

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	May 7, 2020	July 15, 2020

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
The purpose of this Plan is to develop goals and implement actions and services to improve student achievement schoolwide. 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.

La Mesa teachers receive formal evaluations every two years, including a minimum of one full period observation and one 20-30 minute observation. Teachers are observed informally by site administrators on a regular weekly schedule with visits lasting anywhere from 10-20 minutes in length. In addition, the Instructional coach and EL coordinator make 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 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)

CAASPP - English

2017 = 0.6 points below standard

+4.5 point increase

2018 = 3.7 points above standard

+4.3 point increase

2019 = 8 points above standard

+4.7 point increase

CAASPP - Math

2017 = 19.3 points below standard

+ 6 point increase

2018 = 14.3 points below standard

+5 point increase

2019 = 21.4 points below standard

- 6.2 point decline

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, 100% of all teachers are fully credentialed and assigned correctly within their competency subject areas.

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. The district provides consulting teachers and mentors for new teachers for supporting them with instructional strategies and 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		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0.09%			1
African American	7.91%	6.74%	7.11%	94	84	83
Asian	4.21%	4.01%	4.11%	50	50	48
Filipino	6.57%	6.42%	6.26%	78	80	73
Hispanic/Latino	58.25%	59.71%	60.58%	692	744	707
Pacific Islander	0.25%	0.16%	0.17%	3	2	2
White	19.11%	18.7%	16.97%	227	233	198
Multiple/No Response	%	%	4.71%			0
Total Enrollment				1,188	1,246	1,167

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 7	608	616	549
Grade 8	580	630	618
Total Enrollment	1,188	1,246	1,167

Conclusions based on this data:

1. The percentage of Latino students has increased, while the percentage of white students has decreased. For the 20-21 school year, the overall enrollment is decreasing. Other subgroups have remained relatively consistent over a 3 year period.
2. While not represented in the data above, projected total enrollment for the 2020-21 school year is 1,046. The percentage of white students grows to 19%, while the % of Latino students dips slightly to 59%. At the time of this analysis, enrollment numbers are still a projection and not finalized.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	160	174	166	13.5%	14.0%	14.2%
Fluent English Proficient (FEP)	338	344	325	28.5%	27.6%	27.8%
Reclassified Fluent English Proficient (RFEP)	7	9	32	5.1%	5.6%	18.4%

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			% 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	564	590	591	553	578	585	553	578	585	98	98	99
Grade 8	505	552	594	498	541	587	498	541	587	98.6	98	98.8
All Grades	1069	1142	1185	1051	1119	1172	1051	1119	1172	98.3	98	98.9

* 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	2551.	2553.	2558.	12.84	16.61	18.46	42.86	37.54	37.61	21.70	23.53	24.27	22.60	22.32	19.66
Grade 8	2562.	2568.	2572.	15.46	14.60	17.04	33.94	40.30	36.80	28.92	26.06	25.89	21.69	19.04	20.27
All Grades	N/A	N/A	N/A	14.08	15.64	17.75	38.63	38.87	37.20	25.12	24.75	25.09	22.17	20.73	19.97

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	21.56	24.74	23.42	51.27	45.33	45.98	27.17	29.93	30.60
Grade 8	26.31	26.25	25.38	42.77	45.47	48.72	30.92	28.28	25.89
All Grades	23.81	25.47	24.40	47.24	45.40	47.35	28.95	29.13	28.24

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	29.71	30.68	29.06	49.09	49.57	55.38	21.20	19.76	15.56
Grade 8	27.11	28.28	28.84	49.40	49.54	53.24	23.49	22.18	17.92
All Grades	28.48	29.52	28.95	49.24	49.55	54.31	22.29	20.93	16.74

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	12.14	9.52	14.70	66.12	69.38	70.94	21.74	21.11	14.36
Grade 8	13.86	16.27	16.70	69.48	67.65	65.59	16.67	16.08	17.72
All Grades	12.95	12.78	15.70	67.71	68.54	68.26	19.33	18.68	16.04

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	29.89	31.83	30.26	50.72	48.96	50.26	19.38	19.20	19.49
Grade 8	24.50	29.39	26.75	51.41	52.31	51.62	24.10	18.30	21.64
All Grades	27.33	30.65	28.50	51.05	50.58	50.94	21.62	18.77	20.56

Conclusions based on this data:

1. The percentage of students that did not meet standard decreased by 2.66% in 2018-19 in English Language Arts/Literacy.
2. A decrease of student not meeting standard by 4.2% in writing 2.6% in listening, while students not meeting standard in reading only decreased by .9%. Coupled with the La Mesa Star Reading scores, reading is a needed focus and will be addressed during the RTI Tutorial time built into the new 2020-21 year bell schedule.

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	564	591	591	556	585	585	556	585	585	98.6	99	99
Grade 8	505	552	594	502	547	588	502	546	588	99.4	99.1	99
All Grades	1069	1143	1185	1058	1132	1173	1058	1131	1173	99	99	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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	2543.	2550.	2539.	20.50	22.22	19.49	25.00	25.13	21.71	27.52	26.50	27.52	26.98	26.15	31.28
Grade 8	2564.	2566.	2565.	19.52	21.25	19.39	26.10	26.37	26.36	27.89	23.99	29.25	26.49	28.39	25.00
All Grades	N/A	N/A	N/A	20.04	21.75	19.44	25.52	25.73	24.04	27.69	25.29	28.39	26.75	27.23	28.13

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	31.47	34.36	25.98	30.76	28.72	33.85	37.77	36.92	40.17	
Grade 8	30.28	29.17	23.64	40.84	38.35	45.41	28.88	32.48	30.95	
All Grades	30.91	31.86	24.81	35.54	33.36	39.64	33.55	34.78	35.55	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	23.20	23.08	19.15	46.76	49.23	49.57	30.04	27.69	31.28
Grade 8	19.52	25.64	24.32	44.62	48.53	48.13	35.86	25.82	27.55
All Grades	21.46	24.31	21.74	45.75	48.89	48.85	32.80	26.79	29.41

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	23.20	22.74	20.34	57.37	60.17	58.80	19.42	17.09	20.85
Grade 8	21.51	22.34	23.30	56.77	55.13	55.95	21.71	22.53	20.75
All Grades	22.40	22.55	21.82	57.09	57.74	57.37	20.51	19.72	20.80

Conclusions based on this data:

1. Students scoring below standard in 7th grade math increased by 5.1%.
2. Standard met or exceeded decreased by 4% overall for 7th and 8th grade combined.

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	1512.7	1538.5	1506.2	1547.2	1518.7	1529.2	86	74
Grade 8	1534.6	1508.9	1529.8	1513.4	1539.0	1504.0	69	59
All Grades							155	133

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	29.07	24.32	38.37	37.84	*	25.68	20.93	12.16	86	74
8	49.28	22.03	30.43	23.73	*	27.12	*	27.12	69	59
All Grades	38.06	23.31	34.84	31.58	10.32	26.32	16.77	18.80	155	133

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	39.53	45.95	37.21	32.43	*	9.46	16.28	12.16	86	74
8	59.42	33.90	27.54	27.12	*	11.86	*	27.12	69	59
All Grades	48.39	40.60	32.90	30.08	7.10	10.53	11.61	18.80	155	133

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	19.77	10.81	20.93	21.62	27.91	37.84	31.40	29.73	86	74
8	33.33	5.08	26.09	20.34	18.84	33.90	21.74	40.68	69	59
All Grades	25.81	8.27	23.23	21.05	23.87	36.09	27.10	34.59	155	133

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	32.56	14.86	47.67	56.76	19.77	28.38	86	74
8	44.93	13.56	44.93	52.54	*	33.90	69	59
All Grades	38.06	14.29	46.45	54.89	15.48	30.83	155	133

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	60.47	68.92	26.74	24.32	12.79	6.76	86	74
8	78.26	49.15	15.94	27.12	*	23.73	69	59
All Grades	68.39	60.15	21.94	25.56	9.68	14.29	155	133

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	23.26	16.22	20.93	40.54	55.81	43.24	86	74
8	30.43	10.17	31.88	28.81	37.68	61.02	69	59
All Grades	26.45	13.53	25.81	35.34	47.74	51.13	155	133

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	17.44	4.05	62.79	78.38	19.77	17.57	86	74
8	33.33	1.69	55.07	67.80	*	30.51	69	59
All Grades	24.52	3.01	59.35	73.68	16.13	23.31	155	133

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.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1246	55.3	14.0	0.4

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	174	14.0
Foster Youth	5	0.4
Homeless	30	2.4
Socioeconomically Disadvantaged	689	55.3
Students with Disabilities	184	14.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	84	6.7
Asian	50	4.0
Filipino	80	6.4
Hispanic	744	59.7
Two or More Races	53	4.3
Pacific Islander	2	0.2
White	233	18.7

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Orange	Suspension Rate  Orange
Mathematics  Yellow		

Conclusions based on this data:

1. Orange 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.
3. Yellow performance level in Mathematics indicates a need to continue building our students' math skills and proficiency level schoolwide.

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Green 8 points above standard Increased ++4.7 points 1183	<p>English Learners</p>  Yellow 48.6 points below standard Increased ++3.4 points 313	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p>Homeless</p>  Yellow 36.3 points below standard Increased ++7 points 37	<p>Socioeconomically Disadvantaged</p>  Yellow 13.6 points below standard Increased ++7.5 points 668	<p>Students with Disabilities</p>  Yellow 64.3 points below standard Increased Significantly ++21.2 points 191

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 5.2 points below standard Increased ++10.7 points 80	 No Performance Color 0 Students	 Green 76.2 points above standard Declined -5.9 points 47	 Blue 49.5 points above standard Maintained ++2.9 points 79
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 12.2 points below standard Increased ++5.2 points 704	 Green 26.1 points above standard Declined -10.1 points 47	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 43.4 points above standard Increased ++7.1 points 225

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
96.5 points below standard Declined -11 points 116	20.3 points below standard Maintained ++2.1 points 197	22.4 points above standard Increased ++4.2 points 686

Conclusions based on this data:

1. Students with Disabilities and English Learners have the greatest need for improving English proficiency.
2. Continued focus on our current ELs is a priority area.
3. We saw solid increases in several subgroups (Hispanic, White, and African American) in English performance. The overall result was an increase for "All Students".

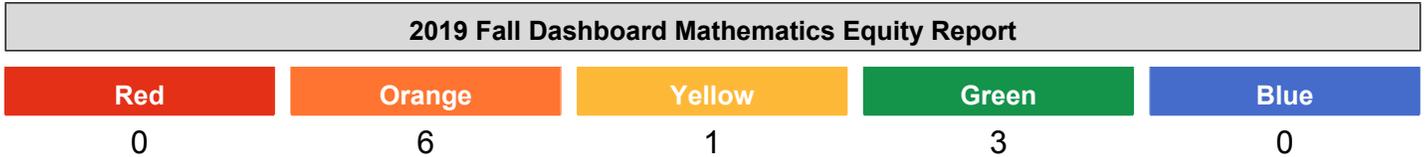
School and Student Performance Data

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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 21.4 points below standard Declined -6.2 points 1180	<p>English Learners</p>  Orange 73.9 points below standard Maintained -2.7 points 313	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p>Homeless</p>  Orange 70.8 points below standard Declined -13.3 points 37	<p>Socioeconomically Disadvantaged</p>  Orange 46.2 points below standard Declined -5.4 points 667	<p>Students with Disabilities</p>  Orange 105.1 points below standard Increased ++14 points 188

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 47 points below standard Declined -13.4 points 79		 Green 65.6 points above standard Declined Significantly -20.9 points 47	 Green 33.9 points above standard Declined -9.9 points 78
Hispanic	Two or More Races	Pacific Islander	White
 Orange 43.2 points below standard Declined -3.8 points 705	 Yellow 15.2 points below standard Declined Significantly -28.9 points 47	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 17.7 points above standard Maintained -2.1 points 223

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
125.4 points below standard Declined Significantly -16.7 points 116	43.6 points below standard Declined -5.1 points 197	9.2 points below standard Declined -9.2 points 683

Conclusions based on this data:

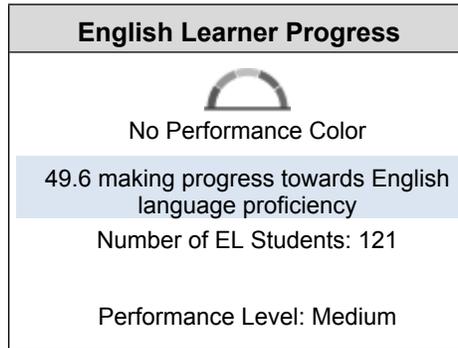
1. Despite the school-wide increase, English Learners, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities continue to perform below standard.
2. The only significant increase was with students with disabilities. Gains made the previous year were lost in several subgroups.
3. Hispanic, African American, and Two or More Race students continue to score below standard.

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



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
23	38	3	57

Conclusions based on this data:

- 57% of English Learners progressed at least one ELPI level from last year.
- 23% decreased. This indicates a need for attention in English proficiency and testing skills.

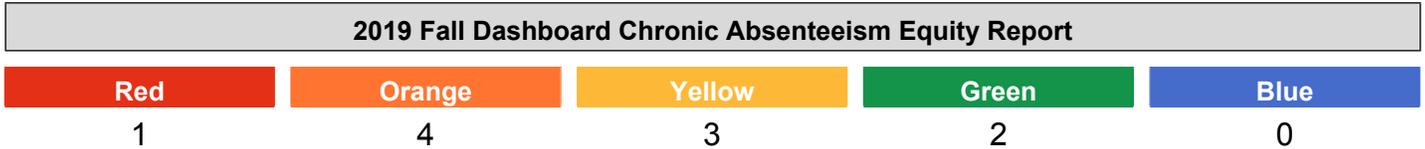
School and Student Performance Data

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange	 Orange	 No Performance Color
10.7	16	Less than 11 Students - Data Not Displayed for Privacy
Increased +0.5	Increased +1.9	8
1296	188	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red	 Yellow	 Yellow
37.2	13.6	17.1
Increased +3.9	Declined -0.6	Declined Significantly -5.4
43	744	222

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 15.7 Maintained -0.4 89	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 5.9 Increased +1.9 51	 Green 3.7 Declined -1.3 81
Hispanic	Two or More Races	Pacific Islander	White
 Orange 12.3 Increased +1.5 772	 Yellow 10.9 Declined -3.1 55	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 7.3 Declined -0.8 246

Conclusions based on this data:

- Several groups had more absences this year, including English Learners, Homeless, White, 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.

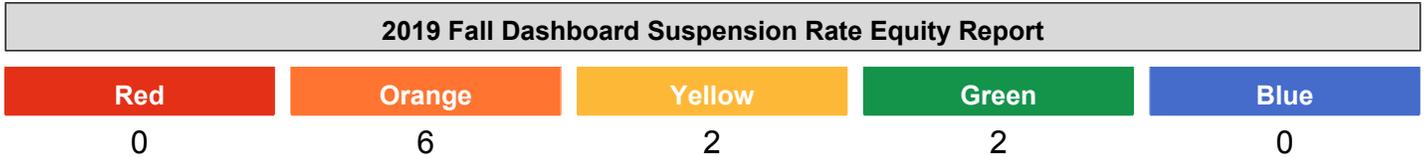
School and Student Performance Data

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 3.1 Increased +1.4 1320	<p>English Learners</p>  Orange 5.3 Increased +3 190	<p>Foster Youth</p>  No Performance Color 9.1 11
<p>Homeless</p>  Green 2.3 Declined -2.3 43	<p>Socioeconomically Disadvantaged</p>  Orange 4.1 Increased +1.8 756	<p>Students with Disabilities</p>  Orange 7 Increased Significantly +4.1 228

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 2.2 Declined -1.8 93		 Orange 3.8 Increased +3.8 52	 Yellow 1.2 Increased +1.2 82
Hispanic	Two or More Races	Pacific Islander	White
 Orange 3.7 Increased +1.8 784	 Orange 3.6 Increased +1.7 56	 No Performance Color Less than 11 Students - Data 2	 Yellow 1.6 Increased +0.8 251

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.7	3.1

Conclusions based on this data:

1. Several groups saw an increase in suspension rate, including Low Income, Students with Disabilities, Hispanic, Asian, Filipino, White, and Two or More Race students.
2. Implementing PBIS again this year, as well as the continuation of our new resource and student support center (the HOWL Hut), will be tools to support positive behaviors and 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, socio-economically disadvantaged and Special Education 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 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)

Description:
Registration fee \$669 per person X 8 (OBJ 5220)

Amount:
5352

Available Balance:
5352

Federal 2020-21 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures

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

Amount:
3000

Available Balance:
3000

Federal 2020-21 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries

Description:
Certificated benefits paid @ 20.46%

Amount:
624

Available Balance:
624

Federal 2020-21 Title I, Part A - Allocation 3000-3999: Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.2 School Supply Boxes for home

Student school supplies in ready-packed boxes for use and keep at home to meet the needs of low income, homeless students, and foster youth.

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)	Source(s)
Description: Supplemental School Supplies (for home) Amount: 1000 Available Balance: 1000	Federal 2020-21 Title I, Part A - Allocation 4000-4999: Books And Supplies
Description: Amount: Available Balance:	

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 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)

Description:
Peardeck (OBJ 5840)

Amount:
2000

Available Balance:
2000

Source(s)

Federal 2020-21 Title I, Part A - Allocation
5800: Professional/Consulting Services And
Operating Expenditures

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 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)
<p>Description: 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)</p> <p>Amount: 3125</p> <p>Available Balance: 3125</p>	<p>Federal 2020-21 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries</p>
<p>Description: Employee Benefits @ 20.46%</p> <p>Amount: 650</p> <p>Available Balance: 650</p>	<p>Federal 2020-21 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>

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)	Source(s)
---------------------------	-----------

<p>Description: Team Participation Fees (State and National fees) (OBJ 5810)</p> <p>Amount: 325</p> <p>Available Balance: 325</p>	<p>Federal 2020-21 Title I, Part A - Allocation 5800: Professional/Consulting Services And Operating Expenditures</p>
<p>Description: Transportation of students to events (OBJ 5710)</p> <p>Amount: 675</p> <p>Available Balance: 675</p>	<p>Federal 2020-21 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures</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:
3000

Available Balance:
3000

Source(s)

Federal 2020-21 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 High interest books for independent reading

Books will increase student access to high-interest, age appropriate reading materials at a variety of reading levels to meet the needs of all levels of readers, including students with disabilities, struggling readers, low lexile levels, and English learners.

"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:
5000

Available Balance:
5000

Source(s)

Federal 2020-21 Title I, Part A - Allocation
4000-4999: Books And Supplies

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 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)

Description:
Certificated Robotics Advisor- \$34 X 54 hrs
(OBJ 1130)

Amount:
1836

Available Balance:
1836

Source(s)

Federal 2020-21 Title I, Part A - Allocation
1000-1999: Certificated Personnel Salaries

Description:
Benefits paid @ 20.46%

Amount:
382

Available Balance:
382

Federal 2020-21 Title I, Part A - Allocation
3000-3999: Employee Benefits

Description:
Robotics Supplies (OBJ 4310)

Amount:
770

Available Balance:
770

Federal 2020-21 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

1.9 Curriculum Based Periodical Subscriptions (Science World, Scope Scholastic Reader)

Students need additional supplemental reading material to support the core content they are learning in rigorous NGSS science 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 PISA 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:
Scholastic Science World Full Year Subscription
and Magazine subscription for ELA - Qty 40
(OBJ 4330)

Amount:
1200

Available Balance:
1200

Source(s)

Federal 2020-21 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:
300

Available Balance:
300

Source(s)

Federal 2020-21 Title I, Part A - Allocation
5800: Professional/Consulting Services And
Operating Expenditures

Description:
Transportation (OBJ 5710)

Federal 2020-21 Title I, Part A - Allocation
5700-5799: Transfers Of Direct Costs

<p>Amount: 400</p> <p>Available Balance: 400</p>	
<p>Description: Substitutes for 2 teachers @\$125 per day (OBJ 1160)</p> <p>Amount: 250</p> <p>Available Balance: 250</p>	<p>Federal 2020-21 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries</p>
<p>Description: Benefits @ 20.46 %</p> <p>Amount: 52</p> <p>Available Balance: 52</p>	<p>Federal 2020-21 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>

Strategy/Activity 11

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.

<p>Description:</p> <p>Amount:</p> <p>Available Balance:</p>	
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Annual Review

SPSA Year Reviewed: 2019-20

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 #3: Increase the number of students prepared for college and career through a rigorous broad course of study that includes college classes, career pathways, and CTE courses.

Goal 2

Decrease the number of students who are suspended from school by 5%.

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
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)

All students

Strategy/Activity

2.1 Highly Qualified School Counselor - Supplementing the base number of counselors allocated to each school site

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)
<p>Description: Full year counselor (OBJ 1210)</p> <p>Amount: 76606</p> <p>Available Balance: 76606</p>	<p>Federal 2020-21 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries</p>
<p>Description: Benefits 20.46% (OBJ 3XXX)</p> <p>Amount: 15942</p> <p>Available Balance: 15942</p>	<p>Federal 2020-21 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>
<p>Description: Health and Welfare Benefits</p> <p>Amount: 16000</p> <p>Available Balance: 16000</p>	<p>Federal 2020-21 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>

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

2.2 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)

Description:
Capturing Kids' Hearts Training Registration Fees (OBJ 5810)

Amount:
2000

Available Balance:
2000

Federal 2020-21 Title I, Part A - Allocation 5800: Professional/Consulting Services And Operating Expenditures

Description:
Teacher substitutes - 7 staff @ \$125 x 1 day (OBJ 1160)

Amount:
875

Available Balance:
875

Federal 2020-21 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries

Description:
Certificated Benefits @ 20.46%

Amount:
182

Available Balance:

Federal 2020-21 Title I, Part A - Allocation 3000-3999: Employee Benefits

<p>182</p> <p>Description: Classified substitutes - 3 staff @ \$100 x 1 day (OBJ 2130)</p> <p>Amount: 300</p> <p>Available Balance: 300</p>	<p>Federal 2020-21 Title I, Part A - Allocation 2000-2999: Classified Personnel Salaries</p>
<p>Description: Classified Benefits @ 31.2%</p> <p>Amount: 94</p> <p>Available Balance: 94</p>	<p>Federal 2020-21 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>
<p>Description: CKH Process Champion Training (OBJ 5810)</p> <p>Amount: 1393</p> <p>Available Balance: 1393</p>	<p>Federal 2020-21 Title I, Part A - Allocation 5800: Professional/Consulting Services And Operating Expenditures</p>
<p>Description: Follow-Up Campus TrAction PAC - strategy visit & CKH coaching (OBJ 5810)</p> <p>Amount: 1000</p> <p>Available Balance: 1000</p>	<p>Federal 2020-21 Title I, Part A - Allocation 5800: Professional/Consulting Services And Operating Expenditures</p>

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

2.3 PBIS Student Incentives

The Positive Behavior Interventions and Supports program provides students with a yearlong focus on positive behavior, increasing academic performance, becoming involved in a positive school culture, and being good peer role models around campus. Students earn incentives (such as lanyards, cups, bumper stickers, vinyl clings, and other inexpensive items) to recognize positive student efforts, especially increasing academic performance. The first step in improving academically is by improving attendance - "just showing up."

"Rewarding students for improved attendance has 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:
PBIS Student Incentives

Amount:
460

Available Balance:
460

Source(s)

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.4 5-Star Students

5-Star is an online program with web, mobile, and barcode scanning technology to track student attendance in daily classes, intervention, and participation in extracurricular activities.

After conducting a comprehensive needs assessment, evidence shows that documentation for attendance in activities, intervention to drive increased safety and participation. This will collect data for pupil engagement, parent involvement, School climate, Intervention participation, and attendance. Data will be disaggregated based on categories we upload into 5-Star to monitor and measure the successful outcome of actions and services provided for students and parents.

Research done by Larry Biddle through Southeast Education Network (SEEN) explains that students who are involved are more likely to attend school, and 5-Star can assist schools in identifying those uninvolved students.

Data to support <https://www.seenmagazine.us/Articles/Article-Detail/articleid/4669/wherever-you-are-be-there>

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:
5-Star Students annual subscription fees (OBJ 5840)

Amount:
1500

Available Balance:
1500

Source(s)

Federal 2020-21 Title I, Part A - Allocation 5800: Professional/Consulting Services And Operating Expenditures

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)

Strategy/Activity 6

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: 2019-20

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.

This past year, given that distance learning started in March due to the COVID-19 school closures, is difficult to compare to the previous year. Nonetheless, we know that suspension of students impacts achievement. The site council felt that a continuation of this goal was important. Capturing Kids' Hearts Training has had a tremendously positive impact on school culture and student achievement. For the second year in a row, La Mesa has been recognized as a Capturing Kids' Hearts National Showcase School. The surveys completed by students and staff indicate an overall positive school climate.

As La Mesa has the highest number of unduplicated pupils among all the junior high schools in this district, our students often present the most amount of social-emotional, academic, and behavioral needs for our counseling team and staff to address and meet. The additional counselor at La Mesa has allowed for student to counselor ratios to decrease giving students greater access to academic and social emotional support.

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

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 site council chose to maintain this goal for the 2020-21 school year. We want to allow for a full year of implementing many of these strategies and activities in order to best evaluate the effectiveness.

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 3

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
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 Parent Engagement Supporting Materials

"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:
Materials for meetings

Amount:
500

Available Balance:
500

Source(s)

Federal 2020-21 Title I, Part A - Parent Participation
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 Parent Advisory Council Meeting Support (PAC, ELAC)

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:
Materials and light refreshments for working meetings (OBJ 4322)

Amount:
144

Available Balance:
344

Source(s)

Federal 2020-21 Title I, Part A - Parent Participation
4000-4999: Books And Supplies

<p>Description: Classified Salaries for child care (varies) (OBJ 2XXX)</p> <p>Amount: 500</p> <p>Available Balance: 500</p>	<p>Federal 2020-21 Title I, Part A - Parent Participation 2000-2999: Classified Personnel Salaries</p>
<p>Description: Classified Benefits @ 31.2%</p> <p>Amount: 156</p> <p>Available Balance: 156</p>	<p>Federal 2020-21 Title I, Part A - Parent Participation 3000-3999: Employee Benefits</p>

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 SMORE Digital Newsletter

Our School Site Council (SSC), after review of parent and stakeholder engagement, decided that a digital newsletter that can be translated into multiple languages and sent across multiple platforms filled with relevant content would be a more effective way to reach a broader audience. Our stakeholders, including parents, have found that it is difficult to physically attend activities due to schedule conflicts. Additionally, there have been gaps in communication of activities due to language barriers and/or overlooked communications. Ability to attend activities and a disconnect in communications have been barriers to increasing stakeholder participation and cultivating a safe and positive school culture that will support student's personal and academic growth.

The SSC will use the comprehensive analytics feature of this digital newsletter platform to track stakeholder engagement with its content to identify and measure trends in activity participation and overall school culture/climate. We expect to see an increase in parent engagement (increase in participation in activities, SSC, and feedback given in response to newsletter content) as well as an improved school climate by a reduction in the number of disciplinary events.

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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Description:
SMORE Digital Newsletter (Obj 5840)

Amount:
200

Available Balance:
200

Federal 2020-21 Title I, Part A - Parent Participation
5800: Professional/Consulting Services And Operating Expenditures

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

3.4 Equity and Diversity Collaborative for Parents

In order to increase parent participation and attendance, the site council would like to host Equity and Diversity Collaborative events for increasing parent engagement, and holding interesting, pertinent conversations that can benefit our school, our staff, our 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)

Source(s)

Description:
Meeting materials and light refreshments

Amount:
200.00

Available Balance:
200.00

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

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Description: Amount: Available Balance:	
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Language Learners and Students with Disabilities

Strategy/Activity

3.4 Parent Night for ELL and Special Education Students (Lobo Launch)

Parents and students with IEPs, and ELL students 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 and English Language Development departments 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)
Description: Certificated hourly pay - \$34/hr Amount: 340 Available Balance: 340	Federal 19-20 Title I, Part A - Parent Participation 1000-1999: Certificated Personnel Salaries
Description: Benefits 20.46% (OBJ 3XXX)	Federal 2020-21 Title I, Part A - Parent Participation 3000-3999: Employee Benefits

<p>Amount: 71</p> <p>Available Balance: 71</p>	
<p>Description: Classified Salaries for child care (varies) (OBJ 2XXX)</p> <p>Amount: 200</p> <p>Available Balance: 200</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: 63</p> <p>Available Balance: 63</p>	<p>Federal 2020-21 Title I, Part A - Parent Participation 3000-3999: Employee Benefits</p>
<p>Description: Materials for event</p> <p>Amount: 350</p> <p>Available Balance: 350</p>	<p>Federal 2020-21 Title I, Part A - Parent Participation 4000-4999: Books And Supplies</p>
<p>Description: Supplies for students for the school year</p> <p>Amount: 474</p> <p>Available Balance: 474</p>	<p>Federal 2020-21 Title I, Part A - Parent Participation 4000-4999: Books And Supplies</p>

Annual Review

SPSA Year Reviewed: 2019-20

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 an additional full time counselor on campus allows 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.

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 intend to improve and increase our parent engagement level through additional meetings, trainings, parent events, and opportunities for parents to be more highly involved in our school and their students' education.

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, standards-aligned curriculum and instruction in English, Math, Science, and Social Studies, with additional targeted support for English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Students with Disabilities.

Goal 4

La Mesa English Language Learners will increase the ELA Performance Task Scores by 3% to support their performance at a similar level to the EO peers

Identified Need

ELL Students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Scores in ELA	Overall 49.6 points below standard	Increase by at least 3 points
CAASPP English Learners ELA performance	ELL = 96.5 points below standard	Increase by at least 6 points

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 Intervention for EL Students

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 academic achievement, English proficiency, and state assessment scores.

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: After school Intervention BIA support Amount: 2286 Available Balance: 2286	Federal 2020-21 Title I, Part A - Allocation 2000-2999: Classified Personnel Salaries
Description: Classified Benefits @ 31.2% Amount: 714 Available Balance: 714	Federal 2020-21 Title I, Part A - Allocation 3000-3999: Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EI Students

Strategy/Activity

Parent Engagement Events

Bring in motivational speaker and provide training for parents of English Learners to motivate, inspire, educate, and better understand the educational expectations for 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: Motivational speaker for parent meetings to share how best to support their child's education Amount: 500 Available Balance: 500	Federal 2020-21 Title I, Part A - Parent Participation 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 3

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

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.

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
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Michele Krantz	Principal
Rebecca Rose	Classroom Teacher
Laura Elliott	Other School Staff
Jenni Frias -Secretary	Classroom Teacher
Tanis Burleson - Chairperson	Classroom Teacher
Justine Bush	Classroom Teacher
Ursula Garces - Vice Chairperson	Parent or Community Member
Joe Gomez	Parent or Community Member
Arin Spalding	Parent or Community Member
Wes Storch (alternate)	Parent or Community Member
Lily Simityan	Secondary Student
Riya Patel	Secondary Student
Gabby Delgado	Secondary Student
Jadyn Mata (alternate)	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

	English Learner Advisory Committee
	Compensatory Education Advisory Committee
	Other: Parent Advisory Council (PAC) Due to the COVID-19 school closures, this SSC Meeting was held virtually. Signatures will be acquired digitally and/or in person when we return to school in August.

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

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

This SPSA was adopted by the SSC at a public meeting on May 7, 2020.

Attested:

Principal, Michele Krantz on May 7, 2020
SSC Chairperson, Tanis Burleson on May 7, 2020