7

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2551.	2553.	2556.	20	21.42	23.74	26	25.14	26.92	30	29.61	26.73	24	23.84	22.62
Grade 8	2569.	2569.	2568.	23	22.64	22.78	19	22.05	21.48	30	26.38	27.41	28	28.94	28.33
All Grades	N/A	N/A	N/A	22	22.01	23.26	23	23.64	24.19	30	28.04	27.07	26	26.32	25.49

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	29	29.61	34.02	35	33.52	33.64	36	36.87	32.34
Grade 8	30	30.71	30.98	37	34.25	37.29	33	35.04	31.73
All Grades	29	30.14	32.50	36	33.88	35.47	34	35.98	32.03

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	23	27.19	27.66	49	46.74	51.21	29	26.07	21.12
Grade 8	26	25.98	24.63	49	42.72	49.63	25	31.30	25.74
All Grades	24	26.60	26.14	49	44.78	50.42	27	28.61	23.44

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	26	25.33	25.05	55	57.91	56.26	19	16.76	18.69
Grade 8	20	25.39	24.12	59	53.54	53.06	21	21.06	22.82
All Grades	23	25.36	24.58	57	55.79	54.66	20	18.85	20.76

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.

3. Seventh Graders outperformed Eighth Graders by 7 percentage points in the overall achievement for all students.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 7	1543.4	1536.2	1550.1	76
Grade 8	1557.9	1549.6	1565.5	86
All Grades				162

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7	32	42.11	32	42.11	*	*	*	*	76
Grade 8	48	55.81	26	30.23	*	*	*	*	86
All Grades	80	49.38	58	35.80	13	8.02	11	6.79	162

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7	46	60.53	21	27.63	*	*	*	*	76
Grade 8	58	67.44	24	27.91	*	*	*	*	86
All Grades	104	64.20	45	27.78	*	*	*	*	162

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7	22	28.95	27	35.53	17	22.37	*	*	76
Grade 8	41	47.67	17	19.77	15	17.44	13	15.12	86
All Grades	63	38.89	44	27.16	32	19.75	23	14.20	162

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	32	42.11	37	48.68	*	*	76
Grade 8	34	39.53	47	54.65	*	*	86
All Grades	66	40.74	84	51.85	12	7.41	162

Speaking Domain
Number and Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	53	69.74	19	25.00	*	*	76
Grade 8	74	86.05	*	*	*	*	86
All Grades	127	78.40	29	17.90	*	*	162

Reading Domain
Number and Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	20	26.32	27	35.53	29	38.16	76
Grade 8	36	41.86	18	20.93	32	37.21	86
All Grades	56	34.57	45	27.78	61	37.65	162

Writing Domain
Number and Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	24	31.58	49	64.47	*	*	76
Grade 8	37	43.02	47	54.65	*	*	86
All Grades	61	37.65	96	59.26	*	*	162

Conclusions based on this data:

1. The majority of our student are scoring at level three and four performance level.

2. We have a greater number of students struggling with reading based on the 37% that are in the Beginning Domain.

3. The Speaking Domain is the strongest with 78% of students well developed.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,091	**47.7%**	**16.1%**	**0.3%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	176	16.1%
Foster Youth	3	0.3%
Homeless	76	7.0%
Socioeconomically Disadvantaged	520	47.7%
Students with Disabilities	172	15.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	11	1.0%
Asian	23	2.1%
Filipino	30	2.7%
Hispanic	611	56.0%
Two or More Races	43	3.9%
White	373	34.2%

Conclusions based on this data:

1. Almost half of our student population is socioeconomically disadvantaged.

2. The largest ethnic group on our campus is the Hispanic Student Group.

3. The number of students with disabilities and the number of English Learners are not significantly different.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Green	**Suspension Rate** Orange
Mathematics Yellow		
English Learner Progress No Performance Color		

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

Academic Performance
English Language Arts

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	2	1	1

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
29.2 points above standard	30.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.7 points	Maintained 0.7 points	
1059 students	368 students	5 students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	Yellow
23.7 points below standard	19.1 points below standard	60.4 points below standard
Maintained 0.7 points	Maintained -1.8 points	Increased 3.2 points
95 students	487 students	175 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
37.2 points above standard	0 Students	111 points above standard	63.3 points above standard
11 students		Increased 14.6 points	Increased 31 points
		22 students	26 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Green	No Performance Color	Blue
3.5 points below standard	70 points above standard	0 Students	70.3 points above standard
Maintained 2.3 points	Declined -16.3 points		Maintained 1.5 points
595 students	46 students		359 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
88 points below standard	13 points above standard	62.3 points above standard
Maintained 0.8 points	Maintained 0 points	Maintained -0.1 points
159 students	209 students	636 students

Conclusions based on this data:

1. Students in our significant subgroups and Hispanic students have maintained or slightly increased showing a positive trend.

2. Our students with disabilities have increased scored this year showing slight improvement.

3. Overall our students are performing at a high level with Asian, Filipino and white students performing very high.
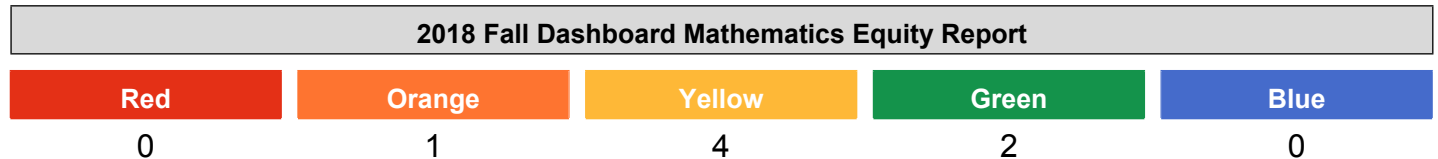
School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance										Highest Performance
	Red		Orange		Yellow		Green		Blue	

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	1	4	2	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
12.4 points below standard	68 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained 2.8 points	Increased 9.9 points	
		5 students
1057 students	367 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Yellow	Yellow	Orange
72.3 points below standard	58.9 points below standard	98.4 points below standard
Increased	Increased 9 points	Increased
19.3 points		18.3 points
95 students	486 students	174 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
9.2 points above standard	0 Students	104 points above standard	28 points above standard
11 students		Increased 21 points	Increased 13.6 points
		22 students	26 students

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Green	No Performance Color	Green
48.7 points below standard	34 points above standard	0 Students	31.1 points above standard
Increased 10.2 points	Declined -6 points		Maintained -0.1 points
594 students	46 students		358 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
118.9 points below standard	29.5 points below standard	19.7 points above standard
Increased 9.8 points	Increased 9.4 points	Maintained 1.1 points
158 students	209 students	635 students

Conclusions based on this data:

1. Our Hispanic students and all students in significant subgroups showed small improvements indicating areas of gradual improvement.

2. All students major subgroups increased or maintained scores. One minor subgroup declined.

3. EL and RFEP students increased almost ten points and English only students maintained.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
162	49.4%	35.8%	8%	6.8%

Conclusions based on this data:

1. This data shows that our students are performing at the 85.2% level. This is a high performance level even though they declined from last year.

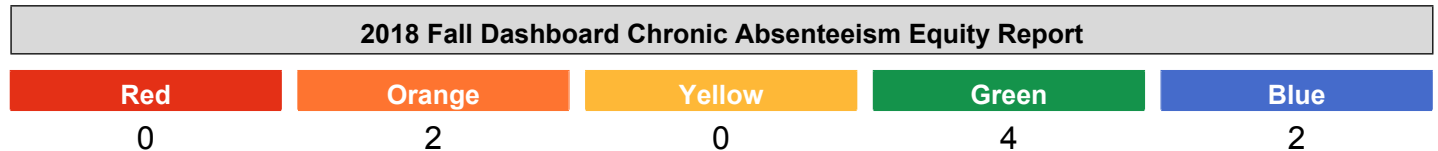**2.** We have a small number of students performing at Level 1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	0	4	2

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
4.5% chronically absent	5.6% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0.3%	Declined 1.5%	6 students
1110 students	180 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Green	Green	Orange
6.4% chronically absent	5.4% chronically absent	8.2% chronically absent
Declined 2.4%	Declined 0.6%	Increased 0.6%
78 students	540 students	182 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	Blue
0% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	0% chronically absent	0% chronically absent
Maintained 0%	0 students	Declined 3.1%	Declined 3%
13 students		23 students	31 students

Hispanic	Two or More Races	Pacific Islander	White
Green	Blue	No Performance Color	Orange
4.5% chronically absent	0% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	5.8% chronically absent
Maintained 0.2%	Maintained 0%	0 students	Increased 1.2%
623 students	42 students		378 students

Conclusions based on this data:

1. Our number of Chronically Absent Students Declined or maintained in all areas except our students with disabilities.

2. Our Hispanic students have the lowest level of chronic absenteeism.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	5	1	0	2

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
3.9% suspended at least once	6.6% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy
Increased 1%	Increased 0.7%	7 students
1125 students	181 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Orange	Orange
6.4% suspended at least once	6.2% suspended at least once	8.2% suspended at least once
Maintained 0%	Increased 1.1%	Maintained 0%
78 students	549 students	184 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	Blue
0% suspended at least once	0 Students	0% suspended at least once	0% suspended at least once
Maintained 0%		Maintained 0%	Maintained 0%
14 students		24 students	31 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Blue	No Performance Color	Orange
5.4% suspended at least once	0% suspended at least once	0 Students	2.6% suspended at least once
Increased 1.1%	Maintained 0%		Increased 0.9%
628 students	43 students		385 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
2.1% suspended at least once	2.9% suspended at least once	3.9% suspended at least once

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 2019-20 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.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 2 - Increase and improve student achievement by providing rigorous and standards aligned curriculum and instruction in core subjects with additional support for EL, SPED, and SED students.

Goal 1

Raise the achievement level of all three sub-groups (English Learners, Socioeconomically Disadvantaged, and Students with Disabilities) in English Language Arts by an additional five points as measured by the CAASPP taken in Spring of 2018. (This goal and the action steps that follow also support LCAP Goal 1 as it relates to ensuring all students have access to Common Core State Standards materials.)

Identified Need

The identified need is to improve student achievement in English in all subgroups demonstrated by scores on the CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Scores in English	We lost five points in average score in the 2018 testing.	Increase Met and Exceeded Standard by five points points yearly.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served, but data will focus especially English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities.

Strategy/Activity

1.1 - Provide after-school tutoring and small group assistance in reading, writing, study skills, organization, and understanding content material.

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.

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 and Practice Department.)

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.

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

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served, but data will focus especially English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities.

Strategy/Activity

1.2 - Supplemental Supplies for Science Classes to aid in the implementation of NGSS Literacy

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.

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 in science literacy 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 article on NGSS Research.)

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.

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

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served, but data will focus especially English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities.

Strategy/Activity

1.3 - Provide additional novels for English classrooms and Library

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.

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.

The "School Library Impact Research Study" shows that children of 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.)

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.

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

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served, but data will focus especially English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities.

Strategy/Activity

1.4 Obtain an Accelerated Reader program site license

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.

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.

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.

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 individually. Parents are supportive of providing students with an easily accessible accountability program, giving them immediate feedback on their successful reading and comprehension levels. Special attention will be given to Students with Disabilities by using scores from Renaissance FLOW to determine growth in reading levels.

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

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served, but data will focus especially English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities.

Strategy/Activity

1.5 - Nearpod computer software site license

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.

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.)

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.

These lessons leverage research-based instructional best practices created by expert educators and educational partners available instantly to teachers in their digital libraries. 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. 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.

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

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served but especially English Learners, SED Students and Students with disabilities.

Strategy/Activity

1.6 - Additional Classroom Computers and Interactive Flat Panel

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.

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.

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 indicating a need for students to have the greatest amount of access at school during the regular school day.

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.

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

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served, but data will focus especially English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities.

Strategy/Activity

1.7 - Mounting Overhead Projectors, Bulbs, Speakers and other Supplies

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 & auditory examples, modeling, demonstrating, and engaging interesting lessons & activities.

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.

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, 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.

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.

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

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served.

Strategy/Activity

1.8 - IXL Software program for remedial instruction in English Language

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.)

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.

Teachers will track student progress allow them to quickly evaluate student aptitude and identify areas of struggle. IXL helps students learn 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.

IXL has a full program of 152 seventh-grade skills, and 158 eighth-grade skills tailored to meet the instructional needs of all students.

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.

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

Strategy/Activity 8
Students to be Served by this Strategy/Activity

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

All students will be served.

Strategy/Activity

1.9 - Additional Educational Supplies, Student Materials and Supplies

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.

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 in Secondary Schools.)

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.

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

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students involved in the extended day activities.

Strategy/Activity

1.10 - Food and Snacks for extended day hours

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.

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.

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.)

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 nutritional support during any extended day hour activities.

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

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students in specific science classes and in science co-teaching class.

Strategy/Activity

1.11 - Gizmos computer access site license

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.

According to Paul Cholmsky Director of Research & 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.)

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.

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

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

1.12 - Provide After School Phonics Program for Students with Disabilities

After reviewing quarterly grades within our Special Education department, CAASPP scores in English in Special Education, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels in reading, writing, and language abilities, evidence shows that some students with disabilities 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.

Research shows that because students come to school from a variety of different backgrounds, learning environments, 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 and Practice Department.)

Therefore, our staff and school site council members agree that student achievement will improve with the addition of after-school tutoring sessions in phonics for our students with disabilities while students are already on campus after the regular school day. Parents are most suportive of their students using their time efficiently after school multiple days per week.

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

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The strategies and activities in Goal 1 have been implemented with effectiveness. We have seen growth in our students grades in programs provided although is it not as much growth as we would like to see. New activities have been added for the 2019-20 school year with an even more specific growth target than in the past.

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

Most of the strategies and activities were implemented as planned. The Goalbook Pathways program was determined to be not as effective as teachers once thought it would be, therefore, after a follow-up needs assessment with staff we are not continuing the site license at this time.

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

After reviewing CAASPP scores and a departmental needs assessment within our Special Education department we determined that several of our students need some specific attention in the area of phonics. That is the rationale for adding Strategy 1.14 and the creation and implementation of a after school phonics program specifically for our students with disabilities.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 2 - Increase and improve student achievement by providing rigorous and standards aligned curriculum and instruction in core subjects with additional support for EL, SPED, and SED students.

Goal 2

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 measured by the CAASPP taken in Spring of 2018, as well as the overall school bringing our scores closer to the district average.   (This goal and the action steps that follow also support LCAP Goal 1 as it relates to ensuring all students have access to Common Core State Standards materials.)

Identified Need

The identified need is to improve student achievement in Math in all subgroups demonstrated by scores on the CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Scores in Math	We increased students scoring "meets and exceeds" by two points.	Increase by five points in "meets and exceeds"

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served, but data will focus especially on English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities.

Strategy/Activity

2.1- After school tutoring and assistance in math, study skills, organization, and understanding content material

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.

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 and Practice Department.)

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.

Proposed Expenditures for this Strategy/Activity

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

Description: Certificated wages paid 160 hrs @ $34/hour (OBJ 1130) Amount: 5440.00 Available Balance: 5440.00	Federal 19-20 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries
Description: Certificated benefits paid @ 21.4% (OBJ 3XX1) Amount: 1165.00 Available Balance: 1165.00	Federal 19-20 Title I, Part A - Allocation 3000-3999: Employee Benefits
Description: Certificated wages paid 160 hrs @ $34/hour (OBJ 1130) Amount: 5440.00 Available Balance: 5440.00	Federal 19-20 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries
Description: Certificated benefits paid @ 21.4% (OBJ 3XX1)	Federal 19-20 Title I, Part A - Allocation 3000-3999: Employee Benefits

Amount:
1165.00

Available Balance:
1165.00

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served, but data will focus especially on English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities.

Strategy/Activity

2.2 - IXL computer software program for remedial instruction in math

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.)

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.

Teachers will track student progress allow them to quickly evaluate student aptitude and identify areas of struggle. IXL helps students learn 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.

IXL has a full program of 289 seventh-grade skills, and 317 eighth-grade skills tailored to meet the instructional needs of all students.

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.

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

Description: | Federal 19-20 Title I, Part A - Allocation

Supplemental curriculum supporting students in English skills based on individual progress and level of ability (OBJ 5840) Amount: 0 Available Balance:	5800: Professional/Consulting Services And Operating Expenditures
Description: Supplemental curriculum supporting students in English skills based on individual progress and level of ability (OBJ 5840) Amount: 0 Available Balance:	Federal 18-19 Title I, Part A - Allocation 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students will be served but especially English Learners, SED Students and Students with disabilities.

Strategy/Activity

2.3 - Supplies for Elmo Document Cameras and Projectors

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 & auditory examples, modeling, demonstrating, and engaging interesting lessons & activities.

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.

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 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.

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.

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.

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

Description: Provides equal access to hands-on visual lessons presented through the use of technology (OBJ 4310) Amount: 1000.00 Available Balance: 1000.00	Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies
Description: Provides equal access to hands-on visual lessons presented through the use of technology (OBJ 4310) Amount: 2000.00 Available Balance: 2000.00	Federal 18-19 Title I, Part A - Allocation 4000-4999: Books And Supplies

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served but especially English Learners, SED Students and Students with disabilities.

Strategy/Activity

2.4 - Additional Educational Supplies and Intervention Materials

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.

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 in Secondary Schools.)

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.

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.

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

Description: Supplemental materials for socio-economically disadvantaged students (OBJ 4310) Amount: 5163.00 Available Balance: 5163.00	Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies
Description: Supplemental materials for socio-economically disadvantaged students (OBJ 4310 or 4410/4420 if over $500) Amount:	Federal 18-19 Title I, Part A - Allocation 4000-4999: Books And Supplies

14833.00

Available Balance:
14833.00

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Description:

Amount:

Available Balance:

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Description:

Amount:

Available Balance:

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Math Goal 2 - All parts of the goal were implemented with the exception of the continued use of the IXL program in the after school tutoring program.

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

There was no major difference between what was budgeted and what was implemented, with the exception of the IXL software license which carried over from the previous year.

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

Budgeted Items should be implemented as indicated in the goals.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 3 - 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.

Goal 3

Reduce D/F rate as measured through quarterly grade reports.

Identified Need

The identified need is to reduce the D/F Rate as measured through quarterly grade reports.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students with D/F grades on their quarterly reports.	Reductions have been made but they are small throughout the quarters this year.	Consistent reduction in the number of D's and F's as measured in Quarterly Grade Reports.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served.

Strategy/Activity

3.1 - Take 8th Grade Students on field trips to local colleges and universities

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.

These students also lack rich, rewarding life experiences to help them discover and set goals & 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.

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 opportunities, goal-setting, and college & career planning.

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.

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.

Proposed Expenditures for this Strategy/Activity

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

Description: 11 buses for transportation to and from field trips (OBJ 5710) Amount: 7000.00 Available Balance: 7000.00	Federal 19-20 Title I, Part A - Allocation 5700-5799: Transfers Of Direct Costs
Description: Lunches for field trips (OBJ 4322) Amount: 750.00 Available Balance: 750.00	Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies
Description: 11 buses for transportation to and from field trips (OBJ 5710) Amount: 5000.00 Available Balance: 5000.00	Federal 18-19 Title I, Part A - Allocation 5700-5799: Transfers Of Direct Costs

Description:
Lunches for field trips (OBJ 4322)

Amount:
750.00

Available Balance:
750.00

Federal 18-19 Title I, Part A - Allocation
4000-4999: Books And Supplies

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served.

Strategy/Activity

3.2 - Take 7th Grade Students on field trips to Science Center, Museum of Tolerance, or other academic museum as available

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.

These students also lack rich, rewarding life experiences to help them discover and set goals & 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.

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.)

National experts in education promote the value of real world 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.

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.

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

Description: 11 buses for transportation to and from field trips (OBJ 5710) Amount: 8000.00 Available Balance: 8000.00	Federal 19-20 Title I, Part A - Allocation 5700-5799: Transfers Of Direct Costs
Description: Lunches for field trips (Obj 4322) Amount: 800.00 Available Balance: 800.00	Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies
Description: Admissions fees for 500 students X $10.50. (OBJ 5810) Amount: 5250.00 Available Balance: 5250.00	Federal 19-20 Title I, Part A - Allocation 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served.

Strategy/Activity

3.3 - 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 & career direction, and how to help them form both short-term and long-term goals with steps to achieve them.

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.

Parents of these students often lack experience themselves in how to help their students discover and set goals & 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. Books and other literature will be provided to support the same goals that the speakers will be providing information on.

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 Attendance for K-8 Students".)

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.

Proposed Expenditures for this Strategy/Activity

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

Description: Guest speakers professional fees (OBJ 5810) Amount: 2500.00 Available Balance: 2500.00	Federal 19-20 Title I, Part A - Allocation 5800: Professional/Consulting Services And Operating Expenditures
Description: Food and Beverages (OBJ 4322) Amount: 1000.00 Available Balance: 1000.00	Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies
Description: On-site childcare for parent information nights (OBJ 5810) Amount: 200.00 Available Balance: 200.00	Federal 19-20 Title I, Part A - Parent Participation 5800: Professional/Consulting Services And Operating Expenditures
Description:	Federal 19-20 Title I, Part A - Parent Participation

Printing costs, and/or purchasing literature for parenting resources (OBJ 5811) Amount: 500.00 Available Balance: 500.00	5800: Professional/Consulting Services And Operating Expenditures
Description: Certificated wages paid hourly @ $34/hr for 10 hrs (OBJ 1130) Amount: 340.00 Available Balance: 340.00	Federal 19-20 Title I, Part A - Parent Participation 1000-1999: Certificated Personnel Salaries
Description: Certificated benefits @ 21.4% (3XX1) Amount: 73.00 Available Balance: 73.00	Federal 19-20 Title I, Part A - Parent Participation 3000-3999: Employee Benefits
Description: Guest speakers professional fees (OBJ 5810) Amount: 2500.00 Available Balance: 2500.00	Federal 18-19 Title I, Part A - Parent Participation 5800: Professional/Consulting Services And Operating Expenditures
Description: Supplies for the Parent Center Books and Magazines for distribution for Parents (4210 or 4330) Supplies for classes being taught in Parent Center (4310) Amounts: 4000.00 Available Balance:	Federal 18-19 Title I, Part A - Parent Participation 4000-4999: Books And Supplies

4000.00	

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Description: Amount: Available Balance:	

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Description: Amount: Available Balance:	

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Description:

Amount:

Available Balance:

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Very positive outcomes of the field trips for all 7th grade students.

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

The COC field trip was postponed until the 2019-20 school year.

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

No changes are currently planned for implementation next year. The same actions and services will be provided again next year to support this goal.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 4 - Cultivate a safe and positive school culture that supports all students' personal and academic growth and encourages parent engagement.

Goal 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.

Identified Need

The identified need is to reduce the number of referrals and peer conflicts on campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data from Tableau that shows the number of referrals and behavior incidents throughout the year.	Discipline referrals have had a slight reduction but not as much as we would like and the. We have reduced the number of suspensions by 2% from last year.	Continued reduction by 2% next year.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served.

Strategy/Activity

4.1 - 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.

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.

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.

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 personally, and feel safe emotionally.

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.

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.

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.

Because many veteran teachers who were formerly trained in the CKH multi-year process have retired or moved, there is a need for new teachers, administrators, and counselors to go through the training for school-wide support and implementation.

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

Description: Flippen Group training fees (OBJ 5810) Amount: 4000.00 Available Balance: 4000.00	Federal 18-19 Title I, Part A - Allocation 5800: Professional/Consulting Services And Operating Expenditures
Description: Sub coverage for 12 teachers to attend training $125 per day (OBJ 1160) Amount: 1500.00 Available Balance: 1500.00	Federal 19-20 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries

Description: Benefits for certificated sub coverage above calculated @ 21.4% (OBJ 3XX1) Amount: 321.00 Available Balance: 321.00	Federal 19-20 Title I, Part A - Allocation 3000-3999: Employee Benefits
Description: Flippen Group training fees (OBJ 5810) Amount: 2000.00 Available Balance: 2000.00	Federal 18-19 Title I, Part A - Allocation 5800: Professional/Consulting Services And Operating Expenditures
Description: Sub coverage for 12 teachers to attend training $125 per day (OBJ 1160) Amount: 1500.00 Available Balance: 1500.00	Federal 19-20 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries
Description: Benefits for certificated sub coverage above calculated @ 21.4% (OBJ 3XX1) Amount: 321.00 Available Balance: 321.00	Federal 19-20 Title I, Part A - Allocation 3000-3999: Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students will be served.

Strategy/Activity

4.2 - Send team of CKH trained teachers and administrators to the next level Flippen Group trainings to build a high performing leadership team. Could include "Process Champions," or

"Capturing Kids' Hearts Refresh", or "Coaching Greatness" trainings (depending on ability to share trainings with other schools in the district).

Because Capturing Kids' Hearts presents so many transformational ideas and techniques, the next level of training reinforces these methods to maintain momentum. Process Champions, CKH Refresh, and Coaching Greatness 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.

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.

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

Description: Flippen Group training fees (OBJ 5810) Amount: 2500.00 Available Balance: 2500.00	Federal 18-19 Title I, Part A - Allocation 5800: Professional/Consulting Services And Operating Expenditures
Description: Sub coverage for 6 teachers to attend training $125 per day (OBJ 1160) Amount: 750.00 Available Balance: 750.00	Federal 19-20 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries
Description: Benefits for certificated sub coverage above calculated @ 21.4% (OBJ 3XX1) Amount: 161.00 Available Balance: 161.00	Federal 19-20 Title I, Part A - Allocation 3000-3999: Employee Benefits
Description:	Federal 18-19 Title I, Part A - Allocation

Flippen Group training fees (OBJ 5810) Amount: 2500.00 Available Balance: 2500.00	5800: Professional/Consulting Services And Operating Expenditures
Description: Sub coverage for 6 teachers to attend training $125 per day (OBJ 1160) Amount: 750.00 Available Balance: 750.00	Federal 19-20 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries
Description: Benefits for certificated sub coverage above calculated @ 21.4% (OBJ 3XX1) Amount: 161.00 Available Balance: 161.00	Federal 19-20 Title I, Part A - Allocation 3000-3999: Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

4.3 - Food and drinks for CKH training days

During Flippen Group 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.

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

Description: Breakfast and lunch items for training days (OBJ 4322)	Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies

Amount: 500.00 Available Balance: 500.00	
Description: Breakfast and lunch items for training days (OBJ 4322) Amount: 500.00 Available Balance: 500.00	Federal 18-19 Title I, Part A - Allocation 4000-4999: Books And Supplies

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

4.4 - Implement Intramural program for increased student participation and positive engagement in co-curricular activities and programs at school

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.

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.

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.)

Many of our students come from 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.

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.

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.

Proposed Expenditures for this Strategy/Activity

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

Description: Certificated wages paid at $34 per hour x 250 hrs (OBJ 1130) Amount: 8500.00 Available Balance: 8500.00	Federal 19-20 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries
Description: Certificated benefits paid at 21.4% (OBJ 3XX1) Amount: 1819.00 Available Balance: 1819.00	Federal 19-20 Title I, Part A - Allocation 3000-3999: Employee Benefits
Description: Purchasing athletic equipment and supplies (OBJ 4310) Amount: 1000.00 Available Balance: 1000.00	Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

4.5 - Implement Parent Resource Center as a place to provide families with access to computers, workshops, presentations, and resources to support their child's education.

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.

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.

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.

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. Through cooperation with our school social worker and the District Director of Student Services the Parent resource Center will be an outreach for Wellness to our parents and students throughout the year.

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

Description: Certificated wages paid at $34 per hour for 100 hours (OBJ 1130) Amount: 3400.00 Available Balance: 3400.00	Federal 19-20 Title I, Part A - Parent Participation 1000-1999: Certificated Personnel Salaries
Description: Certificated benefits paid at 21.4% (OBJ 3XX1) Amount: 728.00 Available Balance: 728.00	Federal 19-20 Title I, Part A - Parent Participation 3000-3999: Employee Benefits

Description: Classified wages paid at $19.42 per hour for 50 hours (OBJ 2230) Amount: 971.00 Available Balance: 971.00	Federal 19-20 Title I, Part A - Parent Participation 2000-2999: Classified Personnel Salaries
Description: Classified benefits paid at 31.2% Amount: 303.00 Available Balance: 303.00	Federal 19-20 Title I, Part A - Parent Participation 3000-3999: Employee Benefits
Description: Purchase a printer for families to print students' grades, attendance, and community resources (OBJ 4310 and OBJ 4420) Amount: 1000.00 Available Balance: 1000.00	Federal 19-20 Title I, Part A - Parent Participation 4000-4999: Books And Supplies
Description: Printing Costs and other supply needs for Parents Resource Center (Outside printing - OBJ 5811, supplies - OBJ 4310) Amount: 1861.00 Available Balance: 1861.00	Federal 18-19 Title I, Part A - Parent Participation 5800: Professional/Consulting Services And Operating Expenditures
Description: Literature for Parent Training Workshops Books, Software and other training needs (Books - OBJ 4210, Software - OBJ 5840, Misc. - OBJ 4310) Amount:	Federal 19-20 Title I, Part A - Parent Participation 4000-4999: Books And Supplies

| 846.00 | |
| Available Balance: 846.00 | |

Description: Create a Parent Community Garden as an extension of the Parent Center	Federal 17-18 Title I, Part A - Parent Participation 4000-4999: Books And Supplies
Amounts: 6708.00	
Available Balance: 6708.00	

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

4.6 - Program Specialist

After conducting our needs assessment we determined that in order to continue to provide a more effective program for Title I a need for a Title I Program Specialist was needed to make our program operate at highest efficiency . This position would be an office assistant to assist with translations, communication with parents and management of Title 1 activities.

This is a part of the Direct Administrative costs of operating the Title I Program. Job Description and Salary Scale is attached in the regular documents.

Proposed Expenditures for this Strategy/Activity

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

Description: Program Specialist Hourly rate at $19.32 @ 40 hours per week for 36 Weeks	Federal 19-20 Title I, Part A - Allocation 2000-2999: Classified Personnel Salaries
Amount: 28000.00	
Available Balance: 28000.00	
Description:	Federal 19-20 Title I, Part A - Allocation 3000-3999: Employee Benefits

| Benefits of Certificated personnel at 31.2% (3XX2)

Amount:
8732.00

Available Balance:
8732.00 | |

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students will be served.

Strategy/Activity

4.7 - Purchase Technology to monitor areas for bullying and detecting vape particles. We have a need to protect students in situations where they are vulnerable to bullying as well as protect all students from the aerosols associated with vaping devices. After conducting our school-wide comprehensive needs assessment, evidence shows that we have a significant need to protect students' safety in situations where they are vulnerable. Some students choose to participate in vaping on campus during the school day that put other students at risk. It is our duty to purposefully protect all students as much as we can at all times. Research (see the articles at these URLs https://www.digitaltrends.com/cool-tech/soter-technologes-vaping-bullying-sensor/ https://spectrum.ieee.org/tech-talk/robotics/artificial-intelligence/schools-enlist-ai-to-detect-vaping-and-bullies-in-bathrooms as well as this abstract identifying specific needs for monitoring bullying: https://dl.acm.org/citation.cfm?id=2695599) The website of the company we would work with has a lot of information specific to how it works. Its URL is https://www.sotertechnologies.com/flysense This technology is so new that the research is in the process of being developed. Another school in our District is already using these devices with great success. Because of this, our staff, parents, and school site council agree that we need to do everything possible to protect students and keep them safe on our school campus. Counselors, administrators, and other parents will be provided information about how this technology will work to protect our students.

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

Description: Purchase and install FlySense technologies to note air quality and noise.	Federal 17-18 Title I, Part A - Allocation 4000-4999: Books And Supplies

| Amount:
4467.00

Available Balance:
4467.00 | |

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

| Description:

Amount:

Available Balance: | |

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

| Description:

Amount:

Available Balance: | |

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity 19
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Description:

Amount:

Available Balance:

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Strategies and Activities were implemented successfully.

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

We did not have an opportunity to go to Process Champion training. This next year we plan on sending a team for more advanced training.

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

No changes are intended for this goal for the 2019-20 school year. All actions and services will be provided again to support this goal.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$299,091.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Federal 18-19 Title I, Part A - Allocation	$74,243.00
Federal 18-19 Title I, Part A - Parent Participation	$8,361.00
Federal 19-20 Title I, Part A - Allocation	$173,609.00
Federal 19-20 Title I, Part A - Parent Participation	$8,361.00

Subtotal of additional federal funds included for this school: $264,574.00

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

State or Local Programs	Allocation ($)
Federal 17-18 Title I, Part A - Allocation	$27,809.00
Federal 17-18 Title I, Part A - Parent Participation	$6,708.00

Subtotal of state or local funds included for this school: $34,517.00

Total of federal, state, and/or local funds for this school: $299,091.00

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Federal 19-20 Title I, Part A -	173,609.00	0.00
Federal 19-20 Title I, Part A -	8,361.00	0.00
Federal 17-18 Title I, Part A -	27,809.00	0.00
Federal 17-18 Title I, Part A -	6,708.00	0.00
Federal 18-19 Title I, Part A -	74,243.00	0.00
Federal 18-19 Title I, Part A -	8,361.00	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Federal 17-18 Title I, Part A - Allocation	27,809.00
Federal 17-18 Title I, Part A - Parent Participation	6,708.00
Federal 18-19 Title I, Part A - Allocation	74,243.00
Federal 18-19 Title I, Part A - Parent Participation	8,361.00
Federal 19-20 Title I, Part A - Allocation	173,609.00
Federal 19-20 Title I, Part A - Parent Participation	8,361.00

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Departmental Advisory Committee
	Other: Parent Advisory Council

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

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

This SPSA was adopted by the SSC at a public meeting on May 28, 2019.

Attested:

See Attachments

Principal, John Turner on
SSC Chairperson, Adam Barrios on