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
Arizona Middle School	33-66977-6031504	May 28, 2020	June 25, 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
Additional Targeted Support and Improvement

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.

Arizona Middle School plans to effectively meet the ESSA requirements and align with Alvord Unified School Districts LCAP goals by implementing a comprehensive course of study taught by highly qualified staff in which students will be prepared to be college and career ready and educated in an environment that fosters school connectedness and is inclusive of students, parents, and staff. This includes: (LCAP Goal 1: Conditions of Learning) following California curriculum of offering the core academic courses that are taught by highly qualified staff in English, Math, Science, History, and Physical Education; as well as offering Honors/Advanced courses in English, Math, and History. (LCAP Goal 2: Pupil Outcomes) Student's progress and growth will be monitored throughout the year with Informal and Formal Assessments. Additionally, each year all students will take the (CAASP) California Assessment of Student Performance and Progress, and those results will be used to set goals and modify instruction to improve student success for future years. Arizona Middle School plans to effectively address the areas identified through the ATSI Identification by individually working with students and student groups that are identified as under-performing in any school related category. These students and/or student groups will receive additional targeted assistance through tutoring, mentoring, and counseling, etc. Additionally, staff will receive professional development on how to support and assist these student groups so they are successful. (LCAP Goal 3: Engagement) All programs, goals, and test results will be discussed with staff at Staff Meetings, Teacher Leadership Meetings, and Department Meetings; and also discussed with parents at (SSC) School Site Council and (ELAC) English Learner Advisory Committee meetings. At these meetings, staff and parent input will be used to create new plans to further assist under-performing students, and all programs that use funding (out of LCFF-LI, LCFF-EL, and Title I) will be voted upon by our School Site Council. With the support of parents, students, community members,

teachers, and staff, we are committed to assuring that every student is prepared with a world-class education that will support lifelong success.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The California Healthy Kids Survey (CHKS) and the California School Parent Survey (CSPS) were administered to students and parents in the 2018-2019 school year. Both the CHKS and CSPS surveys provide key data on school climate and safety, learning supports and barriers, stakeholder engagement, and youth development, health, and well-being. Additionally, both the staff and students were administered a School Climate/Bullying Information Survey. The School Climate/Bullying Information Survey was created by administrators and counselors at Arizona Middle School and provides key data on school climate and safety.

The results from the two survey's that were administered to the students (California Health Kids Survey and the School Climate/Bullying Information Survey) show that students feel safe at Arizona Middle School. Students reported feeling very safe on campus and a vast majority of students reported never witnessing bullying on campus.
Additionally, of the low percentage of students that reported they had witnessed bullying, they also reported the areas in which they witnessed it happening. Those results were addressed with staff and a plan was created to provide additional supervision in key areas on campus to prevent any possible student conflicts/bullying. The survey results also reported that students feel that adults on campus care about them and set high expectations for them. Students also reported that they feel connected to the school, are academically motivated, and they do not use or witness others using drugs or alcohol.

The results from the California School Parent Survey show that parents feel welcomed at the school and they feel like the school encourages parents to be active partners in educating their child. Parents also reported being well informed on their student's academic progress and being provided information about how to help their students with homework. Finally, the survey results also indicated that parents feel like teachers go out of their way to help students, the school had adults that care about students, and the school has high expectations for all students.

The results from the School Climate/Bullying Information Survey that was administered to the staff shows that the staff views student conflicts/bullying as minimal, and when incidents do happen they are immediately addressed. Additionally, the staff reported being able to recognize possible warning signs of students who are having students conflicts or being bullied.

Classroom Observations

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

Informal Classroom Observations are conducted once a month with each teacher on campus. These observations include an administrator visiting the classroom to observe student engagement, classroom management, and how the essential question and objective are effectively used in the lesson. Teachers are then provided a short summary of the informal observation and meet with the administrator to discuss/work collaboratively on areas needing improvement.

Formal Classroom Observations are conducted every year for new teachers and once every two years for tenured teachers. The formal classroom observations include two full classroom observations during the school year; with pre-observation, post-observation, and an end of the year evaluation meetings with an administrator. Additionally, during a teacher's formal observation year, the teacher is provided with a detailed observation form that outlines Student Engagement, Creating Effective Learning Environments, Organizing the Subject Matter, Planning and Designing Learning Experiences, Assessing Student Learning, Developing as a Professional Educator, Student Progress Towards the Attainment of Academic Standards, and Professional Behavior.

From these observations, the Teacher Leadership Team and Staff have identified the need to create/administer 'Common Assessments' among the subject/grade levels (at least once every six weeks) in order to guide instruction, improve collaboration, and to increase student achievement. The 'Common Assessments' will be the 'CAASPP Interim Assessments' for Math and ELA, Science and History will create their own common assessments, and PE will use the fitness testing and half-mile/mile as their common assessments. The results from these common assessments will be used to revisit areas that students did not fully grasp and they will be used to guide instruction for future school years. Finally, the results of the CAASPP Summative Assessment will be used at the end of the year to gage the effectiveness of the common assessments and also guide instruction for the following school year.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965. 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)

Teachers utilize the Alvord Unified School District course descriptions, which are aligned with the California Common Core State Standards and Next Generation Science Standards. Teachers develop short-term and long-term lesson plans using the district course descriptions, Unit Planning Organizers (UPO) and pacing guides along with California Common Core Standards/frameworks for ELA/ELD and Math. Department and grade-level team meetings are utilized for lesson planning and for sharing standards-based instructional strategies.

Sixth grade students are enrolled in two core classes, language arts/history (116 minutes) and math/science (116 minutes), along with physical education and a Technology/STEM Exploratory Elective Rotation class. Seventh and eighth grade students are scheduled in six courses. Students are enrolled in language arts or Honors Language Arts at each grade level based on teacher recommendation, grades, and student test scores. Enrollment in math is likewise based on teacher recommendation, grades, and student test scores. Students who have not met the standards previously stated have additional opportunities during the 1st and 2nd semester to demonstrate that they can work at the rigor level of an honors, accelerated, or high school level math course of study. Arizona offers Integrated Math 1, 8th Common Core Math, 7th Common Core Math, 6th, Common Core Math. Students explore Ancient History in the sixth grade; in the seventh grade they are enrolled in History/Middle Ages or accelerated History/Middle Ages; and in eight grade they are enrolled in American History from 1776 to 1900 or accelerated American History based on teacher recommendation, grades, and student test scores. Seventh and eighth grade students learn the Next Generation Science Standards which include life science, earth science, and physical science, and the scientific method at all grade levels. Students have opportunities to participate in AVID, Fine Arts (i.e. Art/ Band), or STEM elective choices (e.e. Career and Technical Education Courses, Computer Programming, Robotics, 3D Design, Video, and Virtual Reality/3D Design sponsored by Verizon & Arizona State University). There are finally opportunities for student wellness and physical fitness through physical education courses and/or California Cadet Corps Course. In physical education courses students engage in curriculum designed to support nutrition, physical activity, and overall wellness. In the California Cadet Corps course students develop leadership, citizenship, patriotism, promote academic excellence, encourage personal health and wellness, and teach basic military subjects.

Students with special needs are provided highly qualified teachers, learning materials, textbooks, and ancillary support personnel to enhance their academic achievement. Special education classes are available for students with identified learning disabilities. Special education emphasizes inclusion and offers a continuum of services ranging from direct service in language arts and math to indirect service in language arts, math, history, and science by a qualified teacher or an instructional assistant. EL students are scheduled in English Language Development and sheltered classes in language arts, math, science, and history. GATE students are enrolled in Honors Language Arts, a math class to fit their needs (Math Accelerated or Integrated Math), and explore subject matter concepts in history and science in greater depth and complexity. All students are encouraged to compete in academic competitions such as the district Spelling Bee and the Science Fair. Arizona is proud to have 100% participation in the site Science Fair. Selected participants move forward to participate with the district fair.

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

Data is obtained from the state testing results, Interim Testing, district Common Formative Assessments (CFA), Math Diagnostic Testing Project (MDTP), curriculum assessments, teacher created common formative assessments, and performance tasks. The results of the data analysis completed by the district and by site level staff are used to inform instructional practices and address the identified needs of students to ensure that student achievement is improving at Arizona. Baseline data for all students is determined through the use of a reading assessment (Achieve 3000) and math assessment (MDTP) to support development and overall growth.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The school works within the guidelines of ESSA and uses state and local assessments to modify instruction and improve student achievement.

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

All teachers are fully credentialed. Seven credentialed teachers are approved to work outside of their subject area of competence.
Professional development includes:
Achieve 3000 Training
Gear-Up Math Support Training
Google-Classroom Training
Blended Learning Training
Study-Sync Training (ELA Teachers)
Unconscious Bias Training
AVID training and workshops provide the AVID coordinator, principal, AVID elective and core teachers, and AVID counselor with training and materials to support AVID students and non-AVID students with AVID instructional strategies for college and career readiness.
WICOR Strategies Training
ERWC Training
Next Generation Science Standards (NGSS) Training
Project Lead the Way Training (PLTW)
Focusing on Mastery
Equity Training
Selected staff trained in Positive Behavior Intervention and Support (PBIS).
Boys Town Behavior Intervention and Support Counselor Training
Selected teachers to receive professional development in the following areas: ELA/ELD Framework and Math Framework
Continued training in robotics and use of 3D program and printer offered by C-STEM, UC Davis.
California Cadet Corps Training
CTE Training
Verizon & Arizona State Universities Innovative Learning Program Training

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

Staff development is based on data analysis of student performance and current effective, research-based instructional strategies.
Currently we have a mathematics focus in partnership with the California Gear-Up Team. Students take the MDTP test twice a year to gauge student understanding of key math concepts and to help teachers understand which math concepts need to be revisited to help prepare students be successful in the course.
Continued training of AVID WICOR strategies to all teachers as we continue to serve as a AVID Site of Distinction and a AVID National Demonstration School.
Special education teachers collaborate with classroom teachers on the IEPs of the students who have been mainstreamed.
Continued training of Critical Reading, IVF summary, Constructive Response, and focused note taking/Cornell note taking to all teachers
Continued training on Systemic Reflection strategies provided to all teachers.

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

District Instructional Specialists and site instructional coaches provide support through staff development training, one-on-one interactive coaching and demonstration lessons. In addition, the academic coach along with site teachers provide demonstration lessons using highly engaging strategies for colleagues. Instructional Coaches from all middle school sites have worked collaboratively to support classes at each school teaching model lessons.

Teachers are provided three release days during the year to focus on instructional assistance and support. The third release day supports English Learner students with the other two being both teacher and site directed. We also use learning walks to view demonstration lessons and teacher best practices. Teachers have participated in learning walks that support school-wide use of AVID strategies such as content tutorials.

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

Collaboration time is provided four times a month so that teachers are able to analyze student data, plan instruction, collaborate on lessons, and address individual student needs.
All teachers at Arizona are credentialed in their respective content areas and meet the criteria for Highly Qualified status as stipulated in the previous NCLB and the current ESSA federal education policies.
A full-time on-site instructional coach works with teachers in the development of lesson planning and collaboration, facilitates co-plan/co-teach days, prepares and presents professional development, analyzes data, and serves as a resource to parents and administration. Coach salary is multi-funded using district funds.
Administrators, teachers, and instructional assistants participate in ongoing professional growth opportunities. Administrators have attended ILT training and district meetings regarding instruction. Teachers participate in co-plan/co-teach sessions during the school day, department meetings during PLC's, team meetings during common planning periods, the AVID Summer Institute/RIMS AVID Training, and other curricular training's on-going. Instructional assistants attend the annual district in-service day and other district meetings as well as monthly with the site Instructional Coach and Administration. Teachers engage in professional growth activities as they discuss instructional strategies during grade-level department time during PLC's and at monthly Staff Development meeting.

Teaching and Learning

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

The district has adopted State Board of Education approved materials to support the delivery of instruction to meet the state standards. The district Instructional Leadership Team works collaboratively to create Unit Planning Organizers (UPO) for implementation of Common Core State Standards (CCSS). This has led to alignment across the district in terms of what content students are receiving thereby providing continuity of programs, practices, and assessments unlike anything Alvord has experienced before. At present the Curriculum Review Team continues to evaluate the materials and make adjustments where necessary for future practice. This year ELA will be using the Study Sync curriculum.

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

Instructional time is protected and interruptions are kept to a minimum. Systems are in place to ensure that instructional time is not interrupted.

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

The district has developed pacing guides to ensure that all students receive the core curriculum for their grade level. Students falling two or more years below grade level receive intervention within their general education classroom setting via Achieve 3000; they also receive additional interventions such as the Student/Teacher Mentor Program, Tutoring, and Parent Meetings/Workshops. Intervention supports for mathematics are currently under review in partnership with the California Gear-up program.
The Master Schedule is developed with the needs of students as a priority. The master schedule reflects the priorities of the district: students, teachers, and instructional content. The master schedule also supports students connection to college and career readiness.

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

All teachers receive the adopted standards-based instructional materials needed to support all student groups (i.e. ELL, high achieving, at-risk, and at grade level).
AALD and ELD curriculum are used to support English Learner needs. Planning time is used to support the alignment of these materials with the development and growth of students.

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

Arizona Middle School uses the SBE adopted English Language Arts materials, AVID Weekly articles, Achieve 3000, Science, and History curriculum. In addition, Arizona utilizes the district adopted 3-D curriculum by Kate Kinsella, Inside the US curriculum and High Point materials to support English Language Development (ELD).

Opportunity and Equal Educational Access

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

The school budget, Master Schedule, textbook funds, specially designed programs, and qualified teachers are provided by the regular program to enable under-performing students meet the standards. The school budget is used judiciously to support the school-wide action plan. Each year, school funds are used to update campus-wide technology, expanding the development of computer mobile carts in each classroom, purchase staff development books, and acquire instructional equipment and materials for teachers. Arizona Middle School works collaboratively with community and University Partners to provide students with engaging and rigorous curriculums that enhance student understanding. This includes a two year partnership with Arizona State University and Verizon Innovative Learning on a Virtual Reality Course. School funds have been used to support students through tutoring opportunities both before and after school hours. These opportunities include homework help with High School AVID tutors, Special Education Tutoring and Mentor-ship with Instructional Assistants, ELD tutoring with Bilingual Assistants, Teacher-led Tutorials, and before school math tutoring. School funds also are used to best support teacher capacity building via professional development and grade level/department articulation.

The school provides each student with a school planner (student handbook) which is utilized by teachers to communicate daily class work and homework assignments to parents. Teachers work interdependently in a Professional Learning Community. The Master Schedule is developed with priority given to under performing students and those with special needs. Students are scheduled in courses based on their previous year's grades, CELDT levels, and CFAs in reading and math. Teachers design and create lessons and assessments to inform them of student learning. Teachers utilize school/district pacing guides to plan instruction and monitor student progress using the six-week grades as well as teacher and district created CFAs. Teachers engage in grade-level department meetings during PLC time and collaborate with their colleagues during the common planning period. Pacing, lesson complexity, depth of understanding, grouping, and re-teaching are methods used by the teachers to differentiate instruction in all classes to target and assist under-performing students.

Evidence-based educational practices to raise student achievement

Teachers use research-based strategies such as Focusing on Mastery, Direct Instruction, AVID strategies, non-linguistic representations, Focused Note-taking, interactive notebooks, graphic organizers, sentence frames, daily objectives, and essential questions to present the curricular content in a variety of formats for individual learning modalities.

The Alvord Strategic Plan, WICOR, Focused Notes, and A-G college prerequisites posters are displayed in every classroom. Site budget is also used to support all students, to include general education, AVID, SPED, EL, Title I and GATE. Site budget is also used to support teacher capacity building and professional development to support all students.

Parental Engagement

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

Parent participation is a high priority at Arizona. Parents have opportunities for meaningful dialogue and decision making in various forms. Parents contribute to the planning, implementation, and evaluation of the School Based Coordinated Plan (SBCP) through the School Site Council (SSC) and the English Learner Advisory Council (ELAC). Parents have input in school programs through the English Learner Advisory Council (ELAC), Parent Teacher Association (PTA), Action Team for Partnership (ATP), Watch DOGS, and School/District Wellness Committee. In addition the district provides opportunities for input at the district level through the District English Learner Advisory Committee (DELAC), Parent Advisory Committee (PAC) and the District Advisory Committee (DAC).

Research shows that there is a positive and convincing relationship between parent and family involvement and student success. When parents and families are involved in their child's learning, both home and at school, their child is academically successful. When parents, families, educators and communities work together, all are strengthen and outpace what the individual could accomplish on their own. In January 2011, the Parent Engagement Leadership Initiative (PELI) was created to focus efforts on training and supporting parents, families, educators and community members to become involved in public education and positively impact student success. Training programs are based on the distinguished work of Dr. Joyce Epstein, who directs the National Network of Partnership Schools at Johns Hopkins University. Dr. Epstein's research-based 'Six Keys of Parent Involvement' is at the core of the National PTA Standards for parent engagement. Additionally, information from the California State PTA 'Parents Empowering Parents Guide' and other PTA resources are shared. These are the foundation for the PELI program and for what is being built in Riverside County - a cadre of parent and family involvement leaders to support and enhance the local schools and districts (Kenneth M. Young, Riverside County Superintendent of Schools, 2013).

In partnership with Gear-Up Arizona is pleased to also offer parent training's from the Parent Institute for Quality Education (PIQE). PIQE creates partnerships between parents, students, and educators by providing classes/programs to engage, empower, and transform parents to actively engage in their children's education and strengthen parent/school collaboration in order to improve the academic success of students.

As a follow up to PELI and PIQE, Arizona implements it's own parent training's (which are lead by the Teacher Leadership Team) covering topics such as: CCSS, Aeries Grade Book, College and Career Readiness, and effective study skills/organization.

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)

Back-to-School Night in the fall allows parents to receive information about the academic programs. Parent conferences are held twice each year. Sixth grade orientation is held in the spring for incoming students and additionally in the summer and fall leading up to the school year. Counselors hold additional parent/teacher/student meetings which include topics such as: bullying, drug awareness, and conflict resolution. The counselors and administration visit the feeder elementary schools in the spring to recruit for AVID and electives as well as inform sixth grade students how to transition to middle school. AVID and additional family nights/family lunches are regularly scheduled. Parents have opportunities to attend workshops using categorical funds, for example each year parents attend the CABE conference.

Communication with parents is conducted regularly regarding student progress and school programs and activities. The school provides each student with a school planner (student handbook) which is utilized by teachers to communicate daily class work and homework assignments to parents. Parents receive information on school programs through the registration materials, newsletter, Peachjar Flyers, BlackBoard Connect home phone calling system, school website, and the school marquee. Parents have the opportunity to communicate with teachers by telephone, mail, e-mail, and during walk in or pre-arranged conferences.

Arizona participates with Kaiser Permanente and UCR who provide the Hippocrates Circle for students interested in the medical fields. Students attend an orientation, two study trips, and a graduation banquet for students and their parents.
Arizona holds a college/career night with speakers to discuss and answer questions about their background, career, skills, education, and work place experiences. The goals of the college/career night are to motivate students to complete their education; to inform students of career options; and to foster a relationship between local schools and the business community.

Wylie Center Youth Service Counselor is onsite two days a week to provide additional counseling services to students as needed, and the McKinley Center provides additional counseling opportunities for students in need.

There following partnerships support students diverse needs: (1) Riverside District Attorney provides mentoring to students and provides annual assemblies to students regarding gang/drug awareness and prevention, (2) Girls Circle-Resilience Curriculum for girls, (3) UNITED Way GEMS-Engineering and Mathematics for Girls, (4) New York Life Grief Sensitive Schools, and Safe Schools Partnership.

Funding

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

The Advancement Via Individual Determination (AVID) classes provide students with information on college/university entrance requirements, academic focus, and tutoring/counseling support. Arizona's AVID program includes six classes with two at each grade level. As part of the AVID curriculum, based on their grade level, students have the opportunity to take a study trip to either a community college, state college, or university. Excursions to college events such as sports, museums, musicals, drama performances, and others provide students and their families an opportunity to see first hand what college life is about. Arizona is proud to be one of only 4% of schools recognized nationally as an AVID National Demonstration School. Additionally, Arizona has been recognized as an AVID School wide Site of Distinction award recipient.

LCFF-LI and LCFF-EL funds are utilized to provide teachers with supplementary instructional equipment and materials along with ancillary support services to enable under-performing students meet the standards in language arts, math, science, and history. Teachers access LCFF-LI, LCFF-EL resources to enhance the instructional program for under-performing students. These resources include computers, and software programs used to create individualized learning activities for students below grade-level standards, audio-visual equipment for auditory and visual learning modalities, supplies to provide hands-on learning activities for kinesthetic learners such as manipulative's for math lessons and materials for science experiments. Additionally, materials, equipment, and furniture are used to supplement the classroom environment and enhance the climate for learning. Finally, creative lessons and classroom assessments reproduced on the copy machines and Risographs are used for students of all abilities. Standards-based assessments scored on the Scantron machine, professional development, books for classroom libraries, and test-preparation materials to improve student test-taking skills.

LCFF-LI, LCFF-EL funds are available to pay teachers to work with under-performing students before, after school, or during after school program. Students that are under performing that are in the after school program receive individualized tutoring/instruction two times a week in language arts, math, history, and science from Arizona teachers. Presently, we partner with our local high school's AVID program to provide after school homework help, we provide after school tutorials using AVID's Tutorial model, we provide tutoring to our Special Education students through our Instructional Assistants, and tutoring to English Learner students through our Bilingual Assistants. LCFF-LI, LCFF-EL funds are utilized to purchase intervention and/or enrichment materials as well, such as Achieve 3000. LCFF-LI, LCFF-LI funds are utilized to increase student access to technology to provide differentiated instruction, to assist with closing the achievement gap, providing them with access to rigorous academic content, and to support programs such as, Achieve 3000 and other word processing programs. Students also use technology to access Google Apps for Education to include Google Classroom, Google Drive, and Google Docs. LCFF-LI will also fund programs designed to help our student group that has been identified as needing Additional Targeted Support and Improvement (ATSI). It will fund before and after school tutoring for ATSI students as well as before school or after school parent meetings and workshops to assist those parents and students. LCFF-LI funds will also cover teacher professional development designed to assist our ATSI students, such as PD’s on unconscious bias and closing the achievement gap, etc. Additionally, LCFF-LI funds are used for sub coverage for our teachers to collaborate to create teacher Professional Development and work on the mentor program to assist student groups that are identified as ATSI.

Categorical funds from LCFF-LI, LCFF-EL are utilized for professional development. Teachers attend site-based workshops, off-campus conferences, and district in-services to stay current on research-based instructional strategies. LCFF-LI, LCFF-EL resources, content area conferences, demonstration lessons, co-planning/co-teaching meetings, and to procure consultants for professional development seminars. Funds are accessible to parents and teachers who want to

attend CABE and other related workshops. AVID allocations are used specifically for AVID coordinator workshops and the AVID Summer Institute, however AVID allocations are generally not sufficient to pay for AVID tutors, coordinator workshops, or AVID Summer Institute therefore additional funds from LCFF-LI, LCFF-EL are used. These funds are also utilized as needed to implement the goals of the Arizona EL program. LCFF-EL funds are used to support teachers in on-going professional development to close the achievement gap between EL students and their English-only peers. At present Arizona is using LCFF-LI, LCFF-EL funds to support two teacher release days to allow teachers time to collaboratively plan curriculum, instruction, and assessments.

English Language Learners (EL) receive instruction in ELD and SDAIE from certificated teachers with CLAD/BCLAD or LDS authorizations. EL students with beginning levels of language fluency as identified on the CELDT are placed in a Structured English Immersion program. EL students with CELDT levels I, II, and low III's are strategically placed in sheltered classes to receive support in the four curricular areas. EL students who meet district reclassification criteria are later mainstreamed with English-only speaking peers. LCFF-L1, LCFF-EL funds are used to finance two full time bilingual instructional assistant in the Sheltered classes and to fund the stipend for the EL Facilitator. EIA/LEP funds also provide instructional equipment and supplies for EL students in core classes, professional development for teachers, parent training (CABE), and computers. LCFF-LI, LCFF-EL funds are utilized to pay for translators for parent events and additional hours for bilingual assistants as needed. With the state-defined Long-Term English Leaner (LTEL) it is necessary for an intensive intervention for struggling English Learners. LCFF-L1, LCFF-EL funds are used for purchasing EL supplemental curriculum to meet the needs for this group. This year through district support we will purchase AVID Excel curriculum to support our LTEL students at both 7th and 8th grades.

Title I funds are utilized to increase student access to technology for targeted students. Students are able to use technology to provide differentiated instruction, to assist with closing the achievement gap, providing them with access to rigorous academic content, and to support programs such as, Achieve 3000 and other word processing programs. Students also use technology to access Google Apps for Education to include Google Classroom, Google Drive, and Google Docs. Title I funding is also used to provide Extended Learning Opportunity supports such as before and after school tutoring. Funds are available to pay teachers to work with under-performing students before, after school, or during after the school program. Additionally, Title I funds are used for sub coverage for our Core Leadership Team, which meets a month to create teacher Professional Development and work on the mentor program to assist students that are identified as needing Title 1 assistance. Finally, Title 1 funds will be used to purchase library books that will assist Title I identified students to facilitate engagement in the different subject matters, assist with reports and projects, and increase the student Lexile levels.

Fiscal support

General and categorical funds are utilized to support and enhance the core curriculum to increase student achievement. The centralized fiscal support provided by the district will allow for a site-based Instructional Coach to further support the development of staff to enhance the effectiveness of the instructional program and increase student achievement. Similarly, this position will support the district-wide focus of mathematics with Gear-Up.

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

Arizona Middle School worked collaboratively with many stakeholder groups to update and review this SPSA. This SPSA was discussed and reviewed at the monthly (SSC) School Site Council meetings (consisting of parents, students, teachers, classified staff, and administration); the monthly (ELAC) English Language Advisory Committee (consisting of parents and teachers), the monthly Teacher Leadership Team meetings (consisting of 1 teacher from each subject); and discussed with each teacher/staff member at the monthly department meetings and staff meetings. During the meetings, we review data to determine how we are meeting the plan. We have at times schedules additional meeting times to support monitoring efforts. The SPSA is provided to the groups and input provided throughout the 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	0.20%	0.33%	0.44%	2	3	4
African American	3.66%	3.27%	4.14%	37	30	38
Asian	2.67%	2.94%	2.4%	27	27	22
Filipino	0.79%	1.2%	1.53%	8	11	14
Hispanic/Latino	81.09%	80.5%	81.35%	819	739	746
Pacific Islander	0.99%	0.98%	0.98%	10	9	9
White	9.90%	9.91%	8.62%	100	91	79
Multiple/No Response	%	%	0.55%			0
			Total Enrollment	1010	918	917

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	343	264	300
Grade 7	315	342	278
Grade 8	352	312	339
Total Enrollment	1,010	918	917

Conclusions based on this data:

1. Arizona Middle School sits in the center of a once-rural, now suburban community, in the city of Riverside, California. Arizona Middle School is one of four middle schools in the Alvord Unified School District, serving approximately 917 students on a traditional school schedule. The students at Arizona Middle School come from diverse backgrounds.
2. Similar to many middle schools in Riverside County, the student enrollment at Arizona Middle School has declined over the past three years.
3. The 7th grade class currently has the lowest number of students with 278, compared to the 8th grade class with 339 students, and 6th grade with 300 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	310	269	241	30.7%	29.3%	26.3%
Fluent English Proficient (FEP)	213	216	224	21.1%	23.5%	24.4%
Reclassified Fluent English Proficient (RFEP)	41	45	59	12.7%	14.5%	21.9%

Conclusions based on this data:

1. The student population at Arizona Middle School includes a high percentage (approximately 26%) of English Language Learners (ELL's); which has stayed consistent over the 3 years.
2. Arizona Middle School works collaboratively with the district office to provide the (EL) students with the supports and accommodations to help them be successful and strive towards reclassification.
3. The percentage of Reclassified Fluent English Proficient students at Arizona has increased by 9% over the last 3 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 6	323	348	262	320	346	257	320	346	257	99.1	99.4	98.1
Grade 7	358	316	342	354	314	335	354	314	335	98.9	99.4	98
Grade 8	356	351	296	355	347	291	355	347	291	99.7	98.9	98.3
All Grades	1037	1015	900	1029	1007	883	1029	1007	883	99.2	99.2	98.1

* 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 6	2487.	2497.	2488.	7.19	8.38	11.28	24.69	31.21	20.62	33.13	30.06	29.57	35.00	30.35	38.52
Grade 7	2508.	2520.	2510.	6.50	8.28	6.87	24.58	29.94	28.36	33.05	26.75	28.06	35.88	35.03	36.72
Grade 8	2535.	2521.	2554.	9.58	6.92	8.59	29.58	23.92	38.49	30.14	30.55	28.52	30.70	38.62	24.40
All Grades	N/A	N/A	N/A	7.77	7.85	8.72	26.34	28.30	29.45	32.07	29.20	28.65	33.82	34.66	33.18

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 6	10.31	16.18	16.34	50.94	44.80	38.91	38.75	39.02	44.75
Grade 7	11.86	16.56	13.13	46.33	46.18	43.58	41.81	37.26	43.28
Grade 8	17.75	13.01	19.59	47.89	41.91	50.17	34.37	45.09	30.24
All Grades	13.41	15.21	16.19	48.30	44.23	44.39	38.29	40.56	39.41

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 6	11.25	15.03	12.06	47.19	45.95	43.97	41.56	39.02	43.97
Grade 7	12.43	15.29	13.43	51.69	52.55	48.96	35.88	32.17	37.61
Grade 8	14.65	9.28	12.71	48.45	50.72	62.54	36.90	40.00	24.74
All Grades	12.83	13.13	12.80	49.17	49.65	51.98	38.00	37.21	35.22

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 6	10.00	9.25	12.45	62.50	66.47	58.75	27.50	24.28	28.79
Grade 7	7.91	6.69	7.16	57.91	61.46	67.16	34.18	31.85	25.67
Grade 8	8.73	9.83	13.75	69.86	62.14	70.79	21.41	28.03	15.46
All Grades	8.84	8.65	10.87	63.46	63.42	65.91	27.70	27.93	23.22

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 6	15.31	20.81	19.46	50.63	54.62	42.80	34.06	24.57	37.74
Grade 7	15.25	15.61	18.51	55.37	57.96	48.06	29.38	26.43	33.43
Grade 8	20.56	17.63	23.45	50.99	48.55	54.14	28.45	33.82	22.41
All Grades	17.10	18.09	20.41	52.38	53.58	48.53	30.52	28.33	31.07

Conclusions based on this data:

1. While there is still room for improvement we continue to see growth in English Language Arts from the 2016-2017 testing year to the 2018-2019 testing year.
2. 8th Grade ELA students had a 9% increase in meeting the ELA standards from the previous school year.
3. Over the past 3 years there has been an increase each year in the percent of students that are Above Standard in Reading.

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 6	323	347	262	321	345	260	321	345	260	99.4	99.4	99.2
Grade 7	358	314	342	355	313	337	355	313	337	99.2	99.7	98.5
Grade 8	355	350	296	355	346	292	355	345	292	100	98.9	98.6
All Grades	1036	1011	900	1031	1004	889	1031	1003	889	99.5	99.3	98.8

* 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 6	2485.	2497.	2502.	8.72	10.43	12.69	18.07	19.13	20.77	29.60	34.49	28.08	43.61	35.94	38.46
Grade 7	2489.	2499.	2497.	6.48	6.71	8.01	15.77	18.53	16.91	34.37	30.99	33.53	43.38	43.77	41.54
Grade 8	2537.	2522.	2532.	16.90	13.62	16.44	21.41	16.23	18.49	24.23	26.96	25.00	37.46	43.19	40.07
All Grades	N/A	N/A	N/A	10.77	10.37	12.15	18.43	17.95	18.56	29.39	30.81	29.13	41.42	40.88	40.16

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 6	14.33	17.68	23.85	35.20	37.68	31.92	50.47	44.64	44.23
Grade 7	13.24	15.43	13.35	31.55	33.12	35.91	55.21	51.45	50.74
Grade 8	29.01	24.06	23.29	31.55	28.70	32.19	39.44	47.25	44.52
All Grades	19.01	19.18	19.69	32.69	33.17	33.52	48.30	47.65	46.79

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 6	6.85	9.57	13.46	47.66	50.72	44.62	45.48	39.71	41.92
Grade 7	9.86	9.62	10.39	45.07	49.68	50.74	45.07	40.71	38.87
Grade 8	13.80	12.17	11.64	40.00	48.41	47.26	46.20	39.42	41.10
All Grades	10.28	10.48	11.70	44.13	49.60	47.81	45.59	39.92	40.49

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 6	11.21	11.01	12.31	39.25	45.51	46.92	49.53	43.48	40.77
Grade 7	8.17	9.00	7.12	51.27	54.98	59.35	40.56	36.01	33.53
Grade 8	17.18	13.04	16.10	49.58	52.75	56.85	33.24	34.20	27.05
All Grades	12.22	11.09	11.59	46.94	50.95	54.89	40.83	37.96	33.52

Conclusions based on this data:

1. While there is still room for improvement we continue to see growth in Mathematics from the 2016-2017 testing year to the 2018-2019 testing year.
2. The percentage of 8th grade students that received standard exceeded increased by 9% from the previous school year.
3. In the Communicating Reasoning section we saw an overall increase by 4% of students At or Near Standard from the previous school year.

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 6	1534.6	1521.7	1534.4	1519.2	1534.3	1523.7	112	76
Grade 7	1533.1	1529.7	1526.0	1525.3	1539.6	1533.7	76	81
Grade 8	1558.4	1532.6	1547.8	1528.0	1568.5	1536.6	81	67
All Grades							269	224

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
6	34.82	14.47	36.61	32.89	19.64	42.11	*	10.53	112	76
7	30.26	14.81	38.16	37.04	28.95	39.51	*	8.64	76	81
8	55.56	16.42	32.10	37.31	*	37.31	*	8.96	81	67
All Grades	39.78	15.18	35.69	35.71	18.22	39.73	6.32	9.38	269	224

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
6	52.68	32.89	35.71	38.16	*	21.05	*	7.89	112	76
7	47.37	28.40	40.79	41.98	*	22.22	*	7.41	76	81
8	62.96	26.87	28.40	46.27	*	14.93	*	11.94	81	67
All Grades	54.28	29.46	34.94	41.96	8.18	19.64	*	8.93	269	224

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
6	25.89	2.63	19.64	27.63	22.32	44.74	32.14	25.00	112	76
7	25.00	6.17	17.11	22.22	31.58	48.15	26.32	23.46	76	81
8	48.15	2.99	23.46	29.85	17.28	46.27	*	20.90	81	67
All Grades	32.34	4.02	20.07	26.34	23.42	46.43	24.16	23.21	269	224

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
6	40.18	25.00	49.11	56.58	10.71	18.42	112	76
7	30.26	7.41	60.53	67.90	*	24.69	76	81
8	48.15	7.46	48.15	68.66	*	23.88	81	67
All Grades	39.78	13.39	52.04	64.29	8.18	22.32	269	224

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
6	72.32	47.37	25.89	43.42	*	9.21	112	76
7	69.74	59.26	27.63	33.33	*	7.41	76	81
8	77.78	58.21	19.75	31.34	*	10.45	81	67
All Grades	73.23	54.91	24.54	36.16	*	8.93	269	224

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
6	27.68	5.26	24.11	44.74	48.21	50.00	112	76
7	26.32	11.11	23.68	41.98	50.00	46.91	76	81
8	45.68	11.94	24.69	40.30	29.63	47.76	81	67
All Grades	32.71	9.38	24.16	42.41	43.12	48.21	269	224

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
6	9.82	18.42	79.46	71.05	10.71	10.53	112	76
7	21.05	1.23	75.00	90.12	*	8.64	76	81
8	34.57	1.49	61.73	88.06	*	10.45	81	67
All Grades	20.45	7.14	72.86	83.04	6.69	9.82	269	224

Conclusions based on this data:

1. 47.4% of all English learners are a level 3 or 4 overall in English language development.

2. Oral Language is stronger than Written Language with 71.5% of all students scoring a level 3 or 4 in Oral Language compared to 30.3% of all students scoring a level 3 or 4 in Written Language.

3. The Reading Domain is the weakest of all 4 domains (Reading, Writing, Listening, and Speaking), with 48.2% of all students scoring at the "beginning" level.

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**
918	**84.5**	**29.3**	**0.4**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	269	29.3
Foster Youth	4	0.4
Homeless	33	3.6
Socioeconomically Disadvantaged	776	84.5
Students with Disabilities	127	13.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	30	3.3
American Indian	3	0.3
Asian	27	2.9
Filipino	11	1.2
Hispanic	739	80.5
Two or More Races	8	0.9
Pacific Islander	9	1.0
White	91	9.9

Conclusions based on this data:

1. Arizona Middle School has a diverse population of students.
2. Approximately 84% of the students are considered socioeconomically disadvantaged.
3. Similar to many middle schools in Riverside County, the student enrollment at Arizona Middle School has declined over the past three years.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The Overall Performance for Mathematics has improved over the past 2 years.
2. The Overall Performance for English Language Arts has slightly improved over the past 2 years.
3. The Overall Performance for both Chronic Absenteeism and Suspension Rate have seen a slight improvement but there is still a lot of room for improvement.

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	3	1	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the 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
Yellow	Yellow	No Performance Color
30.5 points below standard	44.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++3.9 points	Increased ++4.3 points	4
853	397	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
39.5 points below standard	37.4 points below standard	107.7 points below standard
Increased Significantly ++28.4 points	Maintained ++2.6 points	Increased Significantly ++29.2 points
29	725	127

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
37.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	8.6 points above standard	41.5 points above standard
Increased ++10.9 points	2	Increased ++4.6 points	11
27		24	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
36.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	4 points above standard
Maintained ++2.4 points	6	9	Increased ++11.3 points
690			84

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**
104 points below standard	18.7 points above standard	28.2 points below standard
Declined -4.9 points	Maintained ++1.5 points	Maintained ++0.1 points
204	193	400

Conclusions based on this data:

1. The English Language Arts Performance for All Students maintained the same from the previous year with 34.3 points below standard.
2. The English Language Arts Performance for Socioeconomically Disadvantaged students increased by 3.5 points from the previous year. However, it is still at 40 points below standard.
3. The Academic Performance area for English Language Arts currently shows that we have 0 sections in Red, 3 sections in Orange, 1 section in Yellow and 1 section in Green.

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	3	2	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Yellow	No Performance Color
56.1 points below standard	71.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++1.7 points	Increased ++3.1 points	4
852	396	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
45.8 points below standard	62.1 points below standard	154.6 points below standard
Increased Significantly ++38.9 points	Maintained ++0.8 points	Increased ++13.8 points
29	724	127

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
75.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	2.4 points above standard	27 points above standard
Declined -10.3 points	2	Increased ++3.8 points	11
27		24	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
61.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	29.4 points below standard
Maintained ++0.5 points	6	9	Increased ++12.2 points
689			84

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**
129.2 points below standard	11.4 points below standard	54.2 points below standard
Declined -5.7 points	Maintained ++0.2 points	Declined -3.6 points
203	193	400

Conclusions based on this data:

1. The Mathematics Performance for All Students increased by 3.7 points from the previous year. However it is still 57.8 points below standard.
2. The Mathematics Performance for Socioeconomically Disadvantaged students increased by 5.3 points from the previous year. However, it is still at 62.9 points below standard.
3. The Academic Performance area for Mathematics is higher than our ELA Performance, however it still has room for improvement with it 0 sections in Red, 3 sections in Orange, and 2 sections in Yellow.

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
40.2 making progress towards English language proficiency
Number of EL Students: 214
Performance Level: Low

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
27.5	32.2	7.0	33.1

Conclusions based on this data:

1. 2019 Data shows that 71 English Learners Progressed at least one ELPI Level.
2. 2019 Data shows that 69 English Learners Maintained ELPI levels 1, 2L, 2H, 3L, or 3H.
3. 2019 Data shows that 59 English Learners Decrease one ELPI Level.

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
2	1	4	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Yellow	No Performance Color
12.1	11	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.4	Declined -2.1	7
953	282	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Yellow	Yellow
23.8	12.7	16.2
Increased +8.2	Declined -0.6	Declined -4.5
42	810	142

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	No Performance Color	No Performance Color
26.5	Less than 11 Students - Data Not Displayed for Privacy	3.6	0
Increased +2	3	Declined -2.7	11
34		28	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
11.6	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	16
Maintained +0.4	8	9	Declined -0.5
766			94

Conclusions based on this data:

1. The Chronic Absenteeism Dashboard shows that 12.1% of all students were Chronically Absent from school; which was maintained from the previous year.
2. 23.8% of Homeless students were chronically absent; which was an increase of 8.2%.
3. 26.5% of African American's were chronically absent ; which was an increase of 2%.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	4	0

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	Green	No Performance Color
5.5	5.9	Less than 11 Students - Data Not 7
Declined -2.6	Declined -0.5	
984	290	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Yellow	Green	Orange
10.2	5.6	9.5
Declined -3.3	Declined -2.5	Maintained -0.2
49	832	147

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	No Performance Color	No Performance Color
10	Less than 11 Students - Data	3.6	9.1
Declined -6.7	3	Increased +3.6	11
40		28	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
5.3	Less than 11 Students - Data	Less than 11 Students - Data	5.2
Declined -2.7	8	9	Declined -1.4
788			97

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	8	5.5

Conclusions based on this data:

1. The Dashboard shows that 9% of students were suspended at least once during the school year; which is an decrease of 2.6%.
2. The Dashboard shows that each demographic group saw a decrease in suspensions in 2019.
3. The 3 year comparison shows that the suspension rates have decrease each year.

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

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

State Measure:
Arizona Middle School will have a 2% increase in the percent of students that have met or exceeded standard in the overall ELA standards and Math standards in the CAASPP Summative Assessment. Students did not participate in the 2019-2020 CAASP Summative Assessment due to school closures from the COVID-19 Pandemic. 2018-2019 CAASPP Summative Results showed that 38.17% of students met or exceeded the ELA Standards and 30.71% of students met or exceeded the Math Standards.

Local Measure:
By June of 2021, 90% of all Arizona Middle School students will meet district promotion requirements including: attaining a 2.0 GPA, and no failing grades ("F" grade) in language arts, mathematics, science, or history; with no more than one failing grade in physical education or elective classes. In the 2018-2019 school year, 84% of 8th graders met promotion requirements, 70% of 7th graders met promotion requirements, and 85% of 6th graders met promotion requirements. District promotion requirements were hard to gauge in the 2018-2019 school year due to the school closures due to the COVID-19 Pandemic.

Local Measure:
Arizona Middle School's end of the year English Language Arts, Math, and History/Social Studies goals will be that 100% of students will be provided the following strategies: Critical Reading, Constructed Response, Summary Writing, Oral Discourse development to include presentation skills, debate skills, Focused Note Taking/revision, and Inquiry-based Questioning as supported by Costa's Levels of Thinking.

Local Measure:
Arizona Middle School's end of the year Science Goal is that 70% or higher of students will score a C or higher on the mid-term and final exams given in December 2020 and May 2021.

ELL State Measure:
Arizona Middle School's English Language Learner goal for 2020-2021 is that 40% of students taking the ELPAC will have their overall Language score increase by at least 1 ELPI Level. 2019-2020 ELPAC scores show that 33% of EL students showed an increase by at least 1 ELPI Level.

ELL Local Measure:
By June of 2021, a minimum of 25% of the EL students will reclassify as fluent English proficient. 2020 Data shows that 21.9% of EL students reclassified as fluent English proficient.

Identified Need(s)

Arizona Middle School's identified needs for the 2020-2021 school year are that each subject will create and administer a common assessment at every six week grading period to guide instruction, improve teacher collaboration, check for understanding, revisit misunderstood concepts, improve instructional practices for future years, and increase student achievement.

Arizona Middle School also identified the need to actively mentor/tutor under performing students throughout the year to help increase student understanding and increase student achievement.

Finally, Arizona Middle School identified the need to increase parent involvement by having more parenting workshops/training's on campus which discuss Aeries, student assignments, binder checks, reading strategies, etc.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grades pulled from AERIES, teachers' individual ongoing progress reports, queries generated by counselors using AERIES, scores from common assessments, staff development agenda's, administrative classroom walk-through, CCR standards, Achieve 3000 Lexile, MDTP Assessment, Interim Assessments.	2018-2019 CAASPP Summative Results showed that 29.4% of students met the ELA Standards and 18.5% of students met the Math Standards. In the 2018-2019 school year, 84% of 8th graders met promotion requirements, 70% of 7th graders met promotion requirements, and 85% of 6th graders met promotion requirements. District promotion requirements were hard to gauge in the 2018-2019 school year due to the school closures due to the COVID-19 Pandemic. 2019-2020 ELPAC scores show that 33% of EL students showed an increase by at least 1 ELPI Level. 2020 Data shows that 21.9% of EL students reclassified as fluent English proficient. ; we have trained all teachers in literacy strategies with an increased focus on collaborative study groups; and we are currently providing extended learning opportunity tutoring, after school tutorial, and homework help services to students receiving a D/F mark at the semester's grading	Teachers, Counselors, and Administration will monitor student lexile levels and/or MDTP assessment scores and/or Interim assessment/common assessment scores, individual student grades and mark analysis. Findings from this data will be reviewed both individually and in PLC groups. Interventions will be in place to meet the needs of students earning D's and F's. Administration will meet with all grade level departments following every 6 week grading period.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	period, as well as students identified as Title I.	

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 by this strategy/activity.

Strategy/Activity

Arizona Middle School's 6th, 7th, and 8th grade teachers will create/administer a common assessment at every six week grading period to guide instruction, improve teacher collaboration, check for understanding of taught concepts/revisit misunderstood concepts, improve instructional practices for future years, and increase student achievement.

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

Amount(s) Source(s)

Strategy/Activity 2

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

All Students Served by this Strategy/Activity

Strategy/Activity

Intervention:
Achieve 3000: District approved web-based intervention program used to improve student Lexile (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.

Amount(s) Source(s)

Strategy/Activity 3

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

All Student Served by this Strategy/Activity

Strategy/Activity

Student Engagement and Recognition Supplemental materials to support student learning including, but not limited to, document cameras, printers, Probook/laptops, student planners, projectors, smart boards, bulbs, computers, tablets, ink, card-stock, folders, binders, notebooks, manipulative's, and reading resources.

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.

Amount(s)	Source(s)
8,000	LCFF-LI 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 will be served by this strategy/activity.

Strategy/Activity

Counselor promotion presentations will be given to all students and will be followed by individual student/parent counselor meetings for those not meeting promotion requirements.

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.

Amount(s)	Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Title 1 Students

Strategy/Activity

Teachers receive ongoing instructional support in research based instruction strategies for Title 1 Identified student by the instructional coach during school days. Teacher Leadership PD Days to work on instructional support for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

10500	Title I 5000-5999: Services And Other 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 by this strategy/activity

Strategy/Activity

Teachers use Professional Learning Community time for grade-level/department development of lesson plans, pacing guides, common assessments, and instructional materials that support first best instructional practices.

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.

Amount(s) Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy/activity.

Strategy/Activity

Family Engagement: The following committees and organizations are available for family engagement at the site and district level: PTA, ELAC, SSC, GATE, DELAC, PIQE, Health and Wellness.

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.

Amount(s) Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

AVID Students

Strategy/Activity

AVID Tutors will assist AVID Classes with Tutorials and Socratic Seminars; AVID Field Trips, AVID Training for AVID Teachers/Tutors; AVID Strategies training for non-AVID Teachers.

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.

Amount(s)	Source(s)

Strategy/Activity 9

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

EL Students

Strategy/Activity

EL Facilitator to assist students in passing the EPAC test and for proctoring the ELAC Meetings.

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.

Amount(s)	Source(s)
0	LCFF-EL 1000-1999: Certificated Personnel Salaries

Strategy/Activity 10

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

Title 1 / Prime-Time Students

Strategy/Activity

Prime-Time Tutoring: Teachers will tutor Title 1 Identified students during Prime-Time two times a week. These tutoring sessions will be focused on under-performing Title 1 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.

Amount(s)	Source(s)
5,000	Title I 1000-1999: Certificated Personnel Salaries

Strategy/Activity 11

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

All Students will be served by this strategy/activity

Strategy/Activity

Core Subjects of Math, ELA, History, and Science will meet with the departments during the summer to plan for the upcoming school year and create Interim Assessments to help prepare for the CAASPP Summative Assessment. Not to exceed 1 day of more than 5 hours per teacher.

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.

Amount(s)	Source(s)
5,000	LCFF-LI 1000-1999: Certificated Personnel Salaries

Strategy/Activity 12

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

ELL Students/Families

Strategy/Activity

Childcare and Translation will be provided for ELAC, PIQE Meetings, and Parent Conferences/Back-To-School Night.

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.

Amount(s)	Source(s)
0	LCFF-EL 4000-4999: Books And Supplies

Strategy/Activity 13

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

ELL Students

Strategy/Activity

36 Laptops to be used in ELD Classes to be used in the classroom with web-based programs like: Achieve 3000, Rosetta Stone, etc.

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.

Amount(s)	Source(s)

10,000	LCFF-EL

Strategy/Activity 14

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

Title 1 Students

Strategy/Activity

36 Laptops to be used by Title 1 Identified students in the classroom with web-based programs like Achieve 3000, typing papers, creating presentations, etc.

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.

Amount(s)	Source(s)
10,000	Title I 4000-4999: Books And Supplies

Strategy/Activity 15

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

EL Students/Families

Strategy/Activity

Conference for ELD/AALD teachers, conference for ELAC Parents (CABE)

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.

Amount(s)	Source(s)
0	

Strategy/Activity 16

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

Title 1 Students

Strategy/Activity

District Approved Copies Maintenance for copies that are made for Title 1 identified 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.

Amount(s)	Source(s)
6,300	Title I 7000-7439: Other Outgo

Strategy/Activity 17

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

Title 1 Students

Strategy/Activity

Library Books to be purchased for Title 1 Identified students. Book cover many different topics/interests and help students become interested in reading.

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.

Amount(s)	Source(s)
3,000	LCFF-LI 4000-4999: Books And Supplies

Strategy/Activity 18

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

All Students

Strategy/Activity

36 Laptops to be used by all students in the classroom with web-based programs like Achieve 3000, typing papers, creating presentations, etc.

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.

Amount(s)	Source(s)
10000	LCFF-LI 4000-4999: Books And Supplies

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

Students/student groups that are identified by the state as needing Additional Targeted Support and Improvement (ATSI)

Strategy/Activity

Arizona Middle School teachers will actively mentor/tutor under performing students throughout the year to help increase student understanding and increase student achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy/activity

Strategy/Activity

Arizona Middle School will increase parent involvement by having more parenting workshops/training's on campus which discuss Aeries, student assignments, binder checks, reading strategies, etc.

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.

Amount(s) Source(s)

Strategy/Activity 21

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy/activity.

Strategy/Activity

Teachers provide all students with Common Core aligned lessons and materials (Units of Study).

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.

Amount(s) Source(s)

Strategy/Activity 22

Students to be Served by this Strategy/Activity

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

All students to be served by this strategy/activity. Students/student groups that are identified by the state as needing Additional Targeted Support and Improvement (ATSI)

Strategy/Activity

Professional development: Off site PD training's, On-site PD training's, District Level Training's/release days, para-professional release days, instructional coach-led workshops, and additional hours pay to review CCSS lessons, common assessments, pacing guides, or literacy plans.

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.

Amount(s)	Source(s)
0	

Strategy/Activity 23

Students to be Served by this Strategy/Activity

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

Special Education Students

Strategy/Activity

SWD Direct service classes in language arts, math, and history. Special Education Assistants assigned to support students in indirect classes. School-wide focus on LRE (Least Restrictive Environment). Indirect stduents placed in clusters to be served by a push in collab model with the general education teacher and a SPED teacher in one classroom together in core content class. Special Education Assistants assigned to support students in indirect classes and collaborate with Special Education teachers.

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.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

We are in the first year of implementing the goal due to not being able to properly monitor the goal in the 2019-2020 school year due to school closures from the COVID-19 Pandemic.

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

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

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

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

State Measure:
Arizona Middle School will have a minimum of 65% of classroom teachers trained in AVID WICOR Strategies by the end of the 2020-2021 school year. Currently 63% of Arizona teachers are trained in AVID WICOR Strategies.

Local Measure:
By June 2021 100% of AVID trained teacher will be consistently using WICOR strategies in their classrooms.

State Measure:
By June of 2021, 95% of 7th grade and 8th grade students will have taken a mock pre-collegiate preparation exam.

Local Measure:
By June 2021, Arizona Middle School students will have an average increase in their lexile levels (as monitored by Achieve 3000) by at least 50 points as compared to beginning of the year data. 2019-2020 data school an average lexile increase of 41 points.

Identified Need(s)

Arizona Middle School's identified needs for the 2020-2021 school year are that each subject will create/administer a common assessment at every six week grading period to guide instruction, improve teacher collaboration, check for understanding of taught concepts/revisit misunderstood concepts, improve instructional practices for future years, and increase student achievement.

Arizona Middle School also identified the need to actively mentor/tutor under performing students throughout the year to help increase student understanding and increase student achievement.

Finally, Arizona Middle School identified the need to increase parent involvement by having more parenting workshops/training's on campus which discuss Aeries, student assignments, binder checks, reading strategies, etc.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grades pulled from AERIES, teachers' individual ongoing progress reports, queries generated by counselors using AERIES, scores from common	Currently 63% of Arizona teachers are trained in AVID WICOR Strategies. 2019-2020 data school an average lexile increase of 41 points. We have	Teachers, Counselors, and Administration will monitor student lexile levels and/or MDTP assessment scores and/or Interim

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
assessments, staff development agenda's, administrative classroom walk-through, CCR standards, Achieve 3000 Lexile, MDTP Assessment, Interim Assessments.	trained all teachers in literacy strategies with an increased focus on collaborative study groups; and we are currently providing extended learning opportunity tutoring, after school tutorial, and homework help services to students receiving a D/F mark at the semester's grading period, as well as students identified as Title I.	assessment/common assessment scores, individual student grades and mark analysis. Findings from this data will be reviewed both individually and in PLC groups. Interventions will be in place and continue second semester of 2020 to meet the needs of students earning D's and F's. Administration will meet with all grade level departments following every 6 week grading period.

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)

ELL Students

Strategy/Activity

Conferences for teachers on strategies for working with and teaching to ELL Students. These conferences will be off-site PD or on Site PD with the instructional coach, working on best practices for assisting ELL 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.

Amount(s)	Source(s)
5000	LCFF-EL None Specified

Strategy/Activity 2

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

Title 1 Students

Strategy/Activity

Teachers receive ongoing instructional support in research based instruction strategies for Title 1 Identified student by the instructional coach during school days. Teacher Leadership PD Days to work on instructional support for students.

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

Amount(s) Source(s)

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 by this strategy/activity.

Strategy/Activity

Arizona Middle School's 6th, 7th, and 8th grade teachers will create/administer a common assessment at every six week grading period to guide instruction, improve teacher collaboration, check for understanding of taught concepts/revisit misunderstood concepts, improve instructional practices for future years, and increase student achievement.

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

Amount(s) Source(s)

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 by this strategy/activity.

Strategy/Activity

Achieve 3000: District approved web-based intervention program used to improve student Lexile (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.

Amount(s)	Source(s)
31000	LCFF-LI 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 will be served by this strategy.

Strategy/Activity

Student Engagement and Recognition Supplemental materials to support student learning including, but not limited to document cameras, printers, Probook/laptops, student planners, projectors, smart boards, bulbs, computers, tablets, ink, card-stock, folders, binders, notebooks, manipulative's, and reading resources.

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.

Amount(s) Source(s)

Strategy/Activity 6

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

All students will be served by this strategy/activity.

Strategy/Activity

Teachers use Professional Learning Community time for grade-level/department development of lesson plans, pacing guides, common assessments, and instructional materials that support first best instructional practices.

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.

Amount(s) Source(s)

Strategy/Activity 7

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

All students will be served by this strategy/activity

Strategy/Activity

Family Engagement: The following committees and organizations are available for family engagement at the site and district level: PTA, ELAC, SSC, GATE, DELAC, PIQE, Health and Wellness.

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.

Amount(s) Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

AVID Students

Strategy/Activity

AVID Tutors will assist AVID Classes with Tutorials and Socratic Seminars; AVID Field Trips, AVID Training for AVID Teachers/Tutors; AVID Strategies training for non-AVID Teachers.

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.

Amount(s)	Source(s)
22940	AVID None Specified

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

EL Students/Families

Strategy/Activity

EL Facilitator to assist students in passing the EPAC test and for proctoring the ELAC Meetings.

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.

Amount(s)	Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Title 1 Students

Strategy/Activity

Prime-Time Tutoring: Teachers will tutor Title 1 Identified students during Prime-Time two times a week. These tutoring sessions will be focused on under-performing Title 1 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.

Amount(s)	Source(s)

Strategy/Activity 11

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

ELL Students

Strategy/Activity

36 Laptops to be used in ELD Classes to be used in the classroom with web-based programs like: Achieve 3000, Rosetta Stone, etc.

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.

Amount(s) Source(s)

Strategy/Activity 12

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

All students will be served by this strategy/activity

Strategy/Activity

36 Laptops to be used by Title 1 Identified students in the classroom with web-based programs like Achieve 3000, typing papers, creating presentations, etc.

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.

Amount(s) Source(s)

Strategy/Activity 13

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

ELL Students/Families

Strategy/Activity

Conference for ELD/AALD teachers, conference for ELAC Parents

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.

Amount(s) Source(s)

Strategy/Activity 14

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

All students will be served by this strategy/activity.

Strategy/Activity

Arizona Middle School teachers will actively mentor/tutor under performing students throughout the year to help increase student understanding and increase student achievement.

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

Amount(s) Source(s)

Strategy/Activity 15

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

All students will be served by this strategy/activity.

Strategy/Activity

Arizona Middle School will increase parent involvement by having more parenting workshops/training's on campus which discuss Aeries, student assignments, binder checks, reading strategies, etc.

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.

Amount(s) Source(s)

Strategy/Activity 16

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

All students will be served by this strategy.

Strategy/Activity

Teachers provide all students with Common Core aligned lessons and materials (Units of Study).

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.

Amount(s) Source(s)

Strategy/Activity 17

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

All Students will be served by this strategy/activity.

Strategy/Activity

Professional development: Off site PD training's, On-site PD training's, District Level Training's/release days, para-professional release days, instructional coach-led workshops, and additional hours pay to review CCSS lessons, common assessments, pacing guides, or literacy plans.

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.

Amount(s) Source(s)

Strategy/Activity 18

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

Special Education Students

Strategy/Activity

SWD Direct service classes in language arts, math, and history. Special Education Assistants assigned to support students in indirect classes. School-wide focus on LRE (Least Restrictive Environment). Indirect stduents placed in clusters to be served by a push in collab model with the general education teacher and a SPED teacher in one classroom together in core content class. Special Education Assistants assigned to support students in indirect classes and collaborate with Special Education teachers.

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.

Amount(s) Source(s)

Strategy/Activity 19

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

All students will be served by this strategy/activity.

Strategy/Activity

Counselor promotion presentations will be given to all students and will be followed by individual student/parent counselor meetings for those not meeting promotion requirements.

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.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

We are in the first year of implementing the goal due to not being able to properly monitor the goal in the 2019-2020 school year due to school closures from the COVID-19 Pandemic.

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

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

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

Engagement Goal: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

Goal(s)

Attendance: State Measure:
Arizona Middle School will decrease the Chronic Absenteeism rate in the California Dashboard by at least 2%. The current California Dashboard shows Arizona's Chronic Absenteeism rate at 12%.
The African American student group will have a decrease in Chronic Absenteeism in the California Dashboard by at least 5%. The current California Dashboard shows Arizona's Chronic Absenteeism rate at 26%.
The homeless student group will have a decrease in Chronic Absenteeism in the California Dashboard by at least 5%. The current California Dashboard shows Arizona's Chronic Absenteeism rate at 25%.

Attendance: Local Measure:
By June 2021, the average daily attendance will increase by 0.5%. Our current average daily attendance is 96%.

Suspensions: State Measure:
Arizona Middle School will decrease the suspension rate in the California Dashboard by at least 1 percent. The current California Dashboard shows Arizona's suspension rate at 5.5 percent.

Suspensions: Local Measure:
By June 2021, suspensions for drugs, alcohol, or physical violence will decrease by 10 suspensions as compared to the 2018-2019 suspension data.

Parent Engagement: Local Measure
By June 2021, parent involvement will be increased by adding at least 1 parent event per month.

Identified Need(s)

Arizona Middle School's identified needs are to increase parent involvement by adding more on campus parent events/workshops.

Arizona Middle School also identified the need to reduce the percentage of chronically absent students.

Finally, Arizona Middle School identified the need to reduce the number of suspensions during the 2019-2020 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly ADA reports for monitoring and District Chronic Absent reports for attendance monitoring. Monthly review of discipline data to include AERIES Analytics dashboard. Suspension and expulsion data from district and California School Dashboard 5x5 grid. Number of parent events/workshops currently held.	Arizona Middle School's Chronic Absenteeism rate in the California Dashboard is at 12%. The African American student group Chronic Absenteeism rate in the California Dashboard is at 26%. The homeless student group Chronic Absenteeism rate in the California Dashboard is at 25%. Current average daily attendance is 96%. Arizona Middle School's suspension rate in the California Dashboard is at 5.5 percent. 8 Parent events were held during the 2019-2020 school year.	Monthly ADA is charted and presented to parent groups (i.e. ELAC) and addressed at staff meetings. Comparison of annual suspension and expulsion findings from Students Services are also addressed at all Staff Meetings and Parent Meetings. Number of parent events/workshops will be increased and compared by previous years.

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 by this Strategy/Activity

Strategy/Activity

Attendance Incentives: Student awards, incentives, certificates will be used to increase student attendance. Additionally, Saturday School will be implemented multiple times throughout the school year to make-up for missed school days.

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.

Amount(s)	Source(s)
2,000	Attendance None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All student will be served by this strategy/activity.

Strategy/Activity

Family Engagement: The following committees and organizations are available for family engagement at the site and district level: PTA, ELAC, SSC, GATE, DELAC, PIQE, Health and Wellness.

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.

Amount(s)	Source(s)
1167	LCFF-LI

Strategy/Activity 3

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

ELL Students/Families

Strategy/Activity

EL Facilitator to assist students in passing the EPAC test and for proctoring the ELAC Meetings.

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.

Amount(s)	Source(s)
3441	LCFF-EL 1000-1999: Certificated Personnel Salaries

Strategy/Activity 4

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

ELL Students/Families

Strategy/Activity

Childcare and Translation will be provided for ELAC, PIQE Meetings, and Parent Conferences/Back-To-School Night.

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.

Amount(s)	Source(s)
597	LCFF-EL 2000-2999: Classified Personnel Salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

ELL Students/Families

Strategy/Activity

Conference for ELD/AALD teachers, conference for ELAC Parents

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.

Amount(s)	Source(s)
3000	LCFF-EL None Specified

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 by this strategy/activity

Strategy/Activity

Arizona Middle School will increase parent involvement by having more parenting workshops/training's on campus which discuss Aeries, student assignments, binder checks, reading strategies, etc.

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.

Amount(s)	Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy/activity and students/student groups that are identified by the state as needing Additional Targeted Support and Improvement (ATSI)

Strategy/Activity

All teachers will be aware of patterns of student behavior, building relationships with students, connecting students to school activities and clubs, carnivals, promotion activities, and maintaining a positive and caring climate.

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.

Amount(s) Source(s)

Strategy/Activity 8

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

All students will be served by this strategy/activity.

Strategy/Activity

The Student Success Team (SST) works with students who are identified and referred by their teachers, counselors, and parents as having academic or social problems. The SST monitors student growth and progress and calls regular meetings to get feedback from parents, staff, and 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.

Amount(s) Source(s)

Strategy/Activity 9

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

All students will be served by this strategy/activity.

Strategy/Activity

A mental health service provider and Wylie Counselor will be on site and available to students, parents, and teachers 2 days a week for support in mental health, building social skills.

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.

Amount(s) Source(s)

Strategy/Activity 10

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

All students will be served by this strategy/activity

Strategy/Activity

Students identified as having chronic absenteeism or being previously suspended from school will meet with administration or the Wylie counselor at least once a week to discuss way to increase attendance or improve behavior to get them on track to be promotion eligible.

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.

Amount(s) Source(s)

Strategy/Activity 11

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

All students will be served by this strategy/activity

Strategy/Activity

The guidance office provides students with short-term crisis intervention counseling, referral services, drug and alcohol awareness education, bullying presentations, and support groups. Currently our focus includes college and career readiness.

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.

Amount(s) Source(s)

Strategy/Activity 12

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

All students will be served by this strategy/activity.

Strategy/Activity

Counselors discuss organization, responsibility and study skills with students. The guidance office and support personnel also provide program changes based on student needs.

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.

Amount(s) Source(s)

Strategy/Activity 13

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

All students will be served by this strategy/activity.

Strategy/Activity

The school rules/student behavior skills are read over the morning announcements on a weekly basis. 1st and 2nd semester assemblies discuss the school rules and consequences. Incentives are offered to students/grades that are following the school rules. Administration does classroom visits to discuss grades and student behavior.

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.

Amount(s) Source(s)

Strategy/Activity 14

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

All students are served by this strategy/activity

Strategy/Activity

School Resources Officer is on call, Wylie Center and PrimeTime counseling resources are available.

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.

Amount(s) Source(s)

Strategy/Activity 15

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

All students are served by this strategy/activity.

Strategy/Activity

An annual Anti-Bullying video presentation (created by the students) is provided to all students by administration and staff. The counselors provide Anti-Bullying Training to students, staff, and parents. Anti-Bullying Institute will provide an Anti-Bullying Workshop for parents. The Counselors are accessible by students submitting an online referral to see them. Students can anonymously report incidents of bullying or school rules violations online through the school website or through the QR Code which is displayed throughout campus.

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

Amount(s) Source(s)

Strategy/Activity 16

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

All students will be served by this strategy/activity.

Strategy/Activity

High visibility by school administrators, counselors, OCI Teacher, and campus supervisors before school, during passing periods, during lunch, and after school. An adult is always present to provide support where needed.

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.

Amount(s) Source(s)

Strategy/Activity 17

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

All student will be served by this strategy/activity.

Strategy/Activity

AVID Lesson/strategies include important life and character building components. District UPO's incorporate values, morals, ethics, and character building.

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.

Amount(s) Source(s)

Strategy/Activity 18

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

All students will be served by this strategy/activity.

Strategy/Activity

Suspension and expulsion data will be reviewed with advisory groups and alternatives to suspension will be reviewed with this group.

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.

Amount(s) Source(s)

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

All students and students/student groups that are identified by the state as needing Additional Targeted Support and Improvement (ATSI)

Strategy/Activity

Arizona Middle School teachers will actively mentor/tutor under performing students throughout the year to help increase student understanding and increase student achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1880	Title I None Specified

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

All students to be served by this strategy/activity and students/student groups that are identified by the state as needing Additional Targeted Support and Improvement (ATSI)

Strategy/Activity

Professional development: Off site PD training's, On-site PD training's, District Level Training's/release days, para-professional release days, instructional coach-led workshops, and additional hours pay to review CCSS lessons, common assessments, pacing guides, or literacy plans.

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.

Amount(s)	Source(s)
3000	Title I None Specified

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

We are in the first year of implementing the goal due to not being able to properly monitor the goal in the 2019-2020 school year due to school closures from the COVID-19 Pandemic.

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

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$249,578.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$141,825.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$36,680.00

Subtotal of additional federal funds included for this school: $36,680.00

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

State or Local Programs	Allocation ($)
	$0.00
Attendance	$2,000.00
AVID	$22,940.00
LCFF-EL	$22,038.00
LCFF-LI	$58,167.00

Subtotal of state or local funds included for this school: $105,145.00

Total of federal, state, and/or local funds for this school: $141,825.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-EL	22,038	0.00
LCFF-LI	58,167	0.00
Title I	36,680	0.00
AVID	22,940	0.00
Attendance	2,000	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Attendance	2,000.00
AVID	22,940.00
LCFF-EL	22,038.00
LCFF-LI	58,167.00
Title I	36,680.00

Expenditures by Budget Reference

Budget Reference	Amount
	10,000.00
1000-1999: Certificated Personnel Salaries	13,441.00
2000-2999: Classified Personnel Salaries	597.00
4000-4999: Books And Supplies	62,000.00
5000-5999: Services And Other Operating Expenditures	10,500.00
7000-7439: Other Outgo	6,300.00
None Specified	37,820.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
None Specified	Attendance	2,000.00
None Specified	AVID	22,940.00
	LCFF-EL	10,000.00
1000-1999: Certificated Personnel Salaries	LCFF-EL	3,441.00
2000-2999: Classified Personnel Salaries	LCFF-EL	597.00
4000-4999: Books And Supplies	LCFF-EL	0.00
None Specified	LCFF-EL	8,000.00
	LCFF-LI	1,167.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	5,000.00
4000-4999: Books And Supplies	LCFF-LI	52,000.00
1000-1999: Certificated Personnel Salaries	Title I	5,000.00
4000-4999: Books And Supplies	Title I	10,000.00
5000-5999: Services And Other Operating Expenditures	Title I	10,500.00
7000-7439: Other Outgo	Title I	6,300.00
None Specified	Title I	4,880.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	67,800.00
Goal 2	58,940.00
Goal 3	15,085.00

School Site Council Membership

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

Jeffrey Diulio School Principal

Katie Gutierrez Classroom Teachers

Jan Lamers Other School Staff

Belinda Barajas Parent or Community Members

Emerly Padilla Secondary Students

Name of Members	Role
Jeffrey Diulio	Principal
Kristin Inae	Classroom Teacher
Katie Gutierrez	Classroom Teacher
Johanna Newman	Classroom Teacher
Ujima Thompson	Classroom Teacher
Jan Lamers	Other School Staff
Belinda Barajas	Parent or Community Member
Joyce McCarter	Parent or Community Member
Blanca Viveros	Parent or Community Member
Emely Padilla	Secondary Student
Destiny Serrano	Secondary Student
Vanessa Tamayo	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

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 05/28/20.

Attested:

Principal, Jeffrey Diulio on 05/28/2020

SSC Chairperson, Kristin Burrell-Inae on 05/28/2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Parent Involvement Policy (Title I Schools)

Each Title I school is required to develop a written parent and family engagement policy. This policy describes how the school will support and increase parent and family engagement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be approved by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

Schools who are allocated Title I/ funds must develop a written parent and family engagement policy with the participation of parents, families, and community members that describes how the school will:

a. engage parents and family members in their children's education
b. inform parents and family members that they can directly effect the success of their children's learning
c. build consistent and effective communication between home/school
d. train teachers and administrators to communicate effectively with parents and families
e. integrate parent and family members programs with the SPSA (EC 11504)

Attach Parent and Family Engagement Policy (Title I Schools)

School-Parent Compact (Title I Schools)

Section 1116(a) of ESSA advocates shared responsibilities for high student achievement. The school-parent compact is a component of the Parent and Family Engagement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

Attach School-Parent Compact (Title I Schools)

Arizona Middle School

SCHOOL-PARENT COMPACT

Arizona Middle School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2020-2021.

School Responsibilities

Arizona Middle School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

    - *Provide high quality teaching and learning by teachers identified as highly qualified as defined by the State of California.*

    - *Use State performance data for English Language Arts, Mathematics, and English Learner Levels, and Lexile data to support student achievement and alignment to achievement levels.*

    - *Provide access to technologies that support student learning, achievement, and college/career readiness.*

    - *Provide access to extended learning opportunities that are strategically aligned to the school day and include teaching and learning systems that support literacy across grades 6, 7, and 8 and within and across content areas.*

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
    - *At minimum twice annually (in the fall and spring semesters).*
    - *Additional conferences may be held to better support identified students at minimum once every grading period (a period of 6 weeks).*

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

    - *Access to real-time grading and student progress via AERIES Parent Portal—gradebook.*
    - *Four six-week progress report updates and two semester grade reports.*
    - *Individual in-person, phone, and/or email communication regarding student progress from site counselors.*

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- *Parents have access to teachers, counselors, instructional coaches, after school programs staff, and administration during scheduled preparation/meeting periods as prescheduled between the site and parent. Staff can be available during other times as arranged by site staff and parents.*
- *Furthermore, the site agrees to be available on-site scheduled conference days, beyond those scheduled by the district for all schools.*

5. Provide parents opportunities to volunteer and participate in their child's academic/instructional program to include: in class, classroom activities, and leadership teams and planning teams as follows:

    - *Parents may volunteer via site parent groups (SSC, ELAC, ATP, PTSA) or on an individual basis without affiliation to any of the noted groups.*
    - *Parents may also observe and/or participate in school and classroom instructional/academic activities with prior notification to site administration.*
    - *Parents are also strongly encouraged to participate in Title I Partnership groups to advise and evaluate Arizona Middle School Title I programs.*

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *Monitoring attendance to insure 95% or higher student attendance.*
- *Making sure that classwork and homework assignments are completed regularly and timely.*
- *Monitoring distracting extracurricular activities that impede academic performance.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Furthermore, staying informed about my child's education and academic progress using technology resources provided by the school and district such as AERIES Parent Portal.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Site Council, the English Learner Advisory Committee or other school advisory or policy groups.*

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards and those of Arizona Middle School and the Alvord Unified School District. Specifically, we will:

- *Fulfill all expectations within the school day to include, but not limited to, in class activities, classwork, and practice opportunities. As needed these may also include Extended Learning Opportunity After School Programs.*

- *Behave in an appropriate manner that represents a successful, prepared, and academically-focused student.*
- *Complete homework and ask for help when I need to.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*
- *Track and monitor my progress local assessments, Lexile growth, and course grading using AERIES student access.*

Additional Required School Responsibilities

Arizona Middle School will:

1. Involve parents in the planning, review, evaluation of effectiveness, and overall improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.

3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading. Reports of performance related to reading will be supported via a site-adopted reading program that supports student Lexile levels aligned with State assessment data for English Language Arts.

8. Provide each parent timely notice when their child has been assigned or has

been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Escuela Intermedia Arizona

Acuerdo entre la Escuela y los Padres

La Escuela Intermedia Arizona y los padres de alumnos que participan en actividades, servicios y programas auspiciados por Título I, Parte A de la Ley de Educación Primaria y Secundaria (ESEA), coinciden en que este acuerdo describe cómo los padres, todo el personal escolar y los alumnos compartirán la responsabilidad para mejorar el rendimiento académico de los alumnos y los medios por lo que cada escuela y padres construirán y desarrollarán una colaboración que ayudará a los estudiantes a lograr los altos estándares del Estado. Este acuerdo entre la escuela y los padres está en vigor durante el año escolar 2020-2021.

Responsabilidades de la escuela

La Escuela Intermedia Arizona:

1. Proporcionará un currículo e instrucción de alta calidad dentro de un ambiente de aprendizaje efectivo y de apoyo que permita que los niños participantes cumplan con los estándares académicos del Estado de la siguiente manera:

    - *Proporcionar enseñanza y aprendizaje de alta calidad por medio de maestros identificados como altamente calificados como lo define el Estado de California.*
    - *Usar datos del desempeño del estado para Artes de Lenguaje en Inglés, Matemáticas, Niveles de Alumnos Aprendiendo Inglés y datos del nivel Lexile para apoyar el rendimiento de los alumnos y la alineación con los niveles de rendimiento.*
    - *Proporcionar acceso a tecnologías que apoyen el aprendizaje, rendimiento y preparación para la universidad/carrera de los alumnos.*
    - *Proporcionar acceso a oportunidades de extensión de aprendizaje que estén estratégicamente alineadas al día escolar e incluyan sistemas de enseñanza y aprendizaje que apoyen la lectoescritura a través de los grados 6, 7, 8 dentro y a través de áreas de contenido.*

2. Realizar conferencias de padres y maestros durante las cuales se hablará de este acuerdo en relación con el rendimiento individual del niño. La escuela proporcionará reportes específicamente de la siguiente manera:

    - *Mínimo dos veces al año (durante los semestres de otoño y primavera).*
    - *Se pueden realizar conferencias adicionales para apoyar mejor a estudiantes identificados por lo menos una vez en cada período de calificaciones (6 semanas).*

3. Proporcionar a los padres frecuentes reportes del progreso de sus hijos. La escuela proporcionarán específicamente los reportes de la siguiente manera:

    - *Acceso al progreso y calificaciones más recientes a través del libro de calificaciones en el portal para padres de AERIES.*
    - *Cuatro reportes de seis semanas con actualizaciones de progreso y dos reportes de calificaciones por semestre.*
    - *Comunicación individual con el consejero en persona, por teléfono o correo electrónico en relación al progreso del alumno.*

4. Proporcionar a los padres un acceso razonable al personal escolar. Específicamente, el personal estará disponible para consulta con los padres de la siguiente manera:

- *Los padres tienen acceso a maestros, consejeros, asesores de instrucción, personal de programas extracurriculares y administración durante los períodos programados de preparación/juntas según lo dispuesto previamente entre la escuela y los padres. El personal puede estar disponible en otras ocasiones según lo disponga el personal escolar y los padres.*
- *Además, la escuela acepta estar disponible en días de conferencias, más allá de las programadas por el distrito para todas las escuelas.*

5. Proporcionar oportunidades para que los padres sean voluntarios y participen en el programa de instrucción/académico de sus hijos, incluyendo: en clase, actividades en el salón de clase y equipos de liderazgo y planeación de la siguiente manera:
    - *Los padres pueden ser voluntarios a través de los grupos escolares de padres (SSC, ELAC, ATP, PTSA) o de manera individual sin afiliación a ninguno de los grupos mencionados.*
    - *Con notificación previa a la administración escolar, los padres también pueden observar y/o participar en actividades educativas/académicas de la escuela y del salón.*
    - *También se recomienda encarecidamente a los padres a participar en grupos de Título I para asesorar y evaluar los programas Título I de la Escuela Intermedia de Arizona.*

<u>Responsabilidades de los padres de familia</u>

Nosotros como padres de familia, apoyaremos en aprendizaje de nuestros hijos de la siguiente manera:

- *Supervisando la asistencia escolar para asegurar 95% o más de asistencia estudiantil.*
- *Asegurándonos de que el trabajo en clase y las tareas se completen de manera regular y puntual.*
- *Supervisando actividades extracurriculares que distraigan e impidan el rendimiento académico.*
- *Siendo voluntarios en el salón de nuestros hijos.*
- *Participando, cuando sea apropiado, en las decisiones relacionadas con la educación de nuestros hijos.*
- *Promoviendo el uso positivo del tiempo extracurricular de nuestros hijos.*
- *Manteniéndonos informados acerca de la educación de nuestros hijos y comunicándonos leyendo a la brevedad posible todos los avisos de la escuela o del Distrito, que recibamos por medio de nuestros hijos o por correo y respondiendo de manera apropiada.*
- *Además, mantenernos informados acerca de la educación y progreso académico de nuestros hijos utilizando recursos tecnológicos provistos por la escuela y el Distrito, tales como el Portal en AERIES para padres.*
- *Participando, en la medida de lo posible, en grupos asesores de políticas, tales como Título I, representante de los padres en el Equipo de Mejoramiento Escolar, Comité Asesor de Políticas del Título I, Comité Asesor de Políticas de todo el Distrito, Comité de Profesionales del Estado, Concilio Escolar, Comité Consejero para Aprendices del Idioma Inglés u otros grupos de asesoría o políticas escolares.*

<u>Responsabilidades de los alumnos</u>

Nosotros como alumnos, compartiremos la responsabilidad de mejorar nuestro rendimiento académico y lograr los altos estándares del Estado, de la Escuela Intermedia Arizona y del Distrito Escolar Unificado Alvord. Especialmente con lo siguiente:

- *Cumplir con todas las expectativas dentro del día escolar incluyendo entre otras, actividades en clase, trabajo en clase y oportunidades de práctica. Según sea necesario, estos también pueden incluir programas después de clases como Oportunidad de Ampliación de Aprendizaje.*
- *Comportarse de una manera apropiada que represente a un estudiante exitoso, preparado y centrado académicamente.*
- *Completar la tarea y pedir ayuda cuando la necesite.*
- *Entregar todos los días a mis padres o al adulto que es responsable de mi bienestar todos los avisos e información que recibí de mi escuela.*
- *Realizar un seguimiento y supervisar el progreso de mis evaluaciones locales, el progreso de Lexile y la calificación de los cursos mediante el acceso para alumnos en AERIES.*

<u>Responsabilidades adicionales requeridas en la escuela</u>

La Escuela Intermedia Arizona:

1. De manera organizada, continua y oportuna, incluirá a los padres en la planeación, revisión, evaluación de efectividad y el mejoramiento en general de la política escolar de participación de padres.
2. De manera organizada, continua y oportuna, incluirá a los padres en el desarrollo conjunto de todo plan de programas escolares.
3. Organiza una junta anual para informar y explicar a los padres acerca la participación de la escuela en los programas, requisitos y derecho de los padres a participar en los programas de la Parte A de Título I. La escuela convocará la junta a una hora conveniente para los padres y ofrecerá un número flexible de juntas adicionales de participación de los padres, como por la mañana o por la noche, para que puedan asistir la mayor cantidad posible de padres. La escuela invitará a todos los padres de niños que participan en los programas del Título I, Parte A (estudiantes participantes) a esta junta y los alentará a asistir.
4. Proporcionar información a los padres de alumnos participantes de manera comprensible y en un formato unificado, incluyendo formatos alternativos cuando lo soliciten padres con discapacidades y hasta donde sea posible, el un lenguaje que los padres puedan entender.
5. Proporcionar a los padres de alumnos participantes información de manera oportuna acerca de los programas Parte A de Título I que incluya una descripción y explicación del currículo escolar, las maneras de evaluaciones académicas usadas para medir el progreso de los alumnos y niveles de dominio que se espera que logren.
6. Cuando los padres lo soliciten, proporcionar oportunidades para juntas regulares para que expresen sugerencias y participen, según sea apropiado, en las decisiones acerca de la educación de sus hijos. La escuela responderá a dichas sugerencias lo más pronto que le sea posible.
7. Proporcionar a cada padre de familia un reporte individual acerca del rendimiento de sus hijos en los exámenes estatales en por lo menos Matemáticas, Artes de Lenguaje y Lectura. Reportes de rendimiento relacionados con lectura serán apoyados por medio de programas de lectura adoptados por la escuela para apoyar los niveles *Lexile* alineados con los datos de Artes de Lenguaje en Inglés de exámenes estatales.
8. Proporcionar a cada padre de familia un aviso oportuno cuando su hijo haya sido asignado o dado enseñanza por cuatro (4) o más semanas consecutivas por un maestro que no esté altamente calificado dentro de los requisitos que manda la sección 200.56 de los Reglamentos más recientes de Título I (67 Fed. Reg. 71710, diciembre 2, 2002).

Arizona Middle School
Title I Targeted Assistance School
Parent and Family Engagement Policy
2020-2021 to 2021-2022

Arizona Middle School jointly developed its written Title I parent and family engagement policy with input from Title I parents and family members. Such policy shall be made available to the local community and updated periodically to meet the changing needs of the school and parents. Arizona Middle School has met with its parent groups to include ATP (Action Team Partnership), PTSA (Parent Teacher Student Association), ELAC (English Learner Advisory Council), and SSC (School Site Council) to develop the Title I Targeted Assistance School Parent and Family Engagement Policy. The policy will be reviewed once every two years, by all groups to include members of the school community. The policy is distributed to parents and family members of participating Title I students via the site's Wednesday Mailbag. Items are sent home with each student to provide to parents. Furthermore, the policy is available via the school's website and readily accessible at the following addresshttps://www.alvordschools.org/arizona.

The policy describes the means for carrying out the following Title I parent and family engagement requirement. [20 USC 6318 Section 1118(a)-(f) inclusive]

Engagement of Parents and Family Members in the Title I Program
To involve parents and family members in the Title I program at Arizona Middle School, the following practices have been established:

- The school convenes an annual meeting, at a convenient time to which all parents of participating children are invited and encouraged to attend, to inform parents and family members about their school's participation under this part and to explain the Title I requirements, and about the right of parents to be involved.

  Arizona Middle School convenes this meeting during our annual Open House, which occurs in August at the beginning of each school year. At this time parents are invited and encouraged to attend, to inform about the school's participation under Title I to include the requirements and parent's right of involvement.
- The school offers a flexible number of meetings for Title I parents and family members, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care or home visits, as such services relate to parent involvement.

  During the 1st and 2nd semesters Arizona Middle school provides additional meetings specific to Title I. These meetings are held in concert with Parent Teacher Conferences (a time when parents are on site). Arizona Middle School also includes Title I on the agenda of all parent/community group meetings to include SSC, ELAC, ATP, and PTSA.
- The school involves parents and family members of participating Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.

  Input from parents and family's members of participating Title I students is arranged via scheduled meetings and meetings to parent groups and parent advisory committees.
- The school provides parents and family members of participating Title I students with timely information about Title I programs.

  Arizona Middle School provides quarterly written communication to parents of Title I students in addition to monthly verbal communications during parent group meetings, and twice-yearly communications during Title I specific meetings.

- The school provides parents and family members of participating Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

  Arizona Middle school provides parents and family members of participating Title I students an explanation of SBAC data, grades data, and Lexile data (currently provided by Meta Metrics—Achieve 3000) as a measure of student progress and proficiency levels students are expected to meet.
- If requested by parents and family members of participating Title I students, the school provides opportunities for regular meetings that allow the parents and family members to participate in decisions relating to the education of their children.

  Arizona Middle School provides a list of meetings available to discuss and participate in decisions relating to the education of Title I identified children and students.

School-Parent Compact

Arizona Middle School distributes to parents and family members of Title I students a school-parent compact. The compact, which has been jointly developed with parents and family members, outlines how parents and family members, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents and family members of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities

  Arizona Middle School developed the compact with Title I parents and family members input at SSC, ELAC, ATP, and PTSA group meetings. The school distributes the policy to Title I parents and family members via the Wednesday Mailbag. Attached is a copy of the compact to this policy.

Building Capacity for Involvement

Arizona Middle School engages Title I parents and family members in meaningful interactions with the school. It supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

  Arizona Middle School provides training topics at each of its parent/community group meetings.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

  Arizona Middle School provides individual parent meetings to support parents with respect to working with their children's achievement.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

  Arizona Middle School provides staff development monthly related to parent involvement via the ATP Team and PTSA Organization.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

Arizona Middle School has integrated the parental involvement program with it's Single Plan for Student Achieve, LCAP (Local Control Accountability Plan), and AVID (Advancement Via Individual Determination) Site Plan.

- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

  Arizona Middle School provides all written communications in both English and Spanish (other languages are included as identified and needed by participating parent/guardian groups). All automated-verbal communications are provided via a system that will translate to the parent's identified home language. Furthermore, the school's website can translate content to an identified parent's home language via Google Translate service adopted by the Alvord Unified School District.
- The school provides support for parental involvement activities requested by Title I parents.

  Arizona Middle School provides support and resources for parents to be involved in activities that are requested by Title I parents.

Accessibility

Arizona Middle School provides opportunities for the participation of all Title I parents and family members, including those with limited English proficiency, those with disabilities, and parents and family members of migratory students. Information and school reports are provided in a format and language that parents and family members understand.

Adoption

This policy was adopted by Arizona Middle School School Site Council on May 28, 2020 and will be in effect for a period of two years (2020-21 & 2021-22)

Escuela Intermedia Arizona
Escuela Identificada para recibir ayuda Título I
Política de Participación de Padres y de Familias
2020-2021 & 2021-2022

La Escuela Intermedia Arizona desarrolló por escrito su política de Título I y participación familiar en conjunto con las sugerencias de padres y familiares de alumnos en el programa de Título I. Dicha política debe ponerse a disposición de la comunidad local y actualizarse periódicamente para cumplir con las cambiantes necesidades de la escuela y padres de familia. La Escuela Intermedia Arizona se ha reunido con los grupos de padres que incluyen: ATP (Equipo de Acción para las Asociaciones Escolares), PTSA (Asociación de Padres Maestros y Alumnos), ELAC (Comité Consejero para Aprendices del Idioma Inglés), y SSC (Concilio Escolar) para desarrollar la Política de Participación de Padres y Familias de la Escuela Identificada para recibir ayuda Título. La política se revisará cada dos años, por todos los grupos incluyendo miembros de la comunidad escolar. La política se distribuye a padres y familiares de alumnos que participan en programas de Título I por medio de la bolsa de correo escolar del miércoles (Wednesday Mailbag). El documento se envía a casa con el alumno para que se lo entreguen a los padres. Además, la política está disponible a través del sitio web de la escuela y se puede acceder fácilmente en la siguiente dirección: https://www.alvordschools.org/arizona.

La política describe la manera para cumplir con el siguiente requisito de participación de padres y familiares en el programa de Título I. [20 USC 6318 Section 1118(a)-(f) inclusive]

Participación de Padres y Miembros de Familia en el Programa Título I
Se han establecido las siguientes prácticas para que los padres y miembros de familia Titulo I de la Escuela Intermedia Arizona participen:

- La escuela realiza una junta anual en un horario conveniente para que se invite y anime a que asistan los padres de los alumnos correspondientes, con el propósito de informarles acerca de la participación de la escuela en este programa, explicar los requisitos del Título I y su derecho a participar.

  La Escuela Intermedia Arizona convoca a esta junta durante la noche anual de Exhibición Escolar, la cual ocurre en agosto al principio del año escolar. En este tiempo se invita y anima a los padres a que asistan a la junta para informarles acerca de la participación de la escuela en Título I e incluir los requisitos y su derecho a participar.
- La escuela ofrece un número indeterminado de juntas para los padres y miembros de familia en el programa Título I incluyendo juntas por las mañanas o tardes y con los fondos proporcionados bajo dicha sección, podrían proporcionarse transportación, cuidado infantil o visitas a los hogares, ya que estos servicios están relacionados a la participación de padres.

  Durante el 1er y 2^{o} semestre la Escuela Intermedia Arizona proporciona juntas adicionales específcas a Título I. Estas juntas se llevan a cabo junto con las conferencias de padres maestros (cuando los padres están presentes en la escuela). La Escuela Intermedia Arizona también incluye Título I en la agenda de todas las juntas de los grupos de padres/comunidad que incluyen SSC, ELAC, ATP, y PTSA.
- La escuela logra la participación de padres y familiares de alumnos en el programa Título I de manera organizada, constante y oportuna para la planeación, revisión y mejora de dichos programas y política de participación de padres Título I.

  Los comentarios de los padres y los miembros de familia de los alumnos participantes de Título I se organizan a través de juntas programadas y juntas para grupos de padres y comités consejeros de padres.
- La escuela proporciona a los padres y familiares de alumnos en el programa de Título I información oportuna acerca de dicho programa.

La Escuela Intermedia Arizona proporciona comunicación trimestral por escrito a los padres de los alumnos Título I, además de las comunicaciones verbales mensuales durante las juntas de grupos de padres y las comunicaciones dos veces al año durante las juntas específicas Título I.

- La escuela proporciona a los padres y familiares de alumnos en el programa de Título I una explicación del currículo usado en la escuela, las evaluaciones con que se mide el progreso de los alumnos y las expectativas en cuanto al nivel de dominio que los alumnos deben alcanzar.

  La Escuela Intermedia Arizona proporciona a los padres y miembros de familia de alumnos participantes en Título I una explicación de los datos SBAC, de calificaciones, de Lexile (proporcionado actualmente por Meta Metrics—Achieve 3000) como una medida del progreso de los alumnos y niveles de competencia que se espera de los alumnos.
- Si los padres o miembros de familia de alumnos en el programa de Título I lo solicitan, la escuela proporciona oportunidades para juntas frecuentes que les permitan participar en la toma de decisiones en relación a la educación de sus hijos.

  La Escuela Intermedia Arizona proporciona una lista de juntas disponibles para dialogar y participar en la toma de decisiones relacionadas a la educación de los niños y alumnos Título I.

Acuerdo entre la escuela y padres de familia

La Escuela Intermedia Arizona distribuye a los padres y miembros de familia de alumnos en el programa Título I un acuerdo entre padres y escuela. El acuerdo, desarrollado en conjunto con los padres y miembros de familia, define como ellos, el personal escolar y los alumnos comparten la responsabilidad de mejorar el desempeño académico estudiantil. Describe maneras específicas en que la escuela y las familias colaborarán para ayudar a que los niños alcancen los altos estándares académicos estatales. Aborda los siguientes temas requeridos por la ley, al igual que otras sugerencias hechas por los padres y miembros de familia de alumnos en el programa de Título I.

- La responsabilidad de la escuela de proporcionar currículo e instrucción de buena calidad
- Las maneras en que los padres serán responsables de apoyar la educación de sus hijos
- La importancia de la continua comunicación entre padres y maestros, por lo menos durante las conferencias de padres-maestros; reportes de progreso frecuentes; acceso al personal escolar; oportunidades para que los padres y miembros de familia sean voluntarios y participen en la clase de los hijos; oportunidades para observar las actividades en el salón de clases.

  La Escuela Intermedia Arizona desarrolló el acuerdo con las recomendaciones de los padres Título I y miembros de familia en las juntas SSC, ELAC, ATP, y PTSA. La escuela distribuye la política a los padres Título I y miembros de familia en la bolsa de correo escolar del miércoles (Wednesday Mailbag). Adjunto a esta política se encuentra una copia del acuerdo.

Desarrollando la capacidad para la participación

La Escuela Intermedia Arizona logra significativas interacciones entre los padres y familiares de alumnos en el programa Título I y la escuela. Apoya la colaboración entre el personal escolar, padres y miembros de familia y la comunidad para mejorar el desempeño académico de los alumnos. La escuela ha establecido las siguientes prácticas para ayudar a que se logren esas metas.

- La escuela proporciona a los padres en el programa Título I ayuda para entender los estándares académicos estatales, las evaluaciones y como monitorear y mejorar el desempeño de sus hijos.

  La Escuela Intermedia Arizona proporciona temas de capacitación en cada junta de grupos de padres/comunidad.
- La escuela proporciona a los padres con hijos en el programa Título I los materiales y capacitación para ayudarles a trabajar con sus hijos y mejorar su desempeño.

  La Escuela Intermedia Arizona proporciona a los padres juntas individuales para apoyarlos con respecto a trabajar con sus hijos en su desempeño.

- Con el apoyo de los padres en el programa de Título I, la escuela educa al personal escolar acerca del valor de la contribución de los padres y sobre cómo trabajar con ellos cual socios igualitarios.

  La Escuela Intermedia Arizona proporciona desarrollo profesional mensual relacionado a la participación de padres por medio del equipo ATP y la Organización PTSA.
- La escuela coordina e integra la participación de padres en el programa de Título I con otros programas y lleva a cabo otras actividades tales como centros de recursos para padres, con el propósito de apoyarlos y motivarlos a que participen ampliamente en la educación de los hijos.

  La Escuela Intermedia Arizona ha integrado el programa de participación de padres en su Plan Singular para el Rendimiento Estudiantil, LCAP (Plan de Responsabilidad y Control Local), y AVID (Avance Vía Determinación Individual).
- La escuela distribuye información a los padres en el programa de Título I acerca de la escuela y programas, juntas y otras actividades en un formato y lenguaje que los padres pueden entender.

  La Escuela Intermedia Arizona proporciona todas las comunicaciones por escrito tanto en inglés como en español (Se incluyen otros idiomas según se identifican y necesitan por los grupos de participación de padres/tutores). Todas las comunicaciones verbales automatizadas se proporcionan por medio de un sistema que traduce a los padres en el idioma natal identificado. Además, el sitio web de la escuela puede traducir el contenido al idioma natal identificado por medio del servicio Google Translate adoptado por el Distrito Escolar Unificado Alvord.
- La escuela proporciona apoyo para actividades de participación que los padres del Título I soliciten.

  La Escuela Intermedia Arizona proporciona apoyo y recursos para que los padres participen en actividades solicitadas por padres Título I.

Disponibilidad

La Escuela Intermedia Arizona proporciona oportunidades para la participación de todos los padres y miembros de familia en Título I, incluso aquellos con dominio limitado del idioma inglés, con discapacidades y padres y familiares de alumnos migrantes. La información y reportes escolares se proporcionan en un formato y lenguaje que los padres y miembros de la familia entienden.

Adopción

Esta política fue adoptada por el concilio escolar de la Escuela Intermedia Arizona el 28 de mayo de 2020 y estará vigente por un período de dos años (2020-21 & 2021-22).

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

Loma Vista Middle School	33-66977-6098156	November 14, 2019	December 12, 2019

Purpose and Description

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

Schoolwide Program

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 goal of our school plan is to ensure alignment with our LCAP goals that specifically address and commit to Conditions of Learning, Pupil Outcomes, and Engagement. Through this collaboratively written document we will ensure that the categorical funds our site receives support the LCAP goals which will in turn improve and increase services for our At Promise and English Learners with the goal of accelerating learning for our Title-I targeted student population. As our school year progresses we will make the necessary adjustments based on data and input from stakeholders.

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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).

Through the California Healthy Kids Survey students, parents, and teachers voluntarily completed during the 2019 school year. Students reported that only 67% experienced academic motivation and 69% of those surveyed experienced high expectations. 21% reported they had experienced participation in school and 40% expressed concern over facilities upkeep. Students indicated that only 47% felt safe at school and 34% of those surveyed had experienced harassment or bullying. Students also reported that 35% had experienced chronic sadness/hopelessness. Of the parents surveyed 34% reported they had experienced parent involvement that allowed input and welcomed contributions. 31% expressed concern over harassment or bullying. The staff members that completed the survey indicated a need to address staff and student safety. In addition, we analyzed data from our California Dashboard as well as from our own site collected data which indicates an increase in student suspension and/or expulsion due to the use of drugs on campus.

Classroom Observations

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

The site administration conducts weekly classroom observations to inform and guide site decision making. The focus of these classroom observation is to analyze student needs and supports. As part of classroom visits the learning objective is analyzed in conjunction with the student output with attention to specific targeted student populations. In addition, administration monitors before and after school tutorials to ensure alignment with classroom instruction. As we continue to develop our monthly Leadership Agenda's we use this information to guide those conversations as well as inform professional development and instructional materials needed to accelerate student learning. Consequently, funding has been allocated to achieve these goals.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

CAASPP and ELPAC summative assessments are analyzed by administration and teachers. The data are disaggregated by staff to look at the trends taking place in their respective curricular areas. The data provides a benchmark for students' progress at the beginning of the school year. Staff examine the data to identify mastered standards and standards that require re-teaching. They also identify students in need of intervention and plan lessons for re-teaching and support. Additionally, the data is utilized to determine instructional materials and resources needed to supplement instruction.

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

Teachers in the core curriculum utilize the Alvord Unified School District the grade level California Standards and framework , adopted materials, ancillary resources, and pacing guides, to guide instructional path. Teachers develop lesson plans using the course descriptions, state standards, and state frameworks. Department and grade level/subject meetings are utilized for lesson planning, sharing standards-based instructional strategies, and analyzing the results of formative and summative assessments.

Reading/language arts and math curriculum-embedded assessments, and state accountability assessments will be administered according to the pacing guide. The data from the assessments will be documented and utilized with a data protocol to determine student progress and modify instruction. (EPC5)

a) All teachers will be trained in the administration of identified assessments.
b) All teachers will be trained in the use of a data protocol tool that can establish the school curriculum-embedded assessments for reading/language arts and math.
c) All teachers will be trained in a data protocol which will enable them to learn the skill of the data analysis, individualize the analysis of data for students, and learn the knowledge of research based strategies in order to prescribe and remedy a tool that teachers will use to document evidence that instruction is being modified and driven by this data.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All Loma Vista teachers (100%) are credentialed in their respective content areas and meet the criteria to be Highly Qualified as required by ESEA.

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

Our instructional coach will provide professional learning through use of research based strategies that emphasis literacy practices across the content areas, common constructed writing response in all content areas, student engagement and checking for understanding, and SDAIE. Classroom support is provided that consists of strategy demonstrations, co-planning / co-teaching, and collaborative planning with data analysis through the use of our instructional coach. The site has the needed amount of credentialed teachers to meet the demands of our student population.

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

We will continue to build our staff's capacity on how to disaggregate data on their students' performance and identify areas of weakness and strength. Ongoing professional learning is occurring on preparing lessons aligned to state standards that embed literacy across the content areas. In addition, we emphasis student engagement to demonstrate learning and progression toward mastery of standards.

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

Our instructional coach provides professional learning opportunities that are framed through research as well as input based on teacher need. The focus is to utilize data comprised of formative and summative assessments resulting in instruction that embeds the varied depths of knowledge students need to use in order to become college and career ready.

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

Collaboration is a vital need on campus as we move to improve student achievement and implement the common core state standards. Its importance is shown in the fact that collaboration has been built into the school calendar. Every Tuesday is an early release day for students that allows 120 minutes of time devoted to teacher collaboration and professional development. The teachers meet by curricular area and focus on data and cognitive planning. They utilize formative assessments to inform and guide instruction. Loma Vista also provides teacher with a full or partial release day as determined by department to continue the alignment of instruction.

Teaching and Learning

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

The master schedule is strategically built to meet the needs of all learners and aligns with the promotion requirements set by our local governing school board. We ensure that our significant student populations such as special education, English learners, and At-Promise placed accordingly. The courses are aligned to support student academic growth, development and the growth of the whole child. The staff is expected to align instruction based on the state standards as they instruct their classes. The staff is kept abreast of their students' progress, as well as the overall progress of the site, on an ongoing basis throughout the year. In addition, through 1:1 teacher meetings with administration we discuss student progress and obtain insights to individual content areas as well as teacher needs.

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

The site places students in ELA and mathematics classes that are 58 minutes in length. Extended instructional time is an available intervention in mathematics for target students. In addition, literacy across the content areas is emphasized.

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

Intervention classes are built within the master schedule of the school. Enrollment in math and/or ELA intervention classes is based on summative test scores, grades, and teacher recommendation. Enrollment in ELD, AALD, and sheltered ELA is based on ELPAC, CAASPP, and teacher input. AVID classes also support organizational skills and provide tutoring to support students in advancing in their studies students. Data such as CAASPP, ELPAC, and teacher input is utilized in placement of AVID .

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

The district follows the Williams Act guidelines to ensure that all student groups have the availability to state approved, standards -based instructional materials. The District works diligently over the past few years developing units of study that align to the Common Core Standards. Materials and activities are shared throughout the District to support all groups of students which are also posted online.

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

All Students, at all grade levels or program levels, will have instructors appropriately utilizing the most recent State Board-adopted instructional program materials in reading/language arts and mathematics on a daily basis. (EPC1)

a) Language arts and math teachers have previously received AB 472 training and received the certificate of completion (EPC4)
b) All Classrooms will have appropriate time allotments for students in adopted reading/language arts and math and provide extended time for them if students need more instruction or practice. (EPC2)
c) All reading/language arts and math classrooms will have fully credentialed teachers. (EPC6)
d) Loma Vista implements the state standards and schedule for reading/language arts and math that aligns with state-adopted materials.
e) Loma Vista provides an implementation timeline that includes the faithful implementation of the instructional materials in social science and science when adoption process is complete for both content areas.(EPC1)
f) The School solicits expertise and support from the district, school site, and external providers to identify quality indicators that define the term “appropriate” implementation for instructional materials for reading/language arts and math. (EPC1)
g) All teachers will be held accountable to implement the identified quality criteria that demonstrate fidelity of the district adopted instructional material. (i.e. formal/informal observations by administration; action walks involving teachers/administrators; analysis of student achievement and results through Professional Learning Communities.

Opportunity and Equal Educational Access

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

Intervention classes are built into the master schedule to help students improve their mathematical skills, as well as ELD and sheltered language arts classes to support target English learners. Students with special needs are supported through direct services classes, collaboration classes taught by a regular education teacher, and a special education teacher or are provided support in main-stream classes as dictated by the student's IEP.

Evidence-based educational practices to raise student achievement

As a school-based coordinated program, Loma Vista coordinates services to support target student populations and accelerate learning. Each year, school funds are used to update computers, library books, purchase supplemental instructional materials, provide professional learning, instructional equipment, and classroom supplies to support instruction with a focus on increasing student achievement

Parental Engagement

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

Parent workshops are provided throughout the year on a variety of topic based on parent surveys. These classes are held on campus and are open to any parent, guardian, or community member. In addition, online opportunities are also made available.

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)

Loma Vista parents and community members are provided multiple opportunities for involvement. Each year parents sign a home-school compact committing to involvement in their child’s education. Loma Vista offers parent participation in various workshops, ELAC, SSC, parent conferences, ATP and Families nights.

Funding

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

Categorical funding is utilized to supplement instruction and meet the needs of our student targeted population.

Fiscal support

Loma Vista Middle School receives funding from the Alvord Unified School District to support academic achievement and receives district allocations of categorical funding to ensure target student populations are provided support through supplemental resources that align to the core curriculum and state standards.

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

We have analyzed summative and formative data as a staff throughout the year and to align our instructional goals and focus to our student needs. We reflected to determine our instructional plan. Every month the School Leadership Team meets to discuss school wide instructional goals. During these meetings Department Leads are asked to bring forwards needs and concerns to support the instructional program for their respective content areas. Our ELAC committee completed a needs assessment to assist us in aligning parent needs that would support overall student learning. We discuss regularly during ELAC our budget and how to best use funding to meet the needs of our student population. Through School Site Council we also obtain input and approval for our categorical spending and ensure the expenditures are aligned to our SPSA goals. Our goals area also shared with staff as well as opportunity to provide input through the Department Leads as well as via 1:1 meetings with principal.

Resource Inequities

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

Although students are making progress toward standards, CAASPP/SBAC data indicates a greater need to address the gap in mathematics and English Language Arts. In addition, we need to increase student access to technology. Furthermore, targeting our At Promise students is necessary early to ensure we accelerate students learning so that they may become college and career ready upon graduation from high school. A focus is on instructional strategies across the content areas so that students may become familiar with high leverage instructional strategies based on research. We continue to provide tutoring to target students with a focus on At Promise, English Learners, and Students with Disabilities. We also need to build staff, student, and parent capacity in the use as well as access to various social media platforms used for instruction.

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	0.19%	0.3%	0.2%	2	3	2
African American	1.71%	2.02%	2.31%	18	20	23
Asian	2.28%	1.61%	1.71%	24	16	17
Filipino	0.29%	0.1%	0.2%	3	1	2
Hispanic/Latino	88.68%	89.01%	88.97%	932	883	887
Pacific Islander	0.38%	0.4%	0.5%	4	4	5
White	5.52%	5.75%	5.52%	58	57	55
Multiple/No Response	%	0.1%	0.6%		1	0
			Total Enrollment	1051	992	997

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	364	303	327
Grade 7	322	365	312
Grade 8	365	324	358
Total Enrollment	1,051	992	997

Conclusions based on this data:

1. Loma Vista has declined in enrollment over the past 3 years.
2. The Hispanic student population has increased slightly.
3. The White student population has increased slightly.

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	409	366	323	38.9%	36.9%	32.4%
Fluent English Proficient (FEP)	263	258	289	25.0%	26.0%	29.0%
Reclassified Fluent English Proficient (RFEP)	46	52	102	11.4%	12.7%	27.9%

Conclusions based on this data:

1. The English learner student population has declined at Loma Vista over the past three years.
2. The Fluent English Proficient student population has increased by 1%.
3. The Reclassified Fluent English Proficient student population was at 15.6% in 2016, 2017 it was 11.4%, and now it is 12.7% which demonstrates a slight increase. However, since the reclassification criteria has changed this past fall we experienced less students meeting the criteria for reclassification.

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 6	315	351	293	308	348	292	308	348	292	97.8	99.1	99.7
Grade 7	350	325	349	344	322	344	344	322	344	98.3	99.1	98.6
Grade 8	350	360	329	344	357	323	344	357	323	98.3	99.2	98.2
All Grades	1015	1036	971	996	1027	959	996	1027	959	98.1	99.1	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2496.	2488.	2499.	6.82	9.20	10.62	30.84	26.44	28.08	33.12	27.59	28.08	29.22	36.78	33.22
Grade 7	2513.	2530.	2519.	5.23	8.39	9.59	31.98	35.71	29.36	31.10	27.33	26.74	31.69	28.57	34.30
Grade 8	2544.	2540.	2544.	10.17	7.84	7.43	30.52	33.05	32.82	31.98	31.65	31.27	27.33	27.45	28.48
All Grades	N/A	N/A	N/A	7.43	8.47	9.18	31.12	31.65	30.14	32.03	28.92	28.68	29.42	30.96	32.01

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 6	12.01	12.64	16.78	52.92	45.40	43.49	35.06	41.95	39.73
Grade 7	15.12	16.46	15.41	48.26	48.76	44.19	36.63	34.78	40.41
Grade 8	20.64	17.65	18.89	45.64	47.62	46.75	33.72	34.73	34.37
All Grades	16.06	15.58	17.00	48.80	47.22	44.84	35.14	37.20	38.16

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 6	11.69	12.68	10.62	51.30	42.36	51.03	37.01	44.96	38.36
Grade 7	13.95	17.70	15.41	51.74	53.11	51.74	34.30	29.19	32.85
Grade 8	14.24	14.29	15.17	53.20	49.86	54.18	32.56	35.85	30.65
All Grades	13.35	14.81	13.87	52.11	48.34	52.35	34.54	36.84	33.79

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 6	7.79	11.49	9.93	67.53	60.34	65.41	24.68	28.16	24.66
Grade 7	7.85	7.14	6.98	63.08	66.46	66.57	29.07	26.40	26.45
Grade 8	9.01	10.64	8.36	72.97	69.75	71.52	18.02	19.61	20.12
All Grades	8.23	9.83	8.34	67.87	65.53	67.88	23.90	24.63	23.77

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 6	17.53	19.54	23.63	54.22	54.02	47.26	28.25	26.44	29.11
Grade 7	16.86	22.98	22.38	54.36	53.42	45.93	28.78	23.60	31.69
Grade 8	22.67	23.81	20.12	51.16	56.30	52.01	26.16	19.89	27.86
All Grades	19.08	22.10	22.00	53.21	54.63	48.38	27.71	23.27	29.61

Conclusions based on this data:

1. Based on this data we had a decrease in the number of students scoring below standard in the area of writing in grades 6 and 8.
2. In addition, it appears that in the area of reading students growth is stagnant with little increase or decrease in movement toward the next band.
3. As we reviewed the data for listening it appears there is a decrease in the number of students in grade 6. However, with the exception of this area all other grade levels and level of achievement is stagnant.

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 6	316	351	293	313	348	293	313	348	293	99.1	99.1	100
Grade 7	350	325	350	348	322	347	348	322	347	99.4	99.1	99.1
Grade 8	350	359	330	347	357	327	347	357	327	99.1	99.4	99.1
All Grades	1016	1035	973	1008	1027	967	1008	1027	967	99.2	99.2	99.4

* 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 6	2494.	2467.	2470.	7.03	8.33	8.19	25.56	11.78	10.92	32.27	32.18	31.74	35.14	47.70	49.15
Grade 7	2493.	2501.	2486.	7.47	8.07	8.07	18.10	17.70	13.83	30.17	32.30	27.95	44.25	41.93	50.14
Grade 8	2522.	2497.	2517.	11.24	8.96	10.40	17.29	12.89	14.07	27.95	23.81	27.83	43.52	54.34	47.71
All Grades	N/A	N/A	N/A	8.63	8.47	8.89	20.14	14.02	13.03	30.06	29.31	29.06	41.17	48.20	49.02

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 6	18.85	12.36	9.56	36.10	28.16	29.35	45.05	59.48	61.09
Grade 7	15.23	13.66	12.39	28.45	29.50	25.36	56.32	56.83	62.25
Grade 8	17.00	13.45	14.37	32.85	25.77	29.66	50.14	60.78	55.96
All Grades	16.96	13.15	12.20	32.34	27.75	28.02	50.69	59.10	59.77

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 6	6.07	7.18	8.19	46.65	35.34	30.72	47.28	57.47	61.09
Grade 7	7.18	10.56	10.66	47.99	47.52	38.33	44.83	41.93	51.01
Grade 8	11.53	11.76	11.31	40.92	49.30	47.09	47.55	38.94	41.59
All Grades	8.33	9.83	10.13	45.14	44.01	38.99	46.53	46.15	50.88

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 6	11.18	8.62	10.24	41.53	38.22	40.27	47.28	53.16	49.49
Grade 7	9.48	9.01	8.36	54.89	61.49	53.89	35.63	29.50	37.75
Grade 8	12.68	11.48	11.93	55.33	44.26	51.38	31.99	44.26	36.70
All Grades	11.11	9.74	10.13	50.89	47.61	48.91	38.00	42.65	40.95

Conclusions based on this data:

1. Students in grades 6 and 8 experienced a slight increase in overall achievement in mathematics.
2. It appears that in the area of Communicating Reasoning 8th grade had positive movement in all areas with students increasing in percent above and at/or near standard as well as a decrease in below standard.
3. It is also evident, based on the data, that in the area of Concepts and Procedures 8th grade had positive movement in all areas with students increasing in percent above and at/or near standard as well as a decrease in below standard.

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 6	1519.1	1508.4	1507.9	1503.2	1529.8	1513.2	142	105
Grade 7	1520.5	1539.5	1506.4	1535.5	1534.2	1543.1	102	124
Grade 8	1527.4	1537.4	1511.8	1526.1	1542.6	1548.2	115	79
All Grades							359	308

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
6	23.24	11.43	39.44	43.81	26.06	31.43	11.27	13.33	142	105
7	24.51	23.39	37.25	44.35	28.43	22.58	*	9.68	102	124
8	33.91	17.72	39.13	39.24	17.39	31.65	9.57	11.39	115	79
All Grades	27.02	17.86	38.72	42.86	23.96	27.92	10.31	11.36	359	308

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
6	35.92	32.38	38.73	43.81	16.90	12.38	8.45	11.43	142	105
7	36.27	39.52	37.25	39.52	20.59	12.90	*	8.06	102	124
8	40.87	30.38	40.87	36.71	10.43	21.52	*	11.39	115	79
All Grades	37.60	34.74	39.00	40.26	15.88	14.94	7.52	10.06	359	308

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
6	19.72	5.71	21.13	28.57	34.51	35.24	24.65	30.48	142	105
7	24.51	16.13	26.47	30.65	22.55	35.48	26.47	17.74	102	124
8	33.91	13.92	29.57	31.65	16.52	34.18	20.00	20.25	115	79
All Grades	25.63	12.01	25.35	30.19	25.35	35.06	23.68	22.73	359	308

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
6	28.87	21.90	62.68	66.67	8.45	11.43	142	105
7	39.22	18.55	53.92	62.10	*	19.35	102	124
8	46.09	15.19	47.83	64.56	*	20.25	115	79
All Grades	37.33	18.83	55.43	64.29	7.24	16.88	359	308

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
6	49.30	37.14	42.25	48.57	8.45	14.29	142	105
7	43.14	65.32	49.02	26.61	*	8.06	102	124
8	47.83	43.04	44.35	40.51	*	16.46	115	79
All Grades	47.08	50.00	44.85	37.66	8.08	12.34	359	308

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
6	18.31	6.67	29.58	37.14	52.11	56.19	142	105
7	23.53	20.16	27.45	43.55	49.02	36.29	102	124
8	36.52	17.72	26.96	40.51	36.52	41.77	115	79
All Grades	25.63	14.94	28.13	40.58	46.24	44.48	359	308

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
6	19.72	21.90	73.94	65.71	*	12.38	142	105
7	20.59	12.90	76.47	77.42	*	9.68	102	124
8	26.96	5.06	64.35	86.08	*	8.86	115	79
All Grades	22.28	13.96	71.59	75.65	6.13	10.39	359	308

Conclusions based on this data:

1. The overall English Learner population at Loma falls within Level 3. It is evident that instructional shifts must occur in order to increase student acquisition of the English language and ensure fluency in English is acquired reducing the potential for LTELs. In addition, student monitoring of language acquisition must occur utilizing formative and summative assessments.
2. Our 7th grade student population appeared to score higher in all areas with the exception of the writing domain.

3. We will continue to embed instructional practices that will increase language acquisition across content areas.

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**
992	**89.8**	**36.9**	**0.1**
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	366	36.9
Foster Youth	1	0.1
Homeless	60	6.0
Socioeconomically Disadvantaged	891	89.8
Students with Disabilities	148	14.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	20	2.0
American Indian	3	0.3
Asian	16	1.6
Filipino	1	0.1
Hispanic	883	89.0
Two or More Races	7	0.7
Pacific Islander	4	0.4
White	57	5.7

Conclusions based on this data:

1. Based on this data Loma Vista experienced a decline in student enrollment in 2018-2019 but has remained steady in 2019-2020.
2. Our student population identified as socioeconomically disadvantaged decreased from 2017-2018 to 2018-2019 and then increased in 2019-2020.
3. Our English Learner student population has decreased since 2017-2018.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. As a school site we need to address Chronic Absenteeism and increase student attendance. This will result in positive academic movement for this student population.
2. We need to continue to educate students on rules, expectations, and methods to handle conflict to reduce suspension rate.
3. We need to address math instructional supports as well as supplemental supports that include intervention within and outside the school day.

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	5	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the 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
Orange	Orange	No Performance Color
26.8 points below standard	40.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++1 points	Maintained 0 points	2
938	532	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Orange	Orange
60 points below standard	27.9 points below standard	94.6 points below standard
Declined Significantly -23.4 points	Maintained ++1.9 points	Increased ++14.8 points
59	850	145

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
48.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	32.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++17.8 points	3	Increased Significantly ++22.4 points	1
14		15	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Orange
28.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	12.4 points below standard
Increased ++3 points	7	4	Declined Significantly -26.7 points
843			50

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**
97 points below standard	24.1 points above standard	22.4 points below standard
Declined -3.6 points	Declined -6.8 points	Declined -4.3 points
283	249	342

Conclusions based on this data:

1. The overall student performance in English Language Arts maintained with no increase or decrease from the previous year.
2. Our Students with Disabilities experienced the greatest gain with 14.4 point increase.
3. Our Homeless student population experienced a significant decrease by 23.4 points. Overall our English Learner, Reclassified English Learners, and English Only student population experienced a decrease in performance in the area of English Language Arts.

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
1	3	2	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
73.2 points below standard	86.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++3.7 points	Maintained ++0.8 points	2
939	532	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Red	Yellow	Orange
102.1 points below standard	74.6 points below standard	139.1 points below standard
Declined -8.2 points	Increased ++3.9 points	Increased ++5.9 points
59	851	145

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
123.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	8.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -20 points	3	Increased Significantly ++29.9 points	1
15		15	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Orange
74.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	55.8 points below standard
Increased ++5.7 points	7	4	Declined -10.9 points
843			50

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**
139.3 points below standard	26.2 points below standard	70.1 points below standard
Maintained -2.3 points	Declined -6.5 points	Maintained ++1.5 points
283	249	343

Conclusions based on this data:

1. At Loma Vista overall we increased in the performance of mathematics as a school by 3.7 points.
2. Our Students with Disabilities increased in performance by 5.9 points.
3. Our homeless student population experienced the greatest decline in performance as they declined 8.2 points. Although our English Learner student population maintained there was a slight decline of 2.3 points with our Reclassified English Learners declining by 6.5 points.

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
55.3 making progress towards English language proficiency
Number of EL Students: 300
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
	26.6	4.6	50.6

Conclusions based on this data:

1. We decreased in the number of English Learner students from 359 to 300 in 2019.
2. The majority of our English Learner students are identified as moderately developed. Overall our English Learners were identified as having a high performance level.
3. We need to further analyze the data to identify individual student movement that decreased or maintained to ensure appropriate instructional supports are in place to ensure they are making adequate progress in the acquisition of the English language.

School and Student Performance Data

Academic Performance
College/Career

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 College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

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
1	1	3	1	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Green	No Performance Color
12.5	8.9	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0	Declined -0.7	5
1046	382	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Red	Yellow	Yellow
21.1	12.4	12.9
Increased +4.2	Declined -0.5	Declined -0.8
71	949	163

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
16.7	Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
Increased +2.4	3	Maintained 0	1
24		16	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
12.4	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	12.9
Maintained +0.1	9	4	Declined -5.1
927			62

Conclusions based on this data:

1. Our homeless population increased in chronic absenteeism.
2. Our Hispanic student population also experienced a slight increase in chronic absenteeism.
3. The majority of our target student population declined in chronic absenteeism.

School and Student Performance Data

Academic Engagement
Graduation 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 Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	4	0

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	Orange	No Performance Color
4	4.6	Less than 11 Students - Data Not
Declined -1.7	Increased +0.5	6
1078	388	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Green	Green	Green
2.7	4	3.6
Declined -0.5	Declined -1.7	Declined -2.8
74	974	168

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
8	Less than 11 Students - Data 3	0	Less than 11 Students - Data 1
Increased +3.5 25		Maintained 0 17	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Yellow
4	Less than 11 Students - Data 9	Less than 11 Students - Data 4	4.7
Declined -1.9 955			Maintained -0.2 64

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	5.6	4

Conclusions based on this data:

1. In comparison to 2018 we had a decrease in suspension for 2018.
2. Our English learner student population experienced a slight increase of 0.5 points.
3. All of our other significant subgroups decreased in suspension rates for 2019.

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

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

In English Language Arts students will increase by 15 points beyond one year's growth which will be demonstrated on the SBAC Summative Assessment.
In Mathematics every student will increase by 15 points beyond one year's growth which will be demonstrated on the SBAC Summative Assessment.
In History students will develop constructed responses that are aligned to the SBAC Summative Assessment informational writing rubric which will support the increase of student achievement by 15 points in the Summative assessment.
In Science students will develop constructed responses that are aligned to the SBAC Summative Assessment informational writing rubric which will support the increase of student achievement by 15 points in the Summative assessment.
English Learners will increase by 15 points beyond one year's growth which will be demonstrated on the SBAC Summative Assessment. This will also positively impact the performance of our English Learner student population in the ELPAC Summative assessment ensuring they are experiencing positive movement.

Identified Need(s)

Based on the data analysis it is evident that although we have experienced slight growth overall we have remained stagnant in consistently increasing student achievement across grade level spans and content areas. In order to support our students we will identify specific supplemental instructional materials/resources across disciplines. We will also make it a priority to continue to update and add to our technology resources in order to provide all students access to current tools for learning. In addition, we will provide certificated and classified staff professional learning that aligns to our goals. We will also use data to drive before, during school day, and after school interventions and tutorials.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data used to form this goal are from Spring 2019 CAASPP results.	We decided as a team to embed essential academic language that was not only embedded in the Targets but also embedded in student responses across content areas. It was determined to embed opportunities to further develop student listening and responding.	CAASPP data for 2021

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
6th, 7th, and 8th grade mathematics 2019 CAASPP data.	Students in all sub-groups require additional instructional support to ensure they reach standard met status.	2021 CAASPP summative data as well as formative assessments
Students will meet academic proficiency in science which will be measured by 95% of students earning a passing mark in science.	In order to further develop our proficiency in the State Science test administered in grade 8 all Science teachers in grades 6-8 will be provided collaboration release time in order to determine instructional path and common assessments.	2021 CAASPP summative data as well as formative assessments
Using ELPAC Data we will identify instructional shifts that need to occur in order to ensure students are experiencing positive movement through the proficiency levels.	Staff will be provided ongoing professional development to ensure we are utilizing key instructional practices to develop EL's language fluency in English. In addition, we will continue to meet with our EL students to ensure they understand their academic standing as well as how to exit the EL program.	2021 ELPAC & CAASPP data

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 benefit from instruction that is aligned to the standards and informed instructional practices that will increase their proficiency as assessed on CAASPP.

Strategy/Activity

Teachers will be provided collaboration opportunities within the school day that includes collaboration with paraprofessionals to ensure we are supporting our students. In addition, teachers will identify and determine supplemental instructional resources to further develop lessons and support instructional delivery across the content areas that will include technology resources.

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.

Amount(s)	Source(s)
31,288.92	LCFF-LI 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)

Targeted students from our significant subgroup student populations will be provided before and after school tutoring.

Strategy/Activity

Target students identified as students at promise, EL, and SPED will be given priority to attend before/after school tutoring in core content areas with the goal of accelerating learning.

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.

Amount(s)	Source(s)
17,667.84	Title I 1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Targeted students will be provided access to supplemental instructional resources to assist in accelerating learning.

Strategy/Activity

Teachers will identify supplemental instructional materials that will assist in accelerating learning inclusive of social media/online resources.

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.

Amount(s)	Source(s)
23,396.16	Title I 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)

EL students will be provided targeted instruction in aligned to the ELA/ELD standards and framework that will accelerate the acquisition of the English language.

Strategy/Activity

EL students will be provided access to supplementary instructional resources inclusive of technology as well as access to before and after school tutoring with a focus on increasing English language fluency which will lead to movement in proficiency level and eventually result in exiting the English Learner program.

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.

Amount(s)	Source(s)
20,189.00	LCFF-EL 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

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.

In order to ensure our students are increasing their proficiency in grade level standards we must align instruction to standards as well as inform those practices with key elements of summative assessments. To achieve this goal we must ensure all content areas are provided collaboration release time that allows teachers to identify essential instructional tools to assist in instructional delivery. In addition, through collaboration the alignment of instruction will be facilitated to ensure common assessments as well as data analysis is utilized to guide daily student learning and mastery toward grade level standards. Additionally, a focus of technology/online resources will become an integral part to daily instruction.

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

Although all students will benefit from this goal. It is through intentional reflection, planning, and collaboration that teachers can determine the instructional tools needed in the classroom to support our diverse student population. As teachers continue to collaborate and inform the needs they have for their specific department we will make the necessary adjustments in order to ensure the tools necessary to increase student achievement and closing the achievement gap are provided.

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.

As we continue to facilitate collaboration we will adjust the instructional resources needed to support all content areas as determined via common and formative assessments. Data will be utilized to inform and guide necessary adjustments and needed resources.

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

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

We as a school will promote the importance of being career and college ready throughout the school year. At least one college trip will be taken by English Learner students and one for AVID students. A college and career night will be available for all students and their parents. We will also promote through enrichment opportunities open to all students becoming college ready during our Saturday Academies. In addition, our counseling team will create lessons that will be delivered throughout the school year with a focus of becoming College and Career Ready.

Identified Need(s)

We need to support our high school in increasing the graduation rate as well as decreasing the dropout rate. We must continue the conversation and significance of becoming career and college ready. Our priority must be to support our students at promise as well as all other subgroups. We need to make this a daily conversation that is not confined to a single calendared event.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
We need to support our high schools in increasing the graduation rate as well as decreasing the dropout rate. We must continue the conversation and significance of becoming career and college ready. Our priority must be to support our students at-risk students that includes students from all subgroups.	Connecting summative assessments and the long-term significance as well as benefits for our students.	Obtain input from staff, students, and parents.

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)

Across content areas all students will receive instruction that is standards based and promotes the literacy practices for each discipline.

Strategy/Activity

Targeted students identified in one of our significant subgroups will be provided opportunities to visit college campuses. All students will engage in college readiness conversations weekly.

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.

Amount(s)	Source(s)
1,853.30	LCFF-LI 4000-4999: Books And Supplies

Strategy/Activity 2

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

All students will be given the opportunity to participate in an after school learning opportunity that targets literacy through the arts.

Strategy/Activity

Students will be given the opportunity to learn from a graphic novel writer as well as a children's author on how literacy is essential to your future.

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.

Amount(s)	Source(s)
1,500.00	LCFF-LI 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 will develop the proficiency in the usage of technology to become college and career ready.

Strategy/Activity

Through the use of multimedia resources teachers will continue to embed intentional use of technology and provide students access to the instruction needed to become digitally proficient which is necessary for college and career readiness. In addition, multimedia resources will be used throughout the content areas.

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.

Amount(s)	Source(s)
17135.00	LCFF-LI 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 will be provided instruction that embeds supplementary instructional resources.

Strategy/Activity

Teachers will utilize supplementary instructional resources in order to further develop their instructional plans and provide students access to content utilizing multiple resources as well as varied learning modalities necessary to become college and career ready.

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.

Amount(s)	Source(s)
15,620.78	LCFF-LI 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

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.

In order to develop college and career ready students we must provide access to resources through variety of formats. Technology, supplementary instructional resources, access to college visits, and opportunities to experience these intentional opportunities will increase not only the awareness but overall student participation in discussions/activities that will also influence their individual achievement and future.

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

All students will be provided access however due to specific individual family concerns the opportunity to participate in study trips, Saturday Academies, before/after school opportunities we will create similar experiences during the school day. These experiences must go beyond a day and become part of our daily conversations and routines that promote college and career readiness in everything we do at the site level.

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.

As we continue to progress during the school year we will make necessary adjustments to ensure we promote college and career readiness. In addition, we will make the necessary changes to ensure we provide the opportunities for students that cannot attend outside school day events during the school day to ensure all are not only aware of the importance of becoming college and career ready but developing fluency in the concept. You will find adjustments needed to embed these opportunities in this section of Pupil Outcomes as well as Engagement.

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

Engagement Goal: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

Goal(s)

We will promote a welcoming and healthy learning environment for all students that increases daily attendance and participation in school events as well as various clubs.

Identified Need(s)

Based on student survey, students identified the need to be connected to school and feeling valued and safe in order to learn.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data provided by our annual 7th grade Healthy Kids survey was used to develop this goal.	Students identified the need to feel connected, safe, and respected in school.	End of year survey provided to 7th grade students that increases by 10% in comparison to 2019 survey.
Data used to form this goal comes from the AERIES system and District attendance reports indicating chronic absenteeism and suspension reports.	The goal is to continue to decrease suspension rates as well as increase student attendance. Students that are chronically absent are most at-risk in developing a larger learning gap upon entering high school.	The attendance rate and suspension infractions are analyzed on a monthly basis, and compared to last year's data. Continue to obtain input from staff and students.
Data used from parent CHKS survey completed in the spring 2019.	Parents indicated a need to feel connected and informed to school.	End of year survey administered to parents will indicate an increase by 10% in comparison to the 2019 spring survey.
We need to support our high schools in increasing the graduation rate as well as decreasing the dropout rate. We must continue the conversation and significance of becoming career and college ready. Our priority must be to support our target student populations that includes students from all subgroups.	Connecting summative assessments and their longterm significance as well as benefits for our students.	Obtain input from staff, students, and parents.

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)

Students identified as Chronic Absentee or potential Chronic Absentee will be invited to attend Saturday Academy. In addition, our Intervention Counselor will connect with identified students to provide support as needed by the student and family.

Strategy/Activity

Through Saturday Academy our goal is to develop student connectedness as well as the importance of becoming college and career readiness. Also through our counseling team we will develop individual and/or group settings to meet with students to provide support they identify as needing to succeed in school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
13,508.00	Attendance 1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Provide all parents the opportunity to participate in school engagement during the school day as well as after school, before school, and online platform.

Strategy/Activity

Parents will be provided translation services as needed in order to be informed and engage in school activities that will increase student engagement and school connectedness.

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.

Amount(s)	Source(s)
5,000.00	LCFF-EL 2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Our goal is to increase student connectedness to school which includes before, during school day, and after school activities that result in preparing our students to become college and career ready.

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

Through varied formats and school engagement opportunities our goal is to decrease suspension rates as well as the decrease of our chronic absenteeism rate.

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.

Through student and parent input we will make the necessary adjustments in resources provided to ensure we decrease our suspension rate as well as chronic absenteeism, this may become evident in goal 1, 2, and 3 depending on the target action for specific student populations.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

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.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$147,159.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$41,064.00

Subtotal of additional federal funds included for this school: $41,064.00

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

State or Local Programs	Allocation ($)
Attendance	$13,508.00
LCFF-EL	$25,189.00
LCFF-LI	$67,398.00

Subtotal of state or local funds included for this school: $106,095.00

Total of federal, state, and/or local funds for this school: $147,159.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-EL	25,189.00	0.00
LCFF-LI	67,398.00	0.00
Title I	41,064.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Attendance	13,508.00
LCFF-EL	25,189.00
LCFF-LI	67,398.00
Title I	41,064.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	31,175.84
2000-2999: Classified Personnel Salaries	5,000.00
4000-4999: Books And Supplies	109,483.16
5800: Professional/Consulting Services And Operating Expenditures	1,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Attendance	13,508.00
2000-2999: Classified Personnel Salaries	LCFF-EL	5,000.00
4000-4999: Books And Supplies	LCFF-EL	20,189.00

4000-4999: Books And Supplies	LCFF-LI	65,898.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-LI	1,500.00
1000-1999: Certificated Personnel Salaries	Title I	17,667.84
4000-4999: Books And Supplies	Title I	23,396.16

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	92,541.92
Goal 2	36,109.08
Goal 3	18,508.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Dr. Jackie Casillas	Principal
Bethany Rivera	Classroom Teacher
Felicia Setai	Classroom Teacher
Saundra Antonio	Classroom Teacher
Matthew Allen	Classroom Teacher
Andrea Coons	Other School Staff
Nancy Ochoa	Parent or Community Member
Jacque Clark	Parent or Community Member
Imelda Valencia	Parent or Community Member
Alejandro Romero	Secondary Student
Rebecca Estrada	Secondary Student
Doris Mendez	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

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 November 14, 2020.

Attested:

Principal, Jackie Casillas, Ph. D. on November 14, 2019
SSC Chairperson, Rebecca Estrada on November 14, 2019

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Parent Involvement Policy (Title I Schools)

Each Title I school is required to develop a written parent and family engagement policy. This policy describes how the school will support and increase parent and family engagement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be approved by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

Schools who are allocated Title I/ funds must develop a written parent and family engagement policy with the participation of parents, families, and community members that describes how the school will:

a. engage parents and family members in their children's education
b. inform parents and family members that they can directly effect the success of their children's learning
c. build consistent and effective communication between home/school
d. train teachers and administrators to communicate effectively with parents and families
e. integrate parent and family members programs with the SPSA (EC 11504)

Attach Parent and Family Engagement Policy (Title I Schools)

School-Parent Compact (Title I Schools)

Section 1116(a) of ESSA advocates shared responsibilities for high student achievement. The school-parent compact is a component of the Parent and Family Engagement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

Attach School-Parent Compact (Title I Schools)

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
Ysmael Villegas Middle School	33-66977-6120109	October 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 Villegas Middle School Plan effectively meets the ESSA requirements because the goals and related expenditures are specifically designed to increase or improve services for high needs students. We have met with advisory groups to perform a needs assessment, analyze data, and design goals to best meet the needs of our students.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

- Students took the California Healthy Kid Survey.
- Students and Parents take the School Climate Survey
- Teachers and Staff take the School Climate Survey

Classroom Observations

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

- Villegas teachers are formally observed every year or every two years.
- Classrooms are visited and observed by administration multiple times each week.
- Parents from advisory groups visit classrooms to observe curriculum and classrooms at least two times per year.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965. 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)

- Villegas staff continually develop and score standards based assessments and subject-area common assessments.
- SBAC and ELPAC data continue to drive our instruction and placement of students into appropriate courses.
- All core curricular areas administer and collaboratively review common formative assessments and standards based assessment data during weekly PLC meetings with the intent to inform instruction and provide timely intervention.
- CAASPP Interim Assessments in ELA and Math are administered throughout the year to guide instruction and improve student achievement.
- iReady is administered three times per year in ELA courses to determine student lexile levels, guide instruction, provide support lessons, and improve student achievement.
- iReady is administered at least one time per year in Math courses to determine student levels, guide instruction, provide support lessons, and improve student achievement.
- MDTP is administered three times per year in Math courses to determine course readiness, guide instruction, and improve student achievement.

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

- All core curricular areas administer and collaboratively review common formative assessments, interim assessments, and standards based assessment data during weekly PLC meetings with the intent to inform instruction and provide timely interventions.
- Data analysis worksheets are completed by PLC groups at least six times per year to evaluate student progress and best instructional practices.
- The Equity Leadership Team meets monthly to review student data and interventions.
- All teachers (including enrichment and PE) meet weekly in PLC's to review district-adopted pacing guides and develop common assessments based on district pacing guides and subject-area standards.
- All ELA teachers utilize the iReady assessments to establish each student's lexile level and monitor reading growth a minimum of three times each year.
- ELA and ELD teachers utilize iReady data reports to monitor the English proficiency of students receiving sheltered instruction (ELPAC levels 1 & 2).
- All Math teachers use MDTP data to determine course readiness, guide instruction, and improve student achievement.
- All Math and ELA teachers use iReady data to determine student levels, guide instruction, provide interventions, and improve student achievement.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

- YVMS teachers met all credential requirements in accordance with state guidelines.

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

• All core curriculum teachers were trained on SBE-adopted text at the time of adoption. Due to state funding limitations, some of the adopted materials (H/SS 2006, SCI 2007, and Math 2008) are no longer eligible for publisher staff development. Instructional Coaches, Department Chairs and PLC's have informed new or transferred teachers on the use of adopted materials.

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

- Monthly staff meetings and site professional development are designed to inform teachers of site specific assessment data. Teachers are directed to use the data to identify under-performing, EL, and SWD students proficiency levels.
- Teachers participate in professional development to better meet the needs of each group.
- PLC's analyze data, share "Best Practices' and cognitively plan engaging lessons. Information is then used by teachers to implement instructional strategies for the purpose of increasing student achievement.
- Data assessment sheets are completed a minimum of six times per year.
- Our school wide MTSS system is implemented to support students in need and track implementation of Tier I, Tier II, and Tier III interventions.
- Each staff member has two release day opportunities for professional development and content level planning. One day is targeted toward Language Learners.
- The district and Union offer multiple professional development opportunities for teachers and staff throughout the year.

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

- Site-level Instructional Coach participates at weekly PLC meetings for consultation and staff development. Instructional Coach and subject specific trainers have also provided individual instructional support and provided departmental training as needed.
- YVMS presently has a full time Instructional Coach who leads subject-area Lesson Studies, models demonstration lessons, co-plans & co-teaches lessons, and organizes meaningful professional development opportunities for teachers.
- Each core subject area at each grade level has one designated Department Chair/Instructional Leader to assist with planning, curriculum, and organization of the units of study.

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

- During weekly PLC time, teachers collaborate in grade level, department, and content specific groups. This work is teacher directed.
- Each staff member has two release day opportunities for professional development and content level planning.

Teaching and Learning

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

- PLC's use curricular materials and researched- based instructional strategies to design effective lessons to meet the needs of all students.
- All core curricular areas use currently or previously aligned and adopted SBE texts. Due to state funding limitations, some of the adopted materials (H/SS 2006, SCI 2007, and Math 2008) are not aligned and adopted for the CaCCSS or NGSS standards. The ELA curriculum, Study Sync, was adopted in 2019 and is aligned to content and performance standards.

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

• Recommended instructional minutes are faithfully implemented in ELA and math daily without interruption.

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

- YVMS's master schedule provides intervention courses in ELA and Math while maintaining enrichment courses to prepare students for high school.
- Math and ELA intervention is provided to 6th, 7th, and 8th grade students who are not meeting grade level standards and are designated as needing strategic/intensive intervention to improve academic proficiency during the instructional day. Tier I interventions happen within the classroom.

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

- All students have access to the district adopted instructional materials in class. Due to state funding limitations, some of the adopted materials (H/SS 2006, SCI 2007, and Math 2008) are not aligned and adopted for the CaCCSS or NGSS standards.
- All students are provided a second set of textbooks for home use.

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

• All students receive daily instruction in all core curricular classes using appropriate standards-based instructional materials.

Opportunity and Equal Educational Access

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

- Villegas will continue to provide a 2nd period of math intervention for students at each grade level who are consistently not meeting grade level standards. This class is taken in lieu of the student's elective class.
- Villegas will continue to provide a 2nd period of language arts intervention for students at each grade level who are consistently not meeting grade level standards. This class is taken in lieu of the student's elective class.
- Villegas will schedule 7th and 8th grade LTEL's (Long-term English Learners) as indicated by ELPAC data, into a 2nd period of ELA instruction to advance academic language acquisition and support student progress toward reclassification.
- Students identified as LTELs will be scheduled to receive support and language intervention focused on reading, writing, listening and speaking through AALD.
- Students identified as ELPAC levels 1 & 2 have been scheduled in sheltered core classes to receive SDAIE instruction strategies, receive assistance from the Bilingual Instructional Aides, and receive support to improve access to the core curriculum.

Evidence-based educational practices to raise student achievement

- All teachers are knowledgeable about the state standards, pacing guides, and research-based instructional strategies.
- All teachers work in Professional Learning Communities (PLC).
- All teachers analyze student data to inform instruction.
- All teachers share "Best Practices" and participate in the cognitive planning progress.
- All teachers collaboratively plan using core curricular materials and "Best Instructional Practices" to deliver first best instruction.
- All teachers and instructional support staff have access to training, professional development, and support to work on "Best Instructional Practices" and designing effective interventions.

Parental Engagement

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

- Parents are educated on how to access the AERIES Parent Portal to monitor student progress.
- Counselors analyze grade data and facilitate parent conferences.
- Counselors schedule students into intervention classes as needed.
- Counselors counsel under-performing students after each grading period.
- The EL/Intervention counselor meets regularly with at-risk students to monitor progress, identify areas of need, and advise students, parents and teachers of needed interventions.
- All parents have access to family engagement training and services through our ATP.
- Villegas has a mentorship program where students are supported by teachers outside of the school day.

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 are encouraged to participate in our various Parent Advisory Groups: ELAC, SSC, PTO and ATP.
- PTO volunteers support the school-wide academic and extra-curricular programs throughout the year.
- Various family activities and parent education opportunities are planned throughout the year.
- All parents have access to CEP family engagement training and services through the GEAR Up Grant.

Funding

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

- The computer lab is opened extra hours to support students in the curricular subject areas. This is funded by LCFF-LI
- Brainpop supports all content areas as an extension of common core standards based instruction. This program is funded by LCFF-LI.
- Multiple laptop carts are provided to ensure all students have access to the technology on campus. Two carts are devoted specifically to our English Language Learner population to assist in the engagement of students in our sheltered courses.
- Math tutoring is provided two times a week to support struggling students. This is funded by LCFF-LI
- Each core curricular area was given extra funds to support instruction and buy supplemental materials.
- Technology was purchased to assist beginner and early intermediate English Language Learners with their language acquisition. A translation app was used with this technology to assist students with their transition from their home language to English.
- The EBSCO database was provided to 6th, 7th, and 8th grade students to allow access to required academic research materials in all subject areas at school and home.
- All classrooms are equipped with a set of whiteboards, markers, and erasers to support the use of SDAIE strategies to improve student understanding, academic language development, engagement, and achievement.

Fiscal support

- A school community assessment indicated that LCFF-LI and LCFF-EL funding should be utilized to provide technology, computer based programs, and academic supports to at risk students.
- Analysis of data indicates that LCFF-LI funding needs to be allocated for teachers to participate in a ongoing training and professional development which will focus on research-based instructional strategies which promote academic proficiency of our student population.
- Analysis of data indicates that LCFF-EL funding should be used to purchase SDAIE materials for all classrooms to improve student understanding, academic language development, engagement, and achievement.

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 advisory groups were involved in the review and update of the SPSA. Each group reviewed the previous year's goals and expenditures as well as provided input about changes to the current year's SPSA. The feedback loop between advisory groups and School Site Council was continuous. Meetings with advisory groups were held as follows:

ELAC - October 1, 2020
PTO - May 7, 2020 and October 14, 2020
Leadership - October 5, 2020
School Site Council - September 17, 2020 and October 15, 2020
School Safety Committee - November 5, 2019. Next meeting is scheduled for November 2020 to review the school's Comprehensive Safety Plan.

Resource Inequities

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

Student Needs:

- Student performance in Math is concerning and needs to be an area of focus for our school.
- Student performance in ELA is concerning and needs to be an area of focus for our school.
- The goals for achievement exist, but are not well known by stakeholders.
- Students are in need of more interventions and supports. (MTSS)
- EL students are in need of more primary language support and technology to access the curriculum.
- Students are in need of more computer based programs and technology to access curricular content and support learning.
- Materials and activities to support instruction and supplement the adopted core curricular materials are a huge area of need.

Curriculum and Instruction:

- Due to state funding limitations, some of the adopted materials (H/SS 2006, SCI 2007, and Math 2008) are not aligned and adopted for the CaCCSS or NGSS standards. Most of our materials are very outdated
- Teachers struggle to use data effectively and it does not tend to drive instruction
- Common assessments are not routinely used or analyzed
- Materials and activities to support instruction and supplement the curricular materials are a huge area of need. Because the textbooks are not aligned with the current standards, and application is a huge focus of the CaCCSS, supplemental activities and materials are a must.

Professional Development:

- Professional development does not routinely address student achievement.
- Training, collaboration, data analysis, and planning time for teachers.

Family and Community Involvement:

- Families are involved in activities that are fun, but seldom attendance parent training or activities that support student learning.

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	0.43%	0.43%	0.36%	6	6	5
African American	5.20%	6.01%	6.74%	73	84	94
Asian	6.70%	6.72%	7.46%	94	94	104
Filipino	3.35%	3%	3.23%	47	42	45
Hispanic/Latino	64.53%	66.02%	64.01%	906	923	893
Pacific Islander	0.28%	0.21%	0.72%	4	3	10
White	17.66%	15.88%	15.84%	248	222	221
Multiple/No Response	0.07%	0.21%	1.65%	1	3	0
			Total Enrollment	1404	1,398	1,395

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	495	421	476
Grade 7	490	501	418
Grade 8	419	476	501
Total Enrollment	1,404	1,398	1,395

Conclusions based on this data:

1. Enrollment has stayed consistent for the last two school years.
2. The average class size is typically about 460 - 475 students.
3. Student groups by ethnicity/Race have stayed relatively the same. We have a high Hispanic population.

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	300	306	250	21.4%	21.9%	17.9%
Fluent English Proficient (FEP)	246	244	295	17.5%	17.5%	21.1%
Reclassified Fluent English Proficient (RFEP)	23	38	74	8.6%	12.7%	24.2%

Conclusions based on this data:

1. The percentage of our language learners has increased slightly over the past three years, but has stayed similar.
2. The reclassification rate has been inconsistent. This could be based on several factors, including a change from CELDT to ELPAC and the use of SBAC data for the basic skills assessment.

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 6	471	488	419	468	482	414	468	482	414	99.4	98.8	98.8
Grade 7	432	493	510	425	491	505	425	491	505	98.4	99.6	99
Grade 8	455	416	478	448	410	467	448	410	467	98.5	98.6	97.7
All Grades	1358	1397	1407	1341	1383	1386	1341	1383	1386	98.7	99	98.5

* 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 6	2514.	2522.	2523.	13.03	17.63	17.15	29.91	32.99	31.16	28.85	25.10	27.54	28.21	24.27	24.15
Grade 7	2532.	2524.	2546.	9.41	9.98	12.87	35.76	31.77	37.03	27.76	25.87	25.74	27.06	32.38	24.36
Grade 8	2555.	2562.	2545.	11.83	14.88	11.99	34.38	35.37	30.84	30.58	29.76	27.19	23.21	20.00	29.98
All Grades	N/A	N/A	N/A	11.48	14.10	13.85	33.26	33.26	33.19	29.08	26.75	26.77	26.17	25.89	26.19

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 6	19.87	23.65	21.50	47.22	44.40	46.62	32.91	31.95	31.88
Grade 7	19.53	17.31	23.17	44.47	47.45	47.33	36.00	35.23	29.50
Grade 8	20.98	23.17	17.56	47.32	48.05	46.90	31.70	28.78	35.55
All Grades	20.13	21.26	20.78	46.38	46.57	46.97	33.48	32.18	32.25

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 6	20.30	23.86	23.91	46.37	47.10	52.66	33.33	29.05	23.43
Grade 7	23.35	18.33	27.13	49.06	44.40	50.69	27.59	37.27	22.18
Grade 8	23.88	24.63	17.56	49.33	50.49	56.75	26.79	24.88	25.70
All Grades	22.46	22.13	22.94	48.21	47.14	53.32	29.33	30.73	23.74

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	13.03	16.18	17.15	68.59	61.83	64.01	18.38	21.99	18.84
Grade 7	9.88	9.16	10.50	66.12	64.15	68.71	24.00	26.68	20.79
Grade 8	10.27	16.10	10.92	72.10	64.39	68.09	17.63	19.51	20.99
All Grades	11.11	13.67	12.63	68.98	63.41	67.10	19.91	22.92	20.27

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 6	22.22	28.63	25.85	53.63	51.45	51.45	24.15	19.92	22.71
Grade 7	21.41	24.44	26.93	55.53	51.53	49.70	23.06	24.03	23.37
Grade 8	25.67	26.59	22.06	47.99	55.85	47.54	26.34	17.56	30.41
All Grades	23.12	26.54	24.96	52.35	52.78	49.49	24.53	20.68	25.54

Conclusions based on this data:

1. The participation rate at our site is high and should give an accurate representation of student population.
2. For measuring overall achievement, the number of students in each band has stayed similar during the three year span. There is not a truly noteworthy increase or decrease in any one band or year.
3. The Claims/Targets for Writing and Research/Inquiry are consistently lower than that for listening. Writing is actually showing a decrease.

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 6	470	487	420	468	484	418	468	483	418	99.6	99.4	99.5
Grade 7	431	494	510	428	492	506	428	492	506	99.3	99.6	99.2
Grade 8	455	416	478	451	410	469	450	410	469	99.1	98.6	98.1
All Grades	1356	1397	1408	1347	1386	1393	1346	1385	1393	99.3	99.2	98.9

* 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 6	2512.	2526.	2512.	15.38	21.53	17.46	20.94	22.98	19.62	32.48	29.40	31.10	31.20	26.09	31.82
Grade 7	2534.	2516.	2528.	14.02	13.82	15.22	25.23	18.90	24.70	32.71	29.47	27.67	28.04	37.80	32.41
Grade 8	2563.	2552.	2529.	26.44	21.71	17.06	14.89	16.10	15.35	29.33	30.49	24.52	29.33	31.71	43.07
All Grades	N/A	N/A	N/A	18.65	18.84	16.51	20.28	19.49	20.03	31.50	29.75	27.64	29.57	31.91	35.82

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 6	23.08	29.81	24.88	35.47	35.61	34.21	41.45	34.58	40.91
Grade 7	23.83	22.15	25.69	37.38	28.66	31.82	38.79	49.19	42.49
Grade 8	32.44	23.66	21.11	34.67	39.51	30.70	32.89	36.83	48.19
All Grades	26.45	25.27	23.91	35.81	34.30	32.16	37.74	40.43	43.93

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 6	12.82	19.46	14.83	48.93	47.62	45.45	38.25	32.92	39.71
Grade 7	17.52	13.82	16.40	51.87	46.54	49.60	30.61	39.63	33.99
Grade 8	22.89	23.41	17.48	41.11	50.49	37.53	36.00	26.10	44.99
All Grades	17.68	18.63	16.30	47.25	48.09	44.29	35.07	33.29	39.41

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	17.31	21.74	17.94	45.94	45.34	44.98	36.75	32.92	37.08
Grade 7	15.19	15.45	17.98	59.35	54.88	57.91	25.47	29.67	24.11
Grade 8	23.33	21.22	20.26	53.33	53.41	44.99	23.33	25.37	34.75
All Grades	18.65	19.35	18.74	52.67	51.12	49.68	28.68	29.53	31.59

Conclusions based on this data:

1. Our math scores are very low.
2. For measuring overall achievement, the number of students in each band has stayed similar during the three year span. There is not a truly noteworthy increase or decrease in any one band or year.
3. The Claims/Targets for Concepts and Procedures are consistently lower than the other two areas.

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 6	1532.8	1520.9	1532.1	1514.7	1533.0	1526.5	100	76
Grade 7	1542.9	1527.9	1539.0	1528.9	1546.4	1526.4	97	95
Grade 8	1568.5	1548.6	1558.1	1542.8	1578.3	1553.8	65	89
All Grades							262	260

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
6	34.00	14.47	37.00	46.05	20.00	31.58	*	7.89	100	76
7	42.27	24.21	34.02	36.84	19.59	23.16	*	15.79	97	95
8	63.08	17.98	24.62	47.19	*	26.97	*	7.87	65	89
All Grades	44.27	19.23	32.82	43.08	16.41	26.92	6.49	10.77	262	260

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
6	57.00	30.26	29.00	44.74	12.00	17.11	*	7.89	100	76
7	57.73	38.95	29.90	32.63	*	17.89	*	10.53	97	95
8	70.77	42.70	18.46	34.83	*	12.36	*	10.11	65	89
All Grades	60.69	37.69	26.72	36.92	9.54	15.77	*	9.62	262	260

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
6	20.00	7.89	25.00	35.53	31.00	38.16	24.00	18.42	100	76
7	28.87	9.47	25.77	32.63	23.71	31.58	21.65	26.32	97	95
8	56.92	14.61	21.54	29.21	*	35.96	*	20.22	65	89
All Grades	32.44	10.77	24.43	32.31	23.28	35.00	19.85	21.92	262	260

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
6	37.00	28.95	55.00	55.26	*	15.79	100	76
7	32.99	23.16	53.61	55.79	13.40	21.05	97	95
8	46.15	14.61	44.62	70.79	*	14.61	65	89
All Grades	37.79	21.92	51.91	60.77	10.31	17.31	262	260

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
6	68.00	44.74	28.00	43.42	*	11.84	100	76
7	79.38	50.53	17.53	36.84	*	12.63	97	95
8	92.31	53.93	*	34.83	*	11.24	65	89
All Grades	78.24	50.00	17.94	38.08	*	11.92	262	260

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
6	21.00	9.21	24.00	43.42	55.00	47.37	100	76
7	30.93	20.00	15.46	38.95	53.61	41.05	97	95
8	55.38	22.47	21.54	35.96	23.08	41.57	65	89
All Grades	33.21	17.69	20.23	39.23	46.56	43.08	262	260

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
6	19.00	30.26	70.00	64.47	11.00	5.26	100	76
7	26.80	6.32	69.07	74.74	*	18.95	97	95
8	40.00	4.49	56.92	91.01	*	4.49	65	89
All Grades	27.10	12.69	66.41	77.31	6.49	10.00	262	260

Conclusions based on this data:

1. Because we only have date for two years, it is difficult to see the trends.

2. The first year data is much higher, than our current data. We also had a very high reclassification rate. It will be interesting to see if the data stabilizes and was high because it was a new test.

3. The writing domain is higher than I anticipated, but the other three domains are very low. We need to focus on academic supports for our EL students in these areas.

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**
1398	**65.2**	**21.9**	**0.3**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	306	21.9
Foster Youth	4	0.3
Homeless	26	1.9
Socioeconomically Disadvantaged	912	65.2
Students with Disabilities	175	12.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	84	6.0
American Indian	6	0.4
Asian	94	6.7
Filipino	42	3.0
Hispanic	923	66.0
Two or More Races	21	1.5
Pacific Islander	3	0.2
White	222	15.9

Conclusions based on this data:

1. The population numbers and percentages have stayed about the same for numerous years.
2. Our number of students with disabilities is higher than is expected by the state.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Each reporting area is orange which indicates lower than desired performance.
2. There is much room for growth with a targeted plan for improvement.

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	2	3	1	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 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
Orange	Yellow	No Performance Color
10.2 points below standard	38.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++2 points	Increased ++6.2 points	4
1320	452	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
35 points below standard	28.9 points below standard	122.2 points below standard
Declined -4.4 points	Increased ++3.1 points	Increased ++3.6 points
26	872	176

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	Blue	Blue
6.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	59.1 points above standard	42.1 points above standard
Increased Significantly ++21.6 points	5	Increased ++10.4 points	Increased Significantly ++21.9 points
73		92	41
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
28.9 points below standard	55.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy	18.9 points above standard
Maintained -2.6 points	Increased Significantly ++47.2 points	3	Increased ++4.5 points
869	19		215

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**
95.7 points below standard	25.8 points above standard	0.8 points above standard
Increased ++5.7 points	Maintained ++1.6 points	Maintained -0.5 points
239	213	787

Conclusions based on this data:

1. Our students with disabilities and three Race/Ethnicity groups decreased in scores significantly.
2. Our SED and Homeless population were 30 points below standard.
3. We need to focus instructions and interventions to provide supports for sub groups that are under performing.

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
1	3	2	1	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the 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
Orange	Orange	No Performance Color
41.4 points below standard	66.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -7 points	Declined -7.7 points	4
1320	452	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
76.8 points below standard	59.5 points below standard	166 points below standard
Declined -14.3 points	Declined -4.9 points	Declined -7.1 points
26	872	176

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	Blue	Green
56.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	45.8 points above standard	13.9 points above standard
Increased ++11.8 points	5	Increased ++13.8 points	Declined -6.6 points
73		92	41
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
60.2 points below standard	22.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy	13.6 points below standard
Declined -10 points	Increased Significantly ++34.8 points	3	Declined -11.3 points
869	19		215

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**
123.3 points below standard	3.3 points below standard	33.3 points below standard
Declined -6.9 points	Declined -13.9 points	Declined -9 points
239	213	787

Conclusions based on this data:

1. Students scored significantly lower in Math than they did in ELA.
2. Every Race/Ethnicity with a significant population declined.
3. No subgroups increased and most declined. Our school is struggling with math.

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
46.5 making progress towards English language proficiency
Number of EL Students: 243
Performance Level: Medium

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**
25.1	28.3	6.9	39.5

Conclusions based on this data:

1. Our reclassification rate does not reflect that 44.3% of our students scored at level 4 (well developed).
2. Our beginning stage, Level 1, students are reflective of our population of students that are new to the use and EL students.
3. Our students are scoring well on the ELPAC but are struggling to reclassify.

School and Student Performance Data

Academic Performance
College/Career

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 College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

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	3	3	1	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**
Yellow	Yellow	No Performance Color
9.9	9.2	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.3	Maintained +0.3	9
1481	325	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Yellow
24.2	11.9	12.1
Declined -4.3	Maintained 0	Declined Significantly -3.3
33	999	207

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Yellow	Blue
14.6	Less than 11 Students - Data Not Displayed for Privacy	3.1	2.3
Maintained +0.3	6	Increased +2	Maintained +0.1
103		97	44
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
10.6	8	Less than 11 Students - Data Not Displayed for Privacy	9.4
Increased +0.8	Maintained -0.3	5	Declined Significantly -3.2
968	25		233

Conclusions based on this data:

1. The subgroups that have high rates of chronic absenteeism are also scoring lower on ELA and Math SBAC assessments.
2. There is a high rate of chronic absenteeism, especially for a school that has a relatively high average daily attendance rate.
3. Many of the subgroups have chronic absentee rates that are declining, but still are struggling academically.

School and Student Performance Data

Academic Engagement
Graduation 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 Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

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	2	1	4	1

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	Green	No Performance Color
4.9	6.4	7.7
Declined -0.8	Declined -1	13
1533	330	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Orange
6.1	5.9	8.5
Declined -3.5	Declined -1	Maintained +0.2
33	1023	213

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	Orange	Blue
9.3	Less than 11 Students - Data	3.1	0
Declined -4.2	6	Increased +1	Declined -2.1
107		98	45
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
5.7	3.4	Less than 11 Students - Data	1.6
Declined -0.4	Declined -0.7	6	Declined -2.5
999	29		243

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	5.7	4.9

Conclusions based on this data:

1. Suspension rates by Race/Ethnicity do not mirror our student population.
2. African American student suspension rates are much higher than any other group and far exceeds the percentage for all students.
3. Homeless students and students with disabilities are suspended at a much higher rate than the percentage of all students.

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

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

By June 2021, the percentage of students that meet or exceed the standard in English Language Arts on the Smarter Balanced Summative Assessments (CAT and PT) will increase by 4% for 7th and 8th grade students in comparison to their data from the previous year.

Identified Need(s)

- Support to increase performance in ELA
- Access to computer based programs, technology, computers, and digital media
- Supplemental curricular materials
- Training, collaboration, data analysis, and planning time for teachers
- Interventions and Multi-tiered Systems of Supports
- Provide opportunities for students to participate in enriching academic activities and academic competitions

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC data	The findings determined which students are in need of curricular supports and what specific areas need to be addressed.	The school will review summative Smarter Balanced (CAT and PT) data to determine percent of increase for each grade level.
AERIES, CALPADS, CWA Reports	The school will determine which student incentives are successful and where Villegas needs to focus for the 2020-2021 school year.	The school will compare attendance data from one year to the next.

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)

Students will be provided access to technology, computers, and curricular materials to supplement core instruction

Strategy/Activity

Purchase supplemental instructional supplies, technology and computers

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.

Amount(s)	Source(s)
4875	LCFF-LI 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)

Provide opportunities for students to participate in enriching academic activities and academic competitions

Strategy/Activity

Pay for teacher extra duty assignments to provide support for academic activities and academic competitions

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.

Amount(s)	Source(s)
1500	LCFF-LI 1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

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

Provide access to technology supports and printing for students that do not have access at home to complete assignments and access curricular materials

Strategy/Activity

Open the computer lab before school and during 6th period for LI students or student that do not have access to technology at home or a printer.

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.

Amount(s)	Source(s)
750	LCFF-LI 2000-2999: Classified Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Provide supplemental supplies for core curricular areas

Strategy/Activity

Curricular supports for the core academic areas. The ELA department will decide how to spend the money to support instruction.

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.

Amount(s)	Source(s)
1000	LCFF-LI 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)

Provide supplemental materials for core curricular areas

Strategy/Activity

Provide printers,ink, laminate, and materials for teachers to copy supplemental materials for curricular areas.

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.

Amount(s)	Source(s)
2760	LCFF-LI 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)

Provide supplemental computer programs and databases to supplement curricular instruction and support student learning

Strategy/Activity

Provide Brainpop and EBSCO database to supplement curricular instruction and support student learning

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.

Amount(s)	Source(s)
1125	LCFF-LI 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 7

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

Support MTSS, Interventions, data analysis, and first best instruction

Strategy/Activity

Provide Release days for training, collaboration, data analysis, and planning time for ELA teachers

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.

Amount(s)	Source(s)
1550	LCFF-LI 1000-1999: Certificated Personnel Salaries

Strategy/Activity 8

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

Provide supplemental materials to enhance the ELA curriculum and enhance student learning

Strategy/Activity

Provide books and magazines for the library

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.

Amount(s)	Source(s)
3128	LCFF-LI 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

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.

To address the needs of all students in the school, particularly those that are Low-income, foster youth, or at-risk of not meeting the state standards.

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

No major changes

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

The major change is to provide money to implement supports and buy books for the campus library. Also, we do not need to buy as many student computers, so are reallocating money to other technology and instructional supplies.

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

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

By June 2021, the percentage of students that meet or exceed the standard in Math on the Smarter Balanced Summative Assessments (CAT and PT) will increase by 3% for 7th and 8th grade students in comparison to student data from the previous year.

Identified Need(s)

- Support to increase performance in Math
- Access to computer based programs, technology, computers, and digital media
- Supplemental curricular materials
- Training, collaboration, data analysis, and planning time for teachers
- Interventions and Multi-tiered Systems of Supports
- Provide opportunities for students to participate in enriching academic activities and academic competitions

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC data	The findings determined which students are in need of curricular supports and what specific areas need to be addressed.	The school will review summative Smarter Balanced (CAT and PT) data to determine percent of increase for each grade level.
Aeries, CALPADS, CWA Reports	The school will determine which student incentives are successful and where Villegas needs to focus for the 2020-2021 school year.	The school will compare attendance data from one year to the next.

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)

Students will be provided access to technology, computers, and curricular materials to supplement and support core instruction

Strategy/Activity

Purchase supplemental instructional supplies, technology, and computers.

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.

Amount(s)	Source(s)
4875	LCFF-LI 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)

Provide extra hours for math teacher to provide math tutoring to support struggling students.

Strategy/Activity

Provide math tutoring two days a week for any students that are struggling or need support.

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

Amount(s)	Source(s)
3500	LCFF-LI

Strategy/Activity 3

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

Provide opportunities for students to participate in enriching academic activities and academic competitions

Strategy/Activity

Pay for teacher extra duty assignments to provide support for academic activities and academic competitions

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.

Amount(s)	Source(s)
1500	LCFF-LI 1000-1999: Certificated Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Provide access to technology supports and printing for students that do not have access at home to complete assignments and access curricular materials

Strategy/Activity

Open the computer lab before school and during 6th period for LI students or student that do not have access to technology at home or a printer.

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.

Amount(s)	Source(s)
750	LCFF-LI 2000-2999: Classified Personnel Salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Provide supplemental materials for core curricular areas

Strategy/Activity

Curricular supports for the core academic areas. The Math department will decide how to spend the money to support instruction.

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.

Amount(s)	Source(s)
1000	LCFF-LI 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)

Provide supplemental materials for core curricular areas

Strategy/Activity

Provide printers, ink, laminate, and materials for teachers to copy supplemental materials for curricular areas.

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.

Amount(s)	Source(s)
2759	LCFF-LI 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)

Provide supplemental computer programs and databases to supplement curricular instruction and support student learning

Strategy/Activity

Provide Brainpop and EBSCO database to supplement curricular instruction and support student learning

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.

Amount(s)	Source(s)
1125	LCFF-LI 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Support MTSS, Interventions, data analysis, and first best instruction

Strategy/Activity

Provide Release days for training, collaboration, data analysis, and planning time for Math teachers

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.

Amount(s)	Source(s)
1550	LCFF-LI 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2020-21

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.

To address the needs of all students in the school, particularly those that are Low-income, foster youth, or at-risk of not meeting the state standards.

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 previously budgeted money to provide Tier II math support in the form of before school tutoring. It was determined that we did not have the resources to continue this program.

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

We will reinstate the money that has traditionally been spent on tutoring. Last year the tutoring program was not funded, but it will return this year.

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

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

To support progress in History, by June 2021, the percentage of students that are below standard in the English Language Arts Claims (Reading, Research and Inquiry) on the Smarter Balanced Summative Assessments (CAT and PT) will decrease by 5% for 7th and 8th grade students in comparison to student data from the previous year.

Identified Need(s)

- Support to increase performance in History
- Access computer based programs, technology, computers, and digital media
- Supplemental curricular materials
- Training, collaboration, data analysis, and planning time for teachers
- Interventions and Multi-tiered Systems of Supports
- Provide opportunities for students to participate in enriching academic activities and academic competitions

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC data	The findings determined which students are in need of strategic counseling and what specific areas need to be addressed.	The school will review summative Smarter Balanced (CAT and PT) data to determine percent of increase for each grade level.
AERIES, CALPADS, CWA Reports	The school will determine which student incentives are successful and where Villegas needs to focus for the 2020-2021 school year.	The school will compare attendance data from one year to the next.

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)

Students will be provided access to technology, computers, and curricular materials to supplement and support core instruction.

Strategy/Activity

Purchase supplemental instructional supplies, technology, and computers

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.

Amount(s)	Source(s)
4875	LCFF-LI 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)

Provide opportunities for students to participate in enriching academic activities and academic competitions

Strategy/Activity

Pay for teacher extra duty assignments to provide support for academic activities and academic competitions

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.

Amount(s)	Source(s)
1500	LCFF-LI 1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

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

Provide access to technology supports and printing for students that do not have access at home to complete assignments and access curricular materials.

Strategy/Activity

Open the computer lab before school and during 6th period for LI students or student that do not have access to technology at home or a printer.

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.

Amount(s)	Source(s)

750	LCFF-LI 2000-2999: Classified Personnel Salaries

Strategy/Activity 4

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

Provide supplemental materials for core curricular instruction

Strategy/Activity

Provide printers, ink, laminate, and materials for teachers to copy supplemental materials for curricular areas.

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.

Amount(s)	Source(s)
2759	LCFF-LI 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)

Provide supplemental materials for core curricular areas

Strategy/Activity

Curricular supports for the core academic areas. The History department will decide how to spend the money to support instruction.

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.

Amount(s)	Source(s)
1000	LCFF-LI 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)

Provide supplemental computer programs and databases to supplement curricular instruction and support student learning

Strategy/Activity

Provide Brainpop and EBSCO database to supplement curricular instruction and support student learning

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.

Amount(s)	Source(s)
1125	LCFF-LI 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 7

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

Support MTSS, Interventions, data analysis, and first best instruction

Strategy/Activity

Provide Release days for training, collaboration, data analysis, and planning time for History teachers

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.

Amount(s)	Source(s)
1550	LCFF-LI 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2020-21

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.

To address the needs of all students in the school, particularly those that are Low-income, foster youth, or at-risk of not meeting the state standards.

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

No major changes

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 major changes

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Science (Secondary Only)

LEA/LCAP Goal

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

To support growth in Science, by June 2021, the percentage of students that are below standard in the Mathematics Claims (Concepts and Procedures, Problem and Modeling/Data Analysis, and Communicating Reasoning) on the Smarter Balanced Summative Assessments (CAT and PT) will decrease by 5% for 7th and 8th grade students in comparison to student data from the previous year.

By June 2021, the percentage of students that are below standard in the English Language Arts Claims (Reading, Research and Inquiry) on the Smarter Balanced Summative Assessments (CAT and PT) will decrease by 5% for 7th and 8th grade students in comparison to student data from the previous year.

Identified Need(s)

- Support to increase performance in Science
- Access computer based programs, technology, computers, and digital media
- Supplemental curricular materials
- Training, collaboration, data analysis, and planning time for teachers
- Interventions and Multi-tiered Systems of Supports
- Provide opportunities for students to participate in enriching academic activities and academic competitions

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC data	The findings determined which students are in need of strategic counseling and what specific areas need to be addressed.	The school will review summative Smarter Balanced (CAT and PT) data to determine percent of increase for each grade 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)

Students will be provided access to technology, computers, and curricular materials to supplement core instruction and support learning

Strategy/Activity

Purchase supplemental instructional supplies, technology, and computers.

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.

Amount(s)	Source(s)
4875	LCFF-LI 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)

Provide opportunities for students to participate in enriching academic activities and academic competitions

Strategy/Activity

Pay for teacher extra duty assignments to provide support for academic activities and academic competitions

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.

Amount(s)	Source(s)
1500	LCFF-LI 1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Provide access technology supports and printing for students that do not have access at home to complete assignments and access curricular materials

Strategy/Activity

Open the computer lab before school and during 6th period for LI students or student that do not have access to technology at home or a printer.

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.

Amount(s)	Source(s)
750	LCFF-LI 2000-2999: Classified Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Provide supplemental supplies for core curricular areas.

Strategy/Activity

Curricular supports for the core curricular areas. The Science department will decide how to spend the money to support instruction.

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.

Amount(s)	Source(s)
1000	LCFF-LI 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)

Provide supplemental materials for core curricular areas

Strategy/Activity

Provide printers,ink, laminate, and materials for teachers to copy supplemental materials for curricular areas.

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.

Amount(s)	Source(s)
2759	LCFF-LI 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)

Provide supplemental computer programs and databases to supplement curricular instruction and support student learning

Strategy/Activity

Provide Brainpop and EBSCO database to supplement curricular instruction and support student learning

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.

Amount(s)	Source(s)
1125	LCFF-LI 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 7

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

Support MTSS, Interventions, data analysis, and first best instruction

Strategy/Activity

Provide Release days for training, collaboration, data analysis, and planning time for Science teachers

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.

Amount(s)	Source(s)
1550	LCFF-LI 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2020-21

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.

To address the needs of all students in the school, particularly those that are Low-income, foster youth, or at-risk of not meeting the state standards.

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

No major changes

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 major changes

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Learners

LEA/LCAP Goal

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

By June 2021, percentage 7th and 8th grade students that achieve proficiency on the ELPAC (score of 3 or 4 overall) will increase by 3% as compared to cohort data form the previous school year.
By June 2021, the percentage of students that reclassify from EL to RFEP will increase by 3% as compared to cohort data from the previous school year.

Identified Need(s)

- Support to increase performance for EL students
- EL students are in need more primary language support and technology to access the curriculum.
- Access to technology, computers, and digital media
- Supplemental curricular materials to support ELD and sheltered instruction
- Training, collaboration, data analysis, and planning time for teachers
- Interventions and Multi-tiered Systems of Supports
- Provide opportunities for parents and staff to participate in training to support EL students at school and at home.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC and site reclassification data	The school will use the data to schedule English Learners into ELA, ELD, and elective courses such as AVID and AALD.	The school will use standards based assessments to determine the success of ELD instruction, SDAIE strategy classroom implementation, and interventions such as Imagine Learning and AALD. The school will review reclassification data to determine the reclassification percent of increase for our EL population.

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)

Provide support for EL students and parents for ELPAC testing

Strategy/Activity

ELPAC testing coordinator

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.

Amount(s)	Source(s)
2500	LCFF-EL 1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Provide a comprehensive program for EL students and parents that provides an opportunity to give input on programs and expenditures directly supporting EL students and participate in the feedback loop.

Strategy/Activity

EL Facilitator stipend, substitute coverage for facilitator as needed, and interpreters.

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.

Amount(s)	Source(s)
3900	LCFF-EL 1000-1999: Certificated Personnel Salaries
500	LCFF-EL 1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Provide supplemental materials for core curricular areas and curricular support for English Language development for EL students within the classroom.

Strategy/Activity

Provide additional hours for the Bilingual Instructional Assistants to work with EL students in sheltered classrooms and throughout the day.
Provide supplemental curricular materials to improve access to the core curricular content.

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.

Amount(s)	Source(s)
4000	LCFF-EL 2000-2999: Classified Personnel Salaries
1000	LCFF-EL 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)

Support MTSS, Interventions, data analysis, and first best instruction for ELD and core curricular instruction for EL students in throughout the day, including in sheltered classrooms.

Strategy/Activity

Provide Release days to teachers for training, collaboration, data analysis, and planning time for ELD, sheltered, and core content instruction 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.

Amount(s)	Source(s)
4200	LCFF-EL 1000-1999: Certificated Personnel Salaries

Strategy/Activity 5

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

Teachers will be provided access to technology supplement core curriculum and support sheltered instruction for EL students

Strategy/Activity

Purchase computers, laptops, flat panels, ipads, LCD projectors with bulbs, and document cameras for ELD and sheltered classrooms

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.

Amount(s)	Source(s)
7470	LCFF-EL 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

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.

To address the needs of all EL students in the school, particularly those that are at-risk of not meeting the state standards, and provide supports to families.

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

Funds will be used to focus on more supports within the classroom.

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.

Classroom supports will include more funding for BIAs and integration of assistive technology for students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Safe and Drug-Free Environment Conducive to Learning

LEA/LCAP Goal

Engagement Goal: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

Goal(s)

By June, 2021, Villegas will have a 2% decrease in the suspension rate for drug and violent offenses as compared to the last school year, by implementing positive incentive programs, Multi-tiered Systems of Supports (MTSS), early interventions for at risk students, alternatives to suspensions, and every facet of the anti-bullying program.

Identified Need(s)

- Alternatives to suspension
- Positive incentive programs
- Interventions, PBIS, and Multi-tiered Systems of Supports

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AERIES Discipline data and the California Dashboard Data	The school will determine which student interventions and alternatives to suspension are successful and where Villegas needs to focus for the 2020-2021 school year.	The school will increase alternatives to suspension and see a decrease in drug and violent offenses.

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)

Engage Families in actively participating in events and improve school connectedness

Strategy/Activity

Parent Trainings and Translation for 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.

Amount(s)	Source(s)
500	LCFF-EL 2000-2999: Classified Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Engage Families in actively participating in events and improve school connectedness

Strategy/Activity

Provide opportunity for parents and staff to engage in training specifically targeted to support 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.

Amount(s)	Source(s)
1200	LCFF-EL 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2020-21

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.

To address the needs of all students in the school by providing early intervention, alternatives to suspension, and MTSS.

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

MTSS implmentation will become a major focus. We will also focus and connect families with the school through trainings and activites.

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.

Alternatives to suspension and MTSS will become a major focus. Providing trainings and supports for families will be a focus.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

High School Graduation and College Readiness

LEA/LCAP Goal

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

By June 2021, percentage of students who meet/exceed the promotion requirements, for both the District and YVMS, from 8th grade to high school will be at or above 95%.
By June 2021, the average daily attendance will be at or above 97% for the year.

Identified Need(s)

- Support to increase performance core academic subjects
- Access to technology, computers, and digital media
- Supplemental curricular materials
- Training, collaboration, data analysis, and planning time for teachers
- Interventions and Multi-tiered Systems of Supports
- Attendance incentives and interventions
- Villegas mentoring program
- Provide opportunities for students to participate in enriching academic activities and academic competitions
- Improve access to CTE courses

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Promotion Criteria and and school promotion data. Yearly Average Daily Attendance Percentage.	The findings determined which students are in need of strategic counseling and what specific areas need to be addressed.	The school will review the yearly promotion list to determine the percentage of students who meet the promotion requirements established by the AUSD School Board. The school will review the average daily attendance percentage to put in supports and incentives as well as implement Saturday Academy to improve attendance rates.
Yearly Average Daily Attendance Percentage.	The school will determine which student incentives are successful and where Villegas	The student daily attendance rate will increase as a result of

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	needs to focus for the 2020-2021 school year.	interventions and positive incentives.

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)

Students with excessive or chronic Absences

Strategy/Activity

Saturday Academy

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.

Amount(s)	Source(s)
1000	Attendance 1000-1999: Certificated Personnel Salaries
1000	Attendance 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

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.

To address the needs of all students in the school by providing early intervention, alternatives to suspension, and MTSS.

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

Addition of the Villegas mentoring program and positive attendance incentives.

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.

Increase in average daily attendance rate and promotion percentage.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$88,135.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
Attendance	$2,000.00
LCFF-EL	$25,270.00
LCFF-LI	$60,865.00

Subtotal of state or local funds included for this school: $88,135.00

Total of federal, state, and/or local funds for this school: $88,135.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-EL	25,270.00	0.00
LCFF-LI	60,865.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Attendance	2,000.00
LCFF-EL	25,270.00
LCFF-LI	60,865.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	24,300.00
2000-2999: Classified Personnel Salaries	7,500.00
4000-4999: Books And Supplies	47,135.00
5000-5999: Services And Other Operating Expenditures	5,700.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Attendance	1,000.00
4000-4999: Books And Supplies	Attendance	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF-EL	11,100.00
2000-2999: Classified Personnel Salaries	LCFF-EL	4,500.00
4000-4999: Books And Supplies	LCFF-EL	8,470.00

5000-5999: Services And Other Operating Expenditures	LCFF-EL	1,200.00
	LCFF-LI	3,500.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	12,200.00
2000-2999: Classified Personnel Salaries	LCFF-LI	3,000.00
4000-4999: Books And Supplies	LCFF-LI	37,665.00
5000-5999: Services And Other Operating Expenditures	LCFF-LI	4,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	16,688.00
Goal 2	17,059.00
Goal 3	13,559.00
Goal 4	13,559.00
Goal 5	23,570.00
Goal 6	1,700.00
Goal 7	2,000.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Kristen Moorhouse	Principal
Luis Alvarez Nieto	Classroom Teacher
Elizabeth Flores	Classroom Teacher
Kelli Lawson	Classroom Teacher
Sarai Padilla	Classroom Teacher
Denyse Buck	Other School Staff
Timothy Cruz	Parent or Community Member
Zoe Milkie	Parent or Community Member
Steven A. Petty	Parent or Community Member
Mariam Atallah	Secondary Student
Zacariah Atallah	Secondary Student
Jordyn Brown	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: Parent Teacher Organization

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 October 15, 2020.

Attested:

	Principal, Kristen Moorhouse on October 15, 2020
	SSC Chairperson, Mariam Atallah on October 15, 2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Parent Involvement Policy (Title I Schools)

Each Title I school is required to develop a written parent and family engagement policy. This policy describes how the school will support and increase parent and family engagement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be approved by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

Schools who are allocated Title I/ funds must develop a written parent and family engagement policy with the participation of parents, families, and community members that describes how the school will:

a. engage parents and family members in their children's education
b. inform parents and family members that they can directly effect the success of their children's learning
c. build consistent and effective communication between home/school
d. train teachers and administrators to communicate effectively with parents and families
e. integrate parent and family members programs with the SPSA (EC 11504)

Attach Parent and Family Engagement Policy (Title I Schools)

School-Parent Compact (Title I Schools)

Section 1116(a) of ESSA advocates shared responsibilities for high student achievement. The school-parent compact is a component of the Parent and Family Engagement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

Attach School-Parent Compact (Title I Schools)

Villegas Middle School PTO
Association Meeting
05/07/2020
Time: 11:32 am

Attendance: 18 participants

Meeting was called to order at 11:32 am by A. Heveran in a Zoom video chat room.

11:33 am- President's Report:

- Nomination Committee: K. Cruz read the nominations for the executive board and committee chairs for Villegas Middle School PTO for 2020-2021.
    - K. Cruz motioned to approve nominations for the executive board and committee chairs for Villegas Middle School PTO for 2020-2021. L. Sarhan seconded the motion. Motion carried.
    - The nominations for 2020-2021 for the executive board and committee chairs have been approved by the association and will take their positions on July 1, 2020.
- Spirit Wear: T. Anderson motioned to approve an amount not to exceed $2,000 for to purchase spirit wear. K. Cruz seconded the motion. Motion carried.
- Membership Increase: K. Cruz motioned to increase PTO membership fees to $10.00. T. Anderson seconded the motion. Motion carried.

11:39 am- Principal's Report:

- Teacher Appreciation: For teacher appreciation week the teachers are participating in ¨The Game of All Games.¨ They get to spin a wheel for fun tasks and win prizes. Examples of tasks, record a masked singer video or send a happy birthday greeting to someone whose birthday it is not. Teachers have been enjoying it. PTO is supplying prizes.
    - K. Moorhouse motioned to reimburse for the items purchased for Teacher Appreciation week not to exceed $1,000.00 from ¨Teacher Appreciation Week" budget category. T. Anderson seconded the motion. Motion carried.
- SPSA Report: Input is needed for the report because goals were set in December 2019. The needs of the school and teachers are still the same. However, there will be no SBAC testing data this year to use to see if goals were met. This report is SBAC data driven. Without this data, the school would like to keep the same goals for next year. It would look for a growth of 5% over 2 years. The budget is not released for next year so expenditures won't be discussed until it is.
- Upcoming: Yearbook pickup, promotions, locker cleanout, etc. will be addressed via email by K. Moorhouse. Emails will go out after each grade levels textbook collection via email to avoid confusion.

11:57 am- Treasurer's Report

- A bank current bank total will be submitted as a Treasurer's Report for May 2020.

    - Bank total: $15,542.31

11:58 am- Auditor´s Report

- Auditor S. Halias presented her audit report for 7/1/2019 to 12/31/2019.
    - S. Halias motioned to approve the audit report for 7/1/2019 to 12/31/2019. L. Sarhan seconded the motion. Motion carried.

Meeting adjourned at 12:02 pm.

Minutes prepared by Tami Anderson.

Alvord Unified School District

Ysmael Villegas Middle School

English Learners Advisory Committee

October 1, 2020
2:30 P.M. Virtual

Agenda

I. Introductory Procedures
   a. Call to Order
   b. Welcome/Sign-in
   c. Pledge of Allegiance

II. Action Items
   a. Approval of Minutes from **5/07/20 & 9/3/20**
   b. Election of new ELAC members (2a)
   c. Re-Election of DELAC Alternate
      DELAC Alternate _____

III. Discussion Information
   a. Election of ELAC Officers
   b. ELAC 2019-2020 Bylaws/Parent's Rights, Roles, and Responsibilities (#2F)
   c. Needs Assessments (#2e1)
   d. SPSA
   e. School Attendance (#2e3)
   f. EL Budget – LCFF EL (2h)
   g. other

IV. Other Hearing Session

V. Adjournment
   a. Next Meeting: November 4, 2020 Time: 2:30 p.m.

Villegas Middle School PTO Executive Meeting

AGENDA

Oct. 14, 2020

1. Call to Order
2. Pledge of Allegiance
3. Approval of Minutes – *Zoe Milkie*
   a. Executive Meeting Minutes from 09.11.20
4. Principal's Report
   a. SPSA
5. President's Report – *Karen Cruz*
   a. Parent Engagement Week, Nov. 16th-20th, in collaboration with ATP (Action Team for Partnership)

      [events pending but possibly doing a Harvest/ Thanksgiving Themed Family Movie Night]

6. Membership Report – *Karen Cruz*
   a. Only new members have been teachers and staff
7. Programs- *Karen Cruz*
   a. Free virtual movie night, October and in November
8. Fundraising Report – *Kim Fortune*
   a. Family Dine Out: Blaze Pizza today, all day; CODE:
   b. Jog-A-thon has been moved to April
   c. Virtual Holiday Shop in December
9. Bookfair Update- *Lauriann Ferguson*

https://bookfairs.scholastic.com/bookfairs/cptoolkit/homepage.do?method=homepage&url=ysmaelvillegasmiddleschool1

10. Financial Report – *Liza Gazmen*
    a. Treasurer's Report for Association
11. Audit Report- Liza Gazmen
12. Adjournment

PTO Association Zoom Meeting: Thurs., Oct.22nd at 3:30pm
PTO Executive Board Zoom Meeting: Thurs., Nov. Nov. 12th at 3pm

Alvord Unified School District

Villegas Middle School

English Learners Advisory Committee

October 1, 2020
2:30 P.M. Room: via Zoom

Minutes

I. Introductory Procedures

a. Call to Order *@2:3pm. by Bianca Rangel*
b. Welcome/Sign- *Imelda Ventura & Sarai Padilla welcomed everyone*
c. Pledge of Allegiance- *led by Erick Ramirez*

II. Action Items

a. Approval of Minutes-

5/07/2020
1st Bianca Rangel
2nd Linda Sarhan
Passed Unanimously

9/03/2020
1st Rosa Diaz
2nd Mary Hurtado
Passed Unanimously

b. Election of new ELAC members

1st Bianca Rangel
2nd Linda Sarhan
Passed Unanimously

c. Re-Election of DELAC Alternate

DELAC Representative – Bianca Rangel
Alternate – Lupe Salas
1st – Linda Sarhan
2nd – Rosa Diaz
Passed Unanimously

III. Discussion Information

a. Election of ELAC Officers

President – Bianca Rangel
1st – Linda Sarhan
2nd – Rosa Diaz
Passed Unanimously

Vice President –Rosa Diaz
1st – Bianca Rangel
2nd – Linda Sarhan
Passed Unanimously

Secretary – Lupe Salas
1st – Rosa Diaz
2nd – Linda Sarhan
Passed Unanimously

b. ELAC 2019-2020 Bylaws/ Parents' Rights, Roles and Responsibilities (#2f) –

I. Ventura & Sarai Padilla discussed and provided a copy of the bylaws in English and Spanish to each member. There was a review of the bylaws and discussion about the information within.

There was a motion to approve the Bylaws for 2020-2021
1st – Bianca Rangel
2nd – Linda Sarhan
Passed Unanimously

c. Needs Assessment (#2e1) –

I. Ventura & S. Padilla discussed the AUSD ELAC Needs Assessment. Members went through the list and a discussion took place. It was decided that the needs of the group fell into 6 categories. The members felt that items below should constitute the Villegas Middle School ELAC Needs Assessment.

Needs Assessment 2019-2020 Please list a minimum of 5 EL Needs assessment trainings that have been identified by ELAC parent representatives	**Correlation to Bylaws** Please identify which element(s), A-F, is covered by this training
1.Reclassification criteria for 2020-2021.	1. A, B, and F
2. State, local, and district assessments – how can we help our English Learners to be successful? (ELPAC, SBAC, PSAT, site assessments, iREady, MDTP)	2. A, B, and E
3. ELD (Integrated and Designated, BIAs, Classroom supports). How can we support our students Mental Health.	3. A, B, and F
4. What is the difference between career and college ready? A-G requirements? 4-year plan?	4. A, B and F
5. How can we support our students? 3. Home to School Connection (Go Guardian, Aeries, Google Classroom, Parent Advisory Groups, Safety)	5. A, B, E, and F
6. R-30LC training	6. A and D

d. SPSA-

K. Moorhouse presented, reviewed, and discussed our SPSA English Language Learners Goal for 2020. She stated goal is by June 2020, percentage of 7th and 8th grade students that achieve proficient on the ELPAC (score of 3 or 4 overall) will increase by 3% as compared to cohort data for from the previous school year. By June 2020, the percentage of students that reclassify from EL to RFEP will increased by 3% as compared to cohort data from the previous school year. Our committee approved the Goal.

e. School Attendance (#2e3) –

No discussion

f. EL Budget Discussion (#2h) –

K. Moorhouse talked about the current allocations. She discussed all spendings and how they will support our EL population.

f. Other –

IV. Adjournment

Next Meeting: November 4, 2020 2:30PM

Ysmael Villegas Middle School

The Alvord Unified School District Promise – All students will realize their unlimited potential!

School Site Council

Meeting Date: Thursday, October 15, 2020
Meeting Location: Zoom Time: 3:30-4:30
MEETING AGENDA

I. Introductory Procedure

1. Call to Order
2. Establishment of Quorum
3. Pledge of Allegiance
4. Welcome

II. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

III. Action Items

1. Approval of Minutes of Meeting from 9/17/20
2. Approve SSC Officers
    a. Chairperson/President
    b. Secretary
    c. Parent Advisory Committee Representative from Parent Members (PAC-District committee)
3. SPSA Approval

IV. Discussion/Information

1. Budget Reports
2. Training Topics
    a. Comprehensive School Safety Plan
3. Learning Continuity and Attendance Plan (board approved 9/24/20)
4. Reports from Parent Committees
    a. English Learner Advisory Committee (ELAC)/DELAC
    b. Parent Teacher Organization (PTO)
    c. Action Team for Partnership (ATP)
    d. Parent Advisory Committee (PAC)
5. Program Reports
    a. Professional Development Opportunities (Paraprofessionals, Teachers)
    b. Parent and Family Involvement Opportunities
    c. Interventions
6. Principal's Report
7. Other

V. Adjournment

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for 11/19/20
3. Adjournment: Action Item

Ysmael Villegas Middle School

The Alvord Unified School District Promise – All students will realize their unlimited potential!

School Site Council

Meeting Date: Thursday, September 17, 2020
Meeting Location: Zoom Time: 3:30-4:30
MEETING AGENDA

I. Introductory Procedure

1. Call to Order
2. Establishment of Quorum/ Election of Officers
3. Pledge of Allegiance
4. Welcome

II. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

IV. Discussion/Information

1. Training Topics
    A. Review SSC Roles & Responsibilities
    B. Review By-laws
    C. Review Summary of SSC Elections

III. Action Items

1. Approval of Minutes of Meeting from 5/30/19
2. Approve SSC Officers
    A. Chairperson
    B. Vice-Chairperson
    C. Secretary
    D. Approve Parent Advisory Committee Representative from Parent Members (PAC-District committee)
3. Approval of Expenditures (List site categorical budgets e.g. TI, LCFF-LI, LCFF-EL)
    A. Review and approve Expenditure Limit (NTE $500) (LCFF-LI)
    B. Review and approve Expenditure Limit (NTE $500) (LCFF-EL)
    C. Review and Categorical expenditures for the LCFF-LI budget (NTE $60,737) (LCFF-LI)
    D. Review and Categorical expenditures for the LCFF-LI budget (NTE $22,629) (LCFF-LI)

IV. Discussion/Information (continued)

2. Budget Reports
3. School Plan for Student Achievement
4. Reports from Parent Committees
    a. English Learner Advisory Committee (ELAC)
    b. Action Team for Partnership (ATP)
    c. District Parent Advisory Committee

5. Program Reports
    a. Professional Development Opportunities (Paraprofessionals, Teachers)
    b. Parent and Family Involvement Opportunities
    c. Interventions
6. Principal's Report
7. Other

V. Adjournment

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for 10/15/20
3. Adjournment: Action Item

Ysmael Villegas Middle School

The Alvord Unified School District Promise – All students will realize their unlimited potential!

Leadership Team Meeting

Tuesday, October 5, 2020
3:00pm – 4:00pm
Online – Google Meet

Group Norms, Expectations

-Stay focused and be present
-Honor time
-Be understanding of other opinions
-Have a growth mindset
-Be respectful of the conversations being had and how we share information

Four Site Goals for the Year

-Building an Instructional Focus on Campus
-Creating a Positive and Supportive Environment for All
-Creating a College Bound Culture
-Fostering a Commitment to Health and Wellness

Agenda

Welcome	Moorhouse
Returning with Hybrid	Moorhouse
SPSA	Moorhouse
Core Subject Department Money	Moorhouse
Release Days	Moorhouse
Data Analysis and Interventions	Moorhouse
Safety Plan	Ramirez/Burcham
Student Engagement and Supports	Moorhouse
Honoring Cryder	Moorhouse
Other	

Ysmael Villegas Middle School

The Alvord Unified School District Promise – All students will realize their unlimited potential!

School Site Council

Meeting Date: Thursday, October 15, 2020
Meeting Location: Zoom Time: 3:30-4:30
MEETING MINUTES

I. Introductory Procedure

1. Call to Order: K. Moorhouse called the meeting to order at 3:34 pm.
2. Establishment of Quorum:
   A. Members present for the meeting were K. Moorhouse, D. Buck, K. Lawson, E. Flores, L. Alvarez-Nieto, Z. Attalah, Z. Milkie, M. Attalah, S. Padilla, and T. Cruz.
   B. Two guests were present: J. Burcham and E. Ramirez.
3. Pledge of Allegiance was led by M. Attalah.
4. Welcome: K. Moorhouse welcomed members and guests to the SSC virtual meeting.

II. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

The floor was opened to audience members. No guests came forward.

III. Action Items

1. Approval of Minutes of Meeting from 9/17/20. The minutes of the meeting held on 9/17/20 were reviewed. A motion to approve the minutes was made with the change from “agenda” to “minutes.”
   Motion to approve:
   1st—K. Lawson
   2nd-E. Flores
   Unanimously approved.
2. Approve SSC Officers
   a. Chairperson/President: A motion to approve M. Attalah as the chairperson/president was made.
   Motion to approve:
   1st—D. Buck
   2nd—L. Alvarez-Nieto
   Unanimously approved.
   b. Secretary: A motion was made to approve K. Lawson as secretary.
   Motion to approve:
   1st-L. Alvarez-Nieto
   2nd-Z. Milkie
   Unanimously approved.
   c. Parent Advisory Committee Representative from Parent Members (PAC-District committee): Motion was made to approve T. Cruz as PAC representative.
   Motion to approve:
   1st—D. Buck
   2nd- Z. Milkie
   Unanimously approved.
3. SPSA Approval: K. Moorhouse reviewed the SPSA with the SSC members. A motion was made to approve SPSA with extra monies in the budget; approve the SPSA with $128.00 in LI and $2,641.00 in EL as extra monies that may be adjusted after approval.

Motion to approve.
1st—L. Alvarez-Nieto
2nd-K. Lawson
Unanimously approved.

IV. Discussion/Information

1. Budget Reports: K. Moorhouse went over budgets from the SPSA.
2. Training Topics
    a. Comprehensive School Safety Plan: K. Moorhouse informed members that she will be meeting with Riverside County Officials this next week to review the Comprehensive School Safety Plan. Additionally, Mr. Ramirez is working with the safety committee and will be asking for input from others as well.
3. Learning Continuity and Attendance Plan (board approved 9/24/20): K. Moorhouse shared the plan of how the district is working collaboratively during this pandemic. Information was presented in regards to how we are engaging stakeholders, providing feedback, creating taskforces, state and executive orders, options for remote participation and response, schedules to return in Hybrid, Expanded Learning, pupil participation and progress, SART and SARB, MTSS, professional development, core classes, grading, staff roles and responsibilities, specific population supports, pupil learning loss, outreach/support, and school nutrition.
4. Reports from Parent Committees
    a. English Learner Advisory Committee (ELAC)/DELAC: Dr. Padilla reported that officers were selected and a needs assessment was completed. Members of ELAC mentioned they were feeling disconnected due to pandemic. Ms. Ventura and Dr. Padilla reached out via phone calls and text messages to engage ELAC parents and personally invite them to the meetings. This seemed to help get more parents to attend the meetings.
    b. Parent Teacher Organization (PTO): K. Moorhouse reported that PTO voted officers and went over the budget at their meeting. PTO has planned a movie night for October 29, 2020. Also, there are some upcoming fundraisers such as Blaze Pizza Night.
    c. Action Team for Partnership (ATP): K. Moorhouse met with ATP leaders. They have planned activities for Parent Involvement Week (November 16-20).
    d. Parent Advisory Committee (PAC): There was nothing to report as the meeting was moved to next week.
5. Program Reports
    a. Professional Development Opportunities (Paraprofessionals, Teachers): Ongoing professional development opportunities are provided by the school site and by the district. Ms. Buck offers weekly trainings. There is one scheduled for October 16.
    b. Parent and Family Involvement Opportunities: K. Moorhouse shared that there are many opportunities for involvement. Some activities include crazy hair day and the upcoming parent involvement week.
    c. Interventions: K. Moorhouse informed members that movement of intervention classes took place this week, and the mentorship program is beginning again.
6. Principal's Report: K. Moorhouse shared how impressed she is with the students and teachers. Teachers are creating and teaching lessons while the students are engaged in the learning process. She stated that everyone is doing a great job.
7. Other

V. Adjournment

1. Agenda building for next meeting: The next meeting will include discussion regarding any budget changes and data from the first few months of school.
2. The next SSC meeting is scheduled for 11/19/20.
3. Adjournment: Action Item: A motion was made to adjourn the meeting at 4:28 pm.
   Motion to adjourn:
   1st-D. Buck
   2nd-L. Alvarez-Nieto
   Unanimously approved.

Villegas Middle School PTO Board Meeting Agenda

May 7th 2020 11:30am

- **Call to order**
- **Pledge Of Allegiance**
- **Presidents report**

Spirit Wear NTE $2,000
Membership increase $10.00
Voting for next year board

- **Principals Report**
  Spsa report
  NTE teacher appreciation 1,000
- **Treasurers Report**
  Bank Total

Next meeting in June date TBD to not addition of new bank signees Tamara Hoff, Liza Guzman and Paul Herman, and removal of Amanda Heveran, Tameka Miller and Pauline Moors as of July 1st 2020.

Villegas Middle School
Parental Involvement Policy
2019-2021

PART I. GENERAL EXPECTATIONS

The goal of the parent involvement program is to empower parents to work cooperatively as full partners in working toward the mission of ensuring that each student will master or exceed state academic standards, while developing academic and life skills.

Villegas Middle School agrees to implement the following statutory requirements:

- The school will jointly develop with parents, and distribute to parents of participating children, a School Parental Involvement Policy agreed to by the school and parents of participating children.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

> *Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—*
>
> *(A) that parents play an integral role in their child's learning;*
> *(B) that parents are encouraged to be actively involved in their child's education at school;*
> *(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
> *(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

Villegas Middle School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

- The school will jointly develop with parents, and distribute to parents of participating children, a School Parental Involvement policy that is agreed upon by the school and parents of participating children.
- The School will explain the Parental Involvement Policy and solicit contributions from parents at our annual registration.
- The School will work closely with our AVID (Advancement Via Individual Determination), ELAC (English Language Advisory Committee), PTO (Parent Teacher Organization), ATP (Action Team for Partnership) and School Site Council (SSC) to jointly develop and write our Parent Involvement Policy.

- The revised policy will be available at Back to School Night and at registration.
- The policy will be available to parents during parent conferences

Villegas Middle School will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:

- The school will distribute the Parental Involvement Policy with our registration packets each school year for all students.
- The policy will be distributed during our annual registration.
- The school will make the Parental Involvement Policy available on our school's web site.
- Copies of the policy will be made available in the main office.

Villegas Middle School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:

- The plan will be updated every *two years.*
- The School will work closely with our AVID, ELAC, PTO, ATP and SSC to develop and write our Parent Involvement Policy each year.
- The school's academic achievement, parental concerns, and safety issues will be reviewed by community groups.

Villegas Middle School will hold a flexible number of meetings at varying times, and with child care if needed that will be paid for with LCFF funding, as long as these services relate to parental involvement:

- Child care will be provided for the meetings
- Meetings and workshops will be held in the mornings and evenings when possible.

Villegas Middle School will provide timely information about LCFF programs to parents of participating children:

- Informational letters will be sent home using the "Wednesday Mailbag".
- Parents will receive notice and agenda of ELAC meetings a minimum 72 hours in advance.
- Parents will receive notice of SSC and ELAC meetings on the monthly calendar.
- Parents will see agenda of SSC meetings posted in the front office 72 hours in advance.
- Results of annual state testing will be mailed home.

Villegas Middle School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:

- The school will provide an explanation of the school curriculum during our parent conferences held twice a year.
- The school will discuss the curricular program and how parents can monitor their child's success at registration.
- Parent Council Meetings (i.e. SSC, ELAC, AVID, ATP)

Villegas Middle School will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

- Parent Council Meetings (i.e. SSC, ELAC, AVID, ATP)
- Parent – Teacher Conferences
- Family Nights
- PTO

Villegas Middle School will submit to the district any parent comments if the school wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:

- The school will forward to ISS and Special Projects all negative parental concerns or comments.
- All efforts will be made to revise the plan so that it meets with the satisfaction of all parents

Villegas Middle School will take the following actions to provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students:

- The school will provide translators at all parent meetings, parent conferences, and school activities.
- The school will explain were CBET English classes for parents are located in the district.
- The school will send home all communication in English and Spanish.
- Translators are provided by the site or district when there is a parent conference, meeting, or IEP meeting scheduled.

PART III. SHARED RESPONSBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

Villegas will build the school and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- Back to School Night
- PTO volunteers: Copy Cats, Book Fairs, Classroom Volunteers, Fundraising Opportunities, Student/Family Events
- AVID: Parent Nights, Fundraising, and Community Activities
- Science Night
- Health and Wellness Fairs
- Parent trainings
- ATP
- Message Broadcasts
- Parent – Teacher Conferences
- PTO/ASB Family Nights

The school will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described below:

- the State's academic content standards,
- the State's student academic achievement standards,
- the State and local academic assessments including alternate assessments,
- the requirements of LCFF
- how to monitor their child's progress through Aeries Parent Portal
- how to work with educators
- CBET Classes (Community Based English Tutoring)
- AVID Parent Nights
- ELAC Meetings
- Parent trainings
- ATP
- Parent Conferences

The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- CBET Classes
- Parent Workshops
- Back to School Night
- Family Nights
- AVID Parent Nights
- ELAC Meetings
- Parent trainings
- ATP-sponsored activities
- Parent Conferences

The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:

- CBET Classes
- Back to School Night
- Family Nights
- ATP
- AVID Parent Nights
- ELAC Meetings
- Parent trainings
- Parent conferences
- Parent Education opportunities
- Teacher professional development
- Para-Professional professional development

The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- The school will ensure that all communication will be provided for second language learners.
- The school will ensure home-school communication is well-established and on-going through monthly school newsletters and parent letters. Student recognition, dates of interest, and important announcements are regularly featured in these communications.

PART IV. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in LCFF, Part A programs, as evidenced by our School Site Council minutes.

This policy was adopted by the Villegas Middle School School Site Council on Thursday, November 14, 2019 and will be in effect for *two years*. The school will distribute this policy to all parents of participating LCFF children on or before December 1, 2019. It will be made available to the local community on or before December 1, 2019. The Villegas Middle School‘s notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

Villegas Middle School PTO Executive Board Meeting Minutes

October 14, 2020

The Executive Board of the Villegas Middle School PTO met on October 14, 2020. The meeting was called to order by PTO President Karen Cruz at 3:02 pm via Zoom conference. She led the group in the Pledge of Allegiance. Those in attendance were as follows: Kristen Moorhouse, Imelda Ventura, Paul Herman, Lauriann Ferguson, Pauline Moors. Kim Fortune, Liza Gazmen

Excused absences: Maribel Mandujano

Unexcused absence: Jamie Walden, Tameka Miller

Guests: Jennifer Burcham and Carolyn Wilson

The following reports were available but not limited to: Agenda, Minutes, Bylaws, Calendar, and Treasurer's Report. All information was available upon request due to circumstances of a virtual meeting

Minutes Approval – Zoe Milkie

Zoe Milkie makes a motion to approve the minutes for 9-11-2020 seconded by Paul Herman **MC** no oppositions

Zoe Milkie makes a motion to approve the emergency minutes for 9-24-2020 seconded by Kim Fortune **MC** no oppositions

Principals Report – Kristen Moorhouse

SPSA – Mrs. Moorhouse asks the board our thoughts on the SPSA and the recommendations for the goals that have been presented. She is pleased at how the school has done moving from Red to Green on the dashboard in certain areas for example school safety, atmosphere, and suspension rates. Discussed graduation rates and F's in classes. Discussed how money is spent and various accounts. LCFF-LI and LCFF-EL. If any of the board would like a copy of the school plan Mrs. Moorhouse will be happy to provide and extended that same offer for any questions we may have.

Mrs. Moorhouse has sent out information and links about our ongoing bookfair. She reached out to the teachers as well. No significant response however, those that did respond she forwarded that information on to Lauriann the bookfair coordinator and chair.

Mrs. Moorhouse informs the board of an upcoming movie night in collaboration with ATP and PTO. The movie will be "Monsters vs. Aliens" and shown on October 29th

Villegas will have its first awards assembly coming up. This will be a new format due to distance learning however, since it will be too advanced for zoom the format will be through youtube with various videos played. Teachers will be reading their selected students names and reasons for honoring the awards and those will then be submitted to Mrs. Moorhouse who will put those videos to music. She is hopeful to get those done by Friday.

At this time Hillcrest High School puts out weekly announcements and posts them on social media and Villegas would like to do the same. The Villegas Vibe will be posting a monthly youtube video with announcements and happenings from Villegas Middle school. The link will be posted and emailed out and giving info so you can see the Villegas students etc. These students from the Villegas leadership class will be doing all the work themselves.

Crazy hair day is tomorrow. Parents welcome to go on zoom too and show their crazy hair. There will be a link for students to send in their photos and prizes will be awarded. She sent an email out last week and another one will go out today as a reminder of tomorrow.

November 16th -20th is parent engagement week. That week a movie night, dine out night at Greek street and a health and wellness fair will all be held for parents and families. The health and wellness fair will have discussions on nutrition with the help on curriculum from farm to table. There will be two sessions for activities and child engagement with the help from PE teachers etc. There will be jujitsu and yoga classes as well. This will be incentivized by offering a PE pass for the students that participate. More info to come as the date approaches. The person heading all these activities is Alisa Martinez.

President's Report – *Karen Cruz*

a. Karen reiterated a few of the Parent Engagement Week activities starting on, Nov 16th-20th, in collaboration with ATP (action team for partnership) [events pending but possibly doing a Harvest/Thanksgiving themed family movie night] They will have a dine out with Greek Street dine out on November 18th with a movie on November 19th at 7pm. The movie has not yet been decided. Ms. Martinez is seeking PTO parents to volunteer for the health and wellness fair. An email was sent to the board regarding this. There will be times slots available for parents to sign up to demonstrate a physical fitness activity. Only one parent has volunteered for this event as of right now-Danielle Gross.

Historian – Jamie Walden – not present Karen Cruz reports

The board needs to send Jamie volunteer hours from August and September.

Membership Report – Maribel not present - *Karen Cruz reports*

New members have been mostly teachers and staff as of late. The totals are 115 students and parents and 31 teachers and staff. They are the only ones purchasing at this time due to being reminded by other staff etc.

Programs- *Karen Cruz,*

The virtual movie night for October 29th Monsters vs Aliens. Karen showed the board the preliminary flier. She informed the board that there are only 300 zoom spots so she is asking families to only use one device so that more people are able to get on. Mrs. Moorhouse sent out the zoom link to Karen.

Fundraising Report – *Kim Fortune*

a. Family Dine Out for Wed.,Oct.14th: Blaze Pizza today, all day;

   on app/online, enter CODE: FUND1, $0.01 will show on receipt that shows you did it correctly

b. Family Dine Out for Wed.,Nov.18th: Greek Street, all day; 11am-9:30pm call in orders and tell them Villegas sent you

c. Family Dine Out for Wed., Dec. 9th: Panda Express 10am-10pm on Magnolia details will follow as soon as she receives them.

d. She is still waiting to hear back from Buffalo Wild Wings and will let us know the dates as soon as she knows.

e. Waiting for paint night – details and dates to follow

f. Virtual Holiday Shop in December TBA

g. Jog-A-thon has been moved from November to April

Bookfair – *Lauriann Ferguson*

Book fair was opened on October 5th. It is going ok. No place for Lauriann to see true progress and monetary income for the school. There have been 1,100 hits to the site and right now there is a reported $500 in sales. No significant access to reports at this time. Cindy, Kristen, Jamie and Bridget have been helping with the publicity. The fair officially ends Sunday at midnight on October 18th. Only 3 teachers replied for a wish list. Those "wishes"

were emailed to their students only. Names of students that need help and some assistance with books due to hardship or need have been turned into Mrs. Moorhouse and she will be giving that to Lauriann.

Financial Report – *Liza Gazmen*

a. Treasurer's Report – Liza discusses the treasurers report for the Month of September beginning September 1st-September 30th, 2020. She makes a motion to approve the Treasurers report. Seconded by Paul Herman **MC** no oppositions

Beginning Bank Balance: $15,538.84

Total Deposits: $716.80

Total Expenses: $37.04

Ending Bank Balance: $16,218.60

Total Outstanding Checks: $624.00

Reconciled Bank Balance: $15,594.60

b. Audit Report: Liza Gazmen discussed and informed board of the various items on the audit report for the dates of Jan 1st 2020 - June 30th 2020. Reports were presented and she emailed the reports to each of the board members in advance so that they may review and ask any necessary questions. She intends to fine tune reports for the next audit. Procedures are in place to reduce any errors in the future. Liza motions to approve presented audit report. Kim Fortune seconds **MC** no oppositions.

Adjournment

Next PTO Association Meeting – Oct. 22nd at 3:30 pm - must have 15 people
Next PTO Executive Board Meeting – November 12th at 3pm

Adjourned at: 3:52pm

Ysmael Villegas Middle School

The Alvord Unified School District Promise – All students will realize their unlimited potential!

School Site Council

Meeting Date: Thursday, September 17, 2020
Meeting Location: Zoom Time: 3:30-4:30
MEETING MINUTES

I. Introductory Procedure

1. Call to Order – 3:31pm
   Mrs. Moorhouse, Mrs. Burcham, Mr. Ramirez, Denyse Buck, Kelli Lawson, Sarai Padilla, Zoe Milkie, Elizabeth Flores, Zacariah Atallah, Timothy Cruz, Mariam Atallah, Jordyn Brown, Steven Petty
   - Mrs. Moorhouse will facilitate due to not having an elected President yet

2. Establishment of Quorum/ Election of Officers
   - Quorum yes

3. Pledge of Allegiance – Led by Mariam Attalah

4. Welcome
   - Muted if you can, unmute click button or cntrlD
   - Agenda in front of you

II. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

No one present for public comment

IV. Discussion/Information

1. Training Topics
   A. Review SSC Roles & Responsibilities
      - Shared Powerpoint
      - Purpose of SSC
      - Member responsibilities
      - Look at Goals
      - Look at State funded programs funded through LCAP (LCFF budgets for EL and LI) 65-66% are LI and 21-22% are EL
      - Council organization – 12 members who can vote, breakdown of members
      - Election results summary
      - Review Bylaws – 1-year term due to population changes, membership termination if miss 3 meetings, resignations and process for vacancy, electing officers
      - Use sign in sheet, follow agenda, public hearing session included, conduct meeting using Roberts Rules of Order, maintain descriptive meeting minutes

- Review process for approval via video
- Quorum = 51% total membership, 7 members minimum
- Council Meetings- Ed Code 35147: open to public, public address, post notice 72 hours before meeting, can't act on items no in agenda
- At meeting will have a packet and election documentation
- Reviewed officers and roles

Questions? None

B. Review By-laws
Questions? None

C. Review Summary of SSC Elections
- Shared election summary on screen
- Discusses how the election was held via Google Form and the breakdown of votes

Questions? None

III. Action Items

Make motion to add bylaws to voting for approval
Motion to add:
1st – Moorhouse
2nd – Flores
Unanimously approved

1. Approval of Minutes of Meeting from 5/30/19
   - Minutes of the meeting reviewed

   Motion to approve:
   1st – M. Attalah
   2nd – Buck
   Unanimously approved

2. Approve SSC Officers
   A. Chairperson – J. Brown and M. Atallah, send out a ballot
   B. Vice-Chairperson – Z. Atallah
      Motion to approve:
      1st – Flores
      2nd – Lawson
      Unanimously approved
   C. Secretary – come back to it
   D. Approve Parent Advisory Committee Representative from Parent Members (PAC-District committee) – 4 more meeting dates – S. Petty and T. Cruz, send out ballot

3. Approval of Expenditures (List site categorical budgets e.g. TI, LCFF-LI, LCFF-EL)
   A. Review and approve Expenditure Limit (NTE $500) (LCFF-LI)
      Motion to approve:
      1st – Z. Milkie
      2nd – K. Lawson
      Unanimously approved
   B. Review and approve Expenditure Limit (NTE $500) (LCFF-EL)
      Motion to approve:
      1st – Z. Milkie

2nd – M. Atallah
Unanimously approved

C. Review and Categorical expenditures for the LCFF-LI budget (NTE $60,737) (LCFF-LI)
Motion to approve:
1st – D. Buck
2nd – K. Lawson
Unanimously approved

D. Review and Categorical expenditures for the LCFF-EL budget (NTE $22,629) (LCFF-EL)
Motion to approve:
1st – E. Flores
2nd – S. Petty
Unanimously approved

4. Approval of Bylaws
Motion to approve:
1st – Z. Milkie
2nd – S. Padilla
Unanimously approved

IV. Discussion/Information (continued)

1. Budget Reports
Moorhouse shared budget breakdown for LCFF-LI and LCFF-EL and running budget sheet
Questions-
    - Computer lab hours extension purpose?
        - 100% to fund person in there
    - Department support supplies - how is it spread out?
        - get together as department and figure out how to spend
    - Math tutoring – sign up? How does it work?
        - would be used for in person help 7:30-8:00, 3 rooms by grade to get help, teachers sign up if have credential and by interest, paid hourly to teacher
    - Library funding – enough money?
        - no, we used to get $10,000, but we can't fund all from this budget, it's about half of what they used to get
    - CABE not used? How will you reallocate?
        - come back to SSC to figure out what to do with it and redesignate it
    - How are you helping kids with this money who need help?
        - Showed budget and how expenditures support students

2. School Plan for Student Achievement
    - Previous SSC proposed to keep same goals for 20-21 school year
    - We did not take test last year due to Covid
    - Moorhouse reviewed each goal with SSC and Expenditures from last year as related to goal number and type of expenditures
    - Will receive goals, budget and expenditures for this year and last year's SPSA
        - Needs to approve plan at next meeting
        - Will send draft week before SSC meeting

3. Reports from Parent Committees
    a. English Learner Advisory Committee (ELAC)
        - First meeting, did all things needed like approve bylaws, no quorum, did not elect officers

b. Action Team for Partnership (ATP)
    - Had initial meeting about how can we involve parents in a virtual environment. Reach out to PTO and coordinate virtual events to improve involvement.
c. District Parent Advisory Committee
    - No one sat on first meeting

4. Program Reports
    a. Professional Development Opportunities (Paraprofessionals, Teachers)
        - 3x a week PD, work with students non-stop
    b. Parent and Family Involvement Opportunities
        - Work with PTO and ATP, first involvement is Awards
    c. Interventions
        - LA and Math going strong, better update given after grades, encourage office hours
5. Principal's Report
6. Other

V. Adjournment

1. Agenda building for next meeting
    a. Look for SPSA documents
2. The next SSC meeting is scheduled for 10/15/20 3:30 on Zoom
3. Adjournment: Action Item
   Motion to adjourn: 5:17pm
   1st – S. Petty
   2nd – T. Cruz
   Unanimously approved

Ysmael Villegas Middle School

The Alvord Unified School District Promise – All students will realize their unlimited potential!

Villegas Middle School
SPSA Evaluation for 2019-2020

School and Student Performance Data – California Dashboard

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Yellow 6.2 points below standard Increased Significantly ++21.6 points 73	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Blue 59.1 points above standard Increased ++10.4 points 92	Blue 42.1 points above standard Increased Significantly ++21.9 points 41
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 28.9 points below standard Maintained -2.6 points 869	No Performance Color 55.4 points above standard Increased Significantly ++47.2 points 19	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Green 18.9 points above standard Increased ++4.5 points 215

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	2	3	1	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 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
Orange	Yellow	No Performance Color
10.2 points below standard	38.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++2 points	Increased ++6.2 points	4
1320	452	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
35 points below standard	28.9 points below standard	122.2 points below standard
Declined -4.4 points	Increased ++3.1 points	Increased ++3.6 points
26	872	176

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
95.7 points below standard	25.8 points above standard	0.8 points above standard
Increased ++5.7 points	Maintained ++1.6 points	Maintained -0.5 points
239	213	787

Conclusions based on this data:

1. Our students with disabilities and three Race/Ethnicity groups decreased in scores significantly.
2. Our SED and Homeless population were 30 points below standard.
3. We need to focus instructions and interventions to provide supports for sub groups that are under performing.

ELA

Goal(s)

By June 2020, the percentage of students that meet or exceed the standard in English Language Arts on the Smarter Balanced Summative Assessments (CAT and PT) will increase by 4% for 7th and 8th grade students in comparison to their cohort data from the previous year.

SSC Proposed to keep it the same for 2020-2021

Math

Goal(s)

By June 2020, the percentage of students that meet or exceed the standard in Math on the Smarter Balanced Summative Assessments (CAT and PT) will increase by 3% for 7th and 8th grade students in comparison to their cohort data from the previous year.

SSC Proposed to keep it the same for 2020-2021

History

Goal(s)

To support progress in History, by June 2020, the percentage of students that are below standard in the English Language Arts Claims (Reading, Research and Inquiry) on the Smarter Balanced Summative Assessments (CAT and PT) will decrease by 5% for 7th and 8th grade students in comparison to their cohort data from the previous year.

SSC Proposed to keep it the same for 2020-2021

Science

Goal(s)

To support growth in Science, by June 2020, the percentage of students that are below standard in the Mathematics Claims (Concepts and Procedures, Problem and Modeling/Data Analysis, and Communicating Reasoning) on the Smarter Balanced Summative Assessments (CAT and PT) will decrease by 5% for 7th and 8th grade students in comparison to their cohort data from the previous year.

By June 2020, the percentage of students that are below standard in the English Language Arts Claims (Reading, Research and Inquiry) on the Smarter Balanced Summative Assessments (CAT and PT) will decrease by 5% for 7th and 8th grade students in comparison to their cohort data from the previous year.

SSC Proposed to keep it the same for 2020-2021

English Learners

Goal(s)

By June 2020, percentage 7th and 8th grade students that achieve proficiency on the ELPAC (score of 3 or 4 overall) will increase by 3% as compared to cohort data form the previous school year.
By June 2020, the percentage of students that reclassify from EL to RFEP will increase by 3% as compared to cohort data from the previous school year.

SSC Proposed to keep it the same for 2020-2021

Safe and Drug-Free Environment Conducive to Learning

Goal(s)

By June, 2020, Villegas will have a 2% decrease in the suspension rate for drug and violent offenses as compared to the last school year, by implementing positive incentive programs, Multi-tiered Systems of Supports (MTSS), early interventions for at risk students, alternatives to suspensions, and every facet of the anti-bullying program.

SSC Proposed to keep it the same for 2020-2021

High School Graduation and College Readiness

Goal(s)

By June 2020, percentage of students who meet/exceed the promotion requirements, for both the District and YVMS, from 8th grade to high school will be at or above 95%.
By June 2020, the average daily attendance will be at or above 97% for the year.

SSC Proposed to keep it the same for 2020-2021

Expenditures

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$105,055.00

State or Local Programs	Allocation ($)
Attendance	$18,920.00
LCFF-EL	$25,270.00
LCFF-LI	$60,865.00

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	36,470.00
2000-2999: Classified Personnel Salaries	12,500.00
4000-4999: Books And Supplies	50,485.00
5000-5999: Services And Other Operating Expenditures	5,600.00

Goal Number	Total Expenditures
Goal 1	18,910.00
Goal 2	14,673.00
Goal 3	13,641.00
Goal 4	13,641.00
Goal 5	23,270.00
Goal 6	2,000.00
Goal 7	18,920.00

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Attendance	13,000.00
2000-2999: Classified Personnel Salaries	Attendance	3,900.00
4000-4999: Books And Supplies	Attendance	2,020.00
1000-1999: Certificated Personnel Salaries	LCFF-EL	10,570.00
2000-2999: Classified Personnel Salaries	LCFF-EL	3,500.00
4000-4999: Books And Supplies	LCFF-EL	9,700.00
5000-5999: Services And Other Operating Expenditures	LCFF-EL	1,500.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	12,900.00
2000-2999: Classified Personnel Salaries	LCFF-LI	5,100.00
4000-4999: Books And Supplies	LCFF-LI	38,765.00
5000-5999: Services And Other Operating Expenditures	LCFF-LI	4,100.00

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
Wells Middle School	33-66977-6031595	May 20, 2020	June 11, 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)

Additional Targeted Support and Improvement

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 goal of our school plan is to ensure alignment with our LCAP goals that specifically address and commit to Conditions of Learning, Pupil Outcomes, and Engagement. It will be through this collaboratively written document that we will ensure that the categorical funds our site receives support the LCAP goals which will in improve and increase services for our Low Income and English Learners, and close the achievement gap for our Title-I targeted student population.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Students, staff, and parents have had the opportunity to provide feedback through the app "Thought Exchange". The California Healthy Kids Survey was not administered this year because of the school closure dictated by the COVID-19 pandemic. Previous student surveys revealed strengths in areas of academic motivation and high expectations for all students. Previous areas of need included maintenance of facilities and opportunities for participation in school outside of the classroom. Students generally perceive that our campus is safe, although they also expressed a concern about harassment and bullying. A primary need is in the area of mental health, especially because of student reports that they experience chronic sadness / helplessness. Parents also expressed a concern about harassment and bullying, and an area of strength was in opportunities for parent involvement. Staff reported that Wells is a safe place for both staff and students, and that Wells has a culture that fosters an appreciation of diversity and respect for each other.

Classroom Observations

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

Weekly classroom observations are completed by administration. The focus of these classroom observations is to analyze student needs and supports, including specifically targeted student populations. In addition, administration monitors participation in Homework Zone and PRIME Time tutoring in order to ensure alignment with standards-based instruction. Classrooms post "Students are learning _____ so that they can _____. They will know if they have learned it by _____." Classroom observations inform leadership meeting topics, including alignment with our priorities of Relationships, Relevance, and Rigor. Observations and faculty dialogue both revealed a need for intentional time and resources to be invested in alignment of pacing, and the creation of common formative assessments. Consequently, funding has been allocated to achieve these goals.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965. 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)

Student CAASPP and ELPAC scores, along with student choice and teacher recommendations, are used to place students in correct sections for the beginning of the year. During the year, student data are analyzed frequently during teacher's bi-weekly collaboration time in order to guide and direct instruction. From there, teachers adjust their instruction to meet the needs of their students. In-the-moment interventions are utilized to address gaps or misconceptions of standards.

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

SBAC reports, lexile levels, comparison reports from EADMS, MDTP data, and local assessments are analyzed in order to determine student academic growth. Data allow teachers and staff to identify areas of need on specific standards. In turn, this allows teachers to adjust instruction to target those areas of need and students who need extra support. Interventions and support for students include in class interventions, Homework Zone, and schedule changes when placement information has changed.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Wells Middle School are credentialed in their respective content areas and meet the criteria for Highly Qualified status.

Administrators, teachers, and instructional assistants participate in ongoing professional growth opportunities. Teachers participate in collaborative release days, department meetings during staff meeting time after school, workshops, and the AVID Summer Institute and other off-campus seminars during the summer and throughout the school year. Instructional assistants attend paraprofessional trainings on-site, and other district meetings. Teachers engage in professional growth activities as they discuss instructional strategies during grade level, department, and afterschool staff and staff development meetings. Teachers collaborate with their colleagues during the Tuesday collaboration days to plan interventions for students who are not passing their classes or are not mastering the content standards based on Data Analysis of Common Formative Assessments and Performance Assessments.

Teachers are refreshed on differentiated instruction for all students during regular staff development meetings and during district-wide staff development workshops. Special education teachers collaborate with classroom teachers on the IEPs of the students who have been mainstreamed. Staff development priorities are focused on research-based instructional strategies such as cognitively guided instruction, SDAIE, and differentiated instruction. Bilingual assistants attend monthly district in-service days and other conferences.

Professional development will be provided to the entire staff on concepts related to equity, student engagement, AVID strategies, technology, data management and interpretation, interventions, and first best instruction.

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

All teachers at Wells Middle School are fully credentialed and are teaching in their correct content area. Staff development was provided on student engagement, content and language objectives, AVID principles, and support from the instructional coach. Staff development will continue to focus on instructional strategies, student engagement, student centered learning, interventions and the lesson study model, and grading for mastery. All teachers will continue to receive assistance from the instructional coach. Teachers will also continue to implement new strategies to increase student thinking capabilities and raise student depth of knowledge.

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

For the upcoming school year, our focus will continue to be on student engagement, student centered learning, development of depth of knowledge and rigor, first best instruction and interventions. Our ultimate goal has been on student mastery of the new standards through focus on relationships, relevance, and rigor. We will continue to explore Reality Pedagogy and Restorative Practices, and focus on equity in student learning.

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

Our Instructional Coach continues to be an integral part of support for teachers. As an MTSS pilot school, we are explicitly defining our tiers of support in academics, attendance, and behavior. Our participation in GEAR UP has allowed us to partner with CMP (California Mathematics Project) for Content Support, C3R (Culturally Relevant and Rigorous Remediation) for Interventions, and PIQE (Parent Institute for Quality Education) for Family Involvement. Site leaders have been trained in CSI, or Continuous School Improvement. Our Instructional Coach facilitates the implementation of learning with each of these content area supports.

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

Teachers meet bi-weekly for collaboration time during the early release Tuesdays to collaborate on lesson plans, lesson delivery, data analysis, intervention, and at risk students. Teachers participate in targeted release days to work on planning with with a focus aligning pacing and assessments, success of English Language Learners, and increasing the level of rigor in their classrooms.

Teachers use their planning time to work interdependently to plan lessons, align instruction with the pacing guides, and evaluate student learning based on scores from local assessments. Teachers work together during the early release days to analyze student achievement data and establish interventions for students who are not meeting grade-level standards. Through the analysis of student achievement data, teachers identify students who are not mastering the standards and provide interventions.

Teaching and Learning

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

Teachers in the core curriculum utilize the Alvord Unified School District course descriptions, which are aligned with the California Common Core Standards frameworks. Teachers develop short-term and long-term lesson plans using the districts UPO's and pacing guides along with the California Common Core State Standards. Department and team meetings are utilized for grade-level lesson planning and for sharing standards-based instructional strategies.

Students are scheduled with teachers in language arts, history, math, and science. Sixth grade students are enrolled in two core classes, language arts/history (114 minutes) and math/science (114 minutes), along with physical education and an elective class. Seventh and eighth grade students are scheduled in six courses. Students are enrolled in language arts or Honors Language Arts at each grade level based on student request. Enrollment in math is based primarily on student request. Wells offers Common Core Math for 6th, 7th and 8th graders, as well as an accelerated math course for advanced students. Students explore ancient history in the sixth grade, the Middle Ages in the seventh grade, and American History from 1776 to 1900 in the eighth grade. Students learn science following the NGSS for 6th, 7th & 8th grade. The following tables illustrate the course sequence in the core curriculum and the exploratory classes for students based on their needs.

Core Classes
6th Grade: Language Arts, Honors Language Arts, ELD, Course 1 Common Core Math, Accelerated Course 1 Common Core Math, 6th Grade Science NGSS, Ancient History, Physical Education
7th Grade: Language Arts, Honors Language Arts, ELD, Course 2 Common Core Math, Accelerated Course 2 Common Core Math, 7th Grade Science NGSS, World History-Middle Ages, Physical Education
8th Grade: Language Arts, Honors Language Arts, ELD, Course 3 Common Core Math, Accelerated Course 3 (IM1) Common Core Math, 8th Grade Science NGSS, American History -1776-1900, Physical Education

Exploratory/Intervention Courses
6th Grade: AVID, ASB, Beginning Band, 21st Century Career Exploration, Project Lead the Way Design and Modeling
7th Grade: AVID, ASB, Beginning Band, Intermediate Band, Art, CTE Media Arts, CTE Wood 1, Advanced Academic Language Development (AALD), Project Lead the Way Design and Modeling, Project Lead the Way Automation and Robotics
8th Grade: AVID, ASB, Intermediate Band, Art, Advanced Art, CTE Media Arts, CTE Wood 1, CTE Wood 2, Advanced Academic Language Development (AALD), Project Lead the Way Design and Modeling, Project Lead the Way Automation and Robotics, and Spanish 1

Courses are specifically designed to meet the targeted needs of students based on their assessment scores and six-week grades, and student interest.

Students with special needs are provided with highly qualified teachers, learning materials, textbooks, and ancillary support personnel to enhance their academic achievement. Special education classes are available for students with identified learning disabilities. Special education emphasizes inclusion and offers a continuum of services ranging from direct service in Language Arts, Math and History to indirect service in language arts, math, history, and science by a qualified teacher or an instructional assistant. GATE students are enrolled in Honors Language Arts, a math class to fit their needs, and explore subject matter concepts in history and science in greater depth and complexity. EL students are scheduled in English language development and sheltered classes in language arts, math, science, and history. A course targeting the needs of Long-term English Learners (LTELs) was developed and implemented beginning in 2013-2014. Termed Advanced Academic Language Development (AALD), the resources used in this classroom target students in

the LTEL category.

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

Students are scheduled in language arts, math, history, and science for 57 minutes each day and utilize the adopted instructional program on a daily basis. Teachers align instruction with the school/district pacing guides and administer Common Formative Assessments and Performance Assessments. Enrollment in language arts and math is based on student and parent requests. The number of intervention classes are as follows:
2019-2020
Subject
Language Arts/ELD: 6th-8th ELD 1 section (6th-8th ELD 1 - 23 students, 6th-8th ELD2 - 6 students, 6-8 ELD3 - 4 students), ELD Lab (1 section 23 students)
No Language Arts or Mathematics Intervention offered

2018-2019
Subject
Subject
Language Arts/ELD: 6th-8th ELD 1 section (6th-8th ELD 1 - 12 students, 6th-8th ELD2 - 10 students, 6-8 ELD3 - 6 students), ELD Lab (1 section 12 students)
No Language Arts or Mathematics Intervention offered

2017-2018
Subject
Language Arts/ELD: 6th-8th ELD 1 section (6th-8th ELD - 17 students, 6th-8th ELD2 - 15 students, 6-8 ELD3 - 0 students), ELD Lab (1 section 20 students)
No Language Arts or Mathematics Intervention offered

2016-2017
Subject
Language Arts/ELD: 6th-8th ELD 1 section (6th-8th ELD - 14 students, 6th-8th ELD2 - 6 students, 6-8 ELD3 - 4 students), ELD Lab (1 section 14 students)
Language Arts Intervention: 6th Grade (1 section ELA Intervention - 24 students, 1 section Sheltered ELA Intervention - 14 students), 7th Grade (1 section- 33 students), 8th Grade (1 section 25 students).
Mathematics: 6th Grade (1 section - 30 students), 7th/8th Grade (1 section - 34)
Total Students - Double Block/Intervention: 6th Grade (44 students), 7th Grade (86 students), 8th Grade (65 students).

2015-2016
Subject
Language Arts/ELD: 6th Grade (2 sections – 48 students), 7th Grade (1 sections – 16 students), 8th Grade (1 section – 24 students)
Mathematics: 6th Grade (1 section - 21 students), 7th Grade (1 section - 12 students), 8th Grade (1 section – 27 students)
Total Students - Double Block/Intervention: 6th Grade (69 students), 7th Grade (28 students), 8th Grade (51 students)

2014-2015
Subject
Language Arts/ELD: 6th Grade (2 sections – 51 students), 7th Grade (1 sections – 26 students), 8th Grade (2 sections – 59 students)
Mathematics: 7th Grade (1 sections - 19 students), 8th Grade (2 sections – 49 students)
Total Students - Double Block/Intervention: 6th Grade (51 students), 7th Grade (45 students), 8th Grade (108 students)

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

The Master Schedule is structured to create the most appropriate learning settings for students and their specific needs. Teachers work interdependently in teams. The Master Schedule is developed with priority given to those with special needs. Students are scheduled in courses based on their personal preferences. Lesson pacing is determined by district pacing guides. The pacing guide allows for all essential standards to be addressed prior to the CAASPP testing window.

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

Teachers are equipped with the necessary curriculum, including supplemental materials for their subject adoption. All Wells classrooms meet the necessary requirements of the Williams Act. In addition, supplemental materials are available for teacher use, such as laptops, brainpop, IXL, Achieve3000, math tools for smart boards, math manipulatives, textbook resources located in the library, videos specific to content areas, online learning websites, software programs, etc.

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

Students use the district adopted textbooks which are aligned to the California standards in language arts, math, history, and science:

Language Arts:
(Grade)- 6/7/8, (Workbook)-StudySync. McDougal Littell, (Supplementary Materials) - Language Network, Bridges to Literature, Literature Connections

History:
6th Grade- (Textbook)- History Alive! The Ancient World. TCI, (Supplemental)- McDougal Littell Historical Readers Workbook for each grade level (6/7/8).
7th Grade- (Textbook)- History Alive! The Medieval World and Beyond. TCI
8th Grade- (Textbook)- History Alive! The United States Through Industrialism. Teachers' Curriculum Institute.

Math:
6th Grade- (Textbook)- 6th Grade Math Course 1. McDougal Littell, (Supplemental)- 6th Grade workbook, Standards practice Workbook/Note Taking Guide
7th Grade- (Textbook)- 7th Grade Math Course 2. McDougal Littell, (Supplemental)- 7th Grade workbook, Standards practice Workbook/Note Taking Guide
8th Grade- (Textbook)- Algebra I. McDougal Littell, (Supplemental)- Algebra I workbook, Standards practice Workbook/Note Taking Guide
8th Grade- (Textbook)- Algebra Readiness. McDougal Littell

Science:
6th Grade- (Textbook)- Earth Science. Holt, (Supplemental)- Workbook, Guided Reader
7th Grade- (Textbook)- Life Science. Holt, (Supplemental)- Workbook, Guided Reader
8th Grade- (Textbook)- Physical Science. Holt, (Supplemental)- Workbook, Guided Reader
ELD:
6/7/8 Grades- (Textbooks) High Point, Basic, A, B, and C. Hampton/Brown, (Supplemental)-Reading materials
6/7/8- AALD (Advanced Academic Language Development)- English 3D- Scholastics

Reading:
6/7/8 Grades- (Textbook)- (Supplemental)- R Book, L Book, Workbooks

Language Arts Intervention:
6/7/8 Grades- (Textbook)- Language of Literature. McDougal Littell, (Supplemental)- Bridges to Literature, Literature Connections, Destinations

Math Intervention
6/7/8 Grades- (Textbook)- Course 1, Course 2, Algebra I. McDougal Littell, Pre-Algebra. Prentice Hall, (Supplemental)- Computer Lab Library & 64, laser printer. destinations.

Teachers in language arts, history, and science use Cornell note-taking, graphic organizers, and the Step Up to Writing format.

Opportunity and Equal Educational Access

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

The school budget, Master Schedule, textbook funds, specially designed programs and courses, and qualified teachers are provided by the regular program to enable under-performing students to meet the standards. The school budget is used judiciously to support the school-wide action plan. School funds are needed to update computer labs, expand the development of computer carts in each grade level, purchase staff development books, attend staff development conferences and workshops, and acquire instructional equipment and materials for teachers. The school provides each student with a school planner and a student handbook which are utilized by teachers to communicate daily class work and homework assignments to parents.

Teachers utilize research-based strategies such as Direct Instruction, Step Up to Writing and AVID strategies to engage all students in standards-based learning using the adopted textbooks. Students use focused note-taking, non-linguistic representations, and a structured writing format in all of their core content classes.

The Advancement Via Individual Determination (AVID) program includes four classes, with two in 6th grade and one in 7th and 8th grades. In addition to advanced instructional strategies, AVID classes provide students with information on college/university entrance requirements, academic focus, and tutoring/counseling support.

Teachers monitor student learning every week. Teachers keep grades updated on Aeries, and students and parents access this information through the Aeries app. When students experience difficulty, teachers begin the school's intervention response program. First, teachers notify parents by telephone, mail, or through the student planner. Teachers inform parents of missing assignments and observed patterns of behavior. The second phase of the response program involves an individual or team conference with the parent and student. During the conference, the teachers, parent and student develop a plan for improvement which may include differentiated learning activities, individualized instruction, or small group learning with parent support at home. If the two previous steps fail to bring about improvement, teachers identify the students for a conference with all of the students teachers, counselor and administration. If these efforts fail, a referral is made to the Student Study Team (SST).

The Student Study Team (SST) works with students who exhibit academic problems. The SST is made up of a counselor, the school psychologist, and teachers from special education and the core content areas. The team works with referred students and their parents on alternative learning strategies for improvement. The SST monitors student growth and progress and calls regular meetings to get feedback from the parents and students.

The guidance office provides students with academic counseling, short-term crisis intervention counseling, referral services, drug and alcohol awareness education, bullying education, sexual harassment education, and support groups. Counselors meet with students who are failing their classes after each six-week grading period. Counselors discuss study skills with the students and refer students to after Homework Zone or PRIME Time homework help. The guidance office and support personnel also provide program changes based on student needs. Counselors furnish incentives for academic improvement that include assemblies and honor roll awards.

Wells offers PRIME Time to assist students in meeting their academic, social, and emotional needs. PRIME Time tutoring is offered every day after school until 6pm.
Wells has implemented a homework help program in which students can visit the library for a safe space to complete school work, and a faculty member provides support, three times a week.

Evidence-based educational practices to raise student achievement

Wells is utilizing first best instruction through developing lessons to support the Common Core Standards. Professional development has focused on equity, student engagement strategies, first best instruction, and AVID strategies. In addition, our teachers are continuing to work through data analysis and planning meetings every second and fourth Tuesday.

Teams of teachers have developed Units of Study using the Rigorous Curriculum Design model in each core content area that are being implemented, with adjustments made as necessary based on feedback within claims and targets on SBAC assessments. These teams are also developing common formative assessments. As they have been taught, revisions have been made as well.

Teachers utilize school/district pacing guides to plan instruction and monitor student progress using the six-week grades, and Wells common assessments. Teachers engage in grade-level department meetings during after school staff meetings. Teachers collaborate with their colleagues during the common planning periods. Pacing, lesson complexity, depth of understanding, grouping, and re-teaching are methods used by the teachers to differentiate instruction in all classes to target instruction for under performing students.

Parental Engagement

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

District and site funding is used to provide interventions, after school homework time, professional development trainings, extra materials, technology, hardware and software, conferences, parent institutes, and academic-centered community activities. Wells has implemented a Parent Engagement Leadership initiative (PELI) called Wells Parent University. We provide training for our parents on Joyce Epstein's research, including the Six Keys of Parent Engagement. These workshops help address the needs of our at risk students, providing information and materials necessary to to parents to help their students, including guest speakers.

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)

Parent participation is a high priority at Wells. Parents have opportunities for meaningful dialogue and decision-making in various forums. Parents contribute to the planning, implementation, and evaluation of the SPSA through the School Site Council. Parents have input in school programs through the Wells Parent University (WPU), PTSA and the ELAC. The Wells Parent University provides parent support from and to the school and to support each other further. This Parent University receives trainings on the Six Essential Keys to Parent Involvement as identified by Joyce Epstein, as well as other topics requested by the parents through ATP.

Back-to-School Night in the summer allows parents to receive information about the academic program, the standards taught to their children, and to meet their child's teachers. Parent conferences are held twice each year. Sixth grade orientation is held in the summer for incoming students in conjunction with back-to-school night. The counselors visit the feeder elementary schools in the spring to survey the fifth grade students for placement in math in the sixth grade. An AVID family night is held every year. Parents have opportunities to attend workshops, like the CABE conference and University visits, using general and LCFF funds.

Communication with parents is conducted regularly regarding student progress and school programs and activities. The school provides each student with a school planner and a student handbook, which is utilized by teachers to communicate daily class work and homework assignments to parents. Parents receive information on school programs through the registration materials, newsletter, school web page, Instagram, and our Wells message broadcast system. Parents have the opportunity to communicate with teachers by telephone, mail, e-mail, and during walk in or pre-arranged conferences. Aeries continues to be the most utilized and consistent form of school-home communication.

Funding

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

The school utilizes funds from the Local Control Funding Formula (LCFF) funds to provide teachers with supplementary instructional equipment and materials along with ancillary support services to enable under-performing students to meet the standards in language arts, math, science, history, and PE. Teachers access LCFF resources to enhance the instructional program for under-performing students in the following ways: computers and software to individualize learning activities for students below grade-level standards, audio-visual equipment for auditory and visual learning modalities, supplies to provide hands-on learning activities for kinesthetic learners such as manipulatives for math lessons and materials for science experiments, material, equipment, and furniture to supplement the classroom environment and enhance the climate for learning, creative lessons and classroom assessments developed on EADMS, standards-based assessments, professional development, books for classroom libraries and test-preparation materials to improve student test-taking skills.

LCFF-EL funds are utilized to implement the goals of the Wells EL program. The goals of the EL program are to develop student proficiency in English and to enable EL students to achieve academic proficiency in the core curriculum. EL students receive instruction in ELD from certificated teachers with CLAD/BCLAD or LDS authorizations. EL students with beginning levels of language fluency as identified on the CELDT are placed in a Structured English Immersion program. EL students are moved to mainstream courses after they meet the district criteria. LCFF-EL funds are used to fund one full time bilingual instructional assistant, two part-time bilingual instructional assistants, instructional equipment and supplies for EL students in core classes, professional development for teachers, parent training (Wells Parent University and CABE), computers, audio-visual equipment, instructional materials and supplies to support language acquisition.

LCFF funds are allocated for supplementary personnel to support student achievement. The instructional coach is funded from district LCFF funds. Bilingual instructional assistants are paid for through District Title III funds. LCFF funds are also utilized for professional development. Teachers attend site-based workshops, off-campus conferences, and district in-services to stay current on research-based instructional strategies. These funds are accessed by teachers and parents to attend CABE and other related workshops. AVID allocations are used specifically for AVID coordinator workshops and the AVID Summer Institute. Teachers engage in professional growth activities as they discuss instructional strategies during grade-level department meetings and during after school staff meetings. Staff development priorities are focused on research-based instructional strategies such as first best instruction, Step-up to Writing, SDAIE, and differentiated instruction. Instructional assistants attend the annual district in-service day and other conferences.

The special education program ensures that all students with exceptional needs are appropriately identified, assessed, and provided with designated services to meet their individual needs in the least restrictive environment. A continuum of program options is offered to meet the needs of special education students based on their IEPs. Program options include mainstream classes, direct service classes, indirect service classes, speech and language services, and adaptive physical education. This model is designed to promote optimum participation by all students in school activities. All staff participated in professional development in conjunction with our special education department, ensuring implementation of student accommodations and maintenance of the least restrictive environment for students.

Fiscal support

LCFF funds will be utilized to support interventions within the school. These interventions include technology, software, supplies, collaboration days, professional development, conferences, after school tutoring, enrichment activities, and reference materials.

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

Parents have had an opportunity to provide school input through the LCAP Thought Exchange, School Site Council, ELAC, PTSA, and PIQE. Students also had an opportunity to participate in our Thought Exchange.Our usual input from the California Healthy Kids Survey was disrupted by COVID-19 school closures. Our School Site Council (SSC) and English Learners Advisory Committee (ELAC) provide regular input through monthly SPSA reviews and needs surveys. Faculty regularly review the SPSA, primarily through their department's goal, and activities instituted to achieve these goals. The school's leadership team serves as an intermediary body, communicating with both faculty and administration after in-depth review of the site's SPSA.

Resource Inequities

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

Upon reviewing our needs assessment, some resource inequities were identified. Our student population is approximately 94% low income, so this population is well served by LCFF-LI resources. Our English Learner population has decreased to approximately 49%, and is still served by LCFF-EL resources. Identified inequities include supports for under-performing students, because our Title I funds only cover targeted students, since we are a TAS school. In addition, our gifted students, 5% of our population, are not receiving targeted supports.

While resources are allocated accordingly, Wells students still live immersed in trauma, which negatively impacts learning. Our staff are not trained in teaching students with trauma, and we believe that what appears to be lack of engagement is actually a side effect of the trauma in which our students are immersed. Our school is located in the middle of a neighborhood with high poverty and high gang involvement.

Technology continues to be a concern on our campus, as more standardized assessments are administered digitally, including the PSAT and the ELPAC, in addition for formative assessments like Interim Assessments and MDTP. The newly adopted ELA Curriculum, Study Sync, is designed to be implemented on a digital platform, and despite allocating a significant amount of resources to purchasing Chromebooks, our device-student ratio is still 1:2.

The school closure and subsequent implementation of Distance Learning, spurred by the COVID-19 pandemic, revealed further inequities. Most students do not have devices to use at home, and of those who do, many do not have internet access. For all students working at home, their living situations may not be conducive to learning. We are collecting data around student participation in Distance Learning, and we are hopeful that this data can further inform how we respond to resource inequities. One thing we have learned is that we must increase student digital literacy when students are present in classrooms, thus facilitating learning through digital platforms when away from school.

Parent Involvement continues to be a challenge for our site, although involvement with PIQE has helped, as has social media, and changing our training topics to better meet the requests of our families.

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%			0
African American	0.31%	0.33%	1.25%	3	3	11
Asian	1.23%	1.45%	1.02%	12	13	9
Filipino	0.62%	0.33%	0.11%	6	3	1
Hispanic/Latino	94.04%	93.88%	93.76%	915	844	827
Pacific Islander	0.31%	0.33%	0.34%	3	3	3
White	3.08%	3.45%	3.17%	30	31	28
Multiple/No Response	%	%	0.34%			0
			Total Enrollment	973	899	882

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	312	254	295
Grade 7	328	315	265
Grade 8	333	330	322
Total Enrollment	973	899	882

Conclusions based on this data:

1. School enrollment has declined each year, and is expected to decline again in 20-21.
2. African American enrollment has decreased slightly, while White and Asian enrollment has increased slightly.
3. Hispanic / Latino enrollment is consistently the vast majority of the population.

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	491	427	364	50.5%	47.5%	41.3%
Fluent English Proficient (FEP)	248	244	287	25.5%	27.1%	32.5%
Reclassified Fluent English Proficient (RFEP)	60	42	89	11.9%	8.6%	20.8%

Conclusions based on this data:

1. The number of English Learners (ELs) enrolled at Wells has declined, although the % of ELs who are newcomers has increased
2. At least 10% of ELs have reclassified each year.
3. The percentage of Fluent English Proficient (FEP) students has increased.

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 6	322	320	251	318	311	245	318	310	244	98.8	97.2	97.6
Grade 7	340	340	319	334	330	310	334	330	308	98.2	97.1	97.2
Grade 8	332	327	335	321	320	325	321	319	325	96.7	97.9	97
All Grades	994	987	905	973	961	880	973	959	877	97.9	97.4	97.2

* 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 6	2478.	2472.	2488.	4.40	3.23	8.61	23.90	24.19	27.46	31.76	29.03	26.23	39.94	43.55	37.70
Grade 7	2472.	2481.	2497.	2.69	2.12	5.19	19.76	24.24	27.92	21.86	25.45	24.68	55.69	48.18	42.21
Grade 8	2502.	2501.	2515.	3.74	4.70	4.31	17.45	21.63	30.15	33.02	24.14	25.54	45.79	49.53	40.00
All Grades	N/A	N/A	N/A	3.60	3.34	5.82	20.35	23.36	28.62	28.78	26.17	25.43	47.28	47.13	40.14

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 6	7.86	9.42	10.29	46.23	37.99	46.91	45.91	52.60	42.80
Grade 7	7.49	6.36	9.12	31.14	40.30	39.74	61.38	53.33	51.14
Grade 8	6.85	7.21	11.38	37.38	34.80	43.38	55.76	57.99	45.23
All Grades	7.40	7.63	10.29	38.13	37.72	43.09	54.47	54.65	46.63

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 6	6.92	7.52	11.52	45.60	45.10	46.50	47.48	47.39	41.98
Grade 7	8.38	9.45	9.80	44.31	47.56	53.59	47.31	42.99	36.60
Grade 8	8.72	9.09	11.08	46.11	41.07	51.69	45.17	49.84	37.23
All Grades	8.02	8.71	10.76	45.32	44.60	50.92	46.66	46.69	38.33

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 6	5.35	6.21	9.47	65.41	58.50	63.37	29.25	35.29	27.16
Grade 7	2.99	3.35	5.86	47.60	51.83	61.89	49.40	44.82	32.25
Grade 8	5.30	7.52	6.77	59.81	51.72	63.69	34.89	40.75	29.54
All Grades	4.52	5.67	7.20	57.45	53.93	62.97	38.03	40.40	29.83

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 6	13.52	14.38	21.81	52.52	51.96	48.15	33.96	33.66	30.04
Grade 7	12.28	13.41	12.38	41.92	42.99	48.53	45.81	43.60	39.09
Grade 8	11.84	17.24	15.38	49.84	42.32	48.62	38.32	40.44	36.00
All Grades	12.54	15.01	16.11	48.00	45.65	48.46	39.47	39.35	35.43

Conclusions based on this data:

1. All grade levels increased in the % met and exceeded standard, with a 7.83% increase in 6th, 6.75% increase in 7th, and 8.13% increase in 8th
2. The percent of students above standard increased in all grade levels in Reading, Writing, Listening, and Research/Inquiry
3. The percent of students below standard decreased in all grade levels in Reading, Writing, Listening, and Research/Inquiry

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 6	322	320	251	321	312	249	321	310	249	99.7	97.5	99.2
Grade 7	341	340	317	341	335	313	341	335	310	100	98.5	98.7
Grade 8	332	327	335	330	323	329	330	322	326	99.4	98.8	98.2
All Grades	995	987	903	992	970	891	992	967	885	99.7	98.3	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2440.	2451.	2444.	2.18	1.29	2.81	7.79	10.32	6.43	30.53	34.52	33.33	59.50	53.87	57.43
Grade 7	2454.	2458.	2459.	3.52	1.19	1.29	9.97	13.13	12.26	24.93	28.06	28.39	61.58	57.61	58.06
Grade 8	2463.	2468.	2476.	4.24	1.86	3.07	6.36	10.87	9.51	19.70	22.98	26.99	69.70	64.29	60.43
All Grades	N/A	N/A	N/A	3.33	1.45	2.37	8.06	11.48	9.60	25.00	28.44	29.27	63.61	58.63	58.76

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 6	1.87	3.24	5.24	24.30	28.48	21.77	73.83	68.28	72.98
Grade 7	7.04	5.07	5.19	23.75	28.96	25.65	69.21	65.97	69.16
Grade 8	5.15	3.42	7.08	20.00	28.88	24.00	74.85	67.70	68.92
All Grades	4.74	3.93	5.90	22.68	28.78	23.95	72.58	67.29	70.15

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 6	2.49	3.23	4.02	32.09	40.65	38.96	65.42	56.13	57.03
Grade 7	4.69	3.28	3.23	38.42	41.79	42.58	56.89	54.93	54.19
Grade 8	7.58	6.21	5.21	24.85	42.55	34.36	67.58	51.24	60.43
All Grades	4.94	4.24	4.18	31.85	41.68	38.53	63.21	54.08	57.29

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 6	3.74	3.56	4.44	33.02	38.83	37.90	63.24	57.61	57.66
Grade 7	3.52	5.07	1.62	44.87	51.34	56.96	51.61	43.58	41.42
Grade 8	3.33	2.80	3.69	43.33	44.41	52.92	53.33	52.80	43.38
All Grades	3.53	3.83	3.17	40.52	45.03	50.11	55.95	51.14	46.71

Conclusions based on this data:

1. In Concepts and Procedures, the % of students above standard increased, while the % below standard also increased (mixed results)
2. In Problem Solving and Modeling/Data Analysis, the % of students above standard decreased, while the % below increased (area of need)
3. In Communicating Reasoning, the % of students above standard decreased, yet the % below standard also decreased (mixed results)

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 6	1537.6	1525.5	1530.6	1528.6	1544.3	1521.9	154	101
Grade 7	1533.9	1538.4	1525.0	1539.5	1542.3	1536.8	148	137
Grade 8	1559.6	1552.3	1549.7	1548.7	1568.9	1555.6	150	141
All Grades							452	379

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
6	35.06	14.85	40.91	49.50	14.29	20.79	9.74	14.85	154	101
7	35.14	27.74	33.11	38.69	19.59	20.44	12.16	13.14	148	137
8	60.67	26.95	23.33	35.46	10.00	25.53	*	12.06	150	141
All Grades	43.58	24.01	32.52	40.37	14.60	22.43	9.29	13.19	452	379

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
6	53.25	50.50	31.17	25.74	9.74	12.87	*	10.89	154	101
7	47.30	45.26	31.08	32.12	14.86	10.22	*	12.41	148	137
8	61.33	41.84	28.00	33.33	8.00	13.48	*	11.35	150	141
All Grades	53.98	45.38	30.09	30.87	10.84	12.14	5.09	11.61	452	379

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
6	24.68	1.98	29.22	20.79	25.97	50.50	20.13	26.73	154	101
7	27.03	11.68	23.65	30.66	25.68	34.31	23.65	23.36	148	137
8	50.00	17.02	20.67	27.66	18.67	36.88	10.67	18.44	150	141
All Grades	33.85	11.08	24.56	26.91	23.45	39.58	18.14	22.43	452	379

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
6	35.06	23.76	54.55	59.41	10.39	16.83	154	101
7	33.11	17.52	57.43	65.69	9.46	16.79	148	137
8	48.67	17.02	43.33	65.25	8.00	17.73	150	141
All Grades	38.94	19.00	51.77	63.85	9.29	17.15	452	379

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
6	74.68	63.37	20.13	28.71	*	7.92	154	101
7	64.86	54.74	27.03	35.04	8.11	10.22	148	137
8	79.33	56.03	16.67	32.62	*	11.35	150	141
All Grades	73.01	57.52	21.24	32.45	5.75	10.03	452	379

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
6	27.27	1.98	29.87	35.64	42.86	62.38	154	101
7	31.76	15.33	22.97	45.26	45.27	39.42	148	137
8	51.33	22.70	24.00	35.46	24.67	41.84	150	141
All Grades	36.73	14.51	25.66	39.05	37.61	46.44	452	379

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
6	21.43	30.69	72.08	60.40	*	8.91	154	101
7	18.24	10.95	75.00	76.64	*	12.41	148	137
8	36.67	4.26	62.00	86.52	*	9.22	150	141
All Grades	25.44	13.72	69.69	75.99	4.87	10.29	452	379

Conclusions based on this data:

1. Students performed better in oral language than written language; and within oral language our students performed better in listening than speaking

2. Within written language, students performed better in writing than reading, perhaps because our site implemented a school wide writing format of Claim - Evidence - Reasoning

3. Our number of English Learners taking the ELPAC decreased by 16%, and perhaps because so many students reclassified, the number of students scoring 4 overall or in any domain decreased significantly

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**
899	**94.5**	**47.5**	This is the percent of students whose well-being is the responsibility of a court.
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.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	427	47.5
Homeless	45	5.0
Socioeconomically Disadvantaged	850	94.5
Students with Disabilities	129	14.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.3
Asian	13	1.4
Filipino	3	0.3
Hispanic	844	93.9
Two or More Races	2	0.2
Pacific Islander	3	0.3
White	31	3.4

Conclusions based on this data:

1. Nearly 100% of students are socioeconomically disadvantaged (95.6%)
2. Nearly 100% of students are Hispanic (94.0%)
3. Our % of students with disabilities is above the state average (13.4%)

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Despite significant growth in ELA, our Dashboard indicator is still orange
2. Despite decreases in math, our Dashboard indicator is still orange
3. Our suspensions increased, moving our dashboard from green to orange

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	1	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the 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
Yellow	Yellow	No Performance Color
47.9 points below standard	58.1 points below standard	0 Students
Increased Significantly ++16.2 points	Increased ++12.2 points	
845	584	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
68.2 points below standard	50.1 points below standard	140.9 points below standard
Increased Significantly ++40.4 points	Increased Significantly ++16.3 points	Increased ++7.7 points
44	801	124

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
Less than 11 Students - Data Not Displayed for Privacy	0 Students	10.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
2		Maintained -1.5 points	3
		13	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
48.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	61.9 points below standard
Increased Significantly ++16.6 points	2	3	Increased ++9.5 points
794			28

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**
107.4 points below standard	13.5 points above standard	43.3 points below standard
Increased ++5.9 points	Maintained ++2.7 points	Increased Significantly ++24.6 points
346	238	203

Conclusions based on this data:

1. All student groups increased, and only Students with Disabilities are below yellow, at orange
2. Reclassified English Learners outperform all student groups, and are the only group above standard
3. Hispanic students, totaling 794 students, increased significantly, as did socioeconomically disadvantaged students, totaling 801 students

School and Student Performance Data

Academic Performance
Mathematics

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

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
2	2	0	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	
105.9 points below standard	115.7 points below standard	
Maintained ++2.1 points	Maintained -2 points	
843	581	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Orange
129.3 points below standard	107.7 points below standard	197.7 points below standard
Increased ++13.5 points	Maintained ++2 points	Increased ++12.4 points
44	799	123

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		No Performance Color 77.2 points below standard Declined Significantly -26.3 points 13	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 106.3 points below standard Increased ++3 points 792	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color 120.2 points below standard Declined -4.9 points 30

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**
161.3 points below standard Declined -7.5 points 343	50.1 points below standard Declined -11.7 points 238	102.4 points below standard Increased ++8.7 points 205

Conclusions based on this data:

1. Students with disabilities had the greatest gain, +12.4 points
2. English Learners had the greatest decrease, -7.5 points
3. All students had a slight increase of +2.1 points, and our dashboard color is still red

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
53.2 making progress towards English language proficiency
Number of EL Students: 355
Performance Level: Medium

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
18.8	27.8	11.8	41.4

Conclusions based on this data:

1. Our number of English learners decreased again, from 452 to 380 to 355
2. 147 of 355, or 41%, progressed at least one ELPI level
3. 67 of 355, or 19%, decreased one ELPI level

School and Student Performance Data

Academic Performance
College/Career

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 College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

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
3	2	0	1	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	No Performance Color
13.1	11.9	Less than 11 Students - Data Not Displayed for Privacy
Increased +2.1	Increased Significantly +3.9	0
950	453	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Orange	Red
21.7	13.4	21.2
Maintained -0.2	Increased +2.5	Increased +3.1
60	901	146

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
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
8	0	Maintained 0	3
		13	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
13	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	9.1
Increased +2.4	3	4	Declined -15.2
886			33

Conclusions based on this data:

1. We saw an increase in chronic absenteeism in our English Learner, Socioeconimically disadvantaged, and Students with Disabilities populations
2. Chronic absenteeism did not decrease in any student group
3. English Learners had the greatest increase in absenteeism, at 3.9%

School and Student Performance Data

Academic Engagement
Graduation 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 Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

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
1	4	0	1	0

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
Orange	Orange	
6.3	6.7	
Increased +1.6	Increased +1.7	
981	466	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Green	Orange	Orange
4.9	6.7	11.8
Declined -4.2	Increased +1.9	Increased +1.3
61	922	153

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 9		No Performance Color 7.7 Increased +7.7 13	No Performance Color Less than 11 Students - Data 3
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 5.7 Increased +1.2 916	No Performance Color Less than 11 Students - Data 3	No Performance Color Less than 11 Students - Data 4	Red 21.2 Increased +9.1 33

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	4.8	6.3

Conclusions based on this data:

1. The number of students increased, which we expected because we had a spike in gang activity in our surrounding neighborhood, which spilled on to campus.
2. Most alarming was our White student increase of 9.1%, indicating a need to address racial disproportionality on campus
3. Our Homeless student decrease of 4.2% was reassurance that our focus on building security for this population is effective.

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

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

By the end of the 20-21 school year, every student will increase her/his English Language Arts score by more than 15 points beyond one year's growth as measured by the SBAC Summative Assessment.
By the end of the 20-21 school year, every student will increase her/his Math score by more than 15 points beyond one year's growth as measured by the SBAC Summative assessment.
By the end of the 20-21 school year, the % of students scoring Above Standard in the Writing claim will increase from 10% to 15%
By the end of the 20-21 school year, the % of students scoring Above Standard in the Communicating Reasoning claim will increase from 3% to 8%
By the end of the 20-21 school year, every English Learner will increase her/his overall ELPAC score by more than 15 points

Identified Need(s)

Not all students are demonstrating yearly growth in ELA, although as a site we are making forward progress
Not all students are demonstrating yearly growth in math, and forward progress appears to be somewhat stalled
Only 10% of students are above standard in Writing
Only 3% of students are above standard in Communicating Reasoning
Only 24% of ELs scored 4 as their Overall ELPAC score

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC SA test results in ELA	In 2018, the Average Distance from Meeting Standard in ELA was -63 points. In 2019, the Average Distance was -49 points, for a growth of 14 points. No data available for 2020 because of the Covid-19 school closure.	Our goal for 2021 in ELA is an average of -34 points from meeting standard
SBAC SA test results in ELA	In 2018, the % of students scoring Above Standard in Writing was 8.71%, and in 2019 it was 10.07%. No data available for 2020 because of the Covid-19 school closure.	Our goal in 2021 is that 15.07% of students will score above average in Writing.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC SA test results in Math	In 2018, the Average Distance from Meeting Standard in Math was -109 points, In 2019, the Average Distance was -106 points, for a growth of 3 points. No data available for 2020 because of the Covid-19 school closure.	Our goal for 2021 in Math is an average of -91 points from meeting standard
SBAC SA test results in Math	In 2018, the % of students scoring Above Standard in Communicating Reasoning was 3.83%, and in 2019 it was 3.17%. No data available for 2020 because of the Covid-19 school closure.	Our goal in 2021 is that 8.17% of students will score above average in Communicating Reasoning.
ELPAC test results	In 2019 the average score on ELPAC was 1540.2. No data available for 2020 because of the Covid-19 school closure.	Our goal in 2020 is an average ELPAC score of 1555.2

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)

Low Income students

Strategy/Activity

Support the academic achievement of Low Income students by providing after school opportunities / assistance through Homework Zone, offered in the library. One teacher supervising for one hour three days per week. Shortened to 24 weeks due to school closures.

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.

Amount(s)	Source(s)
4320	LCFF-LI 1000-1999: Certificated Personnel Salaries Homework Zone additional hours

Strategy/Activity 2

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

Low Income Students

Strategy/Activity

Provide Ink and Toner for teacher printers and copiers so that students may interact directly with printed text and other materials when not utilizing devices in class

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.

Amount(s)	Source(s)
11279	LCFF-LI 4000-4999: Books And Supplies Ink / Toner for Printers and Copiers

Strategy/Activity 3

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

Low Income Students

Strategy/Activity

Provide replacement technology so that low income students have access to projected images, since bulbs, projectors, and document cameras do not have an unlimited life

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.

Amount(s)	Source(s)
10000	LCFF-LI 4000-4999: Books And Supplies Replacement technology such as bulbs, projectors, and document cameras

Strategy/Activity 4

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

Low Income Students

Strategy/Activity

Provide teachers with functional laptops to support distance learning and access digital curriculum, lessons, and assessments for all learning

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.

Amount(s)	Source(s)
4234	LCFF-LI 4000-4999: Books And Supplies 5 Teacher Laptops

Strategy/Activity 5

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

English Learners

Strategy/Activity

Provide a stipend for a site English Language Facilitator to oversee ELAC, Reclassification, and monitoring of RFEPs

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.

Amount(s)	Source(s)
4940	LCFF-EL 1000-1999: Certificated Personnel Salaries ELF Stipend

Strategy/Activity 6

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

English Learners

Strategy/Activity

Provide training for designated and integrated ELD for ELD and ELA teachers

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.

Amount(s)	Source(s)
1065	LCFF-EL 1000-1999: Certificated Personnel Salaries Release days or additional hours for teachers

Strategy/Activity 7

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

Targeted Assistance Students and Low Income students

Strategy/Activity

Provide supplemental science materials to support writing, communicating reasoning, and acquisition of the Next Generation Science Standards

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.

Amount(s)	Source(s)
11410	Title I 4000-4999: Books And Supplies Supplemental science materials
470	LCFF-LI 4000-4999: Books And Supplies Supplemental science materials

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Targeted Assistance Students, English Learners, Low Income Students

Strategy/Activity

Release days and professional development for teacher collaboration around content area mastery, writing, communicating reasoning, common assessments, data analysis, language supports, intervention planning, and cultural proficiency for the purpose of supporting all students in their access and success in learning grade level content standards.

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.

Amount(s)	Source(s)
16880	Title I 1000-1999: Certificated Personnel Salaries Release days / Professional Development to support Targeted Assistance Students
5760	LCFF-EL 1000-1999: Certificated Personnel Salaries Professional Development to support English Learners
1680	LCFF-LI 1000-1999: Certificated Personnel Salaries Additional hours for leadership team to address unique needs for low income students in 20-21 as a result of learning loss from school closures

1120	LCFF-LI 1000-1999: Certificated Personnel Salaries Release time for Special Education teachers to address unique needs of low income special education students in 20-21 as a result of learning loss from school closures
12889	LCFF-EL 1000-1999: Certificated Personnel Salaries Release time and professional development for cultural proficiency development
2020	Title I 2000-2999: Classified Personnel Salaries Paraeducator professional development to support Title I students
1000	LCFF-EL 2000-2999: Classified Personnel Salaries Paraeducator professional development to support EL students

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Targeted Assistance students

Strategy/Activity

Students will have access to copied materials in class and/or Distance Learning

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.

Amount(s)	Source(s)
1934	Title I 5000-5999: Services And Other Operating Expenditures Copier Lease
4434	Title I 5000-5999: Services And Other Operating Expenditures Copier Maintenance
1270	Title I 5000-5999: Services And Other Operating Expenditures Duplo service contract (2 machines)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Expose parents of English Learners to CA Bilingual Education

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.

Amount(s)	Source(s)
1000	LCFF-EL 5000-5999: Services And Other Operating Expenditures CABE Conference attendance

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

Low Income students

Strategy/Activity

Fully operational library to support textbook and book distribution to all Low Income students in all core areas

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.

Amount(s)	Source(s)
1697	LCFF-LI 5000-5999: Services And Other Operating Expenditures Junior Library Guild subscription

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

Low Income students

Strategy/Activity

Provide targeted, in-class computer-based interventions specific to Low Income student needs

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.

Amount(s)	Source(s)
5438	LCFF-LI 5000-5999: Services And Other Operating Expenditures IXL License grades 6 and 7 Math
2387	LCFF-LI 5000-5999: Services And Other Operating Expenditures BrainPop license for all content areas
4877	LCFF-LI 5000-5999: Services And Other Operating Expenditures Additional software / subscriptions to support distance learning

Annual Review

SPSA Year Reviewed: 2020-21

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 listed for the 19-20 school year were designed to result in academic achievement in ELA, Math, and language acquisition/mastery. With the Covid-19 school closure after March 13, 2020, ELPAC testing was not finished, and SBAC exams were not administered, making summative data analysis not possible. With that said, during our program reviews, it was decided that EL expenditures on academic enrichment programs like Science Olympiad, and AVID tutors for AALD students did not have the desired positive we had hoped for. More specifically, there was a large amount of money allocated and very few students benefited from the expenditure.

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

As stated above, one difference between intended impact and actual impact was that not as many students benefited from the planned expenditures as we had hoped when articulating the 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.

For 20-21, our goals are going to remain the same as a result of school closures in the spring of 2020. One difference is an increase in expenditures for distance learning, including hardware,

software, and professional development, in preparation for possible school closures in 20-21. Those changes are reflected in this section of our SPSA.

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

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

By the end of 8th grade, students will leave Wells prepared for high school, college, and careers as evidenced by a 95% promotion rate

Identified Need(s)

In previous surveys, students reported not feeling connected to school. During distance learning in the spring of 2020, there was a student participation rate of less than 50%, although students were aware that the work was not required. In addition, teachers have been required to track the use of their own computer carts, allowing for potential losses in technology

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Promotion rate	In 2019, Wells 8th graders had a promotion rate of 90.5 %. In 2020, Wells 8th graders had a promotion rate of 94.7%	95% of 8th graders will promote in 2021
CTE participation rate	In 19-20, Wells offered 5 sections of the CTE exploratory elective, although this was reduced to 3 at semester, and 9 sections of CTE courses.	In 20-21, Wells will offer 3 sections of the CTE exploratory elective and 10 sections of CTE courses
Chromebook maintenance	In 19-20, Wells has approximately 400 devices, with approximately 3 carts per grade level	In 20-21, with proper maintenance and tracking, Wells will have approximately 1 device per student
PLTW participation rate	In 19-20, Wells has 1 section of PLTW elective	In 20-21, Wells will have 6 sections of PLTW elective
AVID participation rate	In 19-20, Wells offered 4 sections of AVID elective	In 20-21, Wells will offer 4 sections of AVID elective

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 13

Students to be Served by this Strategy/Activity

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

Low Income students

Strategy/Activity

School Planners

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.

Amount(s)	Source(s)
3063	LCFF-LI 4000-4999: Books And Supplies Purchase school planners for students to use

Strategy/Activity 14

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

Low Income students

Strategy/Activity

Connect students to high level STEM opportunities

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.

Amount(s)	Source(s)
750	LCFF-LI 5000-5999: Services And Other Operating Expenditures Project Lead the Way Participation Fee

Strategy/Activity 15

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

Low Income students

Strategy/Activity

Train staff in AVID methodologies

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.

Amount(s)	Source(s)
3000	LCFF-LI

	5000-5999: Services And Other Operating Expenditures Funds for AVID trainings beyond LCAP funds

Annual Review

SPSA Year Reviewed: 2020-21

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.

While strategies were implemented as designed, the impact of the actions is difficult to determine with the school closure in the spring of 2020.

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

No major differences

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 major changes

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

Engagement Goal: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

Goal(s)

Wells students and staff will attend school with at least 90% positive attendance, will report feeling safe while at school, will report connectedness to school, and parent involvement will increase.

Identified Need(s)

Chronic absenteeism increased to 12%. Student suspensions are greatest in 48900 (a1) and (.2), which includes fighting and harassment. Approximately 10% of parents attend parent involvement opportunities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance	In 18-19, approximately 12.9% of students were chronically absent, while in 17-18, only 11% were chronically absent. Student attendance data are not available for 19-20 because of school closures, although we were trending in a positive direction.	In 20-21, less than 10% of students will be chronically absent
Suspension rates	From 17-18 to 18-19, there was a 1.6% increase in suspensions. In 19-20, suspensions were down from the previous year at the same time period, although the school closure affected our final data.	In 20-21, suspension rates will decrease by 3%, with less than 3.5% of students being suspended
Parent involvement	In 18-19, less than 10% of parents attended PIQE or Wells Parent . In 19-20, approximately 65 parents attended PIQE or Parent University.	In 20-21, over 10% (at least 80parents) will attend PIQE or Wells Parent University

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)

Low Income students

Strategy/Activity

Use technology and software to increase student safety and engagement while on devices, during distance learning and in the classroom

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.

Amount(s)	Source(s)
3872	LCFF-LI 4000-4999: Books And Supplies Go Guardian Teacher and Beacon for 20-21 school year

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Low Income Students

Strategy/Activity

Connect students to bracketed teamwork through school-wide sports tournaments

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.

Amount(s)	Source(s)
1500	LCFF-LI 4000-4999: Books And Supplies Sports equipment for school-wide sports tournaments

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Targeted Assistance students

Strategy/Activity

Wells Parent University Graduation ceremony

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.

Amount(s)	Source(s)
400	Title I 4000-4999: Books And Supplies Light refreshments for WPU graduation ceremony

Strategy/Activity 4

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

Low Income Students

Strategy/Activity

Student participation in Homework Zone, after school clubs, and career presentations will be tracked through 5-Star 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.

Amount(s)	Source(s)
544	LCFF-LI 5000-5999: Services And Other Operating Expenditures Licensing fees for 5-Star Students app

Annual Review

SPSA Year Reviewed: 2020-21

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.

Implementation was begun successfully and then cut short as a result of school closures. Preliminary data showed increased attendance and decreased suspensions

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

No major differences

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 significant changes

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

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.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$125,233.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$38,348.00

Subtotal of additional federal funds included for this school: $38,348.00

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

State or Local Programs	Allocation ($)
LCFF-EL	$26,654.00
LCFF-LI	$60,231.00

Subtotal of state or local funds included for this school: $86,885.00

Total of federal, state, and/or local funds for this school: $125,233.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-EL	26654	0.00
LCFF-LI	65487	5,256.00
Title I	38348	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-EL	26,654.00
LCFF-LI	60,231.00
Title I	38,348.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	48,654.00
2000-2999: Classified Personnel Salaries	3,020.00
4000-4999: Books And Supplies	46,228.00
5000-5999: Services And Other Operating Expenditures	27,331.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF-EL	24,654.00
2000-2999: Classified Personnel Salaries	LCFF-EL	1,000.00
5000-5999: Services And Other Operating Expenditures	LCFF-EL	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	7,120.00

4000-4999: Books And Supplies	LCFF-LI	34,418.00
5000-5999: Services And Other Operating Expenditures	LCFF-LI	18,693.00
1000-1999: Certificated Personnel Salaries	Title I	16,880.00
2000-2999: Classified Personnel Salaries	Title I	2,020.00
4000-4999: Books And Supplies	Title I	11,810.00
5000-5999: Services And Other Operating Expenditures	Title I	7,638.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	112,104.00
Goal 2	6,813.00
Goal 3	6,316.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Karin Ribaudo	Principal
Jackie Riedell	Classroom Teacher
Juan Casas	Classroom Teacher
Marissa Vasquez	Classroom Teacher
Kelly Cochrun	Other School Staff
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	Secondary Student
	Secondary Student
	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
	Other: Leadership

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 05/20/20.

Attested:

	Principal, Karin Ribaudo on 05/20/20
	SSC Chairperson, Angelina Quintero on 05/20/20

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Parent Involvement Policy (Title I Schools)

Each Title I school is required to develop a written parent and family engagement policy. This policy describes how the school will support and increase parent and family engagement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be approved by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

Schools who are allocated Title I/ funds must develop a written parent and family engagement policy with the participation of parents, families, and community members that describes how the school will:

a. engage parents and family members in their children's education
b. inform parents and family members that they can directly effect the success of their children's learning
c. build consistent and effective communication between home/school
d. train teachers and administrators to communicate effectively with parents and families
e. integrate parent and family members programs with the SPSA (EC 11504)

Attach Parent and Family Engagement Policy (Title I Schools)

School-Parent Compact (Title I Schools)

Section 1116(a) of ESSA advocates shared responsibilities for high student achievement. The school-parent compact is a component of the Parent and Family Engagement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

Attach School-Parent Compact (Title I Schools)

Alvord Unified School District
Wells Middle School
English Learners Advisory Committee

MINUTES
Date: May 11, 2020

IIntroductory Procedures

1. Call to Order
   - Called to order at 12:00 pm. Meeting held by videoconference.
2. Welcome/Sign-in (EL4b) **Members in attendance: Juan Casas, Karin Ribaudo, Rosa Velardez, Ivonne Rangel (District Interpreter), Dilcia Munoz, Abril Garcia**

II.Action Items

1. Agenda
   a. Approval of Minutes of Meeting from March 3, 2020
   Amendment to the minutes? **None**
   Motion made by **Abril Garcia** Second by _____
   b. Election of New ELAC members (monthly) – (EL4a) *
   Name(s) **None**
   Motion made by _____ Second by _____

III.Discussion/Information Training

1. Training – Current Programs for ELLs – ELA and AALD
   - Mr. Casas discussed the ELD and AALD classes. Mr. Casas shared information about the ELD class from the teacher, Mrs. Bonilla. Mrs. Bonilla explained that students are learning in her class using the programs HighPoint and Study Sync and that she utilizes small groups and the help of bilingual assistants. Mrs. Ribaudo discussed the AALD class which is aimed at helping our Long Term English Learners. It takes the place of an elective class. Mrs. Ribaudo asked the parents for their input about this issue. Mrs. Ribaudo discussed how we can possibly eliminate the class while working more EL strategies/content into our EL student's ELA class. Mrs. Garcia agreed with incorporating additional strategies/content into the ELA classes because it would benefit more students. Mrs. Munoz agreed.
2. ATP – Parent Engagement Team
   - Mrs. Velardez shared information about our end of the year activities. She focused on our promotion certificate pick-up, book turn-in and PE locker room clean out.
3. EL Budget
   - Mrs. Ribaudo shared that as a result of the school closure, we were left with $8770.19 remaining in our EL budget. In addition we were approved to use that amount to purchase 32 Chromebooks for EL students.
4. SPSA Input
   - Mrs. Ribaudo shared our SPSA progress monitoring tool and focused on the ELL student section. She shared that unfortunately we are ending the year with a lot of question marks. We wanted to increase the progress of our ELLs and we wanted for every ELL to increase his/her overall ELPAC score by 15 points or more. We felt that we were on track but we cannot be sure as our ELPAC testing was halted. We also wanted at least 20 of our students to reclassify but we also do not know if we will meet that goal since testing has been halted. Mrs. Ribaudo sought parent input about keeping these goals for next year. Mrs. Garcia recommended purchasing more Chromebooks. Mrs. Munoz recommended that we do whatever we can to engage more parents to be aware of the importance of reclassification.

5. Attendance/Engagement during COVID-19 closure
   - Mrs. Ribaudo discussed the importance of being engaged and academically active during the school closure. Mrs. Ribaudo discussed how registration will work for the upcoming year. She said that registration will be online on AERIES like last year and will begin in June.

IV. Hearing Session

This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35145.5 prohibit the Council from discussing or acting upon matters not on the Agenda.

V. Adjournment

1. Next Meeting: September 1, 2020
2. Adjournment – **Meeting adjourned at 1:05 pm**

- Meeting adjourned at 10:15 am

We Belong
We Learn
We Aspire

Soaring to Excellence!
Rising Above!

Wells Leadership Meeting Agenda

Date: 04.13.20 Time: 9:00-10:00 Location: Google Meet
Meeting URL: meet.google.com/sgr-bhnu-kww
-OR-
Phone: +1 510-957-3390 PIN: 200 147 954#

	Items		
Norms Review	· Pausing · Paraphrasing · Posing Questions · Putting Ideas on the Table	· Providing Data · Paying Attention to Self and Others · Presuming Positive Intentions	
19-20 Working Agreements	*Create Transparency *Demonstrate Respect *Get Better / Confront Reality *Practice Accountability / Keep Commitments		
Excellence in Action	-Packets -Department Meetings -Week 1 of Distance Learning -Other...		All
Discussion	1. Checking in 2. We Belong - We Learn - We Aspire 3. Department Meeting Framework 4. Grading Questions 5. Grade Level Packets 6. Best Practices 7. Account for All Students 8. Calendars 9. Office Hours 10. SPSA Input - Allocation of resources for 20-21 / Our "new normal" / What can we learn, take away from this experience?		Links https://alicekeeler.com/google-classroom/ (Google Classroom Tips) https://www.alvordschools.org/Page/11958 (District FAQ Page)
"Nuts and Bolts"	M5 Grades due by 04/17 (M5 = M4) ALL WORK OPTIONAL S2 ≥M5 Next Grade Level Packet opportunities submitted to Karin & Rosa by 04/22 3:30 PM Student Packet Work - Turned in 04/24; Completion notified by 04/30 Instagram @wellsms_ausd		
Next Meetings Dates / Time	**See Schedule** **Keep weekly meetings for now; may be able to scale back in time** **Leadership every Monday 9-10 - bring questions!**		

Wells Middle School
School Site Council Agenda
May 20, 2020
Meeting Location-Virtual Meeting online at: meet.google.com/dcv-xpbn-xsy
Time 1:00-2:30
To participate by phone, dial +1 601-688-3544 and enter this number 661 798 009#

I. Introductory Procedure

1. Call to Order
2. Establishment of Quorum
3. Pledge of Allegiance
4. Welcome and Introductions

II. Action Items

1. Approve minutes from 04/29/20
2. Approve Categorical Expenditures for
    a. T-I
    b. LCFF-LI
    c. LCFF-EL
3. Approve site categorical budgets for 2020-2021
4. Approve the 2020-2021 School Plan for Student Achievement

III. Discussion/Information

1. Budget Reports by Funding Source
2. Training Topics:
    - Plan Election Cycle for August, 2020
    - SSC Committee Evaluation
3. School Plan for Student Achievement (SPSA)
    - Continue monitoring student progress and implementation of SPSA goals/actions
4. Reports from Parent Committees
    - English Learners Advisory Committee (ELAC)
    - Action Team for Partnership (ATP)
    - District Parent Advisory Committee (PAC)
5. Principal's Report

IV. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

V. Adjournment

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for 08/26/20
3. Adjournment: Action Item

Wells Middle School
School Site Council Minutes
May 20, 2020
Meeting Location-Virtual Meeting online at: meet.google.com/dcv-xpbn-xsy
Time 1:00-2:30
To participate by phone, dial +1 601-688-3544 and enter this number 661 798 009#

I. Introductory Procedure

1. Call to Order
   Meeting was called to order at 1:06 p.m.
2. Establishment of Quorum
   Quorum was established with 7 members in attendance: Ribaudo, Principal; Riedell, teacher; Vasquez, teacher; Gajic, teacher; Song, teacher; Cochrun, other staff/librarian; Quintero, student; Guests in attendance include: Velardez, Assistant Principal. Joined later: Estrada, parent.
3. Pledge of Allegiance
   The pledge of Allegiance was recited by members, led by Mrs. Ribaudo.
4. Welcome and Introductions
   Members were welcomed and introduced themselves.

II. Action Items

1. Approve minutes from 05/20/20
   It was motioned/seconded/carried to approve the 05/20/20 minutes as read (Riedell/Cochrun)(7-0-0)
2. Approve Categorical Expenditures for
   a. T-I: It was motioned/seconded/failed to approve the purchase of 14 teacher laptops, Copier Lease, and Copier Maintenance as read. (Ribaudo/Riedell) (0-7-0)
   b. LCFF-EL: It was motioned/seconded/failed to approve the purchase of 40 Chromebooks as read.(Ribaudo/Riedell) (0-7-0)
   c. LCFF-LI: It was motioned/seconded/failed to approve the purchase of IXL, BrainPop, MobyMax, Junior Library Guild, 5 Star, PLTW Participation Fee, and Pearson Science as read.(Ribaudo/Riedell) (0-7-0)
   d. It was motioned/seconded/approved to amend the proposed categorical expenditures to include only priority items to start the school year at this time, .
      - T-I: Copier Lease and Copier Maintenance - ($6368), Pearson Science(NTE$10,000) (Ribaudo/Riedell) (8-0-0)
      - LCFF-EL: No approvals made
      - LCFF-LI: School Planners ($2850), Ink/Toner ($13,850), 5 teacher laptops ($4,196), Junior Library Guild ($1,697), 5 Star ($500), (Ribaudo/Riedell) (8-0-0)
3. Approve site categorical budgets for 2020-2021
   It was motioned/seconded/carried to conditional approval of site categorical budgets for 2020-2021 with amendments to categorical expenditures. (Ribaudo/Cochrun)(8-0-0)
4. Approve the 2020-2021 School Plan for Student Achievement
   It was motioned/seconded/carried to conditional approval of the 2020-2021 School Plan for Student Achievement, based on the discussed amendments. (Ribaudo/Riedell)(8-0-0)

III. Discussion/Information

1. Budget Reports by Funding Source: Viewed chart and discussed by members.
2. Training Topics:
   - Plan Election Cycle for August, 2020: Will need to add parent/student candidates.
   - SSC Committee Evaluation: Members completed SSC Committee evaluation.
3. School Plan for Student Achievement (SPSA)
   - Continue monitoring student progress and implementation of SPSA goals/actions
     Members discussed SPSA when discussing approval of the 2020-2021 SPSA.
4. Reports from Parent Committees
   - English Learners Advisory Committee (ELAC)
     The input provided by ELAC is to use the budget for technology and to keep the goals as they are.
   - Action Team for Partnership (ATP): No events for ATP.
   - District Parent Advisory Committee (PAC): PAC representative not present today.
5. Principal's Report
   Ribaudo reflected on how things are going at Wells, considering the current school closures. Wells is functioning well during this crisis. Ribaudo is thankful to be at Wells, and that it is a place to relax and breathe. Special thanks went out to parent and student members, Angie Estrada and Angie Quintero, who will be leaving SSC.

IV. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

V. Adjournment

1. Agenda building for next meeting
   Tentative meeting to discuss educational programs to be included in the Categorical Site Expenditures.
2. The next SSC meeting is tentatively scheduled for 05/27/20 at 1:00 p.m.
3. Adjournment: It was motioned/seconded/carried to approve adjournment of the SSC meeting at 2:43 p.m. (Cochrun/Estrada)(8-0-0)

Wells Middle School
Title I Targeted Assistance School
Parent and Family Engagement Policy
2019-2021

Wells Middle School jointly developed its written Title I parent and family engagement policy with input from Title I parents and family members. Such policy shall be made available to the local community and updated periodically to meet the changing needs of the school and parents. Means of gathering input included reviewing and discussing the policy during the annual Title I, ELAC and SSC meetings. The policy is updated with input from parents every two years.

The policy is distributed to parents and family members of all students at the beginning of the school year in the registration packets and to new enrollees and returning students as part of their new student enrollment packet. During the first year of implementation (2017-2018), the policy was distributed to parents and family members via their student.

The policy describes the means for carrying out the following Title I parent and family engagement requirement. [20 USC 6318 Section 1118(a)-(f) inclusive]

Engagement of Parents and Family Members in the Title I Program
To involve parents and family members in the Title I program at Wells Middle School, the following practices have been established:

- The school convenes an annual meeting, at a convenient time to which all parents are invited and encouraged to attend, to inform parents and family members about their school's participation under this part and to explain the Title I requirements, and about the right of parents to be involved.

  The Title I annual meeting is held each fall. Parents are notified by the Blackboard messaging system, postings on the school website and flyers distributed via email using the Peachjar system.
- The school offers a flexible number of meetings for parents and family members, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care or home visits, as such services relate to parent involvement.

  Parent groups decided to convene one annual meeting in the evening. If parents request additional meetings, their requests will be met.
- The school involves parents and family members in an organized, ongoing, and timely way, in the planning, review and improvement of the school's Title I programs and the Title I parental involvement policy.

  Parents have the opportunity to be involved in the Title program by providing suggestions during the annual meeting. Additionally, School Site Council and English Learner Advisory Committee members have the opportunity to make suggestions and provide input into the school's Title I and parent/family engagement programs during their meetings.

- The school provides parents and family members with timely information about Title I programs through the distribution of the parent and family engagement policy, parent-teacher-student compact, and annual meeting.

- The school provides parents and family members with an explanation of the curriculum to be used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

  All parents who attend PTSA, ELAC, Wells Parent University, or School Site Council are informed about Common Core State Standards and Next Generation Science Standards. CAASPP Summative Assessments and the California Science Test (CAST) are also explained, including scores required to Meet Standards in ELA and Math.

- If requested by parents and family members, the school provides opportunities for regular meetings that allow the parents and family members to participate in decisions relating to the education of their children.

  Parents are continually encouraged by all staff members to keep in contact with the school regarding their child's educational needs. Parents are provided with the school's contact information. Parents are invited to attend SST meetings, IEP meetings, and SART meetings to discuss their child's educational program.

Student-Parent-Teacher Compact

Wells Middle School distributes to parents and family members a student-parent-teacher compact. The compact, which has been jointly developed with parents and family members, outlines how parents and family members, school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents and family members:

- ✓ The school's responsibility to provide high-quality curriculum and instruction
- ✓ The ways parents will be responsible for supporting their children's learning
- ✓ The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities

The student-parent-teacher compact was written with input from staff and site parent groups. The student-parent-teacher compact is reviewed bi-annually in the spring during a parent meeting. Parents are provided the opportunity to make suggestions to the compact.

Building Capacity for Engagement and Involvement

Wells Middle School engages parents and family members in meaningful interactions with the school. It supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

- The school provides parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve achievement of their children.

  All parents who attend PTSA, ELAC, Wells Parent University, or School Site Council are informed about Common Core State Standards and Next Generation Science Standards. CAASPP Summative Assessments and the California Science Test (CAST) are also explained, including scores required to Meet Standards in ELA and Math.

- The school provides parents with materials and training to help them work with their children to improve their children's achievement.

  Parents are provided with information about how to access the Aeries Parent Portal where they can see their children's grades and attendance minute by minute. Many family nights are provided for parents that train parents with how to work with their children at home. Most topics of Wells Parent University classes focus on how to help students succeed.

- With the assistance of parents, the school educates the staff members about the value of parent contributions, and in how to work with parents as equal partners.

  Parent Conferences are held twice a year, and in addition an incoming 6th grade Parent Night and a Back to School Night are held each fall. These venues are our opportunity to stress the importance of working in partnership to support each student. In addition, our Action Team Partnership consists of parents from all stakeholder groups, and this group plans events for parent participation throughout the year.

- The school coordinates and integrates the parent and family engagement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

  Parent involvement is encouraged in campus activities that include but are not limited to Back-to-School Night, School Site Council participation, English Learner Advisory Committee participation, PTSA participation, Lunches on the Lawn, Wells Parent University classes and family nights.

- The school distributes information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.

  Parent involvement information is disseminated during registration in both English and Spanish. Additional activities and events that occur throughout the year are communicated to parents via flyers, the school website, Blackboard phone calls and the Peachjar electronic flyer system.

Accessibility

Wells Middle School provides opportunities for the participation of all parents and family members, including those with limited English proficiency, those with disabilities, and parents and family members of migratory students. Information and school reports are provided in a format and language that parents and family members understand. Parent involvement information is disseminated during registration in both English and Spanish. Additional activities and events that occur throughout the year are communicate to parents via flyers, the school website, Blackboard phone calls and the Peachjar electronic flyer system.

Adoption

This policy was adopted by Wells Middle School Site Council on 11/20/19 and will be in effect for the period 2019-2021.

	Wells SPSA Monitoring Tool 2019-2020							
LCAP Goals	**SPSA Goals**	**Measure/Metric**	**Base**	**Target**	**Period 1**	**Period 2**	**Period 3**	**Period 4**
Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.	**ELA** State Measure: By the end of the 2019-2020 school year, every student will increase her/his English Language Arts score by more than 15 points beyond one year's growth as measured by the SBAC Summative Assessment.	-CAASPP ELA Summative	-2018-2019 average DFS -48.9	-2019-2020 average DFS -33.9			Data chats with student; +20 in 2020 Campaign	Testing suspended due to school closure
	State Measure: By the end of the 2019-2020 school year, the % of students scoring Above Standard in the Writing claim will increase from 10% to 15%	-CAASPP ELA Summative	-2018-19 % above standard in writing 10.07%	2019-20 % above standard 15%			Data chats with student; Continuing with C-E-R	Testing suspended due to school closure
	Local Measure: -6th grade student pass rate will increase by 3%	-M6 grades	-6th grade pass rate (A, B, C) = 87.2%	-6th grade pass rate (A, B, C) - 90.2%			M4 - 71.7%	M6 - 84.2%
	Local Measure: -7th grade student pass rate will increase by 3%	-M6 grades	-7th grade pass rate (A, B, C) = 65.1%	-7th grade pass rate (A, B, C) - 68.1%			M4 - 75.6%	M6 - 85.2%
	Local Measure: -8th grade student pass rate will increase by 3%	-M6 grades	-8th grade pass rate (A, B, C) = 66.4%	-8th grade pass rate (A, B, C) - 69.4%			M4 - 58.2%	M6 - 83.7%
	Math State Measure: By the end of the 2019-2020 school year, every student will increase her/his Math score by more than 15 points beyond one year's growth as measured by the SBAC Summative assessment.	-CAASPP Math Summative	-2018-2019 average DFS -105.9	-2019-2020 average DFS -90.9			Data chats with students; +20 in 2020 campaign	Testing suspended due to school closure

	State Measure: By the end of the 2019-2020 school year, the % of students scoring Above Standard in the Communicating Reasoning claim will increase from 3% to 8%	-CAASPP Math Summative	2018-19 % above standard in communicating reasoning 3.17%	2019-20 % above standard 8%			Data chats with students; Supported by C-E-R	Testing suspended due to school closure
	Local Measure: -6th grade student pass rate will increase by 3%	-M6 grades	-6th grade pass rate (A, B, C) = 84.8%	-6th grade pass rate (A, B, C) - 87.8%			M4 - 73%	M6 - 85.4%
	Local Measure: -7th grade student pass rate will increase by 3%	-M6 grades	-7th grade pass rate (A, B, C) = 72.1	-7th grade pass rate (A, B, C) - 75.1%			M4 - 74.6%	M6 - 87.2%
	Local Measure: -8th grade student pass rate will increase by 3%	-M6 grades	-8th grade pass rate (A, B, C) = 89.9%	-8th grade pass rate (A, B, C) - 92.9%			M4 - 82.7%	M6 - 89.3%
	ELs State Measure: - We will increase the progress of our ELs English acquisition to 55% in the English Learner Progress Indicator (ELPI). -By the end of the 2019-2020 school year, every English Learner will increase her/his overall ELPAC score by more than 15 points	-CAASPP ELPI ELPAC Scores	-2018-2019 53.2% of ELs making progress towards English language proficiency -2018-2019 average score 1540.2	-2019-20 55% of ELs making progress towards English language proficiency -2019-20 average score 1555.2			Data chats with students	Testing suspended due to school closure
	Local Measure: - By June 2020: there will be a minimum of 20 students reclassified as fluent English proficient.	Reclassification	-2019-2020 S1 18 students	-2019-2020 EOY 20 students			Data chats with students	Testing suspended due to school closure

Pupil Outcomes: Students will be prepared to be college and career ready when they graduate from high school.	**College & Career** State Measure: Elective offerings with College and Career connection (AVID, CTE, PLTW) will maintain or increase	-Master schedule	-2019-2020 14 sections	-2019-2020 Goal is 14 sections			19-20 = 14 sections	20-21 = 15 sections
	Local Measure: By the end of 8th grade, students will leave Wells prepared for high school, college, and careers as evidenced by a 95% promotion rate	-Promotion rates	-2018-2019 Promotion rate was 90.5%	-2019-2020 Promotion rate of 95%			M4 promote rate = 70%	M6 promote rate = 94.7%
	Local Measure: The school will increase access to ELA curriculum, and formative assessments like Interims and the MDTP, by increasing the number of laptop carts available for student use	-Cart inventory	-2018-2019 ~400 devices, or 3 carts per grade level	-2019-2020 at least 4 carts per grade level			650 devices Avg 5 carts per grade	Plan to add 131 devices (3 carts + replacements)
Engagement: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.	**Attendance** State measure: We will decrease the chronic absenteeism in the California Dashboard by 2.9% from 12.9% to 10% or less for the 2019-2020 school year.	-CA Dashboard: Chronic Absenteeism	-2018-2019 12.9% Chronic Absenteeism Rate	-2019-2020 10% Chronic Absenteeism Rate			4.7%; 41 Students with 13 or more absences	No attendance to report due to school closure
	Local measure: By June 2020, the average daily attendance will increase by .5% in comparison to 2018-2019's ADA of 95.39%.	-Aeries attendance reports	-2018-2019 ADA of 95.39%	-2019-20 ADA of 96.5%			95.48%	No attendance to report due to school closure
	Suspensions State measure: The 2018-2019 California Dashboard results state that	-CA Dashboard: Suspension	-2018-2019 6.3% Suspension Rate	-2019-2020 5% Suspension Rate			1.3% Suspension Rate	No suspensions to report due to

	the suspension rate was 6.3%. The goal is to decrease the suspension rate by 1.3% making 5% or less.							school closure
	Local measure: By June 2020, assertive discipline will decrease by 10 suspensions and 2 expulsions in comparison to the 2018-2019 suspension data.	-Aeries discipline reports	-2018-2019 87 Suspensions, 5 expulsions	-2019-2020 77 Suspensions, 3 expulsions			11 Suspensions, 1 Expulsion	No suspensions/ expulsions to report due to school closure
	MTSS - ADD FOR 20-21 Local measure: We will continue our training in the MTSS model to support increasing academic achievement, and decreasing absenteeism and behavior incidents	Tier 1, Tier 2, Tier 3 meetings, presentations, agendas, sign-ins -Aeries Discipline Reports					MTSS Faculty Meeting March 3, 2020	Study Skills / Intervention Periods added to MS for 20-21; Reworked Handbook and Behavior Contract
	Parent Involvement Local measure: Increase Parent Involvement in PIQE or Wells Parent University	Sign-in sheets at meetings	In 18-19, less than 10% of parents attended WPU or PIQE	In 19-20, over 10% (at least 90 parents) will attend WPU or PIQE			Approximately 70 parents (8%) attended WPU or PIQUE	No parent events because of school closure

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:

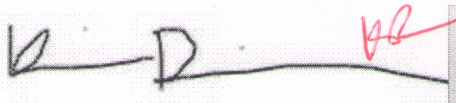
Signature	Committee or Advisory Group Name
Unable to Sign - Virtual Meetings	English Learner Advisory Committee
Unable to Sign - Virtual Meetings	Other: Leadership

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 05/20/20.

Attested:

	Principal, Karin Ribaudo on 05/20/20
Unable to Sign - Virtual Meetings	SSC Chairperson, Angelina Quintero on 05/20/20

Wells Middle School

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Student-Teacher-Parent Compact 2019-2020

This compact is an agreement between three parties: the parent, the student and the teacher. It lists what each party needs to do to support student learning at Wells Middle School.

The staff and parents at Wells Middle School have high expectations of themselves and of the students at the school. In an effort to provide the highest quality instructional program to the students and to show how the school and family are working together to educate the students at Wells, the staff, parents and students agree to implement this contract.

Parent/Guardian Responsibilities:

- Ensure that my child attends school every day and is on time and discuss the importance of attendance with my child.
- Have access to the grade level standards my child is expected to learn.
- Contact my child's teacher when I am concerned about my child's progress or have questions regarding the standards or assignments.
- Set aside a specific time and provide a quiet place to do homework and help my child develop a schedule to complete homework.
- Look over homework and check for understanding.
- Sign and return all papers that require a parent signature by the due date, including this compact.
- Volunteer and/or become involved in English Learner Advisory Committee, School Site Council, Parent-Teacher-Student Association and other activities when possible.
- Participate in scheduled parent-teacher conferences, Back to School Night and other parent/family events.
- Schedule appointments with the teacher to observe student's classroom when appropriate or necessary.
- Access my child's grades and attendance through the AERIES Parent Portal.
- Communicate with teachers regarding student academic and /or behavior concerns.
- Encourage respect of personal rights and property of others as well as cultural, racial, and ethnic differences.
- Be kind, be polite to others, and show honesty.

Student Responsibilities:

- Attend school every day and on time.
- Be proactive if I do not understand my homework or classroom assignments, by talking to the teacher or seeking school-wide interventions.
- Complete all standards-based homework and classroom assignments on time with my best efforts.
- Respect and obey all school rules and classroom behavior expectations.
- Develop a schedule to complete work outside of class.
- Deliver all documents to parent/guardian and return any documents that require a parent signature by the due date.
- Display appropriate citizenship and behavior at all times on campus or at school events.
- Respect the personal rights and personal property of others as well as cultural, racial, and ethnic differences.
- Tell my teachers about issues that may affect my learning in or out of school.
- Use AERIES to check my grades and missing work.
- Believe that I can and will learn.
- Talk with my parent/guardian each day about my school activities.
- Be kind, be polite to others, and show honesty.

School/Teacher Responsibilities:

- Provide high quality standards-based instruction in order for all students to experience academic success.
- Hold high expectations for all students and believe that all student can and will learn.
- Communicate regularly with parents regarding their student's academic progress.
- Provide opportunities for parents to observe their student's classroom if requested.
- Provide a stimulating, supportive, and effective learning environment that enables students to meet state standards.
- Allow standards-based assessment to drive instruction focusing on students' needs.
- Keep AERIES system current with student's attendance and grades.
- Provide opportunities for parents to be involved at school
- Encourage parents to monitor their child's homework daily.
- Offer parents opportunities for parent-teacher conferences.
- Provide information to families about grade level standards and how parents can help their child achieve the standards.
- Encourage respect of personal rights and property of others as well as cultural, racial, and ethnic differences.
- Be kind, be polite to others, and show honesty.

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Wells Faculty Meeting Agenda

Date: 02.04.20 Time: 1:45-2:45 Location: Library

	Items		
Norms Review	· Pausing · Paraphrasing · Posing Questions · Putting Ideas on the Table	· Providing Data · Paying Attention to Self and Others · Presuming Positive Intentions	
Excellence in Action	-Saturday Phoenix Academy (Next one 03/21/20) -EL PD Days -Spelling Bee -Incentive Trip -PIQE -Census 2020 -Other...		All
Discussion	*We are learning…* **how to plot our "status" and "change"** **AEA updates**	*So that we can…* **gain a deeper comprehension of the CA Dashboard, and how we can target our efforts for improvement goals in SPSA** **stay connected**	Karin Site Reps
"Nuts and Bolts"	-End of M4 on 02/21; Grades Due by 02/28 -ELPAC Group Testing 02/26-02/27 - **ASSEMBLY SCHEDULE BOTH DAYS		
Next Meetings	**Faculty Meeting**: 3/3/20, 4/7/20, 5/5/20 **Teacher Collaboration**: 2/18/20, 3/10/20, 3/24/20, 4/14/20, 4/28/20, 5/12/20, 5/26/20 **Professional Learning**: 2/25/20, 3/17/20, 4/21/20, 5/19/20		

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Wells Faculty Meeting Agenda

Date: 02.25.20 Time: 1:45-2:45 Location: Library

	Items		
Norms Review	· Pausing · Paraphrasing · Posing Questions · Putting Ideas on the Table	· Providing Data · Paying Attention to Self and Others · Presuming Positive Intentions	
Excellence in Action	-Street Run -Campus Supervisors / Vaping -See Something Say Something -Other...		All
Discussion	*We are learning…* **ELPAC Testing details** **a summary of our professional learning to date** **a review of ATSI, MTSS, and GEAR UP**	*So that we can…* **be prepared for our first online group ELPAC administration** **see how what we have been doing fits together to support SPSA Goals** **stay focused on our vision of Relationships, Relevance, and Rigor**	 Ofelia Karin Karin
"Nuts and Bolts"	-End of M4 on 02/21; **Grades Due by 02/28** -ELPAC Group Testing 02/26-02/27 - **ASSEMBLY SCHEDULE BOTH DAYS -February Awards 02/28 -8th Graders to LS (next school LS only) -Parent Conferences 03/12 -Saturday Phoenix Academy 03/21 -AVID Talent Show 03/25 -Spring Break 03/30-04/03		
Next Meetings	**Faculty Meeting**: 3/3/20, 4/7/20, 5/5/20 **Teacher Collaboration**: 3/10/20, 3/24/20, 4/14/20, 4/28/20, 5/12/20, 5/26/20 **Professional Learning**: 2/25/20, 3/17/20, 4/21/20, 5/19/20		

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Wells Faculty Meeting Agenda

Date: 03.03.20 Time: 1:45-2:45 Location: MPR

	Items		
Norms Review	· Pausing · Paraphrasing · Posing Questions · Putting Ideas on the Table	· Providing Data · Paying Attention to Self and Others · Presuming Positive Intentions	
Excellence in Action	-CTE Exploratory Showcase -ELPAC Testing -Awards -Math GEAR-UP Day -Other...		All
Discussion	*We are learning…* **what we have in place in terms of academics, behavior, and attendance** **AEA updates**	*So that we can…* **ensure systematic inventory of what we are already doing to stay aligned with SPSA goals** **stay connected**	 Karin Site Reps
"Nuts and Bolts"	-ELA Teachers GEAR-UP Days 03/09, 5/18 -Science Teachers GEAR-UP Day 03/16 -History Teachers GEAR-UP Day 04/13 -Math Learning Cycle Days 04/20-04/21, GEAR UP Day 05/07 -8th Graders to La Sierra 03/11 -Parent Conferences 03/12 -7th Grade Testing 04/15-04/17 Periods 1-3, Test in 1st period classes -8th Grade Testing 04/22-04/24, 04/27 Periods 1-3, Test in 1st period classes -6th Grade Testing 04/29-05/01 Periods 1-3, Test in 1st period classes **More details provided at 03/17 Meeting**		
Next Meetings	**Faculty Meeting**: 4/7/20, 5/5/20 **Teacher Collaboration**: 3/10/20, 3/24/20, 4/14/20, 4/28/20, 5/12/20, 5/26/20 **Professional Learning**:3/17/20, 4/21/20, 5/19/20		

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Wells Faculty Meeting Agenda

Date: 12.17.19 Time: 1:45-2:45 Location: Library

	Items		
Norms Review	· Pausing · Paraphrasing · Posing Questions · Putting Ideas on the Table	· Providing Data · Paying Attention to Self and Others · Presuming Positive Intentions	
Excellence in Action	-Saturday Phoenix Academy (Next one 01/25/20) -Rally -Dance -Interdisciplinary Connections; CER throughout -Other...		All
Discussion	*We are learning…* **Your input on S2 *Keys to Success* format** **how to support each others' content** **6th Grade** **7th Grade** **8th Grade** **how to focus on GROWTH for every student**	*So that we can…* **effectively remind students about expectations** **work smarter not harder; make connections for our students** **collaborate for positive movement on SPSA goals**	 Rosa Karin Karin
"Nuts and Bolts"	-End of S1 on 12/19; Grades Due by 12/20 -Staff get together 12/20 9:00 am		
Next Meetings	**Faculty Meeting**: 1/7/20, 2/4/20, 3/3/20, 4/7/20, 5/5/20 **Teacher Collaboration**: 1/14/20, 1/28/20, 2/18/20, 3/10/20, 3/24/20, 4/14/20, 4/28/20, 5/12/20, 5/26/20 **Professional Learning**: 1/21/20, 2/25/20, 3/17/20, 4/21/20, 5/19/20		