School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rancho Pico Junior High School	19-65136-0102467	December 11, 2019	January 15, 2020

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).

The District conducted a School Climate Survey of 8th grade students in Spring of 2019. Overall, students at Rancho Pico report feeling academically successful, emotionally happy, and connected to school. Notable results from this survey are listed below:

85% of students report earning mostly A's and B's in their classes.

85% of students report feeling welcome at school.

88% of students report feeling close to students at school.

71% of students report feeling close to at least one adult at school.

83% of students report there is a teacher or other adult who cares about them.

79% of students report they are happy to be at Rancho Pico.

74% of students report they are an active member of Rancho Pico.

87% of students report feeling physically safe at school.

88% of students report feel that an adult will help address bullying.

We also identified areas of growth from the results of this survey. These areas of growth are as follows:
- 84 out of 443 respondents reported that they have experience thoughts of suicide during the school year.
- 17 students reported that they attempted suicide during the school year.
- 29% of students reported that they often or always feel depressed or anxious.

To address these areas of growth, we have taken the following action steps:
- Rancho Pico has appointed a wellness coordinator who also is the advisor for Club Thrive (our student wellness club).
- Our counselors have been moved to the center of campus to allow easier access for students.
- We are currently in the process of building a Wellness Center for students to use throughout the school day.
- We are adding wellness tips and motivational messages for both students and staff during RPTV (morning news).

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

Classroom observations are imbedded into our culture at Rancho Pico. Both formal and informal observations are conducted throughout the year by a variety of stakeholders: department chairs, site administration, and District staff. Our Director of Curriculum regularly visits to complete classroom observations with the principal. Approximately half of the faculty is formally evaluated each year which consists of two to three formal observations throughout the school year. In addition to these formal observations, the administrative team sets time aside each week to visit classrooms to ensure that District approved curriculum and effective instructional strategies are being utilized to provide all students with access to their education. Based on our observations, our classrooms are student-centered learning environments that offer multiple opportunities for students to work together, utilize technology, and engage in meaningful activities as part of their learning process.

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)

Rancho Pico utilizes all available assessment data to inform decisions related to improving student achievement. The following are examples of the types of data we use: CAASPP, ELPAC, IEP assessment results, quarterly student grades, discipline, needs assessments, iLit student lexile results, survey results, input from parents, review of a student's cumulative file, etc. In addition to data related to all students, we examine sub-group data such as achievement based on gender, ethnicity, socioeconomic status, and disability to inform decisions related to our professional development activities and school goals.

The following are our results for the past three years of CAASPP data for English Language Arts and mathematics, identifying the percentages of students, by grade level, who have met or exceeded standards.

7th Grade ELA: 2016-17 (82%), 2017-18 (85%), 2018-19 (84%)
8th Grade ELA: 2016-17 (83%), 2017-18 (76%), 2018-19 (82%)

7th Grade math: 2016-17 (74%), 2017-18 (65%), 2018-19 (67%)
8th Grade math: 2016-17 (69%), 2017-18 (74%), 2018-19 (75%)

Based on these results coupled with data from the student survey, the following goals were written for the 2019/2020 school year:

2019/20 Goal #1
Dashboard - English Learner students in ELA
In the 2019/20 school year, Rancho Pico will increase the percentage of English Learner students either meeting or exceeding standards in ELA by 5%, as measured by CAASPP.

2019/20 Goal #2
Wellness - Student feelings of anxiety and connection to adults at school
In the 2019/20 school year, Rancho Pico will decrease the number of students reporting they often or always feel anxious or depressed by 3% and increase the percentage of students responding they feel close to at least one adult at school by 3%, as measured by the School Climate Survey.

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

Rancho Pico is home to a highly trained and dedicated staff who work collaboratively to ensure we are meeting the needs of every student we serve. Central to this work is the use of data to monitor student progress towards mastery of content standards for every course we teach. For our general education students, each of our interdisciplinary teams (6 in total) meet regularly to review all available data to identify strategies to support struggling students. We conduct student study team meetings where school staff (teachers, the student's counselor, and an administrator) partner with the student and his/her family to develop a plan to address the student's specific needs. For our special education students, we immediately call for an IEP team meeting when a student needs assistance of any kind (academic, social, and emotional.) Further, we have dedicated time for professional development each month where we continue to learn best practices for engaging students in their learning and improve our assessments for measuring student learning. Central to our professional development work is our belief that EVERY student can learn with the correct strategies and supports in place.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Currently 100% of teachers at Rancho Pico meet the state credential requirements and are teaching within their certified subject area.

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.

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

All professional development efforts are aligned with the Common Core State Standards and the Next Generation Science Standards (NGSS). Our professional development plan is developed annually in collaboration with site administration and the professional development team. The professional development team is comprised of teacher leaders who represent our overall faculty. Our school-wide goals are developed through the use of student data and from input from our leadership team (which is comprised of team leaders, department chairs, counseling, ASB, and administration). Our school goals support the larger goals of the district as defined by the LCAP.

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

In addition to our Professional Development team, teachers and staff receive ongoing instructional assistance from our site Instructional Coach, Wellness Coordinator, and multiple teachers on special assignment (TOSA) at the District level. Rancho Pico faculty have greatly benefited from TOSA support in the following academic areas: English, math, history, and science. Each department chair also receives guidance and support through department meetings at the District level.

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

Rancho Pico voted in an Early Release schedule for Tuesdays to allow for departmental and team collaboration. As a result of this schedule, students are released at 1:50 pm on Tuesdays and collaboration activities run from 2:05 to 3:05 pm. Activities during this time include, but are not limited to the following: department meetings, department collaboration, instructional planning, data and assessment review, professional development activities, team planning meetings, training (site and District), observations of teachers at other school sites, interdisciplinary lesson planning, etc. In addition to collaboration, our interdisciplinary teams enjoy a common prep period. This time is used for the purposes of planning curriculum, meeting with students and their families, planning team events and activities, and support special education students through the IEP process.

Teaching and Learning

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

Lessons are designed using the district-adopted curriculum. Instructional design is based on Common Core standards, the Next Generation Science Standards, and Math Practice Standards. The use of common curriculum guides helps to ensure that all students are receiving grade level standards-based instruction. The English department administers a district-wide Performance Task twice a year to calibrate assessments and develop future lessons and instructional needs based on assessment data for student mastery of concepts in literacy in addition to preparing students for CAASPP.

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

All students are enrolled in the required number of minutes for ELA and math every day as reported through the monitoring of daily instructional minutes.

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

Additional support for English Learners is provided within the school day in designated language support classes called Achieve. Learning Strategies classes are also provided for students with disabilities.

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

All content areas have standards-based instructional materials provided by the district for all student groups.

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 students have SBE adopted materials for their courses, intervention materials, and access to standards-aligned core courses.

Opportunity and Equal Educational Access

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

We offer a variety of intervention options for students during the regular school day through parallel classes, flexible advisory time, and after school through intervention sessions. We also ensure that teachers are available for supporting students on a daily basis before school and throughout open periods.

Evidence-based educational practices to raise student achievement

There are multiple days where teachers collaborate throughout the year in designated collaboration time as well as in faculty meetings and professional development meetings, to discuss evidence-based practices and educational research around a variety of topics.

Parental Engagement

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

Regular communication is sent out to our families and surrounding community through monthly or quarterly meetings with our various parent groups. Parents of our English Learners meet quarterly to inform our EL student population and their families of important events and ways to support their students in their education.

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 3 funds in our school's English Learner program through quarterly PAC, ELPAC, 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.

<u>Funding</u>

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

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

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

> Rancho Pico reconvened our School Site Council this year to allow all stakeholders an opportunity to offer input into the creation of our SPSA. Our team consists of parents, students, and staff members. Parents and students were consulted and involved in the planning process and review of this plan (the SPSA). In addition, representatives from our ELAC and our Parent Advisory Council (PAC) were consulted.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	%	%	0.1%			1
African American	3.5%	2.71%	3.39%	34	28	34
Asian	19.0%	20.23%	21.86%	183	209	219
Filipino	6.5%	6.10%	5.19%	63	63	52
Hispanic/Latino	20.0%	21.97%	22.16%	193	227	222
Pacific Islander	%	0.10%	0.3%		1	3
White	46.4%	41.92%	40.12%	448	433	402
Multiple/No Response	%	%	%			
			Total Enrollment	965	1033	1,002

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	16-17	17-18	18-19
Grade 7	484	522	471
Grade 8	481	511	531
Total Enrollment	965	1,033	1,002

Conclusions based on this data:

1. Rancho Pico's 7th grade enrollment numbers dropped nearly 10% between 17-18 and 18-19.

2. In looking at enrollment by student group, the percentage of white students is steadily dropping each year.

3. Overall, Rancho Pico's student body is relatively diverse.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
English Learners	28	31	39	2.9%	3.0%	3.9%
Fluent English Proficient (FEP)	173	190	180	17.9%	18.4%	18.0%
Reclassified Fluent English Proficient (RFEP)		11	3	0.0%	39.3%	9.7%

Conclusions based on this data:

1. The number of English Learners at Rancho Pico is slowly growing each year.

2. The number of Fluent English Proficient students has remained constant over a three year period.

3. Rancho Pico continues to reclassify English Learners each year.

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	480	506	470	473	499	470	473	499	470	98.5	98.6	100
Grade 8	482	510	502	475	506	490	475	506	490	98.5	99.2	97.6
All Grades	962	1016	972	948	1005	960	948	1005	960	98.5	98.9	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2623.	2629.	2632.	41.23	43.89	45.74	41.44	41.28	37.66	11.42	8.62	12.34	5.92	6.21	4.26
Grade 8	2640.	2625.	2644.	40.21	34.78	45.92	43.16	41.30	35.71	11.79	15.22	13.47	4.84	8.70	4.90
All Grades	N/A	N/A	N/A	40.72	39.30	45.83	42.30	41.29	36.67	11.60	11.94	12.92	5.38	7.46	4.58

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	51.59	50.90	50.00	39.75	40.48	40.21	8.67	8.62	9.79
Grade 8	52.21	42.29	52.45	38.74	42.29	37.76	9.05	15.42	9.80
All Grades	51.90	46.57	51.25	39.24	41.39	38.96	8.86	12.04	9.79

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	58.99	64.33	64.04	34.67	30.46	33.83	6.34	5.21	2.13
Grade 8	58.02	53.47	61.43	35.65	37.82	34.49	6.33	8.71	4.08
All Grades	58.50	58.86	62.71	35.16	34.16	34.17	6.34	6.97	3.13

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	28.54	29.26	30.21	64.69	64.13	62.98	6.77	6.61	6.81
Grade 8	37.13	32.81	35.31	57.81	59.09	58.37	5.06	8.10	6.33
All Grades	32.84	31.04	32.81	61.25	61.59	60.63	5.91	7.36	6.56

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 7	54.12	61.72	55.53	38.27	32.67	40.85	7.61	5.61	3.62
Grade 8	54.64	51.58	53.47	39.45	39.53	39.18	5.91	8.89	7.35
All Grades	54.38	56.62	54.48	38.86	36.12	40.00	6.76	7.26	5.52

Conclusions based on this data:

1. 82.5% of all students either met or exceeded standards for English Language Arts in 2018-2019.

2. We have seen a steady increase in the percentage of students above standards in writing.

3. Student achievement has been flat over the past three years in listening.

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	480	507	470	471	496	469	471	496	469	98.1	97.8	99.8
Grade 8	482	510	502	473	506	490	472	506	490	98.1	99.2	97.6
All Grades	962	1017	972	944	1002	959	943	1002	959	98.1	98.5	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2612.	2623.	2630.	43.31	49.60	52.24	26.33	23.79	22.60	20.17	18.55	17.06	10.19	8.06	8.10
Grade 8	2648.	2622.	2629.	52.75	44.07	45.51	24.15	21.15	21.43	12.71	20.36	20.20	10.38	14.43	12.86
All Grades	N/A	N/A	N/A	48.04	46.81	48.80	25.24	22.46	22.00	16.44	19.46	18.67	10.29	11.28	10.53

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	50.96	57.86	60.77	32.06	28.43	26.44	16.99	13.71	12.79
Grade 8	62.29	50.69	48.78	24.79	33.07	34.69	12.92	16.24	16.53
All Grades	56.63	54.25	54.64	28.42	30.77	30.66	14.95	14.99	14.70

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	47.35	51.81	52.88	41.83	37.70	37.10	10.83	10.48	10.02
Grade 8	51.48	45.54	48.37	35.38	37.23	37.55	13.14	17.23	14.08
All Grades	49.42	48.65	50.57	38.60	37.46	37.33	11.98	13.89	12.10

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	45.01	51.61	49.04	45.44	40.93	44.35	9.55	7.46	6.61
Grade 8	54.24	43.96	45.10	37.08	44.16	45.10	8.69	11.88	9.80
All Grades	49.63	47.75	47.03	41.25	42.56	44.73	9.12	9.69	8.24

Conclusions based on this data:

1. 7th grade students scoring above standards in concepts and procedures has increased by 10% in three years. 8th grade students have dropped by nearly 14%.

2. Overall achievement for all students scoring above standards has remained flat over three years.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	**Overall**		**Oral Language**		**Written Language**		**Number of Students Tested**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
Grade 7	1469.9	1530.0	1475.1	1540.5	1464.4	1519.2	17	11
Grade 8	*	1440.5	*	1476.4	*	1404.3	*	11
All Grades							26	22

Overall Language Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
7	*	36.36	*	27.27	*	27.27	*	9.09	17	11
8	*	36.36	*	9.09	*	9.09	*	45.45	*	11
All Grades	*	36.36	*	18.18	*	18.18	*	27.27	26	22

Oral Language Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
7	*	54.55	*	36.36	*	0.00	*	9.09	17	11
8	*	45.45	*	9.09	*	9.09		36.36	*	11
All Grades	50.00	50.00	*	22.73	*	4.55	*	22.73	26	22

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
7	*	27.27	*	18.18	*	27.27	*	27.27	17	11
8	*	18.18	*	0.00	*	27.27	*	54.55	*	11
All Grades	*	22.73	*	9.09	*	27.27	42.31	40.91	26	22

Listening Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	18.18	*	72.73	*	9.09	17	11
8	*	36.36	*	27.27		36.36	*	11
All Grades	42.31	27.27	*	50.00	*	22.73	26	22

Speaking Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	72.73	*	18.18	*	0.00	17	10
8	*	45.45	*	18.18		0.00	*	7
All Grades	57.69	59.09	*	18.18	*	0.00	26	17

Reading Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	18.18	*	36.36	*	45.45	17	11
8	*	18.18	*	9.09	*	72.73	*	11
All Grades	*	18.18	*	22.73	46.15	59.09	26	22

Writing Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	18.18	*	63.64	*	9.09	17	10
8	*	0.00	*	63.64	*	0.00	*	7
All Grades	*	9.09	46.15	63.64	*	4.55	26	17

Conclusions based on this data:

1. The overall mean score for students has increased in both oral and written language by approximately 4% in one year.

2. Over one-third of our EL students have an English Proficiency level of 4. Of these students, half earned a score of 4 in oral language.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1002	**13.9**	**3.9**	**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.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	39	3.9
Foster Youth	3	0.3
Homeless	4	0.4
Socioeconomically Disadvantaged	139	13.9
Students with Disabilities	113	11.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	34	3.4
American Indian	1	0.1
Asian	219	21.9
Filipino	52	5.2
Hispanic	222	22.2
Two or More Races	69	6.9
Pacific Islander	3	0.3
White	402	40.1

Conclusions based on this data:

1. Our population of English Learners and Foster Youth is very small, 3.0% and 0.2%, respectively. Due to this, results of data can shift dramatically.

2. 84% of are students identify as White, Hispanic, or Asian.

3. Our largest sub-group is socioeconomically disadvantaged students (15.3%) followed by students with disabilities (14.0%).

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Chronic Absenteeism** Green	**Suspension Rate** Green
Mathematics Blue		

Conclusions based on this data:

1. All indicators are green.

2. Information regarding English Learner Progress is not available because the State requires 3 years of data on the ELPAC to show trends in progress.

3. Rancho Pico has room for improvement as we strive to hit blue in all areas.
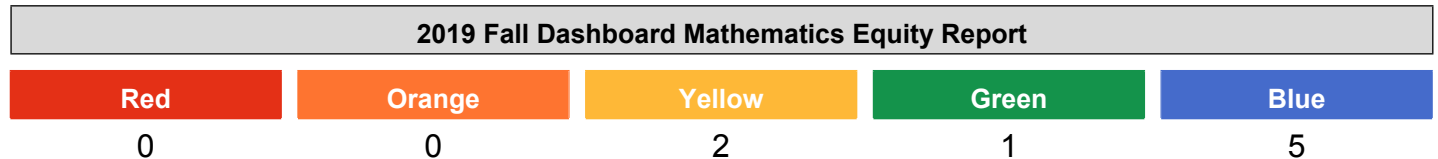
School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	2	5

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
76.4 points above standard	51.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++8.3 points	Maintained -1 points	
957	111	3

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Yellow
Less than 11 Students - Data Not Displayed for Privacy	31.6 points above standard	6.1 points below standard
	Maintained ++0.9 points	Increased ++11.2 points
1	135	159

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	Blue
53.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy	117.2 points above standard	91.4 points above standard
Increased Significantly ++15.1 points	1	Maintained ++1.1 points	Increased Significantly ++20.9 points
30		213	52
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Blue	No Performance Color	Blue
38.9 points above standard	86.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy	71.9 points above standard
Increased ++5.7 points	Increased ++4.4 points	3	Increased ++11 points
209	65		384

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
61.9 points below standard	74.5 points above standard	75 points above standard
Declined Significantly -25.6 points	Declined -5.1 points	Increased ++8.3 points
19	92	747

Conclusions based on this data:

1. Overall, Rancho Pico students are 70.1 points above the standard. However, we did see a small decline of 5.1 points which moved us from blue to green.

2. Our reclassified English Learners are outperforming our English Only students.

3. All students, regardless of race/ethnicity are above standard in English Language Arts. With this said, when looking at site data, Hispanic and African American students are behind all other groups.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	1	5

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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
53.2 points above standard	42.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++7.4 points	Increased ++4.3 points	
949	110	3

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	3 points below standard	39 points below standard
	Maintained -1.2 points	Increased Significantly ++17.7 points
1	133	154

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	Blue
22.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy	121.9 points above standard	60.6 points above standard
Increased Significantly ++34.4 points	1	Increased ++7 points	Increased ++3 points
30		212	52
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Blue	No Performance Color	Blue
3.1 points above standard	61.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy	41.8 points above standard
Increased ++9.1 points	Increased ++5.6 points	3	Increased ++3.3 points
207	63		381

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
44.8 points below standard	59.7 points above standard	48.4 points above standard
Increased ++7.2 points	Declined -6.7 points	Increased ++6.5 points
18	92	740

**Conclusions based on this data:**

1. English Learners are the only sub-group that has reached blue in mathematics.

2. As was the case in ELA, our Reclassified English Learners are outperforming English Only students in math.

3. A significant achievement gap exists when looking at our students with disabilities (52.9 points below standard and orange) when compared to any other sub-group.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
63.2 making progress towards English language proficiency
Number of EL Students: 19
Performance Level: High
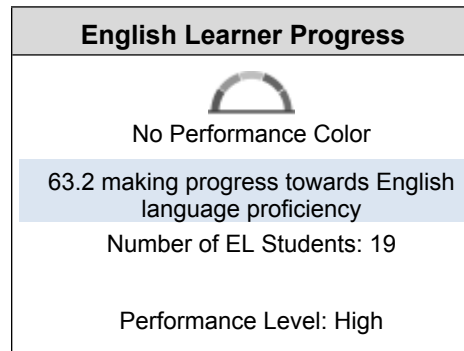
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
1	6	0	12

Conclusions based on this data:

1. Over half of our EL students are moderately developed or well developed setting them up for success in their general education classes.

2. A little less than a fourth of students are at the beginning stage of language acquisition. These students are new to the country and require extensive language support.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	0	4	3

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
4.3	5	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.4	Declined -1.5	3
1025	40	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	Green
Less than 11 Students - Data Not Displayed for Privacy	12.6	7.5
4	Increased Significantly +3.9	Declined Significantly -3.2
	151	173

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Green	No Performance Color	Blue	Blue
5.6	Less than 11 Students - Data Not Displayed for Privacy	1.4	0
Declined -1.1	1	Maintained -0.1	Maintained 0
36		221	52

Hispanic	Two or More Races	Pacific Islander	White
Orange	Blue	No Performance Color	Green
8.3	1.4	Less than 11 Students - Data Not Displayed for Privacy	4.4
Increased Significantly +3.5	Maintained +0.1	3	Declined -1
230	71		411

Conclusions based on this data:

1. Our rate of chronically absent students dropped overall by 1.4%.

2. While our students with disabilities have the highest rate of chronic absenteeism at 10.7%, this rate declined by 6.6%.

3. The only sub-group that is not blue or green are White students whose indicator is yellow.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

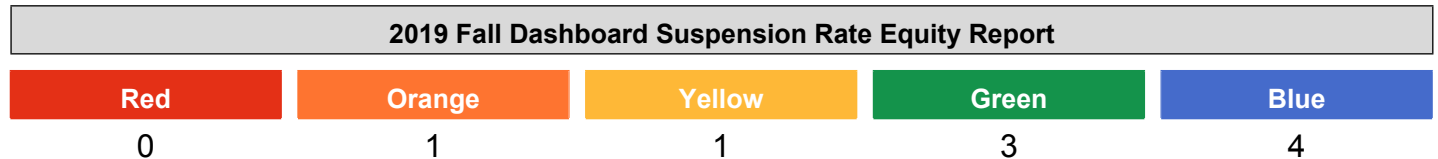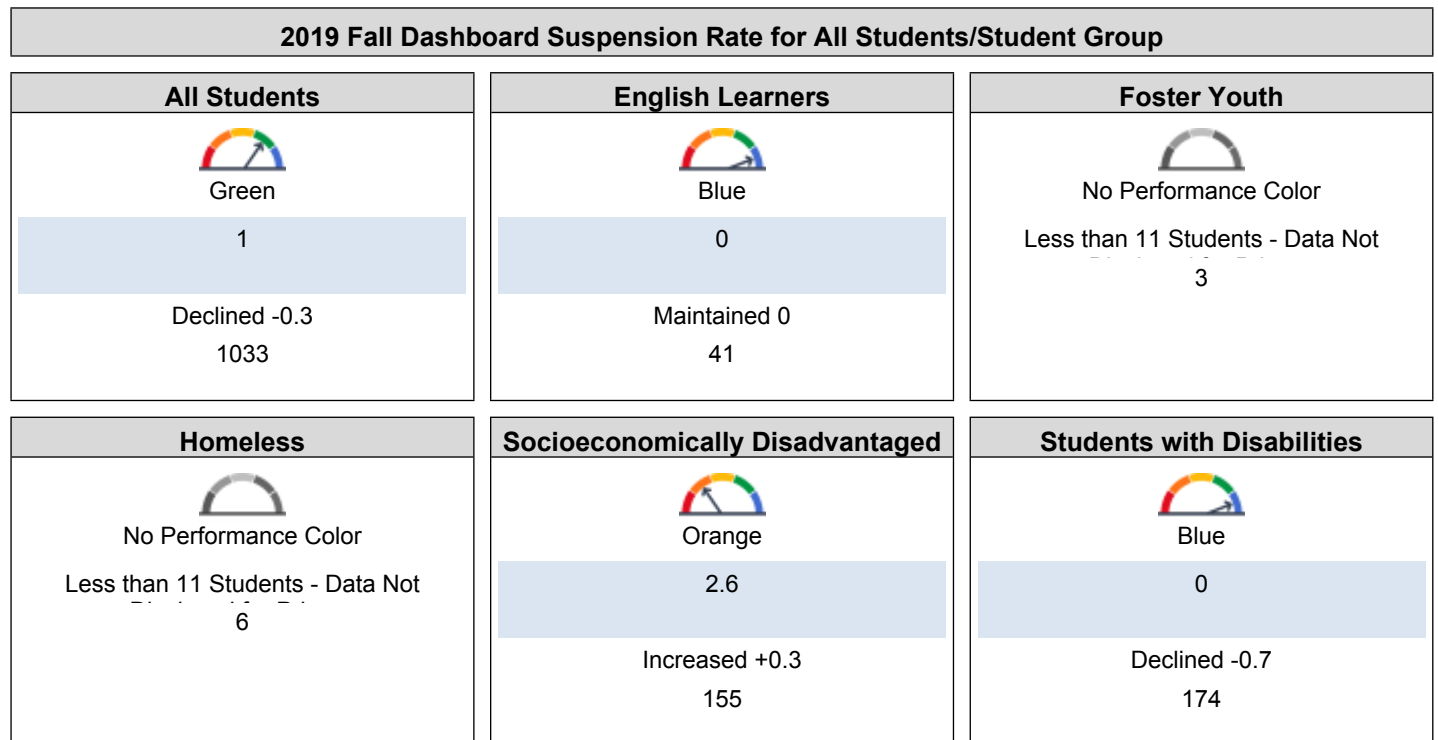| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	1	3	4

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Blue	No Performance Color
1	0	Less than 11 Students - Data Not Displayed for Privacy 3
Declined -0.3	Maintained 0	
1033	41	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Blue
Less than 11 Students - Data Not Displayed for Privacy 6	2.6	0
	Increased +0.3	Declined -0.7
	155	174

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Green	No Performance Color	Yellow	Blue
2.8	Less than 11 Students - Data	0.9	0
	1		
Declined -0.3		Increased +0.4	Declined -1.6
36		221	52
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Blue	No Performance Color	Green
1.7	0	Less than 11 Students - Data	0.7
		3	
Maintained 0	Declined -1.3		Declined -0.4
233	72		415

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.2	1

Conclusions based on this data:

1. Suspension rates have declined by 1.1%. Our current suspension rate is 1.2%.

2. English Learners have a suspension rate of 0%.

3. Socioeconomically disadvantaged students account for our largest group of students that were suspended (2.3%).

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

English learners will demonstrate improved performance by 5% on the CAASPP for English Language Arts in 2019-2020.

Identified Need

In Spring of 2018, 37.5% of English Learners met or exceeded ELA standards as compared to 80.6% of all students at Rancho Pico.
In Spring of 2019, 23.5% of English Learners met or exceeded ELA standards as compared to 83.0% of all students at Rancho Pico.
This data shows a significant decrease for our English Learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Summative Assessment: CAASPP English Language Arts	In Spring of 2019, 23.5% of English Language Learners met or exceeded standards in English Language Arts.	We will see an increase of 5% in the percentage of English Learner's meeting or exceeding standards in Spring of 2020, growing to 28.5%

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)

English Language Learners

Strategy/Activity

All English Language Learners will receive parallel language support by enrolling in our Achieve class. This will provide students with the required designated language support they need to acquire/improve English and help them better access the curriculum in their core content classes.

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: Supplemental English language support via Achieve. Amount: 0 Available Balance: No additional cost. Funded through LCAP district-wide plan.	LCFF
Description: Amount: Available Balance:	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

All EL students will receive both designated and integrated support in an inclusive academic setting for all content area subjects with bilingual assistance.

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: Integrated English curriculum for all EL students. Amount: 0 Available Balance: No additional cost. Funded through LCAP district-wide plan.	LCFF

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

English Language Learners

Strategy/Activity

Implement STAR Reading Inventory to assist EL students in improving their reading comprehension and reading lexile level.

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: Use of standards-based assessments to measure growth of students' reading comprehension. Amount: 0 Available Balance: No cost to school site. Funded through district-wide program.	State Low-Performing Students Block Grant (LPSBG)

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

English Language Learners

Strategy/Activity

Create a low-lexile, high interest reading library for our EL students.

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

Description and Amount(s)	Source(s)
Description: Low-lexile, high-interest reading library. Amount: 500.00	Federal Title III, District Funds

Available Balance: 500.00	

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.

Not applicable.

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

Not applicable.

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.

Not applicable.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

Implement best practices that address the social and emotional well-being of all students.

Identified Need

The need for this goal comes from the following data as a result of the School Climate Survey that was administered during Spring of 2019:
- 84 out of 443 respondents reported that they have experience thoughts of suicide during the school year.
- 17 students reported that they attempted suicide during the school year.
- 29% of students reported that they often or always feel depressed or anxious.

Additionally, only 71% of students reported that they feel close to at least one adult at school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Climate Survey	84 out of 443 respondents reported that they have experience thoughts of suicide during the school year. 17 students reported that they attempted suicide during the school year. 29% of students reported that they often or always feel depressed or anxious. 71% of students reported that they feel close to at least one adult at school.	Results of the Spring 2020 Climate Survey will show a 3% decline in the number of students reporting that they often or always feel depressed or anxious and a 3% increase in the number of students reporting that they feel close to at least one adult at school.

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

Open a Wellness Center for Rancho Pico students.

Proposed Expenditures for this Strategy/Activity

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

Description and Amount(s)	Source(s)
Description: Wellness Center Amount: 0 Available Balance: Funding to be determined after community donations are received.	Other Local

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Counselors to relocate to center of campus to provide students with easier access to and privacy for counseling services.

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: Counseling office to move to center of campus. Amount: 0 Available Balance: Zero cost or low cost to be covered by SFA and district funds.	Other Local

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

All Students

Strategy/Activity

Appoint a site Wellness Coordinator and create a Wellness Club for students.

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

Description and Amount(s)	Source(s)
Description: Wellness Coordinator and Wellness Club for students. Amount: 0 Available Balance: District funds site Wellness Coordinator stipend. Additional club funding to be determined after community services are researched.	Other Local

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

All students

Strategy/Activity

Year two implementation of Capturing Kids' Hearts

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: Refresher training for Capturing Kids' Hearts for all faculty members. Amount:	Other Local

Available Balance: Costs to be covered by SFA.	

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

Year 2 implementation of PBIS

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: PBIS Implementation Amount: Available Balance: Costs covered by district-wide program implementation.	Other Local

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Not applicable.

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

Not applicable.

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.

Not applicable.

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

3 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

3 Secondary Students

Name of Members	Role
Erum Velek	Principal
Traci O'Connell	Classroom Teacher
Devon Hensley	Classroom Teacher
Ashley Albrecht	Classroom Teacher
Ben Wobrock	Other School Staff
Mia Andrade	Secondary Student
Yashika Nandigam	Secondary Student
Yenna Yang	Secondary Student
Remziye Arat	Parent or Community Member
Alexandra Lessard	Parent or Community Member

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.

Budget By Expenditures

Rancho Pico Junior High School

Funding Source: Federal Title III, District Funds   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Low-lexile, high-interest reading library.		$500.00	English Language Arts/ELL	Create a low-lexile, high interest reading library for our EL students.

Federal Title III, District Funds Total Expenditures:	$500.00		
Federal Title III, District Funds Allocation Balance:	$0.00		

Funding Source: LCFF   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Supplemental English language support via Achieve.		$0.00	English Language Arts/ELL	All English Language Learners will receive parallel language support by enrolling in our Achieve class. This will provide students with the required designated language support they need to acquire/improve English and help them better access the curriculum in their core content classes.
Integrated English curriculum for all EL students.		$0.00	English Language Arts/ELL	All EL students will receive both designated and integrated support in an inclusive academic setting for all content area subjects with bilingual assistance.

LCFF Total Expenditures:	$0.00		
LCFF Allocation Balance:	$0.00		

Funding Source: Other Local   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

Rancho Pico Junior High School

Proposed Expenditure		Amount	Goal	Action
Wellness Center		$0.00	Mathematics	Open a Wellness Center for Rancho Pico students.
Counseling office to move to center of campus.		$0.00	Mathematics	Counselors to relocate to center of campus to provide students with easier access to and privacy for counseling services.
Wellness Coordinator and Wellness Club for students.		$0.00	Mathematics	Appoint a site Wellness Coordinator and create a Wellness Club for students.

Other Local Total Expenditures:	$0.00
Other Local Allocation Balance:	$0.00

Funding Source: State Low-Performing Students Block Grant (LPSBG)　　$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Use of standards-based assessments to measure growth of students' reading comprehension.		$0.00	English Language Arts/ELL	Implement STAR Reading Inventory to assist EL students in improving their reading comprehension and reading lexile level.

State Low-Performing Students Block Grant (LPSBG) Total Expenditures:	$0.00
State Low-Performing Students Block Grant (LPSBG) Allocation Balance:	$0.00
Rancho Pico Junior High School Total Expenditures:	$500.00