School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Placerita Junior High School	19-65136-6058572	June 3, 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

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).

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

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

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

Classroom Observations

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

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

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

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

16) Continue development of intramural program for students before school, at lunch, and/or after school

Placerita's School-wide Goals for 2020-21:
1) Reduce the achievement gap between Hispanic students and White students in English Language proficiency by 5 percentage points as measured by the CAASPP taken in the Spring of 2021.
2) Raise the achievement level of all three sub-groups (English Learners, Socioeconomically Disadvantaged, and Students with Disabilities) in Math by an additional five points as measured by the CAASPP taken in Spring of 2021, as well as the overall school bringing our scores closer to the district average.
3) Increase the A,B,C grade rate as reported on quarterly grading report cards, with a dedicated focus on improving student achievement in all subjects
4) Increase the development of positive school culture by increasing the number of students and parents participating in activities and schoolwide events.
5) Improve student achievement by providing technology to promote increased academic involvement at school and at home.

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

CAASPP Score and Dashboard Data Results for English Language Arts:

2018 Overall 29.2 points above standard (0.7% maintained)
2019 Overall 45 points above standard (+15.8 point increase)

CAASPP Score and Dashboard Data Results for English Language Arts in 2018:

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

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

CAASPP Score and Dashboard Data Results for Mathematics:

2018 Overall 12.4 points below standard (2.8% maintained)
2019 Overall 4.9 points below standard (+7.5 point increase)

CAASPP Score and Dashboard Data Results for Mathematics in 2018:

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

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

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

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

School-wide goals for the previous school year were written to improve student achievement as measured by CAASPP scores in the Spring of 2019. When measuring progress, Placerita students overall showed significant progress in English Language proficiency scores, increasing by 15.8 points from 2018; and in mathematics improving by 7.5 points.

Specific goals also addressed closing the achievement gap between Hispanic students and White students in English Language proficiency. Scores for Hispanic students are 58 points lower than scores for White students. This shows a significant achievement gap. Both subgroups improved from the previous year. However, the achievement gap between these two subgroups was not reduced.

Hispanic 20.4 points above standard (+ 23.9 point increase)
White 78.3 points above standard (+ 8 point increase)

In Math, Placerita's overall student scores were 4.9 points below standard. We met our goal for improvement, however, we have not yet achieved a proficient overall result, and remain below the district average. Specific goals were written to address the need to improve school-wide in math in all subgroups and as a school overall.

All subgroups showed significant improvement from last year in math:

English Learners	+ 6.6 points
Socioeconomically Disadvantaged	+ 7.1 points
Homeless	+ 7.4 points
Students with Disabilities	+ 18.8 points
Hispanic	+ 12.8 points
White	+ 8.3 points
Two or More Races	+ 8.1 points

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

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

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

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

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

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

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

Teachers have regular collaboration times through several different options. Theses options include Faculty Meetings, Department Meetings, and Team Meetings. These occur monthly throughout the year. Since all our teachers have the same prep period by department there are many weekly small group collaborative meetings as well.

Teaching and Learning

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

Our District has worked diligently over the past several years to insure that our curriculum aligns with all the specific disciplines including all the Common Core State Standards in Math and English. We have multiple district teams working on our own aligned version of Next Generation Science Standards. We are currently developing the new curriculum for Social Studies to align with the 2016 Framework. All department areas have specific performance standards that align with the State Standards.

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

Our District adheres to the specific requirements for instructional minutes. Our school does not have a late start or early release so we have more minutes of instruction than the other Junior High Schools in our district.

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

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

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

Our District provides multiple types of instructional materials for all content areas and grade levels for all schools equally in the district.

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

Our parents are highly involved and connected to our school.

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

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

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

Funding

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

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

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

Resource Inequities

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

Placerita has not recognized any major resource inequities. We have acted on needs as they have arisen. For example, when we began a new math curriculum we acted to ensure that we had everything that we needed to effectively operate the complete scope of the curriculum. This would not have been possible to complete without the Title I funds we had available to us last year.

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%	0.09%		1	1
African American	1.01%	1.1%	0.83%	11	12	9
Asian	2.11%	2.02%	2.12%	23	22	23
Filipino	2.75%	2.48%	2.02%	30	27	22
Hispanic/Latino	56.00%	58.79%	61.91%	611	639	673
Pacific Islander	%	%	0%			0
White	34.19%	31.55%	28.98%	373	343	315
Multiple/No Response	%	%	4.05%			0
			Total Enrollment	1091	1,087	1,087

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 7	541	544	542
Grade 8	550	543	545
Total Enrollment	1,091	1,087	1,087

Conclusions based on this data:

1. Our numbers of individual ethnic groups have remained relatively consistent for the past three years with a slight increase in Hispanic students.
2. Our numbers of total students has been consistent and have remained within a range of 38 students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	176	171	181	16.1%	15.7%	16.7%
Fluent English Proficient (FEP)	258	262	288	23.6%	24.1%	26.5%
Reclassified Fluent English Proficient (RFEP)	17	11	46	8.5%	6.3%	26.9%

Conclusions based on this data:

1. Our number of English Learners remains relatively consistent from year to year.
2. Our number of FEP students has increased slightly over the past three years.
3. We had more reclassified fluent EL students in 2019-20 than in previous years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% 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	544	541	541	538	535	533	537	535	532	98.9	98.9	98.5
Grade 8	520	548	538	512	542	531	512	542	531	98.5	98.9	98.7
All Grades	1064	1089	1079	1050	1077	1064	1049	1077	1063	98.7	98.9	98.6

* 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	2579.	2585.	2592.	25.14	27.85	30.08	38.18	39.81	41.73	21.23	19.07	15.98	15.46	13.27	12.22
Grade 8	2599.	2588.	2613.	22.46	23.43	30.13	44.92	38.93	41.43	20.90	19.93	19.21	11.72	17.71	9.23
All Grades	N/A	N/A	N/A	23.83	25.63	30.10	41.47	39.37	41.58	21.07	19.50	17.59	13.63	15.51	10.72

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	33.15	33.83	32.33	44.13	46.17	47.93	22.72	20.00	19.74
Grade 8	31.70	34.69	41.67	50.10	38.56	42.61	18.20	26.75	15.72
All Grades	32.44	34.26	36.98	47.04	42.34	45.28	20.52	23.40	17.74

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	44.69	44.30	49.25	42.09	43.93	41.54	13.22	11.78	9.21
Grade 8	43.44	40.41	45.56	45.40	41.33	45.37	11.15	18.27	9.07
All Grades	44.08	42.34	47.41	43.70	42.62	43.45	12.21	15.04	9.14

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	18.81	17.20	18.42	63.31	67.66	69.36	17.88	15.14	12.22
Grade 8	20.35	20.85	25.09	71.62	65.68	66.60	8.02	13.47	8.30
All Grades	19.56	19.03	21.75	67.37	66.67	67.98	13.07	14.30	10.26

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	42.64	44.49	42.29	44.13	45.23	45.11	13.22	10.28	12.59
Grade 8	36.79	34.69	40.04	49.32	48.52	48.58	13.89	16.79	11.39
All Grades	39.79	39.55	41.17	46.66	46.89	46.84	13.55	13.56	11.99

Conclusions based on this data:

1. Our goal is to increase the percentage of students "exceeding" or "meeting" the standard by at least 5 points as measured by the CAASPP taken in Spring of 2020.
2. The highest amount of students scoring "below" standard was in the "Reading" category, providing evidence for a continued effort to focus school-wide on reading comprehension in all subjects and departments.
3. Seventh Grade has maintained their scores over the past three years while Eighth Grade has shown a slight decline.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% 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	544	541	541	538	535	533	537	535	532	98.9	98.9	98.5
Grade 8	520	548	538	508	540	528	508	540	528	97.7	98.5	98.1
All Grades	1064	1089	1079	1046	1075	1061	1045	1075	1060	98.3	98.7	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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	2553.	2556.	2564.	21.42	23.74	31.02	25.14	26.92	21.62	29.61	26.73	24.06	23.84	22.62	23.31
Grade 8	2569.	2568.	2575.	22.64	22.78	26.70	22.05	21.48	23.30	26.38	27.41	24.24	28.94	28.33	25.76
All Grades	N/A	N/A	N/A	22.01	23.26	28.87	23.64	24.19	22.45	28.04	27.07	24.15	26.32	25.49	24.53

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	29.61	34.02	39.74	33.52	33.64	28.06	36.87	32.34	32.20
Grade 8	30.71	30.98	32.64	34.25	37.29	37.76	35.04	31.73	29.60
All Grades	30.14	32.50	36.20	33.88	35.47	32.89	35.98	32.03	30.91

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	27.19	27.66	30.08	46.74	51.21	46.80	26.07	21.12	23.12
Grade 8	25.98	24.63	28.79	42.72	49.63	42.61	31.30	25.74	28.60
All Grades	26.60	26.14	29.43	44.78	50.42	44.72	28.61	23.44	25.85

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	25.33	25.05	29.89	57.91	56.26	54.51	16.76	18.69	15.60
Grade 8	25.39	24.12	26.00	53.54	53.06	55.22	21.06	22.82	18.79
All Grades	25.36	24.58	27.95	55.79	54.66	54.86	18.85	20.76	17.19

Conclusions based on this data:

1. Our goal is to increase the percentage of students "exceeding" "meeting" the standard by at least 5 points as measured by the CAASPP taken in Spring of 2020.
2. Our highest amount of students scoring "below" standard was in "applying mathematical concepts and procedures" providing evidence for a concerted effort in raising the amount of critical thinking and depth of knowledge needed for our students to show improvement in this area.
3. Both seventh graders and eighth graders are included in our goals to increase the overall achievement for all students.

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	1543.4	1550.0	1536.2	1560.9	1550.1	1538.6	76	59
Grade 8	1557.9	1519.5	1549.6	1507.2	1565.5	1531.3	86	41
All Grades							162	100

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	42.11	27.12	42.11	50.85	*	15.25	*	6.78	76	59
8	55.81	12.20	30.23	39.02	*	24.39	*	24.39	86	41
All Grades	49.38	21.00	35.80	46.00	8.02	19.00	6.79	14.00	162	100

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	60.53	57.63	27.63	28.81	*	6.78	*	6.78	76	59
8	67.44	21.95	27.91	39.02	*	17.07	*	21.95	86	41
All Grades	64.20	43.00	27.78	33.00	*	11.00	*	13.00	162	100

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	28.95	5.08	35.53	20.34	22.37	62.71	*	11.86	76	59
8	47.67	9.76	19.77	12.20	17.44	48.78	15.12	29.27	86	41
All Grades	38.89	7.00	27.16	17.00	19.75	57.00	14.20	19.00	162	100

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	42.11	15.25	48.68	66.10	*	18.64	76	59
8	39.53	7.32	54.65	65.85	*	26.83	86	41
All Grades	40.74	12.00	51.85	66.00	7.41	22.00	162	100

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	69.74	77.97	25.00	15.25	*	6.78	76	59
8	86.05	43.90	*	34.15	*	21.95	86	41
All Grades	78.40	64.00	17.90	23.00	*	13.00	162	100

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	26.32	5.08	35.53	45.76	38.16	49.15	76	59
8	41.86	7.32	20.93	39.02	37.21	53.66	86	41
All Grades	34.57	6.00	27.78	43.00	37.65	51.00	162	100

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	31.58	10.17	64.47	83.05	*	6.78	76	59
8	43.02	7.32	54.65	73.17	*	19.51	86	41
All Grades	37.65	9.00	59.26	79.00	*	12.00	162	100

Conclusions based on this data:

1. The majority of our students are scoring at level three and four performance level overall.
2. We have a greater number of students struggling with Reading in the beginning level of that Domain.
3. The Speaking Domain is the strongest with 64% of students well developed.

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**
1087	**46.2**	**15.7**	**0.2**
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	171	15.7
Foster Youth	2	0.2
Homeless	70	6.4
Socioeconomically Disadvantaged	502	46.2
Students with Disabilities	183	16.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	12	1.1
American Indian	1	0.1
Asian	22	2.0
Filipino	27	2.5
Hispanic	639	58.8
Two or More Races	43	4.0
White	343	31.6

Conclusions based on this data:

1. Almost half of our student population is socioeconomically disadvantaged.
2. The largest ethnic group on our campus is the Hispanic Student Group.
3. The number of students with disabilities and the number of English Learners are not significantly different.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. While we have Blue and Green color gauges overall, it is important and necessary to find the performance levels of all the subgroups in each category as areas of focus for next year.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	2	3

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

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

All Students	English Learners	Foster Youth
Blue	Yellow	No Performance Color
45 points above standard	14.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++15.8 points 1048	Increased Significantly ++26.3 points 333	1

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Green	Green	Yellow
3.4 points below standard	5 points above standard	23.1 points below standard
Increased Significantly ++20.3 points 71	Increased Significantly ++24.1 points 489	Increased Significantly ++38.6 points 186

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
17.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy	108.7 points above standard	80.9 points above standard
Declined Significantly -20 points	1	Maintained -2.2 points	Increased Significantly ++17.6 points
11		22	27
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Blue	No Performance Color	Blue
20.4 points above standard	92.6 points above standard	0 Students	78.3 points above standard
Increased Significantly ++23.9 points	Increased Significantly ++22.6 points		Increased ++8 points
614	41		332

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**
83.4 points below standard	10.1 points above standard	71.8 points above standard
Increased ++4.6 points	Increased ++8.3 points	Increased ++9.6 points
89	244	632

Conclusions based on this data:

1. Students in our significant subgroups have maintained or increased performance showing a positive trend.
2. Our English Learners, African American and Hispanic students have the largest "gap" between their performance level and all others.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	5	0	2

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
4.9 points below standard	71 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++7.5 points	Increased ++6.6 points	1
1042	332	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Yellow	Yellow	Yellow
65 points below standard	51.8 points below standard	80.9 points below standard
Increased ++7.4 points	Increased ++7.1 points	Increased Significantly ++18.8 points
71	488	182

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
75.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	91.4 points above standard	33 points above standard
Declined Significantly -85.1 points	1	Declined -12.6 points	Increased ++5 points
11		22	27
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Blue		Blue
35.9 points below standard	42.2 points above standard		39.4 points above standard
Increased ++12.8 points	Increased ++8.1 points		Increased ++8.3 points
610	41		330

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**
138.3 points below standard	46.3 points below standard	26.4 points above standard
Declined Significantly -19.4 points	Declined -6.5 points	Increased ++6.7 points
89	243	627

Conclusions based on this data:

1. Our significant subgroups showed small improvements indicating areas of gradual improvement.
2. Two racial subgroups declined. All others increased.
3. English Learners, African Americans, and Hispanic students have the largest "gap" between their achievement scores and all others.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
55.4 making progress towards English language proficiency
Number of EL Students: 92
Performance Level: High

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15	26	2	49

Conclusions based on this data:

1. 49 percent of EL students progressed at least one ELPI level.
2. We have a small number of students performing at Level 1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	3	1

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
4.2	4	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.3	Declined -1.6	4
1108	177	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Green	Blue
6.1	4.7	3.6
Maintained -0.3	Declined -0.6	Declined Significantly -4.7
82	529	196

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
7.7	Less than 11 Students - Data Not Displayed for Privacy	0	0
Increased +7.7	1	Maintained 0	Maintained 0
13		22	27
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Yellow	No Performance Color	Orange
3.2	4.4	Less than 11 Students - Data Not Displayed for Privacy	6.6
Declined -1.3	Increased +4.4	0	Increased +0.8
654	45		346

Conclusions based on this data:

1. Our number of Chronically Absent Students Declined for English Learners, Low Income, and Students with Disabilities.
2. Social Workers and Counselors will focus on improving attendance for all groups of students.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	5

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Blue	No Performance Color
1.1	1.7	Less than 11 Students - Data Not 7
Declined -2.8	Declined Significantly -5	
1122	180	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Green	Blue	Green
1.2	1.8	3.5
Declined -5.2	Declined Significantly -4.3	Declined Significantly -4.7
84	541	200

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data 1	0	0
Maintained 0		Maintained 0	Maintained 0
13		22	27
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Blue		Blue
1.7	0		0.3
Declined Significantly -3.8	Maintained 0		Declined -2.3
662	46		351

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	3.9	1.1

Conclusions based on this data:

1. All groups showed a decline of suspension rates.
2. Students with Disabilities still had the greatest percentage of suspension, even though it declined significantly. We are working with the Special Ed Department at the District to continue to reduce the suspension rate for our students with disabilities.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

Raise the achievement level of all three sub-groups (English Learners, Socioeconomically Disadvantaged, and Students with Disabilities) in English Language Arts by an additional five points as measured by the CAASPP taken in Spring of 2020. (This goal and the action steps that follow also support LCAP Goal 1 as it relates to ensuring all students have access to Common Core State Standards materials.)

Identified Need

To improve student achievement in English in all subgroups demonstrated by scores on the CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Scores in English	For Reading Horizions Baseline 2019 CAASPP ELA scores = 7th Grade 2464 8th Grade 2481	Increase Meet and Exceeded Standard by five points points yearly
ELPAC Scores for Reading Program for EL students	Baseline for the Reading Horizions Site License 2019 ELPAC scores = 7th Grade 37 students scored a 4 55 students scored a 3 20 scored a 2 7 scored a 1 AVG = 3.03 8th grade 14 scored a 4 30 scored a 3 9 scored a 2 9 scored a 1 AVG = 2.79	Raise ELPAC Scores by at least one level

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

After reviewing school-wide quarterly grades, CAASPP scores in English, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels in reading, writing, and language abilities, evidence shows that most students in our categorical subgroups need additional assistance outside the regular 48-minute class period. Most of these students do not have access to private tutoring, or academic support in the home. Data shows significant improvement in students' grades and ELA achievement / progress with additional support of extra tutoring opportunities.

Research shows that because students come to school from a variety of different backgrounds, home life situations, and experiences, providing extra support for them academically before school and after school can be just as important as the academic education they receive during the school day. "Extended Learning Opportunities" help struggling students by getting them involved in programs that have a positive impact on their grades, academic achievement, and self-esteem. (See attached research article from the NEA Education Policy and Practice Department.)

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

Proposed Expenditures for this Strategy/Activity

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

Description and Amount(s)	Source(s)
Description: Certificated wages paid 160 hrs @ $34/hr (OBJ 1130) Amount: 5444.00 Available Balance: 5444.00	Federal 2020-21 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries
Description: Certificated benefits @ 21.4%	Federal 2020-21 Title I, Part A - Allocation 3000-3999: Employee Benefits

Amount: 1165.00 Available Balance: 1165.00	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students in the after-school intervention activities will be served.

Strategy/Activity

1.2 - Food and Snacks for students in extended day hours

After completing our school-wide comprehensive needs assessment, evidence shows that all students learn best when their basic needs are met on a daily basis, including nutritious meals, mid-afternoon snacks, and proper hydration.

Most of our students in our significant subgroups come from families that qualify for free/reduced meals at school. However, those meals are designated for breakfast and lunchtimes only. Students who remain after school taking advantage of much-needed additional assistance, tutoring opportunities and participation in intramural programs do better with nutritional boosts in the afternoon hours as well.

Students from low-income families need support in providing healthy snacks and bottled water during after school intervention hours so that students can focus on learning and build their intellectual capacity. Brain-Based Learning research provides evidence that students need water bottles, the food at breaks, and a safe comfortable environment in order to meet their most basic level 1 physiological needs at school. (See attached article on Brain-Based Learning by Dr. Lori Desautels.)

Therefore, after conducting our school-wide comprehensive needs assessment, our staff and school site council members agree that student achievement will improve with the ability to provide students with nutritional support during any extended day hour activities.

Proposed Expenditures for this Strategy/Activity

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

Description and Amount(s)	Source(s)
Description: Light snacks for students in after school tutoring sessions (OBJ 4322) Amount: 1500.00	Federal 2020-21 Title I, Part A - Allocation 4000-4999: Books And Supplies

Available Balance: 1500.00	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

1.3 - Provide additional novels for English classrooms and Library

After reviewing school-wide quarterly grades, CAASPP scores in English, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels in reading, writing, and language abilities, evidence shows that most students in our categorical subgroups do not have access to additional reading material in the home. All students school-wide are required to read novels and/or non-fictional material of their choice everyday during DEAR-time (Drop Everything And Read.) Our classrooms and library need updated, contemporary, multi-cultural novels that address students' personal interests reflective of their cultural experience and background. Students will set personal reading goals each quarter based on their lexile levels and reading fluency. Students without novels or personal reading material in the home are further behind more affluent families where reading for pleasure and for education is regularly modeled and supported.

Our staff has studied books and research by national reading experts like Kelly Gallagher, Penny Kittle, Donalyn Miller, and Pernille Ripp on how regular periods of personal reading everyday increases students abilities and achievement in English by providing them with a wide variety of hundreds of books titles in various genres from which to choose.

The "School Library Impact Research Study" shows that children of poverty perform poorly on reading tests because they have very little access to books at home and in their communities. Access to books at school not only fosters an early love of learning, and has a positive effect on reading achievement, but also appears to offset the impact of poverty. (See attached research summaries.)

Therefore, our staff and school site council members agree that student achievement will improve with the addition of a huge variety of books available in all English classrooms during the regular school day. Parents are supportive of students having books readily available at school all year long for students to choose and borrow, in order to develop a love for reading, and increased comprehension levels through regular daily reading time. There is currently no district funding for updating the student choice novels in our school libraries.

Proposed Expenditures for this Strategy/Activity

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

Description and Amount(s)	Source(s)
Description:	Federal 2020-21 Title I, Part A - Allocation

Purchasing additional contemporary, high-interest choice reading material for students of all ability levels (OBJ 4210) Amount: 3000.00 Available Balance: 3000.00	4000-4999: Books And Supplies
Description: Amount: Available Balance:	

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

1.4 Obtain an Accelerated Reader program site license

After reviewing school-wide quarterly grades, CAASPP scores in English, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels in reading, writing, and language abilities, evidence shows that most students need an accountability program through which to evaluate and analyze their quarterly reading progress towards meeting their goals.

All students school-wide are required to read novels and/or non-fictional material of their choice every day during DEAR-time (Drop Everything And Read.) Students will set personal reading goals each quarter based on their lexile levels and reading fluency.

The Accelerated Reader program by Scholastic provides immediate feedback and data for each student's reading level, progress, and points earned for each book read quarterly. Teachers will use the acquired data to record students' progress, and measure their improvement in reading comprehension quarterly.

Therefore, our staff and school site council members agree that student achievement will improve with the accountability measures that the AR Program provides for students individually. Parents are supportive of providing students with an easily accessible accountability program, giving them immediate feedback on their successful reading and comprehension levels. Special attention will

be given to Students with Disabilities by using scores from Renaissance FLOW to determine growth in reading levels.

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

Description and Amount(s)	Source(s)
Description: Accelerated Reader Program license (Obj 5840) Amount: 7500.00 Available Balance: 7500.00	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)

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

Strategy/Activity

1.5 - Provide reading program and small group assistance in reading.

After reviewing the first assessments in our Renaissance STAR Reading assessments and direct reflection from teachers about students' achievement levels specifically in reading, evidence shows that many students but especially our English Learners need additional assistance in Reading. Most of these students do not have access to private tutoring, or academic support in the home. Data shows significant improvement in students' grades and reading achievement / progress with additional support of extra tutoring opportunities and intensive, focused intervention.

Research shows that because students come to school from a variety of different backgrounds, home life situations, and experiences, providing extra support for them academically before school and after school can be just as important as the academic education they receive during the school day. "Extended Learning Opportunities" help struggling students by getting them involved in programs that have a positive impact on their grades, academic achievement, and self-esteem. (See attached research article from the NEA Education Policy and Practice Department.)

There is also a body of research supporting the effectiveness of the Reading Horizons Elevate Online Reading program. (See attachment on Elevate Research and Data). Our school will receive unlimited access to the Reading Horizons Elevate suite of software products, including network and online software, and $10,000 worth of direct instruction materials. The software can be configured however desired by the school, including a combination of network and online software. Software packages include content designed for grades 4-12 including 81 lessons, vocabulary development tools, and a library with over 280+ high-interest reading passages.

Therefore, our staff and school site council members agree that reading achievement will improve with the addition of an after-school reading program while students are already on campus after the regular school day. Parents are most supportive of their students using their time efficiently after school multiple days per week.

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

Description and Amount(s)	Source(s)
Description: Reading Horizons Elevate License (Obj 5840). Amount: 15,000.00 Available Balance: 15,000.00	Federal 2020-21 Title I, Part A - Allocation 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 6

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

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

Strategy/Activity

1.6 - Additional Educational Supplies and Intervention Materials

After completing our school-wide comprehensive needs assessment, and reviewing CAASPP scores in Math, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels in mathematics skills and abilities, evidence shows that our students in low-income families do not possess many of the basic school supplies students need on a daily basis. Most of our students in our significant subgroups do not have outside access to rich learning environments or supplemental academic support in the home. Students in low-income families need support in providing backpacks, notebooks, paper, pens, pencils, journals, reading material, hands-on manipulatives, and additional supplies depending on the intervention curriculum and creative lessons meant to engage students in their own learning and monitor progress.

Students need basic school supplies in order to achieve academically. The ability to support our most at-risk students also increases their self-esteem, personal motivation, attendance, and sense of connectedness to school. Evidence shows that all students learn best when given access to engaging curriculum, highly interesting lessons, and hands-on activities with personalized learning opportunities. (See attached research articles on School Connectedness and Best Practices for Improving Attendance in Secondary Schools.)

Therefore, after conducting our school-wide comprehensive needs assessment, our staff and school site council members agree that student achievement will improve with the ability to provide

students with any school supplies, materials, and/or supplemental curriculum necessary in all classrooms and after-school remedial instruction. Parents agree that all students deserve access to high quality educational materials and engaging curriculum.

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

Description and Amount(s)	Source(s)
Description: Supplemental materials for socio-economically disadvantaged students (OBJ 4310) Amount: 9000.00 Available Balance: 9000.00	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)

Strategy/Activity

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

Description: Amount: Available Balance:	

Strategy/Activity 8

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

English Learner Students

Strategy/Activity

1.7 - Add additional hours to Bilingual Instructional Assistants' regular workday to support English Learners based on need.

This goal aligns with the District 2019-20 Title III Plan, Implement Effective Programs and Activities Goal # 7. Many of our BIA schedules are only 5-hours in duration by contract. However, students are in school for 6 hours per day. Our newcomers and beginning level EL students need direct bilingual language support for this additional hour each day.

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

Description and Amount(s)	Source(s)
Description: Additional 1 hr/day for Classified staff 4 BIA's @ Approx. $500/month X 10 months (Obj 2130) Amount: 5,000.00 Available Balance: 5,000.00	Federal Title III, District Funds 2000-2999: Classified Personnel Salaries
Description: Classified benefits @ 31.2% (Obj 3XX2) Amount: 1,560.00 Available Balance: 1,560.00	Federal Title III, District Funds 3000-3999: Employee Benefits

Strategy/Activity 9

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

EL Newcomers

Strategy/Activity

1.8 - Increase the number of Bilingual Instructional Assistants on a daily basis

Our school sites has the highest number of EL students among all the Junior High Schools. As needed, we will hire an additional BIA on in addition to the number of BIAs provided by the district. This goal aligns with the District 2019-20 Title III Plan, Implement Effective Programs and Activities Goal # 6.

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: Add one additional BIA Classified hourly staff (OBJ 2110) 100% funded out of 2018/19 Title III, Immigrant Carryover (Obj 2110) Amount: 24,444.00 Available Balance: 24,444.00	Federal Title III, District Funds 2000-2999: Classified Personnel Salaries
Description: Classified benefits @ 31.2% (Obj 3XX2) Amount: 7,627.00 Available Balance: 7,627.00	Federal Title III, District Funds 3000-3999: Employee Benefits

Strategy/Activity 10

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

EL Students

Strategy/Activity

1.9 - Supplemental materials and supplies for EL students use in the classroom to assist in the academic experience and enhance the development of English language skills for overall academic improvement

The use of supplemental supplies will benefit our EL students in their development of and engagement with the English language. Specifically, the use of noise-canceling headsets increases the concentration of students when engaged in independent work on the computer, our EL students will obtain more listening and speaking practice blocking out the surrounding sounds that would otherwise be distracting.
(https://www.edweek.org/dd/articles/2010/01/08/02languagelabs.h03.html)

This aligns with the districts 2020-21 Title III plan, Implement Effective Programs and Activities, Activity 9: Provide school site ELD programs supplemental funds for program support, monitoring tools, supplemental classroom materials, student bus passes, mentoring, and/or field trips to

support EL students' needs, enhance English proficiency, increase motivation, and provide real-world experiences 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: Cyber Acoustics USB Stereo Headset with Headphones and Noise Cancelling Microphone for PCs and Other USB Devices in the Classroom (Obj 4310). Qty 100 X 16 each = $1,600.00 Amount: 1,600.00 Available Balance: 1,600.00	Federal Title III, District Funds 4000-4999: Books And Supplies

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.

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.

The strategies and activities in Goal 1 have been implemented with effectiveness. We have seen growth in our students grades, with room for more growth annually. New activities have been added for the 2020-21 school year with an even more specific growth target than in the past.

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

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

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

After reviewing CAASPP scores and a needs assessment within our Special Education department, we determined that several of our students need some specific attention in the area of phonics. Therefore we have added strategy 1.14, and the creation and implementation of an after school reading program specifically for our students with disabilities.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

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

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

After reviewing school-wide quarterly grades, CAASPP scores in Math, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels in mathematics skills and abilities, evidence shows that most students in our categorical subgroups need additional assistance outside the regular 48-minute class period. Most of these students do not have access to private tutoring, or academic support in the home. Data shows significant improvement in students' grades and Math achievement / progress with additional support of extra tutoring opportunities.

Research shows that because students come to school from a variety of different backgrounds, home life situations, and experiences, providing extra support for them academically before school and after school can be just as important as the academic education they receive during the school day. "Extended Learning Opportunities" help struggling students by getting them involved in programs that have a positive impact on their grades, academic achievement, and self-esteem. (See attached research article from the NEA Education Policy and Practice Department.)

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

Proposed Expenditures for this Strategy/Activity

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

Description and Amount(s)	Source(s)
Description: Certificated wages paid 160 hrs @ $34/hour (OBJ 1130) Amount: 5440.00 Available Balance: 5440.00	Federal 2020-21 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries
Description: Certificated benefits paid @ 21.4% (OBJ 3XX1) Amount: 1165.00 Available Balance: 1165.00	Federal 2020-21 Title I, Part A - Allocation 3000-3999: Employee Benefits
Description: Light Snacks for students in after school tutoring sessions (OBJ4322) Amount: 1500.00 Available Balance: 1500.00	Federal 2020-21 Title I, Part A - Allocation 4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.2 - Supplies for Document Cameras, Projectors and other technology needs in Math Classes

After conducting our school-wide comprehensive needs assessment, and reviewing data from CAASPP scores in Math, Dashboard progress indicators, and direct reflection from teachers about students' abilities, evidence shows that students need engaging curriculum that addresses all learning modalities - including regular visual & auditory examples, modeling, demonstrating, and engaging interesting lessons & activities.

National studies in education (see attached research by Stanford University) find that technology in education, when implemented properly, can produce significant gains in student achievement and boost engagement, particularly among those most at risk. Studies show the most important components include interactive learning, the use of technology to explore and create (rather than to do "drill and kill"), and the right blend of teachers and technology.

There are significant disparities in access to technology between affluent and low-income schools where students tend to be immersed in more interactive environments. When curriculum is presented in rich, engaging, stimulating ways, rather than traditional lecture from a textbook and rote drill of routine skills, student understanding and achievement increases. Parent and student surveys in our school support such findings indicating a need for students to have the greatest amount of access to technology in every classroom at school during the regular school day where the most amount of learning occurs.

Therefore, our staff and school site council members agree that student achievement will improve with the ability of teachers and students to use Elmo Document cameras in the front of the classroom for the benefit of all students in every class as necessary. Currently there are at least 12 classrooms with document cameras in the back corner of the room on teachers' desks because of the need to be close to the electrical and data source. Cameras in other classrooms are successfully being used in the front of the room where both teachers and students can show their work, explain their thinking, and provide visual examples for the entire class to view.

Our stakeholders all agree that all classrooms, teachers, and students deserve the ability to use the current document cameras as they are best utilized in the front of the room for learning to occur are most supportive of the school providing technology for their students to use on a daily basis.

Proposed Expenditures for this Strategy/Activity

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

Description and Amount(s)	Source(s)
Description: Provides equal access to hands-on visual lessons presented through the use of technology (OBJ 4310)	Federal 2020-21 Title I, Part A - Allocation 4000-4999: Books And Supplies

Amount: 3000.00 Available Balance: 3000.00	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

2.3 - Additional Educational Supplies and Intervention Materials for Math

After completing our school-wide comprehensive needs assessment, and reviewing CAASPP scores in Math, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels in mathematics skills and abilities, evidence shows that our students in low-income families do not possess many of the basic school supplies students need on a daily basis. Most of our students in our significant subgroups do not have outside access to rich learning environments or supplemental academic support in the home. Students in low-income families need support in providing backpacks, notebooks, paper, pens, pencils, journals, reading material, hands-on manipulatives, and additional supplies depending on the intervention curriculum and creative lessons meant to engage students in their own learning and monitor progress.

Students need basic school supplies in order to achieve academically. The ability to support our most at-risk students also increases their self-esteem, personal motivation, attendance, and sense of connectedness to school. Evidence shows that all students learn best when given access to engaging curriculum, highly interesting lessons, and hands-on activities with personalized learning opportunities. (See attached research articles on School Connectedness and Best Practices for Improving Attendance in Secondary Schools.)

Therefore, after conducting our school-wide comprehensive needs assessment, our staff and school site council members agree that student achievement will improve with the ability to provide students with any school supplies, materials, and/or supplemental curriculum necessary in all classrooms and after-school remedial instruction. Parents agree that all students deserve access to high quality educational materials and engaging curriculum.

Proposed Expenditures for this Strategy/Activity

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

Description and Amount(s)	Source(s)
Description: Supplemental student supplies (OBJ 4310) Amount: 10,000.00	Federal 2020-21 Title I, Part A - Allocation 4000-4999: Books And Supplies

Available Balance: 10,000.00	

Strategy/Activity 4

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

All students

Strategy/Activity

2.4 Edulastic Site License for Math Teachers

After reviewing school-wide quarterly grades, CAASPP scores in Math, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels in mathematics abilities, evidence shows that most students in our categorical subgroups need additional assistance outside the regular 48-minute class period. Most of these students do not have access to private tutoring, or academic support in the home. Data shows significant improvement in students' grades and achievement / progress in Math with additional support and extra tutoring opportunities. (See attached research on Extended Learning Opportunities.)

The Edulastic software program is fully aligned to the California Common Core Content Standards, providing comprehensive coverage of Math concepts and applications, regular skill practice, and diagnostic questions updating student profiles as they improve. It provides unlimited practice questions specifically tailored to each required standard.

Teachers will track student progress allow them to quickly evaluate student aptitude and identify areas of struggle. helps students learn more efficiently through the continuous gathering of progress about students' knowledge in order to recommend the skills that will continue to challenge them their current achievement level and individualized action plan.

Therefore, after conducting our school-wide comprehensive needs assessment, our staff and school site council members agree that student achievement will improve with the addition of after-school remedial instruction using the IXL program while students are already on campus after the regular school day. Parents are most supportive of their students using their time efficiently after school multiple days per week.

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

Description and Amount(s)	Source(s)
Description: Edulastic Site License (Obj 58XX) Amount: 1100.00	Federal 2020-21 Title I, Part A - Allocation 5800: Professional/Consulting Services And Operating Expenditures

Available Balance: 1100.00	

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.

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

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

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

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

Budgeted Items should be implemented as indicated in the goals.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 3 - Increase the number of students prepared for college and career by enrolling students in a broad course of rigorous study that includes career pathways and CTE courses.

Goal 3

Increase A/B/C rate as measured through quarterly grade reports.

Identified Need

Increase the A/B/C Rate as measured through quarterly grade reports.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students with A/B/C grades on their quarterly reports.	Increases have been made but they are small throughout the quarters this year.	Consistent increase in the number of A/B/Cs as measured in Quarterly Grade Reports.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

After conducting our school-wide comprehensive needs assessment, evidence shows that we have a significant number of low-income families, homeless students living in double occupancy situations, and foster youth with many inherent barriers to educational success.

These students also lack rich, rewarding life experiences to help them discover and set goals & plans for their education, college and/or career paths. Many students often lack older role models to emulate a course for long-term educational and career success. Many also come from families that are not college-minded, and often have parents whose education level does not go much beyond some experience in high school.

Results of research studies from the University of Arkansas Department of Education shows that taking students on school field trips increases students' critical thinking skills and retain more factual information from what they experience and see in person. (See attached research articles.)

The AVID Program nationwide also provides data to support the impact that visiting college campuses can have on giving students first-hand experience with post-secondary opportunities, goal-setting, and college & career planning.

National experts in education (such as Johana Hayes, Nadia Lopez, Janet Eyler, and Dwight Giles, Jr.) promote the value of real world experiences and service learning, pointing to experiential learning as one of the most valuable ways for students to push past their personal fears, limitations, and inhibitions, and accomplish immeasurable, great things in all areas of life. Students need to see how big the world is outside their own neighborhood and community. Many of our students never venture further than the surrounding streets between home and school.

Because of this, our staff, parents, and school site council agree that all students deserve the opportunity to visit local colleges and universities and gain a first-hand look at the opportunities available to them.

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

Description and Amount(s)	Source(s)
Description: Buses for transportation to and from field trips (OBJ 5710) Amount: 4000.00 Available Balance: 4000.00	Federal 2020-21 Title I, Part A - Allocation 5700-5799: Transfers Of Direct Costs
Description: Student Lunches for field trips (OBJ 4322) Amount: 750.00 Available Balance: 750.00	Federal 2020-21 Title I, Part A - Allocation 4000-4999: Books And Supplies

Strategy/Activity 2

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

All students

Strategy/Activity

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

After conducting our school-wide comprehensive needs assessment, evidence shows that we have a significant number of low-income families, homeless students living in double occupancy situations, and foster youth with many inherent barriers to educational success. These students also lack rich, rewarding life experiences to help them discover and set goals & plans for their education, college and/or career paths. Many students often lack older role models to emulate a course for long-term educational and career success. Many also come from families that are not college-minded, and often have parents whose education level does not go much beyond some experience in high school.

Results of research studies from the University of Arkansas Department of Education shows that taking students on school field trips increases students' critical thinking skills and retain more factual information from what they experience and see in person. (See attached research articles.) Field trips connect what students are learning in the classroom with real life, making learning come alive.

National experts in education promote the value of real world experiences, pointing to experiential learning as one of the most valuable ways for students to develop a greater understanding of the career opportunities available to them. Students need to see how big the world is outside their own neighborhood and community and gain hands-on experiences with engineering and science in motion. Many of our students never venture further than the surrounding streets between home and school.

Because of this, our staff, parents, and school site council agree that all students deserve the opportunity to visit local museums to gain educational experiences often reserved for more affluent families who travel more and naturally support their children's education outside the regular school day.

Proposed Expenditures for this Strategy/Activity

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

Description and Amount(s)	Source(s)
Description: Buses for transportation to and from field trips (OBJ 5710) Amount: 17,000.00 Available Balance: 17,000.00	Federal 2020-21 Title I, Part A - Allocation 5700-5799: Transfers Of Direct Costs
Description: Student lunches for field trips (Obj 4322) Amount: 1500.00	Federal 2020-21 Title I, Part A - Allocation 4000-4999: Books And Supplies

Available Balance: 1500.00	

Strategy/Activity 3

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

All Students will be served.

Strategy/Activity

3.3 - Supplemental Educational Supplies and Student Materials

After completing our school-wide comprehensive needs assessment, and reviewing CAASPP scores in English, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels in reading, writing, and language abilities, we recognize that many of our students in our significant subgroups do not have outside access to rich learning environments or supplemental academic support in the home. Students in low-income families need support in providing backpacks, notebooks, paper, pens, pencils, journals, reading material, hands-on manipulatives, and additional supplies depending on the intervention curriculum and creative lessons meant to engage students in their own learning and monitor progress.

Students need basic school supplies in order to achieve academically. The ability to support our most at-risk students also increases their self-esteem, personal motivation, attendance, and sense of connectedness to school. Evidence shows that all students learn best when given access to engaging curriculum, highly interesting lessons, and hands-on activities with personalized learning opportunities. (See attached research articles on School Connectedness and Best Practices for Improving Attendance in Secondary Schools.)

Therefore, after conducting our school-wide comprehensive needs assessment, our staff and school site council members agree that student achievement will improve with the ability to provide students with any school supplies, materials, and/or supplemental curriculum necessary in all classrooms and after-school remedial instruction. Parents agree that all students deserve access to high quality educational materials and engaging curriculum.

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

Description and Amount(s)	Source(s)
Description: Supplemental student supplies (OBJ 4310) Amount: 5500.00 Available Balance: 5500.00	Federal 2020-21 Title I, Part A - Allocation 4000-4999: Books And Supplies

Description: Amount: Available Balance:	
Description: Amount: Available Balance:	

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

After completing our school-wide comprehensive needs assessment, and reviewing CAASPP scores in English, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels in reading, writing, and language abilities, we recognize that many of our students in our significant subgroups do not have outside access to rich learning environments or supplemental academic support in the home. Students in low-income families need support in providing backpacks, notebooks, paper, pens, pencils, journals, reading material, hands-on manipulatives, and additional supplies depending on the intervention curriculum and creative lessons meant to engage students in their own learning and monitor progress.

Students need basic school supplies in order to achieve academically. The District will no longer be providing supplies for the NGSS classes. The ability to support our most at-risk students in science literacy also increases their self-esteem, personal motivation, attendance, and sense of connectedness to school. Evidence shows that all students learn best when given access to engaging curriculum, highly interesting lessons, and hands-on activities with personalized learning opportunities. (See attached research article on NGSS Research.)

Therefore, after conducting our school-wide comprehensive needs assessment, our staff and school site council members agree that student achievement will improve with the ability to provide students with NGSS school supplies, materials, and/or supplemental curriculum necessary in all

classrooms and after-school remedial instruction. Parents agree that all students deserve access to high quality educational materials and engaging curriculum.

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

Description and Amount(s)	Source(s)
Description: Supplemental supplies above and beyond minimal supplies needed as described above. Amount: 4000.00 Available Balance: 4000.00	Federal 2020-21 Title I, Part A - Allocation 4000-4999: Books And Supplies

Strategy/Activity 5

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

All Students

Strategy/Activity

3.5 - Additional Educational Materials and supplies for Elective programs

After completing our school-wide comprehensive needs assessment, and reviewing CAASPP scores, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels in mathematics skills and abilities, evidence shows that our students in low-income families do not possess many of the basic school supplies students need on a daily basis. Most of our students in our significant subgroups do not have outside access to rich learning environments or supplemental academic support in the home. Students in low-income families need support in providing backpacks, notebooks, paper, pens, pencils, journals, reading material, hands-on manipulatives, and additional supplies depending on the intervention curriculum and creative lessons meant to engage students in their own learning and monitor progress.

Students need basic school supplies in order to achieve academically. The ability to support our most at-risk students also increases their self-esteem, personal motivation, attendance, and sense of connectedness to school. Evidence shows that all students learn best when given access to engaging curriculum, highly interesting lessons, and hands-on activities with personalized learning opportunities. (See attached research articles on School Connectedness and Best Practices for Improving Attendance in Secondary Schools.)

Therefore, after conducting our school-wide comprehensive needs assessment, our staff and school site council members agree that student achievement will improve with the ability to provide students with any school supplies, materials, and/or supplemental curriculum necessary in elective

classrooms. Parents agree that all students deserve access to high quality educational materials and engaging curriculum.

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

Description and Amount(s)	Source(s)
Description: Supplemental materials for socio-economically disadvantaged students (OBJ 4310) Amount: 15,000.00 Available Balance: 15,000.00	Federal 2020-21 Title I, Part A - Allocation 4000-4999: Books And Supplies

Strategy/Activity 6

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

All Students

Strategy/Activity

3.6 - Supplemental Supplies for Social Studies Classes to aid in the implementation of the new Social Studies Curriculum.

After completing our school-wide comprehensive needs assessment, and reviewing CAASPP scores, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels in reading, writing, and language abilities, we recognize that many of our students in our significant subgroups do not have outside access to rich learning environments or supplemental academic support in the home. Students in low-income families need support in providing backpacks, notebooks, paper, pens, pencils, journals, reading material, hands-on manipulatives, and additional supplies depending on the intervention curriculum and creative lessons meant to engage students in their own learning and monitor progress.

Students need basic school supplies in order to achieve academically. The District is only supplying a limited amount of supplies to aid in the implementation of the new Social Studies curriculum. The ability to support our most at-risk students in World and US History also increases their self-esteem, personal motivation, attendance, and sense of connectedness to school. Evidence shows that all students learn best when given access to engaging curriculum, highly interesting lessons, and hands-on activities with personalized learning opportunities.

Therefore, after conducting our school-wide comprehensive needs assessment, our staff and school site council members agree that student achievement will improve with the ability to provide students with additional school supplies, materials, and/or supplemental curriculum necessary in all

classrooms and after-school remedial instruction. Parents agree that all students deserve access to high quality educational materials and engaging curriculum.

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

Description and Amount(s)	Source(s)
Description: Supplemental Social Studies supplies above and beyond minimal supplies needed as described above. Amount: 4000.00 Available Balance: 4000.00	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)

English Learners

Strategy/Activity

Field trip for English Learner students to the Jet Propulsion Laboratories or other similar academic sites to support large curriculum units.

Algins with 2019-20 Title III Plan, Goal 9 - Provide school site ELD programs supplemental funds for program support, monitoring tools, supplemental classroom materials, student bus passes, mentoring, and/or field trips to support EL students' needs, enhance English proficiency, increase motivation, and provide real-world experiences for EL students.

After conducting our school-wide comprehensive needs assessment, evidence shows that we have a significant number of low-income families, homeless students living in double occupancy situations, and foster youth with many inherent barriers to educational success. These students are historically underrepresented in the fields of science represented by what they would see on this type of trip. Field trips connect what students are learning in class with real life. They make learning come alive for students.

These students also lack rich, rewarding life experiences to help them discover and set goals & plans for their education, college and/or career paths. Many students often lack older role models to emulate a course for long-term educational and career success. Many also come from families that are not college-minded and often have parents whose education level does not go much beyond some experience in high school.

Results of research studies from the University of Arkansas Department of Education shows that taking students on school field trips increases students' critical thinking skills and retain more factual information from what they experience and see in person. (See attached research articles.)

National experts in education promote the value of real-world experiences, pointing to experiential learning as one of the most valuable ways for students to develop a greater understanding of the career opportunities available to them. Students need to see how big the world is outside their own neighborhood and community and gain hands-on experiences with engineering and science in motion. Many of our students never venture further than the surrounding streets between home and school.

Because of this, our staff, parents, and school site council agree that all students deserve the opportunity to visit real-world educational locations to gain experiences often reserved for more affluent families who travel more and naturally support their children's education outside the regular school day through trips, tours, and other community 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)
Description: Transportation to Science Field Trip sites (Obj 5710) Amount: 1000.00 Available Balance: 1000.00	Federal Title III, District Funds 5700-5799: Transfers Of Direct Costs
Description: 2 X Substitute Teachers @ $125/day each for Field Trip (Obj 1160) Amount: 250.00 Available Balance: 250.00	Federal Title III, District Funds 1000-1999: Certificated Personnel Salaries
Description: Certificated benefits cost @ 21.4% (Obj 3XX1) Amount: 54.00 Available Balance:	Federal Title III, District Funds 3000-3999: Employee Benefits

54.00	
Description: Student lunches for field trip (Obj 4322) Amount: 500.00 Available Balance: 500.00	Federal Title III, District Funds 4000-4999: Books And Supplies

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.

Annually, we have very positive outcomes for field trips for all 7th grade students connecting the curriculum with real life events and exhibits.

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

Field trips from the previous 2019-20 school year were canceled due to the COVID-19 school closures.

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 4

Increase positive school culture by increasing the number of students and parents participating in activities and schoolwide events.

Identified Need

Increase student and parent participation in all areas of school culture as noted by a percent increase in participation and positive responses to parent and student surveys.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data from PPO (Placerita Parent Organization) meetings Views from YouTube Data metrics from the Parent Newsletter app	Participation is good but can be better. We have regularly had between 40-50% participation rate in viewing parent information videos and the weekly newsletter.	Our goal is a 10% increase in participation and viewing productions as well as newsletters. Both have measurable metrics from the applications that monitor their usage.

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

After conducting our school-wide comprehensive needs assessment, evidence indicates a lack of athletic opportunities for students to be involved in at the Junior High level. All our comprehensive high schools have highly competitive sports programs, but the junior highs do not.

National research indicates that the more involved students are in co-curricular and extra-curricular programs, the more successful they are academically. Much of the research points to a higher motivation factor, positive adult role models, and the need to succeed academically in order to be eligible to participate.

Increased participation in Intramural Programs also contributes to active healthy lifestyles, creating a sense of belonging to the school environment, and connection with teachers and peers outside the classroom. (See attached research articles on Action for Healthy Kids and Components of a Comprehensive School Physical Activity Program.)

Many of our students come from low-income families without the ability to enroll in community sports programs. These students often have no additional opportunities to develop athletic abilities outside the regular physical education class period. Our grass fields and basketball courts are full of students wanting to play basketball and football on their own time before school, at brunch, lunch, and after school - without an organized sports program to guide them.

Therefore, all our stakeholders agree that by creating an Intramural program to be held after school, students will develop better relationships with inspirational teachers, more positive peer connections, and a direction for future athletic interest for high school, college, and personal lifelong fitness.

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

Description and Amount(s)	Source(s)
Description: Certificated wages paid at $34 per hour x 250 hrs (OBJ 1130) Amount: 8500.00 Available Balance: 8500.00	Federal 2020-21 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries
Description: Certificated benefits paid at 21.4% (OBJ 3XX1) Amount: 1819.00 Available Balance: 1819.00	Federal 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 and parents

Strategy/Activity

4.2 - Supplemental materials and supplies for the KidFlix video production program including our podcast "Miner Details"

Increasing and improving the technology for our KidFlix before-school video program will increase students' interaction with the Placerita Community and the World. The students involved are responsible for keeping parents and students informed about all things related to our school, and set the tone for a positive school culture.

The club has received awards locally and nationally over the 25 years that it has been in existence. Throughout all these years, the students have been working on donated cameras and old equipment. There is a great need for additional equipment to increase the ability to provide services to our families. The combination of daily Miner Morning TV, monthly TV specials, and a student-run podcast is the primary method of critical communication with students and parents.

Additional updated equipment will allow students to expand their outreach to Spanish speaking families by creating a weekly newscast entirely in Spanish. Therefore, all stakeholders agree that there is a need to update the outdated equipment in order to improve and increase our services and outreach to the community.

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: Materials and supplies for KidFLix program: camera equipment, lighting equipment, microphones, tripods, teleprompters, headset systems, and additional supplemental supplies Amount: 19,000.00 Available Balance: 19,000.00	Federal 2020-21 Title I, Part A - Parent Participation 4000-4999: Books And Supplies

Strategy/Activity 3

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

All students and parents

Strategy/Activity

4.3 - Parent Information events

Provide parent information events with guest speakers on pertinent topics such as ways to improve parent / student relationships, how to support students at home both personally and academically,

how to point students towards college & careers, and how to help students form both short-term and long-term goals with attainable steps to achieve them.

After conducting our school-wide comprehensive needs assessment, evidence shows that we have a significant number of low-income families, homeless students living in double occupancy situations, and foster youth with many inherent barriers to educational success.

Parents of these students often lack experience themselves in how to help their students discover and set goals & plans for their education, college and/or career paths. Many parents come from families that are not college-minded, and often have limited education themselves beyond high school. Books and other literature will be provided to support the same goals that the speakers will be providing information on.

Research done by the Hanover Research Company shows that family involvement is a critical piece to improving student attendance, intervention efforts, and overall academic success. (See research attached in "Best Practices for Improving Attendance in Secondary Schools" and "Increasing School Attendance for K-8 Students".)

Because of this, our staff, parents, and school site council agree that many families need guidance in developing relationships with school counselors, teachers, and administrators, in order to learn how to provide personal and academic support for their students at home, and how to help them set short and long term goals for success.

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

Description and Amount(s)	Source(s)
Description: Guest speakers professional fees (OBJ 5810) Amount: 1700.00 Available Balance: 1700.00	Federal 2020-21 Title I, Part A - Parent Participation 5800: Professional/Consulting Services And Operating Expenditures
Description: Light Refreshments and Beverages (OBJ 4322) Amount: 300.00 Available Balance: 300.00	Federal 2020-21 Title I, Part A - Parent Participation 4000-4999: Books And Supplies

Strategy/Activity 4
Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

4.4 - Create Parent Resource Center

A Parent Resource Center on campus will serve as a place to provide families with access to computers, workshops, presentations, and resources to support their child's education. After conducting our school-wide comprehensive needs assessment, evidence shows that we have a significant number of low-income families, homeless students living in double occupancy situations, and foster youth with many inherent barriers to educational success.

These families often lack access to technology in their homes, especially computers, printers, and access to the Internet. Therefore, parents also lack the ability and knowledge of how to support their students academically without the necessary resources and prior educational experiences themselves.

Research (see the attached articles from the "Educational Leadership" publication regarding the Arizona At-Risk Pilot Project) shows that parent involvement indicates a true need for schools to meet parents where they are at. If they have no access to technology, we should provide it. If they have no understanding how to access our grading system, we should teach them. If they have no outside counseling support, we should provide a safe, comfortable place for them to receive services.

Because of this, our staff, parents, and school site council agree that many families need guidance in learning how to use computers, and how to support their children through the monitoring of grades and attendance through the "Infinite Campus" program. Counselors, administrators, and other parents will be able to use the Parent Resource Center to assist and guide families in developing these skills. Through cooperation with our school Social Worker and the Director of Student Services, the Parent Resource Center will be an outreach for Wellness to our parents and students throughout the year.

Proposed Expenditures for this Strategy/Activity

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

Description and Amount(s)	Source(s)
Description: Certificated wages paid at $34 per hour for 40 hours (OBJ 1130) Amount: 1360.00 Available Balance: 1360.00	Federal 2020-21 Title I, Part A - Parent Participation 1000-1999: Certificated Personnel Salaries

Description: Certificated benefits paid at 21.4% (OBJ 3XX1) Amount: 300.00 Available Balance: 300.00	Federal 2020-21 Title I, Part A - Parent Participation 3000-3999: Employee Benefits
Description: Classified wages paid at $19.42 per hour for 20 hours (OBJ 2230) Amount: 400.00 Available Balance: 400.00	Federal 2020-21 Title I, Part A - Parent Participation 2000-2999: Classified Personnel Salaries
Description: Classified benefits paid at 31.2% Amount: 125.00 Available Balance: 125.00	Federal 2020-21 Title I, Part A - Parent Participation 3000-3999: Employee Benefits
Description: Printer for families to print students' grades, attendance, and community resources (OBJ 4310 and OBJ 4420) Amount: 1000.00 Available Balance: 1000.00	Federal 2020-21 Title I, Part A - Parent Participation 4000-4999: Books And Supplies
Description: Printing Costs (OBJ 5811) Amount: 800.00 Available Balance: 800.00	Federal 2020-21 Title I, Part A - Parent Participation 5800: Professional/Consulting Services And Operating Expenditures
Description:	Federal 2020-21 Title I, Part A - Parent Participation

Literature, Resources, & Supplies for Parent Training Workshops (OBJ 4210) Amount: 1000.00 Available Balance: 1000.00	4000-4999: Books And Supplies

Strategy/Activity 5

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

All students and parents

Strategy/Activity

4.5 - Talking Points site license for Parent Communication

After reviewing school-wide quarterly grades, CAASPP scores, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels, evidence shows that most students in our categorical subgroups need additional assistance with parent communication.

TalkingPoints is a non-profit organization solely focused on family engagement for underserved and multilingual families. One of the barriers to parents communication is limitations set up by a language barrier. Using TalkingPoints, Teachers will be able to communicate directly with parents in their own language with auto translation in over 40 different languages.

Therefore, after conducting our school-wide comprehensive needs assessment, our staff and school site council members agree that student achievement will improve with the addition of a regular parent communication tool that parents feel comfortable using for regular communication.

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

Description and Amount(s)	Source(s)
Description: Site License for TalkingPoints Amount: 6500.00 Available Balance: 6500.00	Federal 2020-21 Title I, Part A - Parent Participation 5800: Professional/Consulting Services And Operating Expenditures

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.

Strategies and Activities were implemented successfully.

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

We did not have an opportunity to go to Process Champion training in 2019-20. This year we are focusing more on directly improving and increase parent and student engagement.

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

No changes are intended for this goal for the 2020-21 school year. All actions and services will be provided again to support this goal.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal #1: Ensure all students have access to highly qualified teachers, school site guidance counselors, CCSS aligned textbooks and materials, safe and uncrowded classrooms, and school facilities in good repair.

Goal 5

Improve student achievement by providing technology to promote increased academic involvement at school and at home.

Identified Need

In order to maintain our excellence in teaching, faculty need to have access to the most current technology in the digital world. The faculty identified the need for specific site licenses to improve the delivery of education for our students, especially in the world of Distance Learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Surveys of staff use of specific applications	Class participation / Classwork completion compared to last spring fourth quarter	Increased participation of students and use of technology at home.
Analysis data from individual sites of staff use	Staff use of technology from use analysis survey	Unified use of technology to increase student achievement

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

5.1 - Provide Hot Spots for WiFi services to students at home

After reviewing the comprehensive needs survey with input from parents, teachers and students, evidence shows that our students need more direct access to technology and digital tools during the school day in order to develop technological skills needed for success in academics, college, and careers. Many of our students do not have access to technology in the home.

A study at Stanford University conducted by Professor Darling-Hammond found that as school districts around the country consider investments in technology in an effort to improve student outcomes, a new report from the Alliance for Excellent Education and the Stanford Center for Opportunity Policy in Education (SCOPE) finds that technology - when implemented properly - can produce significant gains in student achievement and boost engagement, particularly among

students most at risk. The study identifies three important components to successfully using technology with at-risk students: interactive learning, use of technology to explore and create rather than to "drill and kill," and the right blend of teachers and technology.

The report, Using Technology to Support At-Risk Students' Learning, also identifies significant disparities in technology access and implementation between affluent and low-income schools. First, low income teens and students of color are noticeably less likely to own computers and use the internet than their peers. Because of their students' lack of access, teachers in high-poverty schools were more than twice likely (56 percent versus 21 percent) to say that their students' lack of access to technology was a challenge in their classrooms. More dramatically, only 3 percent of teachers in high-poverty schools said that their students have the digital tools necessary to complete homework assignments, compared to 52 percent of teachers in more affluent schools.

Secondly, applications of technology in low-income schools typically involves a "drill and kill" approach in which computers take over for teachers and students are presented with information they are expected to memorize and are then tested on with multiple-choice questions. In more affluent schools, however, students tend to be immersed in more interactive environments in which material is customized based on students' learning needs and teachers supplement instruction with technology to explain concepts, coordinate student discussion, and stimulate high-level thinking.

"When given access to appropriate technology used in thoughtful ways, all students-regardless of their respective backgrounds-can make substantial gains in learning and technological readiness," said Darling-Hammond, the faculty director of SCOPE. "Unfortunately, applications of technology in schools serving the most disadvantaged students are frequently compromised by the same disparities in dollars, teachers, and instructional services that typically plague these schools. These disparities are compounded by the lack of access to technology in these students' homes."

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: Mobile Hotspots for students to access the internet at home (OBJ 4310) 55 devices at $200 each Amount: 11,000.00 Available Balance: 11,000.00	Federal 2020-21 Title I, Part A - Allocation 4000-4999: Books And Supplies
Description: Mobile Hotspot internet service for students to access the internet at home	Federal 2020-21 Title I, Part A - Allocation 5800: Professional/Consulting Services And Operating Expenditures

(OBJ 5800) $20/month for 55 plans for one year Amount: 15,000.00 Available Balance: 15,000.00	
Description: Amount: Available Balance:	
Description: Amount: Available Balance:	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

5.2 - IXL computer software program for remedial instruction in math

After reviewing school-wide quarterly grades, CAASPP scores in Math, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels in mathematics abilities, evidence shows that most students in our categorical subgroups need additional assistance outside the regular 48-minute class period. Most of these students do not have access to private tutoring, or academic support in the home. Data shows significant improvement in students' grades and achievement / progress in Math with additional support and extra tutoring opportunities. (See attached research on Extended Learning Opportunities.)

The IXL software program is fully aligned to the California Common Core Content Standards, providing comprehensive coverage of Math concepts and applications, regular skill practice, and

diagnostic questions updating student profiles as they improve. It provides unlimited practice questions specifically tailored to each required standard.

Teachers will track student progress allow them to quickly evaluate student aptitude and identify areas of struggle. IXL helps students learn more efficiently through the continuous gathering of progress about students' knowledge in order to recommend the skills that will continue to challenge them their current achievement level and individualized action plan.

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

Therefore, after conducting our school-wide comprehensive needs assessment, our staff and school site council members agree that student achievement will improve with the addition of after-school remedial instruction using the IXL program while students are already on campus after the regular school day. Parents are most supportive of their students using their time efficiently after school multiple days per week.

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

Description and Amount(s)	Source(s)
Description: IXL Site license Amount: 11,000 Available Balance: 11,000..	Federal 2020-21 Title I, Part A - Allocation 5800: Professional/Consulting Services And Operating Expenditures

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

5.3 - Additional Classroom Computers and Interactive Flat Panels

After conducting our school-wide comprehensive needs assessment, and reviewing data from CAASPP scores in English, Dashboard progress indicators, and direct reflection from teachers about students' abilities to use technology in education and assessments, evidence shows that many students in our categorical subgroups do not have access to technology in their homes.

National studies in education (see the attached research by Linda Darling-Hammond and colleagues at Stanford University) find that student use of technology, when implemented properly, can produce significant gains in student achievement and boost engagement, particularly among

those most at risk. Studies show the most important components include interactive learning, the use of technology to explore and create (rather than to do "drill and kill") and the right blend of teachers and technology.

There are significant disparities in access to technology between affluent and low-income families with many students in our school having a lack of technology and/or access to the Internet at home. Parent and student surveys in our school support such findings indicating a need for students to have the greatest amount of access at school during the regular school day.

Therefore, our staff and school site council members agree that student achievement will improve with the addition of Chromebooks and laptops here at school for students to use in every class necessary. Parents are most supportive of the school providing updated technology for their students to use on a daily basis.

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

Description and Amount(s)	Source(s)
Description: Interactive Flat Panels (OBJ 4310) 3 @ 4623.00 plus tax Amount: 15,000.00 Available Balance: 15,000.00	Federal 2020-21 Title I, Part A - Allocation 4000-4999: Books And Supplies
Description: Keyboards and Mice for Interactive Flat Panels (Obj 4310) Amount: 1000.00 Available Balance: 1000.00	Federal 2020-21 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

5.4 - Purchase of 3D Printers and the Supplies for 3D Printers for student use

After conducting our school-wide comprehensive needs assessment, and reviewing data from CAASPP scores in English, Dashboard progress indicators, and direct reflection from teachers about students' abilities to use technology in education and assessments, evidence shows that many students in our categorical subgroups do not have access to updated technology in their homes.

National studies in education (see the attached research by Linda Darling-Hammond and colleagues at Stanford University) find that student use of technology, when implemented properly, can produce significant gains in student achievement and boost engagement, particularly among those most at risk. Studies show the most important components include interactive learning, the use of technology to explore and create (rather than to do "drill and kill") and the right blend of teachers and technology.

There are significant disparities in access to technology between affluent and low-income families with many students in our school having a lack of technology and/or access to the Internet at home. Parent and student surveys in our school support such findings indicating a need for students to have the greatest amount of access at school during the regular school day.

Therefore, our staff and school site council members agree that student achievement will improve with the addition of updated technology for students to use in classes that support science and engineering.

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: MakerBot 3D Printers (Obj 4310) 2 @ $1500.00 Amount: 3000.00 Available Balance: 3000.00	Federal 2020-21 Title I, Part A - Allocation 4000-4999: Books And Supplies
Description: Supplemental supplies for 3D Printers (Obj 4310) Amount: 3000.00 Available Balance: 3000.00	Federal 2020-21 Title I, Part A - Allocation 4000-4999: Books And Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students served.

Strategy/Activity

5.5 - Pear Deck software site license

After reviewing school-wide quarterly grades, CAASPP scores in English, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels in reading, writing, and language abilities, evidence shows that all students need to be challenged and supported in the classroom hands-on engaging curriculum, especially increasing their abilities to use technology and computers in their educational progress.

According to the Stanford Center for Opportunity Policy in Education (SCOPE) research, Linda Darling-Hammond and her colleagues show that using technology successfully in the classroom can close achievement gaps and improve learning, particularly with at-risk students. (See attached research articles.)

Pear Deck allows teachers to quickly create lessons that provide interactive, rigorous activities for hands-on student engagement. Teachers will import files or Google slides and add interactive activities, websites, and videos that keep students engaged in their learning. Pear Deck has one of the best interfaces with Google Suites and teachers have found that it is very easy to integrate with Google Classroom.

These lessons leverage research-based instructional best practices created by expert educators and educational partners available instantly to teachers in their digital libraries. Lessons can be synchronized across all student devices in the classroom, allowing teachers to provide students with real-time feedback, and giving teachers post-session reports on student comprehension. In this digital age of education, our staff and school site council members agree that student achievement will improve with the addition of regular, school-wide, hands-on, engaging digital curriculum across all core academic subjects.

Proposed Expenditures for this Strategy/Activity

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

Description and Amount(s)	Source(s)
Description: Pear Deck Site License for one year Amount: 6000.00 Available Balance: 6000.00	Federal 2020-21 Title I, Part A - Allocation 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students Served.

Strategy/Activity

5.6 - Site Licenses for hybrid / blended / distance learning programs such as GimKit, GoFormative, Kahoot Pro, ScreenCastify, and Snagit

After reviewing school-wide quarterly grades, CAASPP scores in English, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels in reading, writing, and language abilities, evidence shows that all students need to be challenged and supported in the classroom hands-on engaging curriculum, especially increasing their abilities to use technology and computers in their educational progress.

According to the Stanford Center for Opportunity Policy in Education (SCOPE) research, Linda Darling-Hammond and her colleagues show that using technology successfully in the classroom can close achievement gaps and improve learning, particularly with at-risk students. (See attached research articles.)

Programs such as these allow teachers to quickly create lessons that provide interactive, rigorous activities for hands-on student engagement. Teachers will import files or Google slides and add interactive activities, websites, and videos that keep students engaged in their learning.

These lessons leverage research-based instructional best practices created by expert educators and educational partners available instantly to teachers in their digital libraries. Lessons can be synchronized across all student devices in the classroom, allowing teachers to provide students with real-time feedback, and giving teachers post-session reports on student comprehension. In this digital age of education, our staff and school site council members agree that student achievement will improve with the addition of regular, school-wide, hands-on, engaging digital curriculum across all core academic subjects.

Proposed Expenditures for this Strategy/Activity

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

Description and Amount(s)	Source(s)
Description: GimKit Site License Amount: 1500.00 Available Balance: 1500.00	Federal 2020-21 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures

Description: GoFormative Site License Amount: 6700.00 Available Balance: 6700.00	Federal 2020-21 Title I, Part A - Allocation 5800: Professional/Consulting Services And Operating Expenditures
Description: Kahoot Pro Amount: 2000.00 Available Balance: 2000.00	Federal 2020-21 Title I, Part A - Allocation 5800: Professional/Consulting Services And Operating Expenditures
Description: Screencastify or Snagit Video recording for Distance Learning for teachers Amount: 2000.00 Available Balance: 2000.00	Federal 2020-21 Title I, Part A - Allocation 5800: Professional/Consulting Services And Operating Expenditures
Description: Training for Implementation of Technology Certificated hours - 80 @ $34/hour Amount: 2720.00 Available Balance: 2720.00	Federal 2020-21 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries
Description: Certificated Benefits Amount: 582.00 Available Balance: 582.00	Federal 2020-21 Title I, Part A - Allocation 3000-3999: Employee Benefits

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

5.7 - Supplies for Laptops, Chromebooks, Document Cameras, Projectors, Speakers and Headphones

After conducting our school-wide comprehensive needs assessment, and reviewing data from CAASPP scores, Dashboard progress indicators, and direct reflection from teachers about students' abilities, evidence shows that students need engaging curriculum that addresses all learning modalities - including regular visual & auditory examples, modeling, demonstrating, and engaging interesting lessons & activities.

National studies in education (see attached research by Stanford University) find that technology in education, when implemented properly, can produce significant gains in student achievement and boost engagement, particularly among those most at risk. Studies show the most important components include interactive learning, the use of technology to explore and create (rather than to do "drill and kill"), and the right blend of teachers and technology.

There are significant disparities in access to technology between affluent and low-income schools where students tend to be immersed in more interactive environments. When curriculum is presented in rich, engaging, stimulating ways, rather than traditional lecture from a textbook and rote drill of routine skills, student understanding and achievement increases. Parent and student surveys in our school support such findings indicating a need for students to have the greatest amount of access to technology in every classroom at school during the regular school day where the most amount of learning occurs.

Therefore, our staff and school site council members agree that student achievement will improve with the ability of teachers and students to use Elmo Document cameras in the front of the classroom for the benefit of all students in every class as necessary. Currently there are at least 12 classrooms with document cameras in the back corner of the room on teachers' desks because of the need to be close to the electrical and data source. Cameras in other classrooms are successfully being used in the front of the room where both teachers and students can show their work, explain their thinking, and provide visual examples for the entire class to view.

Our stakeholders all agree that all classrooms, teachers, and students deserve the ability to use the current document cameras, laptops, Chromebooks as they are best utilized in the front of the room for learning to occur are most supportive of the school providing technology for their students to use on a daily basis. Classrooms are also needing Headphones to use with their Chromebooks to assist in classroom use.

Proposed Expenditures for this Strategy/Activity

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

Description and Amount(s)	Source(s)
Description:	Federal 2020-21 Title I, Part A - Allocation 4000-4999: Books And Supplies

Supplemental supplies for Laptops, Chromebooks, Document Cameras, Projectors, Speakers and Headphones Amount: 16,800.00 Available Balance: 16,800.00	

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.

N/A - This is a new goal.

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

N/A - This is a new 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.

This is a new goal.

School Site Council Membership

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

1 School Principal

5 Classroom Teachers

2 Other School Staff

4 Parent or Community Members

4 Secondary Students

Name of Members	Role
John Turner	Principal
Adam Barrios	Other School Staff
Susan Villasenor	Other School Staff
Kristin Burrill	Classroom Teacher
Nancy Daily	Classroom Teacher
Caroline Regan	Classroom Teacher
Kelly Soto	Classroom Teacher
Jamie Stewart	Classroom Teacher
Michele Tait (alternate)	Classroom Teacher
Maria Acevedo	Parent or Community Member
Julie Wilkin	Parent or Community Member
Sandy Halstead	Parent or Community Member
Natalie Rioux Tamayo	Parent or Community Member
Azalia Correa (alternate)	Parent or Community Member
Arleigh Eav	Secondary Student
Tate Fuller	Secondary Student
Megan Johnson	Secondary Student
Camden Jenkins	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
	Departmental Advisory Committee
	Other: Due to COVID-19 school closures, the School Site Council met virtually. Signatures will be acquired electronically and/or in person when school resumes in August 2020.

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 June 3, 2020.

Attested:

Principal, John Turner on June 3, 2020
SSC Chairperson, Nancy Daily on June 3, 2020