

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
La Mesa Junior High School	19-65136-6111926	July 26, 2019	August 7, 2019

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement
The purpose of this Plan is to develop goals and implement actions and services to improve student achievement schoolwide. Our school has been identified as eligible for Additional Targeted Support and Improvement by the State based on the California School Dashboard results for our Students with Disabilities subgroup as consistently underperforming. This Plan is based on multiple measures, including the Dashboard indicators, using current student outcomes and evidence-based interventions to create our site goals, action steps, strategies, and services offered.

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

The school has developed this Plan by aligning the site goals with the LCAP goals established by the District. All actions and services listed in this Plan are in addition to other services provided by the District through LCAP or federal program funding. In an integrated approach, the school leadership team works directly with the Director of Special Programs who coordinates, manages, and oversees the implementation of all LCAP and federal programs, ensuring that our school's work supports the District vision and goals, but does not duplicate, contradict, or supersede District initiatives.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Students, staff, and parents were surveyed focusing on needs assessments during the spring of 2019.

Parents (78.9 %) feel that their child has the necessary skills to be successful with grade level standards taught. (76.4 %) of parents feel that they are aware of the standards being taught. (67.7%) Parents indicated they would like to know more about what their child is learning at school. (88.2 %) of parents and (85.6 %) of students feel that they have adequate technology resources at home to support their success. However, only 61% of students indicated they use technology to complete assignments. (85 %) of parents feel that there is adequate technology access at school. (82.8 %) Parents and (58.8 %) of students feel that our school bell structure support learning. (80.7 %) Parents feel that the culture of the school supports high academic standards. (80.4%) of students indicated that they believe their teachers, counselors, and administrators have high academic expectations of them. (80.6 %) Parents feel actively engaged in their child's learning, while (70%) of La Mesa students feel that their parents are actively engaged in their learning.

(88.1 %) Parents and (73.6 %) students feel that La Mesa makes students feel welcomed. (80.7 %) of parents feel that La Mesa provides a safe environment and (65.4 %) of students feel that La Mesa has a safe environment. (70.9%) of parents feel that there is adequate outside resources for their student and (69.9%) feel as if the school provides extended learning opportunities. (72 %) Parents and (71 %) of students feel that La Mesa provides adequate informal experiences and extracurricular activities, such as music, sports, art, and clubs. (60.2%) say their child would be able to participate more in after-school activities if they had access to transportation. (87.1%) of parents say that they are proud to have their student be a part of La Mesa, while (78.5 %) of students state that they are proud to attend La Mesa Junior High School.

11.1% of the staff surveyed indicated that students have adequate pre-requisite skills to be successful with grade level standards taught. 81.4% of staff feel that their curriculum is aligned with the Common Core Standards, 8 Math Practices, ELD Standards, and the Next Generation Science Standards as applicable to the subject they teach while 59.2 feel that they are aligned specifically with the English Language Development Standards. 55.5% feel that they have adequate training for differentiation while 55.5% feel that they have adequate training to serve English Language Learners by implementing the ELD standards in support of the academic standards in their content area. 62.9% of staff feel students have adequate resources to successfully complete the homework assigned, but 51.8% stated they would assign homework differently if they felt students had more access to technology at home. 77.8% of staff feel that there is adequate access to technology while at school.

44.4% of the La Mesa staff feel that our school structure (bell schedules, class length, master schedule) supports the learning needs of our students and the subject(s) and 74.1% say that our school culture reflects high academic standards for students. 55.5% surveyed that our school culture reflects high behavioral expectations for students while 3.7% of the La Mesa staff strongly disagreed. 96.3% of the La Mesa staff say that we have a school culture that makes students feel welcome and 81.4% said that we have a school culture that makes students feel safe. 33.3% of the staff agree that our school has adequate access to outside resources to support student learning and 55.5% agree that our school provides adequate extended learning opportunities for academic support. 59.2% agree that our school provides adequate informal experiences and extracurricular activities, such as music, sports, art, and clubs. 14.8% of the La Mesa staff agree that our parents are actively engaged in our school and their student's learning.

Classroom Observations

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

During the 2018-19 school year, 33 La Mesa teachers received formal evaluations which included a minimum of one full period observation and one 20-30 minute observation. All teachers formally evaluated this year received a rating of satisfactory.

In addition to observations included in the formal evaluation process, teachers were observed informally by site administrators 358 times with visits last anywhere from 10-20 minutes in length. In addition, the Instructional coach and EL coordinator made frequent visits to classrooms for both observation and support of teachers throughout the school

year. The English department chair also visited English classrooms during the year to observe English department members.

Administrators agree that students were engaged with minimal behavior issues. Learning targets were evident, but not always obvious. Students were in engaged in whole class, group, pair and individual activities. The use of technology was evident as was evidence of a focus on the Common Core State Standards. Approximately four of these visits included the Director of Curriculum and Instruction with a focus on math and science. Evidence of implementation of the math curriculum was observed as well as the implementation of the Next Generation Science Standards. The use of Capturing Kids' Hearts strategies was evident in almost all classes. The use of social contracts as a classroom management tool exists in 97% of classrooms. Evidence of Good Things, contract rating and launches through direct observation and through observation of it listed on the agenda was also seen. Teachers were seen at their doors greeting students throughout campus.

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)

Assessment	2015-2016 CAASPP DATA	
2016-2017 CAASPP DATA	Gain/Loss	
7th grade ELA Meet or Exceed Standards 55.7%	+ 1.7%	54%
Positive gain		
8th grade ELA Meet or Exceed Standards 49.4%	+ 0.4%	49%
Positive gain		
7th grade Math Meet or Exceed Standards 45.5%	- 0.5%	46%
Loss		
8th grade Math Meet or Exceed Standards 45.62%	+2.62%	43%
Positive gain		

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

La Mesa has multiple challenges that impact student achievement. These include over 50% of students qualifying for the Federal Free and Reduced Lunch Program, a large population of English Learners (over 15% of the total student population), a high percentage of students on IEPs (over 15% of the total student population), single-parent families, two-parent working families, students living doubled up, and low achievement coming into the junior high years. Another challenge facing La Mesa that students matriculate from at least 9 different feeder elementary schools that are based in three different school districts (Sulphur, Newhall and Saugus School Districts). Our special education students come from schools across the Santa Clarita Valley. La Mesa averages 3-5 new students each month, some of whom come in already credit deficient. We have a highly trained, highly compassionate staff of teachers and support staff.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Currently at La Mesa, 96% of all teachers are fully credentialed and assigned correctly within their competency subject areas. 2 out of 52 teachers hold preliminary credentials and are expected to complete the required coursework by the end of the 2018-19 school year.

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

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. Teachers meet collaboratively as departments twice per month for an hour each time, and as a staff once per month for site-based professional development for one hour. Most monthly staff meetings also contain a component of professional development.

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

All Professional Development offered by the district is aligned with Common Core State Standards. The district focus has been on the best instructional practices for increasing student achievement, especially for under-performing students, the effective use of technology to engage students in learning, differentiate instruction, formative assessments, and equity for all students. Teachers have the opportunity to attend weekly workshops on a multitude of current, important topics in teaching including (but not limited to) literacy strategies, close reading, intentional lesson planning for English Learners, wellness, and content-specific topics. Teachers work in departments twice annually during district-wide PD days to focus on strategies to improve student achievement and support district-wide goals. La Mesa's professional development team meets monthly to organize and facilitate PD for staff to improve student achievement based on content standards, using student performance data, and meeting the professional needs as outlined by the staff.

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

La Mesa has one teacher assigned with Instructional Coaching responsibilities, teaching five classes, and given release time to support classroom teachers. In addition, the Hart District employs TOSAs (Teachers on Special Assignment) in English, Math, Science, and History who work with teachers on curriculum implementation and training in implementing the standards for their respective departments.

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

Collaboration time is provided systematically through early release of students twice a month for one hour. In addition, our SPSA allocates funding for further collaboration among teachers by department. Each teacher has one period per day they are permitted to use for collaboration with colleagues as desired. Plus additional collaboration time per department (and grade level) is provided upon request as necessary.

Teaching and Learning

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

All district required curriculum is approved by the State, and aligned to CCSS, content and performance standards. Title I funds are utilized occasionally to provide supplemental enrichment materials as requested by teachers, in response to the comprehensive needs assessment to help engage students in learning. Departments are working to create common curriculum guides to ensure that all students have access to the same standards-based grade level instruction. Anchor standards in reading, writing, and math practice are infused throughout all content areas. English teachers administer the district-provided performance task practice assessments, scoring students according to the SBAC released rubrics for informational and argumentative writing. Using the students' scores, English teachers identify areas of focus for more intensive instruction.

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

The La Mesa master schedule contains 57,350 instructional minutes per school year, exceeding the minimum requirement of 54,000 minutes. Every student has 48 minutes of reading/language arts (English) instruction and 48 minutes of math instruction daily.

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

The master schedule provides flexibility each year based on student need. Intervention support classes are built into the master schedule and available after school in both English and math. Students with disabilities have support classes in their schedule as dictated in their IEPs. And many Special Education students are enrolled in general education courses that are co-taught between a content specialist, and an education specialist as appropriate to meet the goals in their IEP. English learners are supported through the Achieve program with a designated language support class daily.

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

All students have access to grade-level content including standards-based instructional materials aligned to CCSS, content, and performance standards. Additional supplemental materials are used across all disciplines to support students in developing 21st century skills such as communication, collaboration, critical thinking and creativity in the classroom. Additionally, we are providing resources that focus on inquiry-based and collaborative learning. Our library has over 16,000 books available for checkout for all students throughout the school day to promote reading comprehension, literacy, and research skills.

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 course curriculum and textbooks are aligned to CCSS, content and performance standards, required to be used by the district, and is approved by the SBE. Additional intervention and tutoring opportunities support the core content courses through reteaching, using online programs to build remedial skills, and individual help with CCSS instructional materials. The district selection committees annually review the CCSS, and consider the need for resources for intervention, when making purchase decisions for materials.

Opportunity and Equal Educational Access

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

Every student takes six standards-based courses each semester including English, Math, Science, History, Physical Education, and an elective or parallel support class. Students are provided with standards-based, rigorous instruction taught by fully qualified teachers credentialed in their subject area. Teachers use formative assessments to measure student learning needs and adjust subsequent instructional needs based on data from these assessments. Teachers provide additional learning opportunities based on students' needs to help them gain mastery in all of their content area standards. Teachers are available for additional support and practice to students before, during, and after school.

Each school has a counseling staff and social workers who have been trained to provide additional services to underperforming students with the greatest needs. They provide immediate help, support, services, and assistance to students from low-income and homeless families, and foster youth. Students are given social, academic, emotional, personal, and family support to remove barriers to their educational success. Staff and family members work together as a team to identify students' needs and provide the necessary services that will facilitate academic and adolescent growth.

Evidence-based educational practices to raise student achievement

Through professional development, teachers collaborate on research-based educational practices including work by Kate Kinsella, Rick Wormeli, LeAnn Nickelsen, Eric Jensen, Robert Marzano, and more. The Los Angeles County Office of Education also provides best-practice training for teachers and administrators in evidence-based practices to support our English Language Learners and Students with Disabilities. Administrators and teachers have been trained in PBIS to support student achievement. All staff have received training in relationship development through the Capturing Kids' Hearts process to improve school culture and build positive, supportive relationships to allow students to thrive individually. Teachers attend conferences on Differentiated Instruction, Brain Research, Response to Intervention, and the Effects of Poverty on Student Achievement. Teachers also attend conferences on the effective use of technology, math standards, the New Generation Science Standards, and strategies for English Learners through the California Association of Bilingual Education conference.

Parental Engagement

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

The District provides seminars and workshops for parents and families on topics such as bullying, stress management, A-G requirements, college and career readiness, suicide prevention, and drug & alcohol awareness and prevention. The district presents PASE (Parent and Student Empowerment) presentations quarterly for all students and families to attend free of charge, with translation available. At La Mesa, our staff presents different parent workshops annually based on need, such as the challenges of teen cell phone use, and successful transition into Junior High School.

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 school-wide 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 under-performing 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, live 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

Administrators, department chairs, and interdisciplinary team leaders provided input beyond the needs assessment for this plan. Our school site council reviewed it and made revisions.

Resource Inequities

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

After conducting and analyzing our comprehensive needs assessment, it has become apparent that the amount of resources provided to our students through parent donations, parent engagement, and family support are significantly less than the amount available at schools with more affluent families. Because a significant amount of students in our school come from low income families and/or have more severe barriers to their education than students attending schools in more affluent areas, our students most often lack some or all of the following: advanced technology at home, private tutoring resources, quiet private places to study, real life travel experiences, exposure to available college information, extra time for many co-curricular activities, wealthy successful adult role models, college-educated families, personal long-term goals, and knowledge of & access to community resources.

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%	0.2%	%	1	2	
African American	7.2%	7.5%	7.91%	79	81	94
Asian	3.3%	3.8%	4.21%	36	41	50
Filipino	6.9%	7.3%	6.57%	75	79	78
Hispanic/Latino	57.0%	58.2%	58.25%	622	632	692
Pacific Islander	0.2%	0.2%	0.25%	2	2	3
White	22.0%	19.6%	19.11%	240	213	227
Multiple/No Response	3.3%	%	%	36		
Total Enrollment				1,091	1,086	1,188

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 7	510	558	608
Grade 8	581	528	580
Total Enrollment	1,091	1,086	1,188

Conclusions based on this data:

1.

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	165	136	160	15.1%	12.5%	13.5%
Fluent English Proficient (FEP)	294	321	338	26.9%	29.6%	28.5%
Reclassified Fluent English Proficient (RFEP)	5	9	7	4.8%	5.5%	5.1%

Conclusions based on this data:

1. We have a high number of English Learners who need language support.
2. We will focus on increasing the number of EL students who reclassify to English Proficient.

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	502	564	590	492	553	578	490	553	578	98	98	98
Grade 8	560	505	552	552	498	541	549	498	541	98.6	98.6	98
All Grades	1062	1069	1142	1044	1051	1119	1039	1051	1119	98.3	98.3	98

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	2554.	2551.	2553.	16	12.84	16.61	38	42.86	37.54	25	21.70	23.53	21	22.60	22.32
Grade 8	2554.	2562.	2568.	9	15.46	14.60	40	33.94	40.30	28	28.92	26.06	24	21.69	19.04
All Grades	N/A	N/A	N/A	12	14.08	15.64	39	38.63	38.87	27	25.12	24.75	22	22.17	20.73

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	25	21.56	24.74	50	51.27	45.33	25	27.17	29.93	
Grade 8	20	26.31	26.25	48	42.77	45.47	31	30.92	28.28	
All Grades	23	23.81	25.47	49	47.24	45.40	28	28.95	29.13	

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	31	29.71	30.68	49	49.09	49.57	20	21.20	19.76
Grade 8	19	27.11	28.28	54	49.40	49.54	28	23.49	22.18
All Grades	25	28.48	29.52	51	49.24	49.55	24	22.29	20.93

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	16	12.14	9.52	66	66.12	69.38	18	21.74	21.11
Grade 8	14	13.86	16.27	68	69.48	67.65	18	16.67	16.08
All Grades	15	12.95	12.78	67	67.71	68.54	18	19.33	18.68

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	27	29.89	31.83	53	50.72	48.96	20	19.38	19.20
Grade 8	23	24.50	29.39	54	51.41	52.31	24	24.10	18.30
All Grades	25	27.33	30.65	53	51.05	50.58	22	21.62	18.77

Conclusions based on this data:

1. 54.5% of students met or exceeded the standards in English Language Arts/Literacy.
2. This shows an increase of 3.5% over the last two years.
3. Students scored highest in Listening, but lowest in Reading. Reading comprehension will be a primary focus.

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	502	564	591	490	556	585	486	556	585	97.6	98.6	99
Grade 8	559	505	552	551	502	547	548	502	546	98.6	99.4	99.1
All Grades	1061	1069	1143	1041	1058	1132	1034	1058	1131	98.1	99	99

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	2542.	2543.	2550.	21	20.50	22.22	25	25.00	25.13	26	27.52	26.50	28	26.98	26.15
Grade 8	2557.	2564.	2566.	20	19.52	21.25	23	26.10	26.37	29	27.89	23.99	28	26.49	28.39
All Grades	N/A	N/A	N/A	20	20.04	21.75	24	25.52	25.73	28	27.69	25.29	28	26.75	27.23

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	30	31.47	34.36	31	30.76	28.72	39	37.77	36.92	
Grade 8	30	30.28	29.17	36	40.84	38.35	34	28.88	32.48	
All Grades	30	30.91	31.86	33	35.54	33.36	37	33.55	34.78	

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	24	23.20	23.08	47	46.76	49.23	29	30.04	27.69
Grade 8	20	19.52	25.64	52	44.62	48.53	28	35.86	25.82
All Grades	22	21.46	24.31	50	45.75	48.89	29	32.80	26.79

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	27	23.20	22.74	54	57.37	60.17	19	19.42	17.09
Grade 8	19	21.51	22.34	58	56.77	55.13	23	21.71	22.53
All Grades	23	22.40	22.55	56	57.09	57.74	21	20.51	19.72

Conclusions based on this data:

1. 47.5% of students scored above, at, or near standard in Mathematics.
2. This is only a 2% increase over the last two years.
3. Students scored highest in communicating reasoning, but lowest in applying mathematical concepts and procedures - indicating that this should be a focus next year.

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	1512.7	1506.2	1518.7	86
Grade 8	1534.6	1529.8	1539.0	69
All Grades				155

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	25	29.07	33	38.37	*	*	18	20.93	86
Grade 8	34	49.28	21	30.43	*	*	*	*	69
All Grades	59	38.06	54	34.84	16	10.32	26	16.77	155

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	34	39.53	32	37.21	*	*	14	16.28	86
Grade 8	41	59.42	19	27.54	*	*	*	*	69
All Grades	75	48.39	51	32.90	11	7.10	18	11.61	155

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	17	19.77	18	20.93	24	27.91	27	31.40	86
Grade 8	23	33.33	18	26.09	13	18.84	15	21.74	69
All Grades	40	25.81	36	23.23	37	23.87	42	27.10	155

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	28	32.56	41	47.67	17	19.77	86
Grade 8	31	44.93	31	44.93	*	*	69
All Grades	59	38.06	72	46.45	24	15.48	155

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	52	60.47	23	26.74	11	12.79	86
Grade 8	54	78.26	11	15.94	*	*	69
All Grades	106	68.39	34	21.94	15	9.68	155

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	23.26	18	20.93	48	55.81	86
Grade 8	21	30.43	22	31.88	26	37.68	69
All Grades	41	26.45	40	25.81	74	47.74	155

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	15	17.44	54	62.79	17	19.77	86
Grade 8	23	33.33	38	55.07	*	*	69
All Grades	38	24.52	92	59.35	25	16.13	155

Conclusions based on this data:

1. We have a high percentage of English Learners in our student population with varied levels of English proficiency.
2. Teachers across all disciplines need to focus on the unique language and learning needs of English Learners.

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
1,188	51.2%	13.5%	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	160	13.5%
Foster Youth	3	0.3%
Homeless	23	1.9%
Socioeconomically Disadvantaged	608	51.2%
Students with Disabilities	188	15.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	94	7.9%
Asian	50	4.2%
Filipino	78	6.6%
Hispanic	692	58.2%
Two or More Races	44	3.7%
Pacific Islander	3	0.3%
White	227	19.1%

Conclusions based on this data:

1. Our school is incredibly diverse with a high number of students in all significant subgroups.

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  Orange	Suspension Rate  Yellow
Mathematics  Green		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Yellow performance level in Suspension Rate indicates a need to more closely examine further data for subgroups of students, trends, and possible solutions.
2. Orange performance level in Absenteeism indicates a need to work closely with parents, families, counselors, and social workers to determine the cause and unique needs per student.

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:



This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Green 3.7 points above standard Increased 4.3 points 1076 students	<p>English Learners</p>  Orange 54.3 points below standard Declined -8.7 points 293 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  No Performance Color 46.5 points below standard Declined -24.3 points 36 students	<p>Socioeconomically Disadvantaged</p>  Yellow 22.5 points below standard Increased 6 points 519 students	<p>Students with Disabilities</p>  Red 110.5 points below standard Declined -7.3 points 133 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 15.4 points below standard Maintained -2.7 points 85 students	 No Performance Color 0 Students	 Blue 82.1 points above standard Increased 6.9 points 48 students	 Blue 52.9 points above standard Increased 5.7 points 68 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 18.6 points below standard Maintained 1.5 points 625 students	 Green 40.2 points above standard Increased 12.2 points 44 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Green 38 points above standard Increased 10.7 points 203 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
99.9 points below standard Maintained -1.3 points 123 students	21.4 points below standard Declined -5.3 points 170 students	19.4 points above standard Increased 9.1 points 627 students

Conclusions based on this data:

1. Students with disabilities is an area of extreme need.
2. Continued focus on our current ELs is a priority area.
3. We saw solid increases in several subgroups (white, two or more races, Filipino, Asian) in English performance. The overall result was an increase for "All Students".

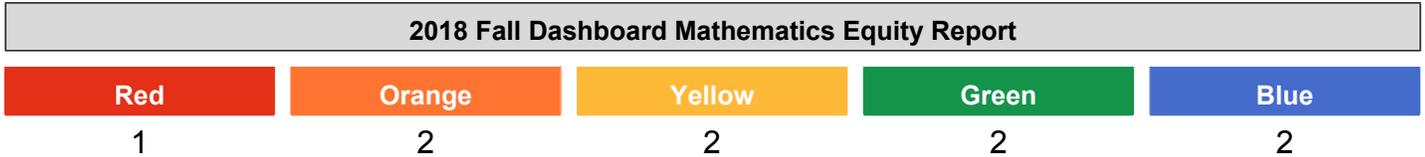
School and Student Performance Data

Academic Performance Mathematics

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>14.3 points below standard</p> <p>Increased 5 points</p> <p>1080 students</p>	<p>English Learners</p>  <p>Orange</p> <p>72.6 points below standard</p> <p>Declined -9.3 points</p> <p>296 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>61 points below standard</p> <p>Declined -12.2 points</p> <p>37 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>41.5 points below standard</p> <p>Increased 6.2 points</p> <p>522 students</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>142 points below standard</p> <p>Declined -3.3 points</p> <p>135 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 33.4 points below standard Increased 17 points 86 students	 No Performance Color 0 Students	 Blue 86.5 points above standard Increased 10.5 points 48 students	 Blue 49.9 points above standard Increased 13.3 points 69 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 40 points below standard Maintained -1.1 points 627 students	 Green 16.2 points above standard Increased 7.1 points 44 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Green 22.2 points above standard Increased 13.5 points 203 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
122.6 points below standard Maintained 1.2 points 124 students	36.6 points below standard Declined -6.9 points 172 students	1.5 points above standard Increased 11.2 points 628 students

Conclusions based on this data:

1. Students with disabilities is an area of extreme need.
2. Several subgroups increased significantly in math performance including Low-income, African American, Asian, Filipino, Two or more Races, and White students.

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
155	38.1%	34.8%	10.3%	16.8%

Conclusions based on this data:

1. This is baseline data since the ELPAC was first administered in 2018.

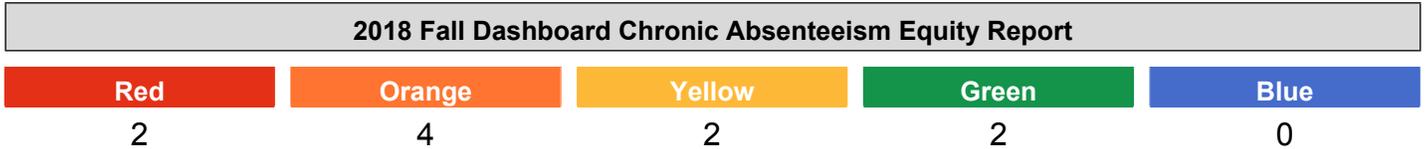
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange	 Yellow	 No Performance Color
10.2% chronically absent	14% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 0.7%	Declined 0.5%	3 students
1236 students	171 students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red	 Orange	 Red
33.3% chronically absent	14.2% chronically absent	22.5% chronically absent
Increased 10.3%	Increased 1.9%	Increased 1.8%
42 students	648 students	204 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 16.2% chronically absent Increased 8.4% 99 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Green 4% chronically absent Declined 3% 50 students	 Green 5% chronically absent Maintained 0% 80 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 10.8% chronically absent Maintained 0% 720 students	 Orange 14% chronically absent Increased 4% 50 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Yellow 8.1% chronically absent Maintained 0.3% 234 students

Conclusions based on this data:

- Several groups had more absences this year, including Homeless, Low-Income, Students with Disabilities, African American, and students of Two or more Races.
- This indicates a need to work more closely with parents, families, counselors, and social workers to determine the cause and unique needs for each student experiencing issues with absenteeism.

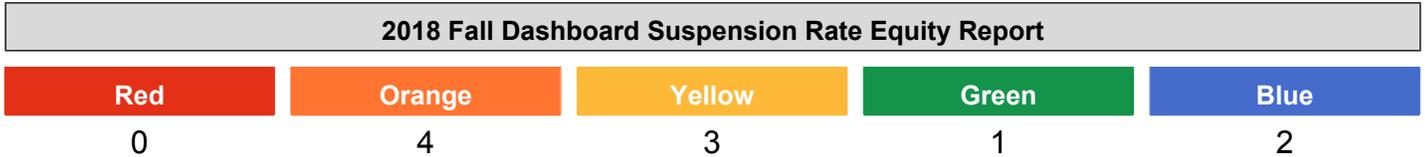
School and Student Performance Data

Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Yellow 1.7% suspended at least once Increased 0.6% 1261 students	<p>English Learners</p>  Yellow 2.3% suspended at least once Maintained 0.2% 176 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 4 students
<p>Homeless</p>  Orange 4.7% suspended at least once Increased 4.7% 43 students	<p>Socioeconomically Disadvantaged</p>  Orange 2.3% suspended at least once Increased 1.4% 660 students	<p>Students with Disabilities</p>  Orange 2.9% suspended at least once Increased 0.9% 208 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 4% suspended at least once Increased 2.9% 100 students	 No Performance Color 0 Students	 Blue 0% suspended at least once Maintained 0% 50 students	 Blue 0% suspended at least once Maintained 0% 81 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.9% suspended at least once Increased 1% 735 students	 Yellow 1.9% suspended at least once Increased 1.9% 53 students	 No Performance Color Less than 11 Students - Data 3 students	 Green 0.8% suspended at least once Declined -1.4% 239 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.8% suspended at least once	1% suspended at least once	1.7% suspended at least once

Conclusions based on this data:

- Several groups saw an increase in suspension rate, including Homeless, Low-Income, Students with Disabilities, African American, Two or More Races, and Hispanic students.
- Implementing PBIS this year, as well as the creation of our new resource and student support center (the HOWL Hut), will be tools to support positive behaviors and hopefully decrease suspension rates.

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

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

Identified Need

All Students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA ALL Students 7th Grade	20% Standard Not Met	17% Standard Not Met
CAASPP ELA All Students 8th Grade	20% Standard Not Met	17% Standard Not Met
CAASPP ELA SED 7th Grade	23% Standard Not Met	20% Standard Not Met
CAASPP ELA SED 8th Grade	27% Standard Not Met	24% Standard Not Met
CAASPP Math ALL Students 7th Grade	31% Standard Not Met	28% Standard Not Met
CAASPP Math All Students 8th Grade	25% Standard Not Met	22% Standard Not Met
CAASPP Math SED 7th Grade	38% Standard Not Met	35% Standard Not Met
CAASPP Math SED 8th Grade	32% Standard Not Met	29% Standard Not Met

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.1 Student Affirmation and Motivation Recognition

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

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

The school site council feels that it is important for continued recognition for students who are benefiting from supports and are showing improvement. The students will feel good about small achievements and strive to improve more.

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 and Amount(s)	Source(s)
<p>Description: Student Incentives (OBJ 4310)</p> <p>Amount: 858.00</p> <p>Available Balance: 858.00</p>	<p>Federal 18-19 Title I, Part A - Allocation 4000-4999: Books And Supplies</p>
<p>Description: Snacks and food for celebration (OBJ 4322)</p> <p>Amount: 858.00</p> <p>Available Balance: 858.00</p>	<p>Federal 18-19 Title I, Part A - Allocation 4000-4999: Books And Supplies</p>
<p>Description: Certificated Coordinator Wages - \$34 X 45 hours (OBJ 1130)</p> <p>Amount: 1530.00</p> <p>Available Balance: 1530.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries</p>
<p>Description: Certificated benefits calculated at 21.4%</p> <p>Amount:</p>	<p>Federal 19-20 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>

328.00

Available Balance:

328.00

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.2 After school teacher support - Intervention in all core subject areas.

Many of our students do not have support at home due to working parents, non-English speaking parents, education level of parents, and lack of resources for additional tutoring.

The site council believes that having additional after-school support will allow students to get assistance with their homework and reinforce the daily learning. This will help increase scores. "Participation in after-school, summer learning, and other community-based programs has been associated with improved academic achievement and improved linguistic and social development of ELLs (Tellez & Waxman, 2010; Hirsch, 2011). Moreover, helping ELL students improve their English not only supports their success in school but also can benefit all students in a school." In addition "Those students who regularly attend well-structured after-school and/or summer learning programs demonstrate higher rates of attendance in school, have fewer discipline referrals, are more prepared for the academic rigors of school, and demonstrate increased achievement in core academic areas such as mathematics, science, reading, and language arts (Martin, et al., 2007; Farmer Hinton, Sass, & Schroeder, 2009; Huang & Cho, 2009).

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 and Amount(s)

Description:

Student Transportation (OBJ 5710)

Update 9/17/18 increased by \$5,880

Amount:

11880.00

Available Balance:

11880.00

Description:

Source(s)

Federal 18-19 Title I, Part A - Allocation
5700-5799: Transfers Of Direct Costs

Federal 19-20 Title I, Part A - Allocation
1000-1999: Certificated Personnel Salaries

Certificated Intervention Coordinator - \$34 X 60 hrs (OBJ 1130)

Amount:
2040.00

Available Balance:
2040.00

Description:
Certificated benefits for Intervention coordinator stipend @21.4%

Amount:
437.00

Available Balance:
437.00

Federal 19-20 Title I, Part A - Allocation
3000-3999: Employee Benefits

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

1.3 Teacher Attendance at PLC Conference and RTI at Work Institute by Solution Tree

Our teachers need access to the latest, best practices and training to be able to lead change campus-wide. Teacher leaders, along with a site administrator will attend a variety of sessions aimed at meeting the needs of our diverse learning population and the challenges facing our school, and looking for ways to integrate technology as a learning tool.

The school site council feels that by enriching the teaching strategies of the teachers, the students will have their needs better met. Site teacher leaders will plan and implement professional development for the staff. One study (Saxe et al., 2001) compared collaborative CPD involving specialist input in subject knowledge with collaboration where the teachers supported each other. The study found that the group of teachers that had had input from an external 'expert' made significantly more changes and their pupils shared greater increases in attainment than the group which only used peer support. Most of the studies, however, reported CPD which combined external, specialist input with internal, collaborative peer support and many of these emphasized the partnership that existed between the teachers and outside experts.

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 and Amount(s)

Source(s)

<p>Description: Registration fee \$669 per person X 8 (OBJ 5220)</p> <p>Amount: 5352.00</p> <p>Available Balance: 5352.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures</p>
<p>Description: Travel, meals and lodging (OBJ 5220)</p> <p>Lodging 3 nights - 4 rooms at \$200 per night \$2400 Mileage for 2 cars 600 miles @.56 per mile \$336 Meals \$1200</p> <p>Amount: 3936.00</p> <p>Available Balance: 3936.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures</p>
<p>Description: Substitutes for 8 teachers @\$125 per day x 3 days (OBJ 1160)</p> <p>Amount: 3000.00</p> <p>Available Balance: 3000.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries</p>
<p>Description: Certificated benefits paid @ 21.4%</p> <p>Amount: 642.00</p> <p>Available Balance: 642.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>
<p>Description: 10 staff registration fees (OBJ 5220)</p> <p>Amount: 17,181.00</p>	<p>Federal 18-19 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures</p>

Available Balance:
10,491.00 (R20-00640 on 7/25/19 for June
Citibank charge)

Description:
Substitutes for 9 teachers @ \$125 per day x 3
days (OBJ 1160)

Amount:
3375.00

Available Balance:
3375.00

Description:
Certificated benefits paid @ 21.4%

Amount:
723.00

Available Balance:
723.00

Federal 19-20 Title I, Part A - Allocation
1000-1999: Certificated Personnel Salaries

Federal 19-20 Title I, Part A - Allocation
3000-3999: Employee Benefits

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

1.4 High interest books for independent reading

Books will increase student access to high-interest, age appropriate reading materials at a variety of reading levels.

"Evidence from multiple library impact studies conducted across the U.S. offers the following conclusions: Higher expenditures and larger, newer, and varied collections contribute to improved student test scores." <https://www.baltimorelibraryproject.org/wp-content/uploads/downloads/2013/09/Library-Impact-Studies.pdf>

School Library Impact Studies - A Review of Findings and Guide to Sources Prepared for the Harry & Jeanette Weinberg Foundation By Frances Gretes, Gretes Research Services.

"Per-student spending on library resources is associated with better PSSA Reading and Writing results. The proportional differences in Advanced Writing scores between students with better and less well-funded libraries are substantially greater than the proportional differences in Reading scores.

Library resources spending is an investment that benefits all students, both high- and low-achievers. It is associated with better Reading and Writing scores—higher Advanced and lower

Below Basic. Spending on library resources helps to close achievement gaps. These differences are not explained away by socio-economic, racial/ethnic, and disability factors. "
<https://files.eric.ed.gov/fulltext/ED543418.pdf>

How Pennsylvania School Libraries Pay Off: Investments in Student Achievement and Academic Standards By Keith Curry Lance and Bill Schwarz, RSL Research Group, Louisville,

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 and Amount(s)

Description:
Student books for independent reading, book clubs, and class sets (OBJ 4210)

Amount:
8764.00

Available Balance:
57.00 (R20-00636 7/25/19)

Source(s)

Federal 17-18 Title I, Part A - Allocation
4000-4999: Books And Supplies

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

1.5 Science Olympiad Team

According to the needs assessments, parents, teachers and students indicated a need for additional extra curricular activities. A Science Olympiad Team would allow students to apply and deepen their classroom skills in the areas of speaking and listening, reading, writing, math, and research.

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 and Amount(s)

Description:
Team Participation Fees (State and National fees) (OBJ 5810)

Amount:

Source(s)

Federal 18-19 Title I, Part A - Allocation
5800: Professional/Consulting Services And
Operating Expenditures

<p>325.00</p> <p>Available Balance: 325.00</p>	
<p>Description: Transportation of students to events (OBJ 5710)</p> <p>Amount: 750.00</p> <p>Available Balance: 750.00</p>	<p>Federal 18-19 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures</p>
<p>Description: Teacher Support Hours (to access expertise from other staff members) 30 hours @ \$34 per hour (OBJ 1130)</p> <p>Amount: 1020.00</p> <p>Available Balance: 1020.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries</p>
<p>Description: Benefits for support hours @ 21.4%</p> <p>Amount: 218.00</p> <p>Available Balance: 218.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>
<p>Description: Start up materials, equipment, ongoing materials and kits (Obj 4310 or 4410 if over \$500)</p> <p>Amount: 619.00</p> <p>Available Balance: 619.00</p>	<p>Federal 18-19 Title I, Part A - Allocation 4000-4999: Books And Supplies</p>

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.6 Supplemental Instructional Supplies

Instructional supplies beyond school's typical allocation to ensure equity and access to all needs in the classroom.

Teachers will be using research based practices. Supplies will be used to implement Common Core lessons.

"Available resources and the way they are spent influence students' learning opportunities. To ensure equity and quality across education systems, funding strategies should: guarantee access to quality early childhood education and care (ECEC), especially for disadvantaged families; use funding strategies, such as weighted funding formula, that take into consideration that the instructional costs of disadvantaged students may be higher.

In addition, it is important to balance decentralization/local autonomy with resource accountability to ensure support to the most disadvantaged students and schools." (OECD (2012), Equity and Quality in Education: Supporting Disadvantaged Students and Schools, OECD Publishing.)
<http://dx.doi.org/10.1787/9789264130852-en>

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 and Amount(s)

Description:
Instructional Supplies (OBJ 4310)

Amount:
2615.00

Available Balance:
2615.00

Source(s)

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

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.7 Technology Resources and Software Programs

Supplemental technology resources and/or software programs are needed for increased student achievement in digital literacy.

"According to the 2012 Pew Report "Digital Differences," only 62% of people in households making less than \$30,000 a year used the internet, while in those making \$50,000-74,999 that percentage

jumped to 90. For children in low-income school districts, inadequate access to technology can hinder them from learning the tech skills that are crucial to success in today's economy."
<http://www.digitalresponsibility.org/digital-divide-the-technology-gap-between-rich-and-poor/>

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 and Amount(s)	Source(s)
Description: Peardeck (OBJ 5840) Amount: 1920.00 Available Balance: 1920.00	Federal 18-19 Title I, Part A - Allocation 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.8 Collaboration Time

Provide additional collaboration time for teachers to improve instructional practices that increase student performance, separate from regular collaboration responsibilities.

Teachers will collaborate within their subject through out the spring semester to build meaningful, effective, and differentiated lessons that will benefit the English learners, Special education students as well as the general education students.

Harry K. Wong, a well-known educational author, states that "the trademark of effective schools is a culture where all teachers take responsibility for the learning of all students. The key to strong collaboration is recognizing that a student shouldn't be the responsibility of only one teacher, but of all teachers." Teacher collaboration will benefit all students on campus.

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 and Amount(s)	Source(s)
Description:	Federal 19-20 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries

Certificated substitute costs \$125 per day for 25 teachers X 1 day or equivalent after school hours @\$34 per hour. (OBJ 1160 and OBJ 1130)

Amount:
3125.00

Available Balance:
3125.00

Description:
Employee Benefits paid @ 21.4%

Amount:
669.00

Available Balance:
669.00

Federal 19-20 Title I, Part A - Allocation
3000-3999: Employee Benefits

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.9 Science World - class set of monthly periodicals

Students need additional supplemental reading material to support the core content they are learning in rigorous NGSS science classes.

"Evidence from multiple library impact studies conducted across the U.S. offers the following conclusions: ...higher expenditures and larger, newer, and varied collections contribute to improved student test scores." <https://www.baltimorelibraryproject.org/wp-content/uploads/downloads/2013/09/Library-Impact-Studies.pdf>

SCHOOL LIBRARY IMPACT STUDIES - A Review of Findings and Guide to Sources Prepared for the Harry & Jeanette Weinberg Foundation By Frances Gretes, Gretes Research Services.

"Per-student spending on library resources is associated with better PSSA Reading and Writing results. The proportional differences in Advanced Writing scores between students with better and less well-funded libraries are substantially greater than the proportional differences in Reading scores.

Library resources spending is an investment that benefits all students, both high- and low-achievers. It is associated with better Reading and Writing scores—higher Advanced and lower Below Basic. Spending on library resources helps to close achievement gaps. These differences are not explained away by socio-economic, racial/ethnic, and disability factors. "
<https://files.eric.ed.gov/fulltext/ED543418.pdf>

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 and Amount(s)

Description:
Scholastic Science World Full Year Subscription
- Qty 40 (OBJ 4330)

Amount:
418.00

Available Balance:
418.00

Source(s)

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

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.10 Curriculum supported Field Trips

Real life experiences enhance learning. Many of our students have never experienced museums or many other educational opportunities available in life. By exposing them to museums, tours, performances, college campuses, and trips outside their home neighborhood, students gain a wider view of how learning is applied in the real world, as well as opportunities available for their futures.

The site council feels it is important to expose students to life experiences. According to the research from the University of Arkansas, they found that students who attended a school tours demonstrated stronger critical thinking skills, displayed higher levels of tolerance, had more historical empathy and developed a taste for being a cultural consumer in the future (Sept. 2013)

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 and Amount(s)

Description:
Student Entrance Fees (OBJ 5810)

Amount:

Source(s)

Federal 18-19 Title I, Part A - Allocation
5800: Professional/Consulting Services And
Operating Expenditures

500.00	
Available Balance: 500.00	
Description: Transportation (OBJ 5710)	Federal 18-19 Title I, Part A - Allocation 5700-5799: Transfers Of Direct Costs
Amount: 3000.00	
Available Balance: 3000.00	

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.11 Musical Instruments to supplement the current band program

Student success is often tied to student engagement in co-curricular programs. Many students at La Mesa come from low income and homeless families. Therefore, they do not have access to personal funds to purchase expensive musical instruments. Yet, they still have the desire and interest to learn how to play an instrument and participate in the same activities as their peers from more affluent homes who can afford private lessons as well as personal instruments.

Research consistently shows that students who are involved in extra curricular activities are more connected and successful in school. It also shows a physiological connection in the brain between learning music, and higher understanding of math, science, and other subjects. See attached research narrative in support of increased achievement for students involved in music in school.

<https://news.ku.edu/2014/01/14/ku-research-establishes-link-between-music-education-and-academic-achievement>

<https://www.artsedsearch.org/study/how-learning-a-musical-instrument-affects-the-development-of-skills>

<https://www.spreadmusicnow.org/the-importance-of-music>

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 and Amount(s)	Source(s)
Description:	Federal 18-19 Title I, Part A - Allocation

Band Instruments (OBJ 4310 or 4410 if over \$500)

Amount:
2002.00

Available Balance:
2002.00

4000-4999: Books And Supplies

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.12 Scope Scholastic Reader - monthly subscription

Supplemental reading support for English classes.

Students need additional high-interest, contemporary, age-appropriate, supplemental reading material to support the core content all subjects.

"Evidence from multiple library impact studies conducted across the U.S. offers the following conclusions: ...higher expenditures and larger, newer, and varied collections contribute to improved student test scores." <https://www.baltimorelibraryproject.org/wp-content/uploads/downloads/2013/09/Library-Impact-Studies.pdf>

SCHOOL LIBRARY IMPACT STUDIES - A Review of Findings and Guide to Sources Prepared for the Harry & Jeanette Weinberg Foundation By Frances Gretes, Gretes Research Services.

"Per-student spending on library resources is associated with better PSSA Reading and Writing results. The proportional differences in Advanced Writing scores between students with better and less well-funded libraries are substantially greater than the proportional differences in Reading scores.

Library resources spending is an investment that benefits all students, both high- and low-achievers. It is associated with better Reading and Writing scores—higher Advanced and lower Below Basic. Spending on library resources helps to close achievement gaps. These differences are not explained away by socio-economic, racial/ethnic, and disability factors. "
<https://files.eric.ed.gov/fulltext/ED543418.pdf>

How Pennsylvania School Libraries Pay Off: Investments in Student Achievement and Academic Standards By Keith Curry Lance and Bill Schwarz, RSL Research Group, Louisville

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 and Amount(s)

Description:
Magazine subscription for ELA (obj 4330)

Amount:
1000.00

Available Balance:
1000.00

Source(s)

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

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.13 School Supply Boxes for home

Student school supplies in ready-packed boxes for use and keep at home.

Maslow's Hierarchy of Needs finds that in order for students to achieve and reach the highest level (self actualization) their basic needs must be met first. 92.4% of parents indicated on the needs assessment that additional school supplies provided at summer check-in last year were helpful to their family and child. 87.5% of students indicated on the needs assessment it was helpful.

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 and Amount(s)

Description:
Supplemental School Supplies (for home)

Amount:
3000.00

Available Balance:
3000.00

Source(s)

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

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.14 Scientific Calculators

Scientific calculators are needed to support students in math class at school and at home.

Math Practice Standard 5: Use appropriate tools strategically. One of the Common Core's biggest components is to provide students with the assets they need to navigate the real world. In order for students to learn what tools should be used in problem solving it is important to remember that no one will be guiding students through the real world – telling them which mathematics tool to use. By leaving the problem open ended, students can select which math tools to use and discuss what worked and what didn't.

Calculators will supplement already existing ones in the classroom and be available for students check out in the library for use at home.

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 and Amount(s)

Description:
Scientific Calculators

Amount:
460.00

Available Balance:
460.00

Source(s)

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

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.15 Robotics Team Support

According to the needs assessments, parents, teachers and students indicated a need for additional extra curricular activities. Supporting a Robotics Team would allow students to apply and deepen their classroom skills in the areas of math, science, and engineering practices, as well as creativity, collaboration, and research.

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 and Amount(s)

Source(s)

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 and Amount(s)	Source(s)
<p>Description: Classified Salary - \$20.76 hour X 8 hrs.day X 203 days</p> <p>Amount: 33715.00</p> <p>Available Balance: 33715.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 2000-2999: Classified Personnel Salaries</p>
<p>Description: Classified Benefits @ 31.2% (OBJ 3XXX)</p> <p>Amount: 10520.00</p> <p>Available Balance: 10520.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>
<p>Description: Health and Welfare Benefits (OBJ 3411)</p> <p>Amount: 8800</p> <p>Available Balance: 8800</p>	<p>Federal 19-20 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>

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.

We had several updates throughout the year to ensure we were meeting the needs of our students and using the funding responsibly and effectively. In some cases, such as with intervention, we were able to leverage district allocated funds to free up funding from Title 1. Attendance of our teachers at training such as PLC, and the CSTA conference allowed us to better implement PLCs and standards based instruction as we dial in to specific learning goals and responses to learning.

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

Accelerated Reader did not prove to be a positive experience for our school. We made the decision to use those financial resource elsewhere. Some teachers found more effective ways to promote reading such as conferencing and book talks. Middle school students seemed to respond better to these types of strategies rather than reward-based reading.

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

This goal remains the same from last year. Some of the activities have changes due to ideas and input from the School Site Council based on the needs assessment. We will be increasing our use of student affirmation and motivation recognition as we implement year one of PBIS officially. The supplemental instructional supplies were very helpful as our parent population does not have the means to donate at the level of other schools. Providing funding for curriculum supported field trips allowed students to experience real world application of what they were learning and see places they don't have access to.

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

La Mesa will lower the percentage of "Standard Not Met" in the Students with Disabilities subgroup by 5% on state testing in both math and ELA as measured by the CAASPP and CAA state assessments.

SPED ELA CAASPP : All 7th Grade Students with disabilities:55%% (2019) to 49% (2020) and 8th Grade Students with disabilities 71% (2019) to 65% (2020)

SPED Math CAASPP: All 7th Grade Students with disabilities: 70% (2019) to 64% (2020) and 8th GRade Students with disabilities 82% (2019 to 76% (2020)

Current CAA scores for 2019 were not available at the writing of this plan.

Identified Need

Our students with disabilities are performing at a significantly low rate of achievement in both math and ELA. In addition we need to decrease their rate of suspension, which contributes to loss of learning time.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA 7th Grade	(2019) 55% Standard Not Met	(2020) 49% Standard Not Met
CAASPP ELA 8th Grade	(2019) 71% Standard Not Met	(2020) 71% Standard Not Met

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)

Curriculum supported Field trips

Strategy/Activity

2.1 Real life experiences and field trips to enhance learning.

Real life experiences enhance learning. Many of our students have never experienced museums or many other educational opportunities available in life. By exposing them to museums, tours, performances, tours, and trips outside their home neighborhood, students gain a wider view of how learning is applied in the real world, as well as opportunities available for their futures. Trips in the form of Community Based Instruction (CBI) will be led by site personnel and connect to the currently delivered curriculum in all subject areas.

The site council feels it is important to expose students to life experiences. According to the research from the University of Arkansas, they found that students who attended a school tours demonstrated stronger critical thinking skills, displayed higher levels of tolerance, had more historical empathy and developed a taste for being a cultural consumer in the future (Sept. 2013)

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 and Amount(s)

Source(s)

Description:
Students Entrance Fees
(OBJ 5810)

Amount:
500.00

Available Balance:
500.00

Federal 19-20 Title I, Part A - Allocation
5800: Professional/Consulting Services And
Operating Expenditures

Description:
Transportation (OBJ 5710)

Amount:
2000.00

Available Balance:
2000.00

Federal 19-20 Title I, Part A - Allocation
5000-5999: Services And Other Operating
Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Special Education, Socio-economically Disadvantaged

Strategy/Activity

2.2 Supplemental Instructional Supplies

Supplemental instructional supplies will ensure students have the necessary tools and resources to optimize learning. Many students do not come to school with basic learning supplies. Teachers are also limited to the type of lessons they can deliver based on the minimal supplies available to them.

According to the National Academies Press, "The most effective learning occurs when learners transport what they have learned to various and diverse new situations." The site council believes

that students having more resources will diversify how the curriculum is delivered and then synthesized.

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 and Amount(s)

Description:
Supplemental supplies
(OBJ 4310)

Amount:
949.00

Available Balance:
949.00

Source(s)

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)

Students with Disabilities

Strategy/Activity

2.3 Reflex Math Site Licenses

A lack of basic math facts holds back the mathematical growth of our special education students.

"Math fact fluency is the quick and effortless (automatic) recall of basic math facts. When students achieve these basic skills, they have attained a level of mastery that enables them to retrieve them from long-term memory without conscious effort or attention.

Extensive research has demonstrated the critical role of fact fluency in elementary school level mathematics and beyond and is underscored by studies that show it is a significant predictor of performance on standardized tests.

Furthermore, the significance of fact retrieval speed as a predictor of performance is not limited to test items that directly assess computation — it predicts performance on math concept problems, word problems, data interpretation problems, and mathematical reasoning items as well.

Research over the past decade has also shown, however, that many children in the United States never achieve sufficient proficiency with math facts, and those who do typically achieve it later than their peers in nations with higher mathematics achievement. To address this issue, recent national curriculum standards and guidelines have highlighted automaticity with math facts as a core objective of elementary mathematics education," which is where many of our special education students are at developmentally and educationally.

<https://www.reflexmath.com/research>

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 and Amount(s)	Source(s)
Description: Site Licenses (OBJ 5840) Reflex Math Amount: 3295.00 Available Balance: 3295.00	Federal 19-20 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures
Description: Reflex Math Growth Incentives - Incentives to support students who have shown either growth or time spent towards growth. (OBJ 4310 or 4322) Amount: 500.00 Available Balance: 500.00	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)

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 and Amount(s)	Source(s)
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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 and Amount(s)

Source(s)

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.

Our CAASPP scores did not see the gains we had worked towards as a school this past year. Nonetheless, we felt continuing this goal was important due to the high number of students in Special Education not meeting standard. Reflex Math was highly utilized and valued by our math teachers. Math fluency is an area of need for our students with special needs, and this resource provided an engaging and effective way for students to be successful and show growth in math achievement.

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 extended school day intervention was funded by district funds instead of Title 1.

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.

One big change this next year is our parent Night: "Bridge to the School Year" where we will engage with parents and students before school starts to provide a smooth transition into Junior High School, and ensure they are aware of resources and support they can access through the year. Students and parents will participate in a presentation by our counselors, follow their schedule to find their classes, and meet their teachers and support staff available to them.

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 3

Decrease the number of students who are suspended from school.

Identified Need

The number of students being suspended from class and school impacts achievement. According to the California Dashboard, La Mesa is designated as yellow for all students, and orange for African American, Homeless, Low-income, and Students with Disabilities for suspensions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard 2019	1.7% of students suspended at least once 2018	.75% of students suspended at least once 2020
California Dashboard 2019	4% of African American Students suspended at least once 2018	1% of African American Students suspended at least once 2020
California Dashboard 2019	2.9% of Students with Disabilities suspended at least once 2018	1.5% of Students with Disabilities suspended at least once 2020
Infinite Campus 2018-19	64 class suspensions	45 class suspensions
Infinite Campus 2018-19	38 Out of School Suspensions	25 out of school suspensions

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.1 Professional Development Books

Contemporary, updated Professional Development books for staff learning, book talks, and staff literature circles. It is important that teachers deliver the right attitude to students about learning and their possible potential. PD books will keep staff updated on the latest research and student

development strategies (i.e. "Teach Like a Pirate" by Dave Burgess) to increase student engagement and decrease class suspension and off task behavior that leads to discipline issues.

"Research . . . has demonstrated the effects of teachers on student achievement. They [the researchers] show that there are large additional components in the longitudinal effects of teachers, that these effects are much larger than expected, and that the least effective teachers have a long-term influence on student achievement that is not fully remediation for up to three years late" (Mendro, 1998, p. 261)

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 and Amount(s)

Description:
Professional development books (OBJ 4210)

Amount:
1300.00

Available Balance:
1300.00

Source(s)

Federal 19-20 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

Strategy/Activity

3.2 Flippen Group "Capturing Kids' Hearts" Training

New teachers and current untrained staff will participate in the Flippen Group's "Capturing Kids' Hearts" training to develop intentional methods for building supportive relationships, increasing student engagement in learning, and improving school culture. Capturing Kids' Hearts Training supports staff in learning strategies that develop positive relationships. These relationships with teachers and among students creates a positive learning environment where students can thrive academically. Students who are more connected to school are more likely to have positive outcomes.

Several research projects have shown that implementing the Capturing Kids' Hearts process has dramatically elevated the academic and behavioral standards for millions of students in thousands of classrooms across America.

<https://flippengroup.com/education/capturing-kids-hearts-1/>

<https://flippengroup.com/education-solutions/flippen-research/>

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 and Amount(s)	Source(s)
<p>Description: Capturing Kids' Hearts Training Registration Fees (OBJ 5810)</p> <p>Amount: 9000.00</p> <p>Available Balance: 9000.00</p>	<p>Federal 18-19 Title I, Part A - Allocation 5800: Professional/Consulting Services And Operating Expenditures</p>
<p>Description: Teacher substitutes - 7 staff @ \$125 x 2 days (OBJ 1160)</p> <p>Amount: 1750.00</p> <p>Available Balance: 1750.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries</p>
<p>Description: Certificated Benefits @ 21.4%</p> <p>Amount: 375.00</p> <p>Available Balance: 375.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>
<p>Description: Classified substitutes - 11 staff @ \$100 x 2 days (OBJ 2130)</p> <p>Amount: 2200.00</p> <p>Available Balance: 2200.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 2000-2999: Classified Personnel Salaries</p>
<p>Description: Classified Benefits @ 31.2%</p> <p>Amount:</p>	<p>Federal 19-20 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>

687.00	
Available Balance: 687.00	
Description: Food for Training - breakfast and lunch (Obj 4322)	Federal 18-19 Title I, Part A - Allocation 4000-4999: Books And Supplies
Amount: 750.00	
Available Balance: 750.00	
Description: Follow-Up Campus TrAction PAC - 2 day strategy visit & CKH coaching (OBJ 5810)	Federal 18-19 Title I, Part A - Allocation 5800: Professional/Consulting Services And Operating Expenditures
Amount: 5500.00	
Available Balance: 5500.00	

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

3.3 Flippen Group "Process Champions" Training

The Flippen Group Trainings support staff in learning strategies that develop positive relationships. These relationships with teachers and among students creates a positive learning environment where students can thrive academically. Students who are more connected to school are more likely to have positive outcomes. Process Champions are teacher leaders trained in coaching and supporting other teachers in their implementation. Process Champions are leaders among staff to support continued implementation.

Several research projects have shown that implementing the Capturing Kids’ Hearts process has dramatically elevated the academic and behavioral standards for millions of students in thousands of classrooms across America.

<https://flippengroup.com/education/capturing-kids-hearts-1/>

<https://flippengroup.com/education-solutions/flippen-research/>

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 and Amount(s)	Source(s)
<p>Description: CKH Process Champion Training - Split with another site (OBJ 5810)</p> <p>Amount: 16500.00</p> <p>Available Balance: 16500.00</p>	<p>Federal 18-19 Title I, Part A - Allocation 5800: Professional/Consulting Services And Operating Expenditures</p>
<p>Description: Food for training days (OBJ 4322)</p> <p>Amount: 500.00</p> <p>Available Balance: 500.00</p>	<p>Federal 18-19 Title I, Part A - Allocation 4000-4999: Books And Supplies</p>
<p>Description: Substitutes for Process Champion Team - 13 teachers x 2 days @125 each (OBJ 1160)</p> <p>Amount: 3250.00</p> <p>Available Balance: 3250.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries</p>
<p>Description: Substitute Benefits @ 21.4%</p> <p>Amount: 696.00</p> <p>Available Balance: 696.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>

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:	
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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

3.4 Hire one Highly Qualified School Counselor

One highly qualified school counselor will be hired to increase opportunities for monitoring of student progress by increasing counseling services to all students. By reducing the overall caseloads of all our counselors we can increase services, decrease misbehavior, and student achievement. Counselors will have more time to meet individually with their students and monitor their progress towards graduation and meeting A-G requirements.

According to, "Are School Counselors an Effective Educational Input?" by Carrell, S. E., & Hoekstra, M. (2014), "We exploit within-school variation in counselors and find that one additional counselor reduces student misbehavior and increases academic achievement". These effects compare favorably with those of increased teacher quality and smaller class sizes." (remove references to gender) Therefore, by adding one additional counselor, student misbehavior should decrease and overall academic achievement should increase.

Research Source: Are School Counselors an Effective Educational Input? Carrell, S. E., & Hoekstra, M. (2014).
 Are school counselors an effective educational input? Economic Letters, 125, 66-69. doi: 10.1016/j.econlet.2014.07.020

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 and Amount(s)	Source(s)
Description:	Federal 19-20 Title I, Part A - Allocation

<p>Full year counselor (OBJ 1210)</p> <p>Amount: 73,542.00</p> <p>Available Balance: 73,542.00</p>	<p>1000-1999: Certificated Personnel Salaries</p>
<p>Description: Benefits 21.4% (OBJ 3XXX)</p> <p>Amount: 15,738.00</p> <p>Available Balance: 15,738.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>
<p>Description: Health and Welfare Benefits</p> <p>Amount: 16,000.00</p> <p>Available Balance: 16,000.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries</p>

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.5 Attendance Improvement Incentives

Rewarding students for improved attendance had a positive impact on both school attendance rates overall and the reduction of frequent absenteeism. Rewards varied and included special recognition, certificates, letters to parents, and opportunities to attend special events.

Effective Truancy Interventions: <http://www.wilder.org/Wilder-Research/Publications/Studies/Increasing%20School%20Attendance%20for%20K-8%20Students/Increasing%20School%20Attendance%20for%20K-8%20Students%20-%20A%20Review%20of%20Research%20Examining%20the%20Effectiveness%20of%20Truancy%20Programs.pdf>

From the 2016 Hanover Research, "Best Practices for Improving Attendance in Secondary Schools" page 12: "A combination of incentives and sanctions are also key components of effective truancy programs. It is important to design sanctions and incentives that are meaningful to youth and families. Incentives at the secondary level need to be geared toward students' interests and should be implemented with consistency. It is important to note, however, that

schools should not only recognize perfect attendance, but also reward improved attendance and timeliness. One suggestion is to ask students what they consider a meaningful incentive. Attendance Works highlights engaging in a school-wide campaign that offers students positive rewards for getting to school. These incentives “should be part of a school-wide culture of attendance and accompanied by a deep commitment to ensuring students are engaged in the classroom once they show up.” <http://browardstudentservices.com/wp-content/uploads/2017/02/Best-Practices-for-Improving-Attendance-in-Secondary-Schools.pdf>

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 and Amount(s)

Source(s)

Description:
Student Incentives including food for recognition celebrations (OBJ 4310)

Amount:
1000.00

Available Balance:
1000.00

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

Description:
Food for recognition celebrations (OBJ 4322)

Amount:
1000.00

Available Balance:
1000.00

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

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.6 Motivational Sign for Campus

Professional, motivational signs on campus set high expectations and creating a more positive, welcoming school culture.

Parent and student pride are improved when the entire campus exhibits positive messages and motivational sayings. Students should be equally proud of their school as their peers from more affluent neighborhoods, thus helping to provide equity among campuses. Parents on the school

site council have voiced support for adding motivational signs to improve the look, feel, and positive atmosphere of the school.

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 and Amount(s)

Description:
Flags and posters (OBJ 5811 - outside printing)

Amount:
675.00

Available Balance:
675.00

Source(s)

Federal 18-19 Title I, Part A - Allocation
5800: Professional/Consulting Services And
Operating Expenditures

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.7 The HOWL Hut - Student Support and Family Resource Center

The HOWL Hut will be a new room dedicated to supporting students' social emotional needs and provide support for students and their families. This room will be a safe space for students to come in for a variety of support as needed. It will contain a food bank, provide basic supplies for low income students and families, have counseling services, and also support students emotionally and personally. Students will receive the necessary support they need individually to combat challenges that inhibit school success.

In summarizing the relationship between mental health and academic achievement through studies on the relationship between children's emotional distress and achievement behavior, researchers found that students with frequent feelings of internalized distress (e.g., sadness, anxiety, depression) show diminished academic functioning. Those with externalized distress (e.g., anger, frustration, and fear) exhibit school difficulties including learning delays and poor achievement (Roeser, Eccles, & Strobel, 1998).

Research on the relationship between emotional dispositions and academic performance provides support for the conclusion that emotional regulation significantly contributes to grade-point averages of students, over and above the contribution made by cognitive abilities (Gumora & Arsenio, 2002).

Our staff, parents, and school site council agree that in light of contemporary issues in education related to social-emotional and mental health, a priority should be placed on caring for students

displaying at-risk behavior, depressed dispositions, and emotional instability, as well as providing students with coping skills and resources for support.

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 and Amount(s)

Description:
Supplemental Furnishings for the new room
(OBJ 4310 or 4410 if over \$500)

Amount:
3739.00

Available Balance:
3739.00

Source(s)

Federal 19-20 Title I, Part A - Allocation
4000-4999: Books And Supplies

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.8 Reward Assemblies

Reward assemblies to support the PBIS program will honor students who have no behavior referrals each semester.

"Rewarding students for improved attendance. This had an impact on both improved school attendance overall and the reduction of frequent absenteeism. Rewards varied and included special recognition, certificates, letters to parents, and opportunities to attend special events. " from page 11 of Effective Truancy Interventions <http://www.wilder.org/Wilder-Research/Publications/Studies/Increasing%20School%20Attendance%20for%20K-8%20Students/Increasing%20School%20Attendance%20for%20K-8%20Students%20-%20A%20Review%20of%20Research%20Examining%20the%20Effectiveness%20of%20Truancy%20Programs.pdf>

From the 2016 Hanover Research, "Best Practices for Improving Attendance in Secondary Schools" page 12: "A combination of incentives and sanctions are also key components of effective truancy programs. It is important to design sanctions and incentives that are meaningful to youth and families. Incentives at the secondary level need to be geared toward students' interests and should be implemented with consistency. It is important to note, however, that schools should not only recognize perfect attendance but also reward improved attendance and timeliness. One suggestion is to ask students what they consider a meaningful incentive. Attendance Works highlights engaging in a school-wide campaign that offers students positive rewards for getting to school. These incentives "should be part of a school-wide culture of

attendance and accompanied by a deep commitment to ensuring students are engaged in the classroom once they show up." " <http://browardstudentservices.com/wp-content/uploads/2017/02/Best-Practices-for-Improving-Attendance-in-Secondary-Schools.pdf>

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 and Amount(s)

Description:

Assembly speaker fees (OBJ 5810)

Amount:

2000.00

Available Balance:

2000.00

Source(s)

Federal 19-20 Title I, Part A - Allocation
5800: Professional/Consulting Services And
Operating Expenditures

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.

We received recognition as a National Showcase School from the Flippen Group for our positive school climate that has resulted in large part from our implementation of Capturing Kids' Hearts strategies. Our teachers consistently use the strategies to build high performing teams within the classroom and positive relationships among peers and among staff. As a staff we reading the book "Disrupting Poverty" and used this book as a part of ongoing professional development to increase understanding and empathy towards students, and to provide strategies that effectively allow our students to better access learning. We saw significant gains on our 2019-20 CAASPP scores in the socio-economically disadvantaged subgroup. Having a full time counselor on campus will allow us to increase services to students. Based on the data from this past year on the number of times students accessed a counselor, the SSC felt this was an effective use of funding to support students academically and social-emotionally. Our counselors were able to meet with students approximately 2,800 times for various purposes.

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 were not able to implement our family engagement nights as planned. The money was reallocated to other activities including an showing of the film "Screenagers" to support our

implementation of our "Away for the Day" no-cell-phone policy with regards to personal electronic devices for 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.

The HOWL Hut, a reward room and wellness center, is new to our campus and works as part of our PBIS implementation.

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 4

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

Identified Need

Parent Engagement engagement activities are a requirement of Title 1 Schools, and prove to increase student success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent / guardian attendance at meetings		

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

4.1 Parent Advisory Council Meeting Support

In order to increase parent participation and attendance, the site council would like to host guest speaker events providing interesting, pertinent information that can benefit their students and their families.

"No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school. National Coalition for Parent Involvement in education. 2006."

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 and Amount(s)

Description:
Food and materials for working meetings (OBJ 4322)

Amount:
300.00

Available Balance:
300.00

Description:
Speaker fees (OBJ 5810)

Amount:
600.00

Available Balance:
600.00

Source(s)

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

Federal 18-19 Title I, Part A - Parent Participation
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

Strategy/Activity**4.2 Support for Site Council Meetings**

Provide light refreshments and snacks for meetings to create a welcoming, supportive environment for parents and family members.

"No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school. National Coalition for Parent Involvement in education. 2006."

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 and Amount(s)

Description:
Refreshments and snacks for meetings

Amount:
500.00

Available Balance:

Source(s)

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

500.00

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

ELL Students

Strategy/Activity

4.3 Additional ELAC Meeting Support

In order to increase parent participation, the school site council recommends providing light refreshments, child care, and guest speakers.

Parent education is a critical piece of student success and not just in terms of formal education. Workshops in topics such as college planning, social issues affecting teens, and parenting classes all contribute to increasing student achievement. The SEDL report found one common factor: "Programs and interventions that engage families in supporting their children's learning at home are linked to higher student achievement."

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 and Amount(s)

Source(s)

Description:
Food for meetings (OBJ 4322)

Amount:
600.00

Available Balance:
600.00

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

Description:
Classified Salaries for child care (varies) (OBJ 2XXX)

Amount:
300.00

Available Balance:
300.00

Federal 19-20 Title I, Part A - Parent Participation
2000-2999: Classified Personnel Salaries

Description:
Classified Benefits @31.2% (OBJ 3XXX)

Amount:

Federal 19-20 Title I, Part A - Parent Participation
2000-2999: Classified Personnel Salaries

94.00

Available Balance:

94.00

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

4.4 Team Family Nights

Many of our families need guidance and advice on how to support their students socially, emotionally, academically. Providing time with counselors after school will extend this support to parents.

(<http://www.wilder.org/Wilder-research/Publications/Studies/Increasing%20School%20Attendance%20for%20K-8%20Students/Increasing%20School%20Attendance%20for%20K-%20Students%20%20A%20Review%20of%20Research%20Examining%20the%20Effectiveness%20of%20Truancy%20Programs.pdf>)

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 and Amount(s)

Description:
Certificated pay @ \$34 x 30 hours X 5 staff
(OBJ 1130)

Amount:
5100.00

Available Balance:
5100.00

Description:
Certificated Benefits @ 21.4%

Amount:
1092.00

Available Balance:
1092.00

Source(s)

Federal 19-20 Title I, Part A - Parent Participation
1000-1999: Certificated Personnel Salaries

Federal 19-20 Title I, Part A - Parent Participation
3000-3999: Employee Benefits

<p>Description: Snacks for meetings & events (OBJ 4322)</p> <p>Amount: 1000.00</p> <p>Available Balance: 1000.00</p>	<p>Federal 17-18 Title I, Part A - Parent Participation 4000-4999: Books And Supplies</p>
<p>Description: Supplies and materials (OBJ 4310)</p> <p>Amount: 1400.00</p> <p>Available Balance: 1400.00</p>	<p>Federal 17-18 Title I, Part A - Allocation 4000-4999: Books And Supplies</p>

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

4.5 Parent Night - "Bridge to the School Year"

Parents and students with IEPs will be invited to participate in an evening the day before school starts to set them up for success academically and social-emotionally. A presentation done by counselors to help students and parents successfully and confidently bridge the transition into Junior High School. Teachers from the special education department will assist with helping students walk through their class schedule, provide information to parents, and answer questions.

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 and Amount(s)	Source(s)
<p>Description: Certificated hourly pay - 13 staff x \$34/hr x 2 hours</p> <p>Amount: 1976.00</p> <p>Available Balance: 1976.00</p>	<p>Federal 19-20 Title I, Part A - Parent Participation 1000-1999: Certificated Personnel Salaries</p>

<p>Description: Certificated Benefits @ 21.4%</p> <p>Amount: 422.00</p> <p>Available Balance: 422.00</p>	<p>Federal 19-20 Title I, Part A - Parent Participation 3000-3999: Employee Benefits</p>
<p>Description: Classified Instructional Assistant Pay 24 staff x \$20/hr x 2 hours</p> <p>Amount: 960.00</p> <p>Available Balance: 960.00</p>	<p>Federal 19-20 Title I, Part A - Parent Participation 2000-2999: Classified Personnel Salaries</p>
<p>Description: Classified Benefits @ 31.2%</p> <p>Amount: 304.00</p> <p>Available Balance: 304.00</p>	<p>Federal 19-20 Title I, Part A - Parent Participation 3000-3999: Employee Benefits</p>
<p>Description: Snacks for evening event</p> <p>Amount: 500.00</p> <p>Available Balance: 500.00</p>	<p>Federal 18-19 Title I, Part A - Parent Participation 4000-4999: Books And Supplies</p>
<p>Description: Supplies for students for the school year</p> <p>Amount: 600.00</p> <p>Available Balance: 600.00</p>	<p>Federal 19-20 Title I, Part A - Parent Participation 4000-4999: Books And Supplies</p>

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 challenge of parent engagement is getting parents to attend the meetings and activities. We continue to offer a variety of opportunities and use all available avenues of communication (Blackboard Connect, email, social media, fliers home) to communicate events. Our most successful activity was the showing of the film "Screenagers". However, we would have still wanted to see a higher participation rate.

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 reallocated money from our math family night to the addition of a program specialist midway through the year. Among other responsibilities, our program specialist works with parents and ensures our activities are thoroughly communicated. We also added in a presentation of the film "Screenagers". Social media and screen time impact the amount of time students spent on school work and has been shown to increase stress and mental health issues. The site council felt this was an area parents were in need of education and support. We were also able to use other district and site money to support direct communication with parents such as the mailing home of progress reports for students with Ds or Fs on progress reports.

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.

We have added a "Bridge to Junior High" night for our special education students and their parents the night before school starts. We will provide a resource book that communicates all avenues of support that they and their students can access both within the school and out in the community. There will be a presentation by our counselors and administrators covering improving attendance, how to support your child academically and emotionally, and the structure of the students' school day. Students will receive their class schedule, and parents will have the opportunity to practice moving from class to class while meeting the teachers, instructional assistants, and other support staff. The site council developed this idea given the low performance on CAASPP for our students with disabilities and as a way to better connect, educate and engage the parents, hoping that will translate to increased academic achievement and involvement in their students' education.

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	\$317,003.00

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	\$83,260.00
Federal 18-19 Title I, Part A - Parent Participation	\$2,500.00
Federal 19-20 Title I, Part A - Allocation	\$209,231.00
Federal 19-20 Title I, Part A - Parent Participation	\$10,848.00

Subtotal of additional federal funds included for this school: \$305,839.00

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	\$10,164.00
Federal 17-18 Title I, Part A - Parent Participation	\$1,000.00

Subtotal of state or local funds included for this school: \$11,164.00

Total of federal, state, and/or local funds for this school: \$317,003.00

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 -	209,231.00	0.00
Federal 19-20 Title I, Part A -	10,848.00	0.00
Federal 17-18 Title I, Part A -	10,164.00	0.00
Federal 17-18 Title I, Part A -	1,000.00	0.00
Federal 18-19 Title I, Part A -	83,260.00	0.00
Federal 18-19 Title I, Part A -	2,500.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Federal 17-18 Title I, Part A - Allocation	10,164.00
Federal 17-18 Title I, Part A - Parent Participation	1,000.00
Federal 18-19 Title I, Part A - Allocation	83,260.00
Federal 18-19 Title I, Part A - Parent Participation	2,500.00
Federal 19-20 Title I, Part A - Allocation	209,231.00
Federal 19-20 Title I, Part A - Parent Participation	10,848.00

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	117,544.00
2000-2999: Classified Personnel Salaries	37,269.00
3000-3999: Employee Benefits	42,044.00
4000-4999: Books And Supplies	35,232.00
5000-5999: Services And Other Operating Expenditures	32,514.00
5700-5799: Transfers Of Direct Costs	14,880.00
5800: Professional/Consulting Services And Operating	37,520.00

School Site Council Membership

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

- 1 School Principal
- 5 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Michele Krantz	Principal
Robin Deshamps	Classroom Teacher
Deborah Leavitt	Other School Staff
Austin Peterson	Classroom Teacher
Gwen Delgado	Classroom Teacher
Jannelle Olivier	Classroom Teacher
Jenni frias	Classroom Teacher
Joann Allebrand	Other School Staff
Lydia Iacono	Parent or Community Member
Ursula Garces	Parent or Community Member
Jeanine Rittenberg	Parent or Community Member
Dorothy Okesola	Parent or Community Member
Taylor Zierhut	Secondary Student
Octavio Guerrero	Secondary Student
Katie Blanco Soto	Secondary Student
Nicole Nyein	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

	Compensatory Education Advisory Committee
	Other: Parent Advisory Council (PAC)

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 July 26, 2019.

Attested:

Principal, Michele Krantz on July 26, 2019
SSC Chairperson, Deborah Leavitt on July 26, 2019

Music Education and Academic Achievement

<https://news.ku.edu/2014/01/14/ku-research-establishes-link-between-music-education-and-academic-achievement>

<https://www.artsedsearch.org/study/how-learning-a-musical-instrument-affects-the-development-of-skills/>

<https://www.spreadmusicnow.org/the-importance-of-music>

Researchers have studied the benefits of music education for decades, consistently finding strong correlations between music and academic achievement. For example, positive results have been noted in standardized tests. Regardless of socioeconomic background, according to a 10-year study that tracked more than 25,000 middle and high school students, music-making students get higher marks on standardized tests than those who have little or no music involvement. The College Entrance Examination Board found that students in music programs scored 63 points higher on the verbal and 44 points higher on the math sections of the SATs than students with no music participation. Additionally, students performed better on other standardized tests such as reading proficiency exams.

Similarly, a study examining the relationship between participation in high or low-quality school music programs and standardized test scores showed that students in high-quality programs scored higher on both English and mathematics standardized tests than their counterparts who did not have high-quality instruction (Johnson, 2006). The researchers also found that students in exceptional music programs as well as low-quality instrumental programs still performed better in English and mathematics than those students receiving no music classes.

These findings were all confirmed in the first major study to compare data from four longitudinal studies. In this landmark study, James Catterall, found that teenagers and young adults of low socioeconomic status (SES) who have a history of in-depth arts involvement show better academic outcomes than do low-SES youth with less arts involvement. These students have higher test scores in science, writing and math, as well as higher overall GPAs than students who lacked arts experiences. Better GPAs also were observed among high SES students.

Lastly, a study performed at the University of British Columbia emphasized that participation in music does not hamper achievement in other domains. "Widespread notion is that instructional time spent on music courses is 'wasted' because it takes away from time used for academic 'core' subjects and thus slows down students' progress in those courses. [However] our results imply that music participation benefits students in ways that are directly or indirectly linked to higher academic achievement in general. . ."[2]

Mathematics Skills

Research has clearly found that music instruction helps develop the capacity for spatial-temporal reasoning, which is integral to the acquisition of important mathematics skills. One explanation is musical training in rhythm emphasizes proportion, patterns, fractions and ratios expressed as mathematical relations.

U.S. Department of Education data showed that students involved in band or orchestra during their middle and high school years demonstrated significantly higher levels of math proficiency by grade 12. The results were even more pronounced for low-income families. Those who took instrumental music were more than twice as likely to perform at the highest levels in math as their peers who were not involved in music (Catterall, 2002). Similar findings were found by

Helmrich (2010) who concluded that formal instrumental instruction was positively correlated with algebra achievement. He also analyzed the data for differences between white and black students, finding that students of both races performed better than those who received no music instruction. Interestingly, the degree to which music instruction affects the achievement of black students is greater than that of white students.

A meta-analysis of 15 studies involving 701 children ages 3 to 12 years (Hetland, 2000) suggested that children provided with music instruction score higher than controls on spatial-temporal tasks. Children who begin music instruction very early in life are likely to show the greatest benefits. And longitudinal research suggests that at least two years of music instruction are required for sustained enhancement of spatial abilities (Rauscher, 2002).

Other studies have demonstrated the correlation between music and academic performance at a young age. These include Cutietta (1998) who found that elementary school children who played in the orchestra scored considerably higher on math and spatial intelligence tests and Shaw (2000), who conducted a four-month study on the effects of piano instruction on making spatial and temporal distinctions. The second-graders who received piano instruction for 25 minutes each week scored 15% higher than the test cell and 27% higher on questions devoted to proportional math. Shaw concluded that piano lessons condition the brain and that spatial awareness and the need to think ahead reinforced latent neuronal patterns.

Reading and Language Skills

In the case of language development, the relationship between music and skill transfer is less obvious or direct. Nonetheless, what we write, read and hear involve words that are used and understood in specific contexts. These contexts can be seen as spatial networks where words are related to other words and expressions. Thus, overall reading skills improve with exposure to music, as does the quality of a student's writing.

In 2000, Ron Butzlaff conducted a year-long study on 162 sixth graders to determine whether instrumental music instruction helps children acquire reading skills. At the end of the year, all the students were given the Stanford Achievement Test, which explores reading and verbal skills, and Butzlaff found that students with two or three years of instrumental musical experience performed significantly higher on the exam than the students with no instrumental music instruction. Similarly, in 2000, using a sample size of more than 500,000 high school students, Butzlaff found a strong and reliable association between music instruction and reading test scores.

Other researchers have demonstrated that music enhances reading and cognitive development as well. For instance, in a 1995 study with six to nine year-old students with learning difficulties specific to reading, Bygrave tracked the children in a 30-week study in Michigan. Post-test results indicated that the music program had a significant positive effect on the students' receptive vocabulary. Another study, involving six to 15 year-old boys, found that music training significantly increased verbal memory. As expected, the longer the training, the better the verbal memory (Ho, Cheung & Chan, 2003). Finally in "Arts education, the brain and language," musicians were found to have significantly increased second language performance, greater fluency and competency compared to non-musicians (Petitto, 2008)

Budget By Expenditures

La Mesa Junior High School

Funding Source: Federal 17-18 Title I, Part A - Allocation

\$10,164.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Student books for independent reading, book clubs, and class sets (OBJ 4210)	4000-4999: Books And Supplies	\$8,764.00	Long Term English Learners	<p>1.4 High interest books for independent reading</p> <p>Books will increase student access to high-interest, age appropriate reading materials at a variety of reading levels.</p> <p>"Evidence from multiple library impact studies conducted across the U.S. offers the following conclusions: Higher expenditures and larger, newer, and varied collections contribute to improved student test scores." https://www.baltimorelibraryproject.org/wp-content/uploads/downloads/2013/09/Library-Impact-Studies.pdf</p> <p>School Library Impact Studies - A Review of Findings and Guide to Sources Prepared for the Harry & Jeanette Weinberg Foundation By Frances Gretes, Gretes Research Services.</p> <p>"Per-student spending on library resources is associated with better PSSA Reading and Writing results. The proportional differences in Advanced Writing scores between students with better and less well-funded libraries are substantially greater than the proportional differences in Reading scores.</p> <p>Library resources spending is an investment that benefits all students, both high- and low-achievers. It is associated with better Reading and Writing scores—higher Advanced and lower Below Basic. Spending on library resources helps to close achievement gaps. These differences are not explained away by socio-economic, racial/ethnic, and disability factors. " https://files.eric.ed.gov/fulltext/ED543418.pdf</p> <p>How Pennsylvania School Libraries Pay Off: Investments in Student Achievement and Academic Standards By Keith Curry Lance and Bill Schwarz, RSL Research Group, Louisville,</p>

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Supplies and materials (OBJ 4310)	4000-4999: Books And Supplies	\$1,400.00	4.4 Team Family Nights
			<p>Many of our families need guidance and advice on how to support their students socially, emotionally, academically. Providing time with counselors after school will extend this support to parents.</p> <p>(http://www.wilder.org/Wilder-research/Publications/Studies/Increasing%20School%20Attendance%20for%20K-8%20Students/Increasing%20School%20Attendance%20for%20K-%20Students%20%20A%20Review%20of%20Research%20Examining%20the%20Effectiveness%20of%20Truancy%20Programs.pdf)</p>

Federal 17-18 Title I, Part A - Allocation Total Expenditures: \$10,164.00

Federal 17-18 Title I, Part A - Allocation Allocation Balance: \$0.00

Funding Source: Federal 17-18 Title I, Part A - Parent Participation \$1,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Snacks for meetings & events (OBJ 4322)	4000-4999: Books And Supplies	\$1,000.00		4.4 Team Family Nights
				<p>Many of our families need guidance and advice on how to support their students socially, emotionally, academically. Providing time with counselors after school will extend this support to parents.</p> <p>(http://www.wilder.org/Wilder-research/Publications/Studies/Increasing%20School%20Attendance%20for%20K-8%20Students/Increasing%20School%20Attendance%20for%20K-%20Students%20%20A%20Review%20of%20Research%20Examining%20the%20Effectiveness%20of%20Truancy%20Programs.pdf)</p>

La Mesa Junior High School

Federal 17-18 Title I, Part A - Parent Participation Total Expenditures: \$1,000.00

Federal 17-18 Title I, Part A - Parent Participation Allocation Balance: \$0.00

Funding Source: Federal 18-19 Title I, Part A - Allocation **\$83,260.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
10 staff registration fees (OBJ 5220)	5000-5999: Services And Other Operating Expenditures	\$17,181.00	Long Term English Learners	<p>1.3 Teacher Attendance at PLC Conference and RTI at Work Institute by Solution Tree</p> <p>Our teachers need access to the latest, best practices and training to be able to lead change campus-wide. Teacher leaders, along with a site administrator will attend a variety of sessions aimed at meeting the needs of our diverse learning population and the challenges facing our school, and looking for ways to integrate technology as a learning tool.</p> <p>The school site council feels that by enriching the teaching strategies of the teachers, the students will have their needs better met. Site teacher leaders will plan and implement professional development for the staff. One study (Saxe et al., 2001) compared collaborative CPD involving specialist input in subject knowledge with collaboration where the teachers supported each other. The study found that the group of teachers that had had input from an external 'expert' made significantly more changes and their pupils shared greater increases in attainment than the group which only used peer support. Most of the studies, however, reported CPD which combined external, specialist input with internal, collaborative peer support and many of these emphasized the partnership that existed between the teachers and outside experts.</p>

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Student Incentives including food for recognition celebrations (OBJ 4310)

4000-4999: Books And Supplies

\$1,000.00 Parent Engagement

3.5 Attendance Improvement Incentives

Rewarding students for improved attendance had a positive impact on both school attendance rates overall and the reduction of frequent absenteeism. Rewards varied and included special recognition, certificates, letters to parents, and opportunities to attend special events.

Effective Truancy Interventions: <http://www.wilder.org/Wilder-Research/Publications/Studies/Increasing%20School%20Attendance%20for%20K-8%20Students/Increasing%20School%20Attendance%20for%20K-8%20Students%20-%20A%20Review%20of%20Research%20Examining%20the%20Effectiveness%20of%20Truancy%20Programs.pdf>

From the 2016 Hanover Research, "Best Practices for Improving Attendance in Secondary Schools" page 12: "A combination of incentives and sanctions are also key components of effective truancy programs. It is important to design sanctions and incentives that are meaningful to youth and families. Incentives at the secondary level need to be geared toward students' interests and should be implemented with consistency. It is important to note, however, that schools should not only recognize perfect attendance, but also reward improved attendance and timeliness. One suggestion is to ask students what they consider a meaningful incentive. Attendance Works highlights engaging in a school-wide campaign that offers students positive rewards for getting to school. These incentives "should be part of a school-wide culture of attendance and accompanied by a deep commitment to ensuring students are engaged in the classroom once they show up." <http://browardstudentservices.com/wp-content/uploads/2017/02/Best-Practices-for-Improving-Attendance-in-Secondary-Schools.pdf>

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Food for recognition celebrations (OBJ 4322)

4000-4999: Books And Supplies

\$1,000.00 Parent Engagement

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Flags and posters (OBJ 5811 - outside printing)	5800: Professional/Consulting Services And Operating Expenditures	\$675.00	Parent Engagement	3.6 Motivational Sign for Campus	Professional, motivational signs on campus set high expectations and creating a more positive, welcoming school culture.
Food for Training - breakfast and lunch (Obj 4322)	4000-4999: Books And Supplies	\$750.00	Parent Engagement	3.2 Flippen Group "Capturing Kids' Hearts" Training	<p>Parent and student pride are improved when the entire campus exhibits positive messages and motivational sayings. Students should be equally proud of their school as their peers from more affluent neighborhoods, thus helping to provide equity among campuses. Parents on the school site council have voiced support for adding motivational signs to improve the look, feel, and positive atmosphere of the school.</p> <p>New teachers and current untrained staff will participate in the Flippen Group's "Capturing Kids' Hearts" training to develop intentional methods for building supportive relationships, increasing student engagement in learning, and improving school culture. Capturing Kids' Hearts Training supports staff in learning strategies that develop positive relationships. These relationships with teachers and among students creates a positive learning environment where students can thrive academically. Students who are more connected to school are more likely to have positive outcomes.</p> <p>Several research projects have shown that implementing the Capturing Kids' Hearts process has dramatically elevated the academic and behavioral standards for millions of students in thousands of classrooms across America.</p> <p>https://flippengroup.com/education/capturing-kids-hearts-1/</p> <p>https://flippengroup.com/education-solutions/flippen-research/</p>

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Follow-Up Campus TrAction PAC - 2 day strategy visit & CKH coaching (OBJ 5810)	5800: Professional/Consulting Services And Operating Expenditures	\$5,500.00	Parent Engagement	3.2 Flippen Group "Capturing Kids' Hearts" Training	<p>New teachers and current untrained staff will participate in the Flippen Group's "Capturing Kids' Hearts" training to develop intentional methods for building supportive relationships, increasing student engagement in learning, and improving school culture. Capturing Kids' Hearts Training supports staff in learning strategies that develop positive relationships. These relationships with teachers and among students creates a positive learning environment where students can thrive academically. Students who are more connected to school are more likely to have positive outcomes.</p> <p>Several research projects have shown that implementing the Capturing Kids' Hearts process has dramatically elevated the academic and behavioral standards for millions of students in thousands of classrooms across America.</p> <p>https://flippengroup.com/education/capturing-kids-hearts-1/</p> <p>https://flippengroup.com/education-solutions/flippen-research/</p>
CKH Process Champion Training - Split with another site (OBJ 5810)	5800: Professional/Consulting Services And Operating Expenditures	\$16,500.00	Parent Engagement	3.3 Flippen Group "Process Champions" Training	<p>The Flippen Group Trainings support staff in learning strategies that develop positive relationships. These relationships with teachers and among students creates a positive learning environment where students can thrive academically. Students who are more connected to school are more likely to have positive outcomes. Process Champions are teacher leaders trained in coaching and supporting other teachers in their implementation. Process Champions are leaders among staff to support continued implementation.</p> <p>Several research projects have shown that implementing the Capturing Kids' Hearts process has dramatically elevated the academic and behavioral standards for millions of students in thousands of classrooms across America.</p> <p>https://flippengroup.com/education/capturing-kids-hearts-1/</p> <p>https://flippengroup.com/education-solutions/flippen-research/</p>

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Food for training days (OBJ 4322)	4000-4999: Books And Supplies	\$500.00	Parent Engagement	<p>3.3 Flippen Group "Process Champions" Training</p> <p>The Flippen Group Trainings support staff in learning strategies that develop positive relationships. These relationships with teachers and among students creates a positive learning environment where students can thrive academically. Students who are more connected to school are more likely to have positive outcomes. Process Champions are teacher leaders trained in coaching and supporting other teachers in their implementation. Process Champions are leaders among staff to support continued implementation.</p> <p>Several research projects have shown that implementing the Capturing Kids' Hearts process has dramatically elevated the academic and behavioral standards for millions of students in thousands of classrooms across America.</p> <p>https://flippengroup.com/education/capturing-kids-hearts-1/</p> <p>https://flippengroup.com/education-solutions/flippen-research/</p>
Team Participation Fees (State and National fees) (OBJ 5810)	5800: Professional/Consulting Services And Operating Expenditures	\$325.00	Long Term English Learners	<p>1.5 Science Olympiad Team</p> <p>According to the needs assessments, parents, teachers and students indicated a need for additional extra curricular activities. A Science Olympiad Team would allow students to apply and deepen their classroom skills in the areas of speaking and listening, reading, writing, math, and research.</p>
Transportation of students to events (OBJ 5710)	5000-5999: Services And Other Operating Expenditures	\$750.00	Long Term English Learners	<p>1.5 Science Olympiad Team</p> <p>According to the needs assessments, parents, teachers and students indicated a need for additional extra curricular activities. A Science Olympiad Team would allow students to apply and deepen their classroom skills in the areas of speaking and listening, reading, writing, math, and research.</p>
Start up materials, equipment, ongoing materials and kits (Obj 4310 or 4410 if over \$500)	4000-4999: Books And Supplies	\$619.00	Long Term English Learners	<p>1.5 Science Olympiad Team</p> <p>According to the needs assessments, parents, teachers and students indicated a need for additional extra curricular activities. A Science Olympiad Team would allow students to apply and deepen their classroom skills in the areas of speaking and listening, reading, writing, math, and research.</p>

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Instructional Supplies (OBJ 4310)	4000-4999: Books And Supplies	\$2,615.00	Long Term English Learners	1.6 Supplemental Instructional Supplies
				Instructional supplies beyond school's typical allocation to ensure equity and access to all needs in the classroom.
				Teachers will be using research based practices. Supplies will be used to implement Common Core lessons.
				"Available resources and the way they are spent influence students' learning opportunities. To ensure equity and quality across education systems, funding strategies should: guarantee access to quality early childhood education and care (ECEC), especially for disadvantaged families; use funding strategies, such as weighted funding formula, that take into consideration that the instructional costs of disadvantaged students may be higher.
				In addition, it is important to balance decentralization/local autonomy with resource accountability to ensure support to the most disadvantaged students and schools." (OECD (2012), Equity and Quality in Education: Supporting Disadvantaged Students and Schools, OECD Publishing.) http://dx.doi.org/10.1787/9789264130852-en
Peardeck (OBJ 5840)	5800: Professional/Consulting Services And Operating Expenditures	\$1,920.00	Long Term English Learners	1.7 Technology Resources and Software Programs
				Supplemental technology resources and/or software programs are needed for increased student achievement in digital literacy.
				"According to the 2012 Pew Report "Digital Differences," only 62% of people in households making less than \$30,000 a year used the internet, while in those making \$50,000-74,999 that percentage jumped to 90. For children in low-income school districts, inadequate access to technology can hinder them from learning the tech skills that are crucial to success in today's economy." http://www.digitalresponsibility.org/digital-divide-the-technology-gap-between-rich-and-poor/

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Student Incentives (OBJ 4310)	4000-4999: Books And Supplies	\$858.00	Long Term English Learners	<p>1.1 Student Affirmation and Motivation Recognition</p> <p>Students will be recognized and celebrated for positive improvements in grades and attendance.</p> <p>The drive for self-integrity—seeing oneself as good, virtuous, and efficacious—is a fundamental human motivation (Department of Psychology, University of Colorado, Muenzinger Psychology, Department of Psychology, Yale University).</p> <p>The school site council feels that it is important for continued recognition for students who are benefiting from supports and are showing improvement. The students will feel good about small achievements and strive to improve more.</p>
Snacks and food for celebration (OBJ 4322)	4000-4999: Books And Supplies	\$858.00	Long Term English Learners	<p>1.1 Student Affirmation and Motivation Recognition</p> <p>Students will be recognized and celebrated for positive improvements in grades and attendance.</p> <p>The drive for self-integrity—seeing oneself as good, virtuous, and efficacious—is a fundamental human motivation (Department of Psychology, University of Colorado, Muenzinger Psychology, Department of Psychology, Yale University).</p> <p>The school site council feels that it is important for continued recognition for students who are benefiting from supports and are showing improvement. The students will feel good about small achievements and strive to improve more.</p>

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Student Transportation (OBJ 5710) Update 9/17/18 increased by \$5,880	5700-5799: Transfers Of Direct Costs	\$11,880.00	Long Term English Learners	<p>1.2 After school teacher support - Intervention in all core subject areas.</p> <p>Many of our students do not have support at home due to working parents, non-English speaking parents, education level of parents, and lack of resources for additional tutoring.</p> <p>The site council believes that having additional after-school support will allow students to get assistance with their homework and reinforce the daily learning. This will help increase scores. "Participation in after-school, summer learning, and other community-based programs has been associated with improved academic achievement and improved linguistic and social development of ELLs (Tellez & Waxman, 2010; Hirsch, 2011). Moreover, helping ELL students improve their English not only supports their success in school but also can benefit all students in a school." In addition "Those students who regularly attend well-structured after-school and/or summer learning programs demonstrate higher rates of attendance in school, have fewer discipline referrals, are more prepared for the academic rigors of school, and demonstrate increased achievement in core academic areas such as mathematics, science, reading, and language arts (Martin, et al., 2007; Farmer Hinton, Sass, & Schroeder, 2009; Huang & Cho, 2009).</p>
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La Mesa Junior High School

Scholastic Science World Full Year
Subscription - Qty 40 (OBJ 4330)

4000-4999: Books And
Supplies

\$418.00 Long Term English
Learners

1.9 Science World - class set of monthly periodicals

Students need additional supplemental reading material to support the core content they are learning in rigorous NGSS science classes.

"Evidence from multiple library impact studies conducted across the U.S. offers the following conclusions: ...higher expenditures and larger, newer, and varied collections contribute to improved student test scores."

<https://www.baltimorelibraryproject.org/wp-content/uploads/downloads/2013/09/Library-Impact-Studies.pdf>

SCHOOL LIBRARY IMPACT STUDIES - A Review of Findings and Guide to Sources Prepared for the Harry & Jeanette Weinberg Foundation By Frances Gretes, Gretes Research Services.

"Per-student spending on library resources is associated with better PSSA Reading and Writing results. The proportional differences in Advanced Writing scores between students with better and less well-funded libraries are substantially greater than the proportional differences in Reading scores.

Library resources spending is an investment that benefits all students, both high- and low-achievers. It is associated with better Reading and Writing scores—higher Advanced and lower Below Basic. Spending on library resources helps to close achievement gaps. These differences are not explained away by socio-economic, racial/ethnic, and disability factors. "
<https://files.eric.ed.gov/fulltext/ED543418.pdf>

How Pennsylvania School Libraries Pay Off: Investments in Student Achievement and Academic Standards By Keith Curry Lance and Bill Schwarz, RSL Research Group, Louisville

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Student Entrance Fees (OBJ 5810)	5800: Professional/Consulting Services And Operating Expenditures	\$500.00	Long Term English Learners	1.10 Curriculum supported Field Trips	<p>Real life experiences enhance learning. Many of our students have never experienced museums or many other educational opportunities available in life. By exposing them to museums, tours, performances, college campuses, and trips outside their home neighborhood, students gain a wider view of how learning is applied in the real world, as well as opportunities available for their futures.</p> <p>The site council feels it is important to expose students to life experiences. According to the research from the University of Arkansas, they found that students who attended a school tours demonstrated stronger critical thinking skills, displayed higher levels of tolerance, had more historical empathy and developed a taste for being a cultural consumer in the future (Sept. 2013)</p>
Transportation (OBJ 5710)	5700-5799: Transfers Of Direct Costs	\$3,000.00	Long Term English Learners	1.10 Curriculum supported Field Trips	<p>Real life experiences enhance learning. Many of our students have never experienced museums or many other educational opportunities available in life. By exposing them to museums, tours, performances, college campuses, and trips outside their home neighborhood, students gain a wider view of how learning is applied in the real world, as well as opportunities available for their futures.</p> <p>The site council feels it is important to expose students to life experiences. According to the research from the University of Arkansas, they found that students who attended a school tours demonstrated stronger critical thinking skills, displayed higher levels of tolerance, had more historical empathy and developed a taste for being a cultural consumer in the future (Sept. 2013)</p>

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Band Instruments (OBJ 4310 or 4410 if over \$500)	4000-4999: Books And Supplies	\$2,002.00	Long Term English Learners	<p>1.11 Musical Instruments to supplement the current band program</p> <p>Student success is often tied to student engagement in co-curricular programs. Many students at La Mesa come from low income and homeless families. Therefore, they do not have access to personal funds to purchase expensive musical instruments. Yet, they still have the desire and interest to learn how to play an instrument and participate in the same activities as their peers from more affluent homes who can afford private lessons as well as personal instruments.</p> <p>Research consistently shows that students who are involved in extra curricular activities are more connected and successful in school. It also shows a physiological connection in the brain between learning music, and higher understanding of math, science, and other subjects. See attached research narrative in support of increased achievement for students involved in music in school.</p> <p>https://news.ku.edu/2014/01/14/ku-research-establishes-link-between-music-education-and-academic-achievement</p> <p>https://www.artsedsearch.org/study/how-learning-a-musical-instrument-affects-the-development-of-skills</p> <p>https://www.spreadmusicnow.org/the-importance-of-music</p>
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Magazine subscription for ELA (obj 4330)	4000-4999: Books And Supplies	\$1,000.00	Long Term English Learners	<p>1.12 Scope Scholastic Reader - monthly subscription</p> <p>Supplemental reading support for English classes.</p> <p>Students need additional high-interest, contemporary, age-appropriate, supplemental reading material to support the core content all subjects.</p> <p>"Evidence from multiple library impact studies conducted across the U.S. offers the following conclusions: ...higher expenditures and larger, newer, and varied collections contribute to improved student test scores." https://www.baltimorelibraryproject.org/wp-content/uploads/downloads/2013/09/Library-Impact-Studies.pdf</p> <p>SCHOOL LIBRARY IMPACT STUDIES - A Review of Findings and Guide to Sources Prepared for the Harry & Jeanette Weinberg Foundation By Frances Gretes, Gretes Research Services.</p> <p>"Per-student spending on library resources is associated with better PSSA Reading and Writing results. The proportional differences in Advanced Writing scores between students with better and less well-funded libraries are substantially greater than the proportional differences in Reading scores.</p> <p>Library resources spending is an investment that benefits all students, both high- and low-achievers. It is associated with better Reading and Writing scores—higher Advanced and lower Below Basic. Spending on library resources helps to close achievement gaps. These differences are not explained away by socio-economic, racial/ethnic, and disability factors. " https://files.eric.ed.gov/fulltext/ED543418.pdf</p> <p>How Pennsylvania School Libraries Pay Off: Investments in Student Achievement and Academic Standards By Keith Curry Lance and Bill Schwarz, RSL Research Group, Louisville</p>
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La Mesa Junior High School

Supplemental School Supplies (for home)	4000-4999: Books And Supplies	\$3,000.00	Long Term English Learners	<p>1.13 School Supply Boxes for home</p> <p>Student school supplies in ready-packed boxes for use and keep at home.</p> <p>Maslow's Hierarchy of Needs finds that in order for students to achieve and reach the highest level (self actualization) their basic needs must be met first. 92.4% of parents indicated on the needs assessment that additional school supplies provided at summer check-in last year were helpful to their family and child. 87.5% of students indicated on the needs assessment it was helpful.</p>
Scientific Calculators	4000-4999: Books And Supplies	\$460.00	Long Term English Learners	<p>1.14 Scientific Calculators</p> <p>Scientific calculators are needed to support students in math class at school and at home.</p> <p>Math Practice Standard 5: Use appropriate tools strategically. One of the Common Core's biggest components is to provide students with the assets they need to navigate the real world. In order for students to learn what tools should be used in problem solving it is important to remember that no one will be guiding students through the real world – telling them which mathematics tool to use. By leaving the problem open ended, students can select which math tools to use and discuss what worked and what didn't.</p> <p>Calculators will supplement already existing ones in the classroom and be available for students check out in the library for use at home.</p>
Supplemental supplies (OBJ 4310)	4000-4999: Books And Supplies	\$949.00	Promotion	<p>2.2 Supplemental Instructional Supplies</p> <p>Supplemental instructional supplies will ensure students have the necessary tools and resources to optimize learning. Many students do not come to school with basic learning supplies. Teachers are also limited to the type of lessons they can deliver based on the minimal supplies available to them.</p> <p>According to the National Academies Press, "The most effective learning occurs when learners transport what they have learned to various and diverse new situations." The site council believes that students having more resources will diversify how the curriculum is delivered and then synthesized.</p>

La Mesa Junior High School

Capturing Kids' Hearts Training Registration Fees (OBJ 5810)	5800: Professional/Consulting Services And Operating Expenditures	\$9,000.00	Parent Engagement	3.2	Flippen Group "Capturing Kids' Hearts" Training
					<p>New teachers and current untrained staff will participate in the Flippen Group's "Capturing Kids' Hearts" training to develop intentional methods for building supportive relationships, increasing student engagement in learning, and improving school culture. Capturing Kids' Hearts Training supports staff in learning strategies that develop positive relationships. These relationships with teachers and among students creates a positive learning environment where students can thrive academically. Students who are more connected to school are more likely to have positive outcomes.</p> <p>Several research projects have shown that implementing the Capturing Kids' Hearts process has dramatically elevated the academic and behavioral standards for millions of students in thousands of classrooms across America.</p> <p>https://flippengroup.com/education/capturing-kids-hearts-1/</p> <p>https://flippengroup.com/education-solutions/flippen-research/</p>

Federal 18-19 Title I, Part A - Allocation Total Expenditures: \$83,260.00

Federal 18-19 Title I, Part A - Allocation Allocation Balance: \$0.00

Funding Source: Federal 18-19 Title I, Part A - Parent Participation \$2,500.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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La Mesa Junior High School

Food and materials for working meetings (OBJ 4322)	4000-4999: Books And Supplies	\$300.00	4.1 Parent Advisory Council Meeting Support
			In order to increase parent participation and attendance, the site council would like to host guest speaker events providing interesting, pertinent information that can benefit their students and their families.
			"No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school. National Coalition for Parent Involvement in education. 2006."
Speaker fees (OBJ 5810)	5800: Professional/Consulting Services And Operating Expenditures	\$600.00	4.1 Parent Advisory Council Meeting Support
			In order to increase parent participation and attendance, the site council would like to host guest speaker events providing interesting, pertinent information that can benefit their students and their families.
			"No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school. National Coalition for Parent Involvement in education. 2006."
Refreshments and snacks for meetings	4000-4999: Books And Supplies	\$500.00	4.2 Support for Site Council Meetings
			Provide light refreshments and snacks for meetings to create a welcoming, supportive environment for parents and family members.
			"No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school. National Coalition for Parent Involvement in education. 2006."

La Mesa Junior High School

Food for meetings (OBJ 4322)	4000-4999: Books And Supplies	\$600.00	4.3 Additional ELAC Meeting Support
			In order to increase parent participation, the school site council recommends providing light refreshments, child care, and guest speakers.
			Parent education is a critical piece of student success and not just in terms of formal education. Workshops in topics such as college planning, social issues affecting teens, and parenting classes all contribute to increasing student achievement. The SEDL report found one common factor: "Programs and interventions that engage families in supporting their children's learning at home are linked to higher student achievement."
Snacks for evening event	4000-4999: Books And Supplies	\$500.00	4.5 Parent Night - "Bridge to the School Year"
			Parents and students with IEPs will be invited to participate in an evening the day before school starts to set them up for success academically and social-emotionally. A presentation done by counselors to help students and parents successfully and confidently bridge the transition into Junior High School. Teachers from the special education department will assist with helping students walk through their class schedule, provide information to parents, and answer questions.

Federal 18-19 Title I, Part A - Parent Participation Total Expenditures: \$2,500.00

Federal 18-19 Title I, Part A - Parent Participation Allocation Balance: \$0.00

Funding Source: Federal 19-20 Title I, Part A - Allocation \$209,231.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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La Mesa Junior High School

Substitutes for 9 teachers @ \$125 per day
x 3 days (OBJ 1160)

1000-1999: Certificated
Personnel Salaries

\$3,375.00

Long Term English
Learners

1.3 Teacher Attendance at PLC Conference and RTI at Work
Institute by Solution Tree

Our teachers need access to the latest, best practices and training to be able to lead change campus-wide. Teacher leaders, along with a site administrator will attend a variety of sessions aimed at meeting the needs of our diverse learning population and the challenges facing our school, and looking for ways to integrate technology as a learning tool.

The school site council feels that by enriching the teaching strategies of the teachers, the students will have their needs better met. Site teacher leaders will plan and implement professional development for the staff. One study (Saxe et al., 2001) compared collaborative CPD involving specialist input in subject knowledge with collaboration where the teachers supported each other. The study found that the group of teachers that had had input from an external 'expert' made significantly more changes and their pupils shared greater increases in attainment than the group which only used peer support. Most of the studies, however, reported CPD which combined external, specialist input with internal, collaborative peer support and many of these emphasized the partnership that existed between the teachers and outside experts.

La Mesa Junior High School

Certificated benefits paid @ 21.4%

3000-3999: Employee Benefits

\$723.00 Long Term English Learners

1.3 Teacher Attendance at PLC Conference and RTI at Work Institute by Solution Tree

Our teachers need access to the latest, best practices and training to be able to lead change campus-wide. Teacher leaders, along with a site administrator will attend a variety of sessions aimed at meeting the needs of our diverse learning population and the challenges facing our school, and looking for ways to integrate technology as a learning tool.

The school site council feels that by enriching the teaching strategies of the teachers, the students will have their needs better met. Site teacher leaders will plan and implement professional development for the staff. One study (Saxe et al., 2001) compared collaborative CPD involving specialist input in subject knowledge with collaboration where the teachers supported each other. The study found that the group of teachers that had had input from an external 'expert' made significantly more changes and their pupils shared greater increases in attainment than the group which only used peer support. Most of the studies, however, reported CPD which combined external, specialist input with internal, collaborative peer support and many of these emphasized the partnership that existed between the teachers and outside experts.

La Mesa Junior High School

Supplemental Furnishings for the new room (OBJ 4310 or 4410 if over \$500)

4000-4999: Books And Supplies

\$3,739.00 Parent Engagement

3.7 The HOWL Hut - Student Support and Family Resource Center

The HOWL Hut will be a new room dedicated to supporting students' social emotional needs and provide support for students and their families. This room will be a safe space for students to come in for a variety of support as needed. It will contain a food bank, provide basic supplies for low income students and families, have counseling services, and also support students emotionally and personally. Students will receive the necessary support they need individually to combat challenges that inhibit school success.

In summarizing the relationship between mental health and academic achievement through studies on the relationship between children's emotional distress and achievement behavior, researchers found that students with frequent feelings of internalized distress (e.g., sadness, anxiety, depression) show diminished academic functioning. Those with externalized distress (e.g., anger, frustration, and fear) exhibit school difficulties including learning delays and poor achievement (Roeser, Eccles, & Strobel, 1998).

Research on the relationship between emotional dispositions and academic performance provides support for the conclusion that emotional regulation significantly contributes to grade-point averages of students, over and above the contribution made by cognitive abilities (Gumora & Arsenio, 2002).

Our staff, parents, and school site council agree that in light of contemporary issues in education related to social-emotional and mental health, a priority should be placed on caring for students displaying at-risk behavior, depressed dispositions, and emotional instability, as well as providing students with coping skills and resources for support.

La Mesa Junior High School

Assembly speaker fees (OBJ 5810)

5800:
Professional/Consulting
Services And Operating
Expenditures

\$2,000.00 Parent Engagement

3.8 Reward Assemblies

Reward assemblies to support the PBIS program will honor students who have no behavior referrals each semester.

"Rewarding students for improved attendance. This had an impact on both improved school attendance overall and the reduction of frequent absenteeism. Rewards varied and included special recognition, certificates, letters to parents, and opportunities to attend special events. " from page 11 of Effective Truancy Interventions <http://www.wilder.org/Wilder-Research/Publications/Studies/Increasing%20School%20Attendance%20for%20K-8%20Students/Increasing%20School%20Attendance%20for%20K-8%20Students%20-%20A%20Review%20of%20Research%20Examining%20the%20Effectiveness%20of%20Truancy%20Programs.pdf>

From the 2016 Hanover Research, "Best Practices for Improving Attendance in Secondary Schools" page 12: "A combination of incentives and sanctions are also key components of effective truancy programs. It is important to design sanctions and incentives that are meaningful to youth and families. Incentives at the secondary level need to be geared toward students' interests and should be implemented with consistency. It is important to note, however, that schools should not only recognize perfect attendance but also reward improved attendance and timeliness. One suggestion is to ask students what they consider a meaningful incentive. Attendance Works highlights engaging in a school-wide campaign that offers students positive rewards for getting to school. These incentives "should be part of a school-wide culture of attendance and accompanied by a deep commitment to ensuring students are engaged in the classroom once they show up." " <http://browardstudentservices.com/wp-content/uploads/2017/02/Best-Practices-for-Improving-Attendance-in-Secondary-Schools.pdf>

La Mesa Junior High School

Substitutes for Process Champion Team - 13 teachers x 2 days @125 each (OBJ 1160)	1000-1999: Certificated Personnel Salaries	\$3,250.00	Parent Engagement	3.3 Flippen Group "Process Champions" Training	<p>The Flippen Group Trainings support staff in learning strategies that develop positive relationships. These relationships with teachers and among students creates a positive learning environment where students can thrive academically. Students who are more connected to school are more likely to have positive outcomes. Process Champions are teacher leaders trained in coaching and supporting other teachers in their implementation. Process Champions are leaders among staff to support continued implementation.</p> <p>Several research projects have shown that implementing the Capturing Kids' Hearts process has dramatically elevated the academic and behavioral standards for millions of students in thousands of classrooms across America.</p> <p>https://flippengroup.com/education/capturing-kids-hearts-1/</p>
Substitute Benefits @ 21.4%	3000-3999: Employee Benefits	\$696.00	Parent Engagement	<p>https://flippengroup.com/education-solutions/flippen-research/</p> <p>3.3 Flippen Group "Process Champions" Training</p>	<p>The Flippen Group Trainings support staff in learning strategies that develop positive relationships. These relationships with teachers and among students creates a positive learning environment where students can thrive academically. Students who are more connected to school are more likely to have positive outcomes. Process Champions are teacher leaders trained in coaching and supporting other teachers in their implementation. Process Champions are leaders among staff to support continued implementation.</p> <p>Several research projects have shown that implementing the Capturing Kids' Hearts process has dramatically elevated the academic and behavioral standards for millions of students in thousands of classrooms across America.</p> <p>https://flippengroup.com/education/capturing-kids-hearts-1/</p> <p>https://flippengroup.com/education-solutions/flippen-research/</p>

La Mesa Junior High School

Full year counselor (OBJ 1210)

1000-1999: Certificated
Personnel Salaries

\$73,542.00 Parent Engagement

3.4 Hire one Highly Qualified School Counselor

One highly qualified school counselor will be hired to increase opportunities for monitoring of student progress by increasing counseling services to all students. By reducing the overall caseloads of all our counselors we can increase services, decrease misbehavior, and student achievement. Counselors will have more time to meet individually with their students and monitor their progress towards graduation and meeting A-G requirements.

According to, "Are School Counselors an Effective Educational Input?" by Carrell, S. E., & Hoekstra, M. (2014), "We exploit within-school variation in counselors and find that one additional counselor reduces student misbehavior and increases academic achievement". These effects compare favorably with those of increased teacher quality and smaller class sizes." (remove references to gender) Therefore, by adding one additional counselor, student misbehavior should decrease and overall academic achievement should increase.

Research Source: Are School Counselors an Effective Educational Input? Carrell, S. E., & Hoekstra, M. (2014). Are school counselors an effective educational input? *Economic Letters*, 125, 66-69. doi: 10.1016/j.econlet.2014.07.020

La Mesa Junior High School

Benefits 21.4% (OBJ 3XXX)

3000-3999: Employee
Benefits

\$15,738.00 Parent Engagement

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La Mesa Junior High School

Health and Welfare Benefits

1000-1999: Certificated
Personnel Salaries

\$16,000.00 Parent Engagement

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La Mesa Junior High School

Teacher substitutes - 7 staff @ \$125 x 2 days (OBJ 1160)	1000-1999: Certificated Personnel Salaries	\$1,750.00	Parent Engagement	<p>3.2 Flippen Group "Capturing Kids' Hearts" Training</p> <p>New teachers and current untrained staff will participate in the Flippen Group's "Capturing Kids' Hearts" training to develop intentional methods for building supportive relationships, increasing student engagement in learning, and improving school culture. Capturing Kids' Hearts Training supports staff in learning strategies that develop positive relationships. These relationships with teachers and among students creates a positive learning environment where students can thrive academically. Students who are more connected to school are more likely to have positive outcomes.</p> <p>Several research projects have shown that implementing the Capturing Kids' Hearts process has dramatically elevated the academic and behavioral standards for millions of students in thousands of classrooms across America.</p> <p>https://flippengroup.com/education/capturing-kids-hearts-1/</p> <p>https://flippengroup.com/education-solutions/flippen-research/</p>
Certificated Benefits @ 21.4%	3000-3999: Employee Benefits	\$375.00	Parent Engagement	<p>3.2 Flippen Group "Capturing Kids' Hearts" Training</p> <p>New teachers and current untrained staff will participate in the Flippen Group's "Capturing Kids' Hearts" training to develop intentional methods for building supportive relationships, increasing student engagement in learning, and improving school culture. Capturing Kids' Hearts Training supports staff in learning strategies that develop positive relationships. These relationships with teachers and among students creates a positive learning environment where students can thrive academically. Students who are more connected to school are more likely to have positive outcomes.</p> <p>Several research projects have shown that implementing the Capturing Kids' Hearts process has dramatically elevated the academic and behavioral standards for millions of students in thousands of classrooms across America.</p> <p>https://flippengroup.com/education/capturing-kids-hearts-1/</p> <p>https://flippengroup.com/education-solutions/flippen-research/</p>

La Mesa Junior High School

Classified substitutes - 11 staff @ \$100 x 2 days (OBJ 2130)

2000-2999: Classified Personnel Salaries

\$2,200.00 Parent Engagement

3.2 Flippen Group "Capturing Kids' Hearts" Training

New teachers and current untrained staff will participate in the Flippen Group's "Capturing Kids' Hearts" training to develop intentional methods for building supportive relationships, increasing student engagement in learning, and improving school culture. Capturing Kids' Hearts Training supports staff in learning strategies that develop positive relationships. These relationships with teachers and among students creates a positive learning environment where students can thrive academically. Students who are more connected to school are more likely to have positive outcomes.

Several research projects have shown that implementing the Capturing Kids' Hearts process has dramatically elevated the academic and behavioral standards for millions of students in thousands of classrooms across America.

<https://flippengroup.com/education/capturing-kids-hearts-1/>

<https://flippengroup.com/education-solutions/flippen-research/>

Classified Benefits @ 31.2%

3000-3999: Employee Benefits

\$687.00 Parent Engagement

3.2 Flippen Group "Capturing Kids' Hearts" Training

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<https://flippengroup.com/education/capturing-kids-hearts-1/>

<https://flippengroup.com/education-solutions/flippen-research/>

Site Licenses (OBJ 5840) Reflex Math

5000-5999: Services And
Other Operating
Expenditures

\$3,295.00 Promotion

2.3 Reflex Math Site Licenses

A lack of basic math facts holds back the mathematical growth of our special education students.

"Math fact fluency is the quick and effortless (automatic) recall of basic math facts. When students achieve these basic skills, they have attained a level of mastery that enables them to retrieve them from long-term memory without conscious effort or attention.

Extensive research has demonstrated the critical role of fact fluency in elementary school level mathematics and beyond and is underscored by studies that show it is a significant predictor of performance on standardized tests.

Furthermore, the significance of fact retrieval speed as a predictor of performance is not limited to test items that directly assess computation — it predicts performance on math concept problems, word problems, data interpretation problems, and mathematical reasoning items as well.

Research over the past decade has also shown, however, that many children in the United States never achieve sufficient proficiency with math facts, and those who do typically achieve it later than their peers in nations with higher mathematics achievement. To address this issue, recent national curriculum standards and guidelines have highlighted automaticity with math facts as a core objective of elementary mathematics education," which is where many of our special education students are at developmentally and educationally.
<https://www.reflexmath.com/research>

Reflex Math Growth Incentives - Incentives to support students who have shown either growth or time spent towards growth. (OBJ 4310 or 4322)

4000-4999: Books And Supplies

\$500.00 Promotion

2.3 Reflex Math Site Licenses

A lack of basic math facts holds back the mathematical growth of our special education students.

"Math fact fluency is the quick and effortless (automatic) recall of basic math facts. When students achieve these basic skills, they have attained a level of mastery that enables them to retrieve them from long-term memory without conscious effort or attention.

Extensive research has demonstrated the critical role of fact fluency in elementary school level mathematics and beyond and is underscored by studies that show it is a significant predictor of performance on standardized tests.

Furthermore, the significance of fact retrieval speed as a predictor of performance is not limited to test items that directly assess computation — it predicts performance on math concept problems, word problems, data interpretation problems, and mathematical reasoning items as well.

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<https://www.reflexmath.com/research>

La Mesa Junior High School

Professional development books (OBJ 4210)	4000-4999: Books And Supplies	\$1,300.00	Parent Engagement	3.1 Professional Development Books	Contemporary, updated Professional Development books for staff learning, book talks, and staff literature circles. It is important that teachers deliver the right attitude to students about learning and their possible potential. PD books will keep staff updated on the latest research and student development strategies (i.e. "Teach Like a Pirate" by Dave Burgess) to increase student engagement and decrease class suspension and off task behavior that leads to discipline issues.
Certificated Robotics Advisor- \$34 X 54 hrs (OBJ 1130)	1000-1999: Certificated Personnel Salaries	\$1,836.00	Long Term English Learners	1.15 Robotics Team Support	"Research . . . has demonstrated the effects of teachers on student achievement. They [the researchers] show that there are large additional components in the longitudinal effects of teachers, that these effects are much larger than expected, and that the least effective teachers have a long-term influence on student achievement that is not fully remediation for up to three years late" (Mendro, 1998, p. 261)
Benefits @ 21.4%	3000-3999: Employee Benefits	\$393.00	Long Term English Learners	1.15 Robotics Team Support	According to the needs assessments, parents, teachers and students indicated a need for additional extra curricular activities. Supporting a Robotics Team would allow students to apply and deepen their classroom skills in the areas of math, science, and engineering practices, as well as creativity, collaboration, and research.

La Mesa Junior High School

Classified Salary - \$20.76 hour X 8 hrs.day X 203 days	2000-2999: Classified Personnel Salaries	\$33,715.00	Long Term English Learners	1.16 Program Specialist	Hire a program specialist to help teachers systematically and routinely use data to guide instructional decisions and meet students' learning needs. Ongoing 2019-2020 SY
					The function of a Program Specialist is to coordinate all aspects of Title One including: funding, execution, staff, budget, and goals from start to finish. As a federally funded program that requires compliance and familiarity with laws and regulations in order to maintain eligibility, there is a necessity for the position in order to oversee these functions as well as allowing for the collection of data from multiple sources, interpreting data to select strategies to raise student achievement, and implementing instructional changes.
Classified Benefits @ 31.2% (OBJ 3XXX)	3000-3999: Employee Benefits	\$10,520.00	Long Term English Learners	1.16 Program Specialist	Hire a program specialist to help teachers systematically and routinely use data to guide instructional decisions and meet students' learning needs. Ongoing 2019-2020 SY
					The function of a Program Specialist is to coordinate all aspects of Title One including: funding, execution, staff, budget, and goals from start to finish. As a federally funded program that requires compliance and familiarity with laws and regulations in order to maintain eligibility, there is a necessity for the position in order to oversee these functions as well as allowing for the collection of data from multiple sources, interpreting data to select strategies to raise student achievement, and implementing instructional changes.

La Mesa Junior High School

Health and Welfare Benefits (OBJ 3411)	3000-3999: Employee Benefits	\$8,800.00	Long Term English Learners	1.16 Program Specialist
				<p>Hire a program specialist to help teachers systematically and routinely use data to guide instructional decisions and meet students' learning needs. Ongoing 2019-2020 SY</p>
				<p>The function of a Program Specialist is to coordinate all aspects of Title One including: funding, execution, staff, budget, and goals from start to finish. As a federally funded program that requires compliance and familiarity with laws and regulations in order to maintain eligibility, there is a necessity for the position in order to oversee these functions as well as allowing for the collection of data from multiple sources, interpreting data to select strategies to raise student achievement, and implementing instructional changes.</p>
Students Entrance Fees (OBJ 5810)	5800: Professional/Consulting Services And Operating Expenditures	\$500.00	Promotion	2.1 Real life experiences and field trips to enhance learning.
				<p>Real life experiences enhance learning. Many of our students have never experienced museums or many other educational opportunities available in life. By exposing them to museums, tours, performances, tours, and trips outside their home neighborhood, students gain a wider view of how learning is applied in the real world, as well as opportunities available for their futures. Trips in the form of Community Based Instruction (CBI) will be led by site personnel and connect to the currently delivered curriculum in all subject areas.</p>
				<p>The site council feels it is important to expose students to life experiences. According to the research from the University of Arkansas, they found that students who attended a school tours demonstrated stronger critical thinking skills, displayed higher levels of tolerance, had more historical empathy and developed a taste for being a cultural consumer in the future (Sept. 2013)</p>

La Mesa Junior High School

Transportation (OBJ 5710)	5000-5999: Services And Other Operating Expenditures	\$2,000.00	Promotion	<p>2.1 Real life experiences and field trips to enhance learning.</p> <p>Real life experiences enhance learning. Many of our students have never experienced museums or many other educational opportunities available in life. By exposing them to museums, tours, performances, tours, and trips outside their home neighborhood, students gain a wider view of how learning is applied in the real world, as well as opportunities available for their futures. Trips in the form of Community Based Instruction (CBI) will be led by site personnel and connect to the currently delivered curriculum in all subject areas.</p> <p>The site council feels it is important to expose students to life experiences. According to the research from the University of Arkansas, they found that students who attended a school tours demonstrated stronger critical thinking skills, displayed higher levels of tolerance, had more historical empathy and developed a taste for being a cultural consumer in the future (Sept. 2013)</p>
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La Mesa Junior High School

Certificated Intervention Coordinator - \$34 X 60 hrs (OBJ 1130)

1000-1999: Certificated Personnel Salaries

\$2,040.00

Long Term English Learners

1.2 After school teacher support - Intervention in all core subject areas.

Many of our students do not have support at home due to working parents, non-English speaking parents, education level of parents, and lack of resources for additional tutoring.

The site council believes that having additional after-school support will allow students to get assistance with their homework and reinforce the daily learning. This will help increase scores. "Participation in after-school, summer learning, and other community-based programs has been associated with improved academic achievement and improved linguistic and social development of ELLs (Tellez & Waxman, 2010; Hirsch, 2011). Moreover, helping ELL students improve their English not only supports their success in school but also can benefit all students in a school." In addition "Those students who regularly attend well-structured after-school and/or summer learning programs demonstrate higher rates of attendance in school, have fewer discipline referrals, are more prepared for the academic rigors of school, and demonstrate increased achievement in core academic areas such as mathematics, science, reading, and language arts (Martin, et al., 2007; Farmer Hinton, Sass, & Schroeder, 2009; Huang & Cho, 2009).

La Mesa Junior High School

Certificated benefits for Intervention coordinator stipend @21.4%

3000-3999: Employee Benefits

\$437.00 Long Term English Learners

1.2 After school teacher support - Intervention in all core subject areas.

Many of our students do not have support at home due to working parents, non-English speaking parents, education level of parents, and lack of resources for additional tutoring.

The site council believes that having additional after-school support will allow students to get assistance with their homework and reinforce the daily learning. This will help increase scores. "Participation in after-school, summer learning, and other community-based programs has been associated with improved academic achievement and improved linguistic and social development of ELLs (Tellez & Waxman, 2010; Hirsch, 2011). Moreover, helping ELL students improve their English not only supports their success in school but also can benefit all students in a school." In addition "Those students who regularly attend well-structured after-school and/or summer learning programs demonstrate higher rates of attendance in school, have fewer discipline referrals, are more prepared for the academic rigors of school, and demonstrate increased achievement in core academic areas such as mathematics, science, reading, and language arts (Martin, et al., 2007; Farmer Hinton, Sass, & Schroeder, 2009; Huang & Cho, 2009).

La Mesa Junior High School

Registration fee \$669 per person X 8 (OBJ 5220)	5000-5999: Services And Other Operating Expenditures	\$5,352.00	Long Term English Learners	<p>1.3 Teacher Attendance at PLC Conference and RTI at Work Institute by Solution Tree</p> <p>Our teachers need access to the latest, best practices and training to be able to lead change campus-wide. Teacher leaders, along with a site administrator will attend a variety of sessions aimed at meeting the needs of our diverse learning population and the challenges facing our school, and looking for ways to integrate technology as a learning tool.</p> <p>The school site council feels that by enriching the teaching strategies of the teachers, the students will have their needs better met. Site teacher leaders will plan and implement professional development for the staff. One study (Saxe et al., 2001) compared collaborative CPD involving specialist input in subject knowledge with collaboration where the teachers supported each other. The study found that the group of teachers that had had input from an external 'expert' made significantly more changes and their pupils shared greater increases in attainment than the group which only used peer support. Most of the studies, however, reported CPD which combined external, specialist input with internal, collaborative peer support and many of these emphasized the partnership that existed between the teachers and outside experts.</p>
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La Mesa Junior High School

<p>Travel, meals and lodging (OBJ 5220)</p> <p>Lodging 3 nights - 4 rooms at \$200 per night \$2400</p> <p>Mileage for 2 cars 600 miles @.56 per mile \$336</p> <p>Meals \$1200</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>\$3,936.00</p>	<p>Long Term English Learners</p>	<p>1.3 Teacher Attendance at PLC Conference and RTI at Work Institute by Solution Tree</p> <p>Our teachers need access to the latest, best practices and training to be able to lead change campus-wide. Teacher leaders, along with a site administrator will attend a variety of sessions aimed at meeting the needs of our diverse learning population and the challenges facing our school, and looking for ways to integrate technology as a learning tool.</p> <p>The school site council feels that by enriching the teaching strategies of the teachers, the students will have their needs better met. Site teacher leaders will plan and implement professional development for the staff. One study (Saxe et al., 2001) compared collaborative CPD involving specialist input in subject knowledge with collaboration where the teachers supported each other. The study found that the group of teachers that had had input from an external 'expert' made significantly more changes and their pupils shared greater increases in attainment than the group which only used peer support. Most of the studies, however, reported CPD which combined external, specialist input with internal, collaborative peer support and many of these emphasized the partnership that existed between the teachers and outside experts.</p>
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La Mesa Junior High School

Substitutes for 8 teachers @\$125 per day x
3 days (OBJ 1160)

1000-1999: Certificated
Personnel Salaries

\$3,000.00

Long Term English
Learners

1.3 Teacher Attendance at PLC Conference and RTI at Work
Institute by Solution Tree

Our teachers need access to the latest, best practices and training to be able to lead change campus-wide. Teacher leaders, along with a site administrator will attend a variety of sessions aimed at meeting the needs of our diverse learning population and the challenges facing our school, and looking for ways to integrate technology as a learning tool.

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La Mesa Junior High School

Certificated benefits paid @ 21.4%	3000-3999: Employee Benefits	\$642.00	Long Term English Learners	1.3 Teacher Attendance at PLC Conference and RTI at Work Institute by Solution Tree
				<p>Our teachers need access to the latest, best practices and training to be able to lead change campus-wide. Teacher leaders, along with a site administrator will attend a variety of sessions aimed at meeting the needs of our diverse learning population and the challenges facing our school, and looking for ways to integrate technology as a learning tool.</p>
				<p>The school site council feels that by enriching the teaching strategies of the teachers, the students will have their needs better met. Site teacher leaders will plan and implement professional development for the staff. One study (Saxe et al., 2001) compared collaborative CPD involving specialist input in subject knowledge with collaboration where the teachers supported each other. The study found that the group of teachers that had had input from an external 'expert' made significantly more changes and their pupils shared greater increases in attainment than the group which only used peer support. Most of the studies, however, reported CPD which combined external, specialist input with internal, collaborative peer support and many of these emphasized the partnership that existed between the teachers and outside experts.</p>
Certificated Coordinator Wages - \$34 X 45 hours (OBJ 1130)	1000-1999: Certificated Personnel Salaries	\$1,530.00	Long Term English Learners	1.1 Student Affirmation and Motivation Recognition
				<p>Students will be recognized and celebrated for positive improvements in grades and attendance.</p>
				<p>The drive for self-integrity—seeing oneself as good, virtuous, and efficacious—is a fundamental human motivation (Department of Psychology, University of Colorado, Muenzinger Psychology, Department of Psychology, Yale University).</p>
				<p>The school site council feels that it is important for continued recognition for students who are benefiting from supports and are showing improvement. The students will feel good about small achievements and strive to improve more.</p>

La Mesa Junior High School

Certificated benefits calculated at 21.4%	3000-3999: Employee Benefits	\$328.00	Long Term English Learners	<p>1.1 Student Affirmation and Motivation Recognition</p> <p>Students will be recognized and celebrated for positive improvements in grades and attendance.</p> <p>The drive for self-integrity—seeing oneself as good, virtuous, and efficacious—is a fundamental human motivation (Department of Psychology, University of Colorado, Muenzinger Psychology, Department of Psychology, Yale University).</p> <p>The school site council feels that it is important for continued recognition for students who are benefiting from supports and are showing improvement. The students will feel good about small achievements and strive to improve more.</p>
Certificated substitute costs \$125 per day for 25 teachers X 1 day or equivalent after school hours @\$34 per hour. (OBJ 1160 and OBJ 1130)	1000-1999: Certificated Personnel Salaries	\$3,125.00	Long Term English Learners	<p>1.8 Collaboration Time</p> <p>Provide additional collaboration time for teachers to improve instructional practices that increase student performance, separate from regular collaboration responsibilities.</p> <p>Teachers will collaborate within their subject through out the spring semester to build meaningful, effective, and differentiated lessons that will benefit the English learners, Special education students as well as the general education students.</p> <p>Harry K. Wong, a well-known educational author, states that "the trademark of effective schools is a culture where all teachers take responsibility for the learning of all students. The key to strong collaboration is recognizing that a student shouldn't be the responsibility of only one teacher, but of all teachers." Teacher collaboration will benefit all students on campus.</p>

La Mesa Junior High School

Employee Benefits paid @ 21.4%	3000-3999: Employee Benefits	\$669.00	Long Term English Learners	1.8 Collaboration Time Provide additional collaboration time for teachers to improve instructional practices that increase student performance, separate from regular collaboration responsibilities. Teachers will collaborate within their subject through out the spring semester to build meaningful, effective, and differentiated lessons that will benefit the English learners, Special education students as well as the general education students. Harry K. Wong, a well-known educational author, states that "the trademark of effective schools is a culture where all teachers take responsibility for the learning of all students. The key to strong collaboration is recognizing that a student shouldn't be the responsibility of only one teacher, but of all teachers." Teacher collaboration will benefit all students on campus.
Teacher Support Hours (to access expertise from other staff members) 30 hours @ \$34 per hour (OBJ 1130)	1000-1999: Certificated Personnel Salaries	\$1,020.00	Long Term English Learners	1.5 Science Olympiad Team According to the needs assessments, parents, teachers and students indicated a need for additional extra curricular activities. A Science Olympiad Team would allow students to apply and deepen their classroom skills in the areas of speaking and listening, reading, writing, math, and research.
Benefits for support hours @ 21.4%	3000-3999: Employee Benefits	\$218.00	Long Term English Learners	1.5 Science Olympiad Team According to the needs assessments, parents, teachers and students indicated a need for additional extra curricular activities. A Science Olympiad Team would allow students to apply and deepen their classroom skills in the areas of speaking and listening, reading, writing, math, and research.

Federal 19-20 Title I, Part A - Allocation Total Expenditures: \$209,231.00

Federal 19-20 Title I, Part A - Allocation Allocation Balance: \$0.00

La Mesa Junior High School

Funding Source: Federal 19-20 Title I, Part A - Parent Participation **\$10,848.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Classified Salaries for child care (varies) (OBJ 2XXX)	2000-2999: Classified Personnel Salaries	\$300.00		<p>4.3 Additional ELAC Meeting Support</p> <p>In order to increase parent participation, the school site council recommends providing light refreshments, child care, and guest speakers.</p> <p>Parent education is a critical piece of student success and not just in terms of formal education. Workshops in topics such as college planning, social issues affecting teens, and parenting classes all contribute to increasing student achievement. The SEDL report found one common factor: "Programs and interventions that engage families in supporting their children's learning at home are linked to higher student achievement."</p>
Classified Benefits @31.2% (OBJ 3XXX)	2000-2999: Classified Personnel Salaries	\$94.00		<p>4.3 Additional ELAC Meeting Support</p> <p>In order to increase parent participation, the school site council recommends providing light refreshments, child care, and guest speakers.</p> <p>Parent education is a critical piece of student success and not just in terms of formal education. Workshops in topics such as college planning, social issues affecting teens, and parenting classes all contribute to increasing student achievement. The SEDL report found one common factor: "Programs and interventions that engage families in supporting their children's learning at home are linked to higher student achievement."</p>

La Mesa Junior High School

Certificated pay @ \$34 x 30 hours X 5 staff (OBJ 1130)	1000-1999: Certificated Personnel Salaries	\$5,100.00	4.4 Team Family Nights
			Many of our families need guidance and advice on how to support their students socially, emotionally, academically. Providing time with counselors after school will extend this support to parents.
			(http://www.wilder.org/Wilder-research/Publications/Studies/Increasing%20School%20Attendance%20for%20K-8%20Students/Increasing%20School%20Attendance%20for%20K-%20Students%20%20A%20Review%20of%20Research%20Examining%20the%20Effectiveness%20of%20Truancy%20Programs.pdf)
Certificated Benefits @ 21.4%	3000-3999: Employee Benefits	\$1,092.00	4.4 Team Family Nights
			Many of our families need guidance and advice on how to support their students socially, emotionally, academically. Providing time with counselors after school will extend this support to parents.
			(http://www.wilder.org/Wilder-research/Publications/Studies/Increasing%20School%20Attendance%20for%20K-8%20Students/Increasing%20School%20Attendance%20for%20K-%20Students%20%20A%20Review%20of%20Research%20Examining%20the%20Effectiveness%20of%20Truancy%20Programs.pdf)
Certificated hourly pay - 13 staff x \$34/hr x 2 hours	1000-1999: Certificated Personnel Salaries	\$1,976.00	4.5 Parent Night - "Bridge to the School Year"
			Parents and students with IEPs will be invited to participate in an evening the day before school starts to set them up for success academically and social-emotionally. A presentation done by counselors to help students and parents successfully and confidently bridge the transition into Junior High School. Teachers from the special education department will assist with helping students walk through their class schedule, provide information to parents, and answer questions.

La Mesa Junior High School

Certificated Benefits @ 21.4%	3000-3999: Employee Benefits	\$422.00	4.5 Parent Night - "Bridge to the School Year" Parents and students with IEPs will be invited to participate in an evening the day before school starts to set them up for success academically and social-emotionally. A presentation done by counselors to help students and parents successfully and confidently bridge the transition into Junior High School. Teachers from the special education department will assist with helping students walk through their class schedule, provide information to parents, and answer questions.
Classified Instructional Assistant Pay 24 staff x \$20/hr x 2 hours	2000-2999: Classified Personnel Salaries	\$960.00	4.5 Parent Night - "Bridge to the School Year" Parents and students with IEPs will be invited to participate in an evening the day before school starts to set them up for success academically and social-emotionally. A presentation done by counselors to help students and parents successfully and confidently bridge the transition into Junior High School. Teachers from the special education department will assist with helping students walk through their class schedule, provide information to parents, and answer questions.
Classified Benefits @ 31.2%	3000-3999: Employee Benefits	\$304.00	4.5 Parent Night - "Bridge to the School Year" Parents and students with IEPs will be invited to participate in an evening the day before school starts to set them up for success academically and social-emotionally. A presentation done by counselors to help students and parents successfully and confidently bridge the transition into Junior High School. Teachers from the special education department will assist with helping students walk through their class schedule, provide information to parents, and answer questions.
Supplies for students for the school year	4000-4999: Books And Supplies	\$600.00	4.5 Parent Night - "Bridge to the School Year" Parents and students with IEPs will be invited to participate in an evening the day before school starts to set them up for success academically and social-emotionally. A presentation done by counselors to help students and parents successfully and confidently bridge the transition into Junior High School. Teachers from the special education department will assist with helping students walk through their class schedule, provide information to parents, and answer questions.

La Mesa Junior High School

Federal 19-20 Title I, Part A - Parent Participation Total Expenditures: \$10,848.00

Federal 19-20 Title I, Part A - Parent Participation Allocation Balance: \$0.00

La Mesa Junior High School Total Expenditures: \$317,003.00