

# The Single Plan for Student Achievement

**School:** Pinacate Middle School  
**CDS Code:** 33-67207-6106223  
**District:** Perris Union High School District  
**Principal:** ChaKwan Jones  
**Revision Date:** May 9th, 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact Person:** ChaKwan Jones  
**Position:** Principal  
**Phone Number:** (951) 943-6441  
**Address:** 1990 South A Street  
Perris, CA 92570  
**E-mail Address:** Chakwan.jones@puhsd.org

**The District Governing Board approved this revision of the SPSA on September 20, 2017.**

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## School Vision and Mission

### Pinacate Middle School's Vision and Mission Statements

#### Our Vision

The vision of Pinacate Middle School is to prepare and support all students to be their BEST to become college and career ready and productive, contributing members in a competitive global society.

#### Our Mission

Pinacate Middle School will inspire and support college and career readiness and the personal success of every student every day by providing a safe, positive learning environment, effective instruction, targeted intervention, and active parental & community involvement.

#### Core Values

Expectations: Strive to be your BEST

#### B=Be Respectful

E=Expect excellence: Think about your future! Create a vision of what you want to be! Believe in yourself! Never give up!

S=Stay connected and involved: Stay connected and involved building positive relationships with positive people while doing positive activities.

T=Take care of business: We will provide an environment that is physically, intellectually, and emotionally safe.

R=Responsible for Behavior,

E=Enthusiastic Attitude,

S=Supportive of the Rules,

P=Prepared with all supplies,

E=Early to all classes,

C=Caring and Sensitive to others,

T=Thoughtful about future consequences

#### Student Outcomes

All students will achieve or exceed grade level standards.

#### Priorities

We will...

- Celebrate student achievement
- Provide support and early intervention to meet students' academic needs.
- Promote the effective use of technology to increase student learning and productivity.
- Align and prioritize student outcome standards, instructional materials, and assessment with Common Core and CA English Learner

#### State Standards.

- Assess student progress in mastering standards with ongoing, multiple measures.
- Provide quality instruction using multiple strategies through ongoing support and staff development.
- Create a climate in which risk-taking and innovation are valued and encouraged.
- Involve parents in their children's education.
- Evaluate programs and select budget expenditures on the basis of desired student outcomes.
- Involve business people and community members in making curriculum relevant.

## School Profile

Pinacate Middle School is located in Perris and was originally constructed in 1986 serving grades 7-8 on a traditional school calendar. Sixth grade students from Perris Elementary School District make up the majority of the incoming seventh grade students at Pinacate. As a result of an increase in student population, Pinacate Middle School underwent several major renovation and

construction projects which were completed in the summer of 2015. The construction projects included a new administrative office building, new gymnasium and P.E. locker rooms, an adaptive PE room, a weight room, and a two-story building for classrooms.

Based on the 2017-2018 CBEDS report, the racial/ethnic designation for the current enrollment at Pinacate Middle School is as follows: Hispanic 89.3%; American Indian 0.2%; Asian .7%; Black/African American 5.9%; Native Hawaiian/Other Pacific Islander 0.9%; White 1.9%; Filipino 0.3%; Multiple .9 %, and Missing 0%. Total enrollment based on the 2017/2018 CBEDS is = 1167 7th grade = 584 8th grade = 583

Teacher Credential Status: October CBEDS shows that there are currently 51 fully credentialed teachers and 1 University Intern.

Other school facts:

- \* The average core class size is 36:1 (student/teacher ratio).
- \* Number of ELL students = 472
- \* Number of low-income students = 1132
- \* Percent of low-income = 97%
- \* All students have a Google Chrome book.
- \* Instructional minutes exceed the state requirements: Yes
- \* Modified Instructional Days= 34 (indicated in red on school calendar)
- \* Minimum Days= 14 on district calendar indicated as minimum days
- \* Number of students participating in Supplemental Educational Services = 39 (3.26% of total enrollment)

## **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 majority of students feel as if Pinacate is a safe place to attend school and that they have close relationships with people on our campus. There is also a general sense from most students who answered our survey that they have a positive relationship with at least one adult on campus. However, many students, although they believe they engaged in interesting activities on campus, did not feel as if they had any say in what extracurricular activities were offered on campus. Of special note, over 70% of our students responded that they had an adult that cared for them and encouraged their success outside of school and home.

### **Classroom Observations**

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

Administration has made regular 'walk-throughs' of the class rooms throughout the year. The administrator generally provides a brief note or email to the staff member that had a visitation. In addition, administration makes formal observations at least twice a year for non-tenured teachers, and once every two years for tenured staff members. The site principal completed "AVID" 'walk-throughs' throughout the year on a weekly basis to observe the degree of AVID strategies being implemented by the entire teaching staff. The Pinacate Staff has a 95% rate of attendance at AVID Summer Institute; the staff has been observed using the strategies in the majority of the classrooms. Additionally, in the classrooms it was observed that the content standards are posted, with accompanying essential questions, and that many classes are using Cornell notes and Inter-Active Notebooks. Feedback from this 'walk-through' indicated that AVID methodologies (i.e. Cornell notes, Interactive Student Notebooks; students' working collaboratively, etc) were clearly evident, implemented and observed in many classrooms. A school wide writing program was implemented, Step Up to Writing, in all contents and was observed being used by staff and students.

### **Analysis of Current Instructional Program**

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

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

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

### **Standards, Assessment, and Accountability**

#### **1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)**

Teachers utilize a variety of assessments to determine students' success. End-of-level test scores, state achievement testing scores, benchmark tests in the core content areas, teacher designed projects and student product outcomes are used to modify curriculum and instruction. Analysis of the data from these assessments provides teachers, students, and parents' with information needed to drive instruction. The data also informs individual and group instruction needed to remediate and/or address areas of weakness.

English Learner (EL) students are assessed in a manner that is appropriate to their learning experiences. The English Language Development Program (ELD) classifies students by level of proficiency. There are five levels of ELPAC and the teachers use both written and oral assessments, as well as anecdotal evidence to determine whether a student should be promoted from one level to another.

Pinacate uses the following standardized assessments:

ELPAC: (English Language Proficiency Assessment of California)

EADMS: EADMS is our data management system that allows teachers to create standards-based tests using custom test questions, or choose from thousands of standard-aligned questions. EADMS also allows access to up-to-date academic and demographic student data in one convenient place. This feature allows teachers to build custom reports that make your data manageable, including their own student data and state-provided data.

SBE curriculum-embedded assessment: These assessments are embedded in the adopted curriculum and are used as benchmark assessment for ELA and math to support progress monitoring of student achievement.

SBAC: Interim SBAC online assessment process was held early this Spring in Math and ELA for all students. In May all students took the annual CAASPP test in both Math and ELA. Teachers can also create SBAC style assessments for formative assessment and summative exams.

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

Teachers use data to analyze current level of student mastery and focus on implementing the new Common Core Standards and an effective delivery system during the weekly Professional Learning Communities (PLC). The need for valid and reliable assessments of student achievement throughout the year is vital in determining mastery of standards for re-teaching.

Teachers need to know in a timely fashion whether or not their students are mastering the standards, which standards need to be addressed and the specific modifications they need to make in their classroom instruction so they may better guide students toward improved academic achievement. The use of immediately available data allows teachers to improve their instructional intervention planning in response to areas of student need. This data, both summative and formative, is also a valuable tool used in the departmental planning process that takes place during weekly PLC time.

The school uses an ongoing assessment and monitoring system (EADMS) that provides timely data from common assessments based on the SBE-adopted ELA/ELD and intensive intervention programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic, progress monitoring that includes frequent formative and curriculum-embedded assessments, and summative assessments) are used to inform teachers and the site administration on student placement, diagnoses, progress, and effectiveness of instruction.

Staffing and Professional Development

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

Staff development opportunities are planned in response to the assessed needs of our students and based on the professional needs of the staff. Assessment data is utilized in the annual updating of the school plan. The Principal and Leadership Team Members review and evaluate assessment results to make recommendations that will focus on the instructional practices. They also analyze assessment data to determine strengths and weakness in various programs and areas of instruction. Areas of improvement are then determined from analysis of the information gathered from the assessment data in conjunction with surveys and other achievement data. Teachers from Pinacate serve on district Subject Area Committees (SAC) that meet to develop how the standards are being met through the curriculum. They have developed rubrics for key assignments, revised end-of-level tests, aligned lessons to Common Core Standards, developed new lessons, selected appropriate instructional materials, and mentored staff in any areas where departments may have not fully integrated the new Common Core Standards. SACS will continue the discussion of the Common Core Standards where curriculum alignment will include standards that prepare students for college and career and other post-secondary opportunities.

Pinacate Middle School is in Year 5 + of Program Improvement

In order to exit Program Improvement, Pinacate Middle School will continue to focus categorical resources on the following areas: Literacy, writing, effective lesson planning which will include in-class co-plan and co-teach sessions focused on student engagement; in-class observations and feedback focused on student engagement; standards-based education, and Professional Learning Communities (PLCs).

The school provides instructional assistance and ongoing support to all teachers of mathematics, including strategic and intensive intervention. Support includes trained content experts and specialists who are knowledgeable about the newly adopted Common Core Standards, and work inside the classrooms to support the teachers and deepen their knowledge about the content and the delivery of instruction.

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

The school provides ELA/ELD and intervention teachers ongoing, targeted support through trained and experienced content experts, specialists, or other teacher support personnel with subject-matter expertise. The content experts who work primarily within the classroom assist with the full and skillful implementation of the district-adopted ELA/ELD and intensive intervention instructional programs to improve student achievement. In addition to context experts, a Technology Teacher On Special Assignment has been employed full time. This teacher meets with teachers one on one or in a small group setting to train them on how to use educational technology effectively in the classroom. The Tech TOSA provides consistent and ongoing professional development in the area of online assessment, strategies for managing student use of technology in the classroom, and bolstering lesson plans with various online applications.

Pinacate staff have the opportunity to attend monthly Best Practices workshops.

### Teaching and Learning

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

Pinacate has adopted the high academic standards set forth by the California School Board of Education in Reading/Language Arts, Mathematics, Social Studies, and Science. The standards serve as the framework for directing district goals objectives, and expected learning outcomes into an articulated curricular program designed to maximize learning for all students. The new Common Core Standards enable the articulation of curriculum and learning expectations from grade level to grade level. The school staff is implementing curriculum and assessments that are aligned to the Common Core Standards along with reporting student progress in relation to the Common Core Standards.

Several staff members are involved in the district wide Subject Area Committee (SAC) that reviews curriculum to ensure that textbooks and lesson plans are aligned with Common Core Standards. Staff is given the opportunity and encouraged to participate in staff development that supports learning in the classroom. Instructional materials that support the educational program are readily available to teachers.

Students' success in school depends on effective partnerships among school staff, parents and members of the community. Although, there are many programs in place to ensure the elimination of academic barriers, there are still areas to improve in order to increase student performance on the new Common Core Assessment.

The following are areas to consider for improvement:

- \* Assessments and in class lessons currently range in Depth of Knowledge (DOK) levels one to three. It is an area to improve to move to DOK three and four for students to have the CCSS required level of rigor.
- \* New ELA materials are providing Reading strategies; transference of these strategies into additional content areas is an area for growth.
- \* A new focus on writing using Step Up to Writing across contents was initiated in 2016-17. This has shown evidence of writing in many classrooms, but maintained focus in this area is necessary.
- \* Digital Citizenship was taught schoolwide. Additional schoolwide guidelines and expectations for all students regarding Chrome Book use and accountability remains a need.

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

Pinacate strives to ensure that all students achieve proficiency in Common Core and California State Standards by providing a rigorous and quality educational program that prepares students for high school, college and career. In order to support our mission, all students currently have access to the state adopted and board approved textbooks. Additionally, supplementary funding sources (such as Title I) are used to support the instructional program.

Staff is continuously working on aligning text, benchmark tests, and major assignments to the Common Core Standards. Students identified as English Learners (EL) and GATE receive additional services. These programs and the instructional program are aligned with the Common Core Standards.

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

Teachers will use AVID strategies and project-based learning to support the existing adopted texts, visual media and pacing guides. These, along with other best practices, will improve the delivery of the CCSS in content specific areas through cross-curricular planning and teaching.

All students, including English Learners (EL), Students with Disabilities (SWD), and advanced learners in all grade levels, are provided SBE-adopted basic core instructional program materials in ELA/ELD. These materials are implemented daily and designed to support the needs of all students.

At all grade levels in Science and Social Studies, teachers use the adopted basic core program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners.

In English and Math, teachers are teaching from curriculum that aligns with Common Core Standards and CAASPP-like assessments.

#### Opportunity and Equal Educational Access

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

Students will be placed in intervention classes using benchmark scores, end of level testing, final grades and teacher recommendation, placement data from the curriculum embedded testing as available and applicable.

ELL students who have been in the United States for less than 12 months and have been identified on the CELDT as level 1 and 2, will be blocked in a two period setting. Other EL level 3 students may have a 2 hr block of reading intervention class or a core ELA. Students that don't have an ELA support class have an ELA core class and are placed in AVID Excel as an elective.

Other interventions will continue to include after school tutoring (called TASC) for students most at risk of not meeting district benchmarks, and subject mastery of state standards content.

More students are entering Pinacate having had access to intervention programs in their K-6 experience. Many parents still have difficulty understanding the needs of their students who are significantly below grade level in math, reading and other Language Arts areas. The community does not see themselves as an important part of school decisions. While ELA performance has improved, the growth has not been sufficient to meet the Annual Measurable Objectives (AMAO's).

9. Research-based educational practices to raise student achievement

All teachers will be provided the opportunity to participate in professional development that addresses AVID strategies and methodologies. With the continued focus on the implementation of AVID strategies on a district-wide basis, it will be the expectation for teachers to actively incorporate AVID strategies into their daily instruction during the 2016-17 school year.

Direct classroom instruction will be enhanced by the use of Cornell notes and other content appropriate AVID strategies. Students will be expected to use a three-ring binder as an organizational tool for academic success. Classroom teachers will infuse WICOR strategies in their lesson planning with the specific intention of increasing rigor.



## Parental Involvement

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

Student and parent commitment is highly evident in the cooperative leadership activities of the School Site Council (SSC), English Language Advisory Committee (ELAC), and the Parent Teacher Student Association (PTSA). There has also been a large percentage of parent participation in school functions and in a variety of parent workshops that have been offered throughout the school year.

Student leadership is also encouraged by having a student representation at the district school board meetings, the Associated Student Body (ASB), and the School Site Council.

Several programs have been initiated to improve student behavior and encourage school attendance. Intervention groups have been established to deal with specific student behavior problems.

- \* Student Assistance Review Board (SARB) convenes when students exhibits excessive tardies or absence behavior.
- \* Student Study Team (SST). When students have situations that prevent them from succeeding in school, any staff member may refer them to the Student Study Team. The SST consists of a representative from special education, Title I, ELL, regular education teacher, counselor, and any other personnel may attend if needed.
- \* At-risk counseling services
- \* An on-site Community Liaison and translator to work with staff, students and parents.
- \* Parenting workshops
- \* Family Literacy and Parent Nights.
- \* Student "fairs" to display projects ( i.e. Math Night, Science Night, and Winter and Spring Fine Arts Nights)
- \* PBIS (Positive Behavior Interventions and Supports Committee)
- \* Positive School Climate Committee
- \* Safety committee
- \* TASC
- \* ASES: After School Education & Safety program (ASES)
- \* Club Live
- \* Adult ESL classes (Beginning & Intermediate level classes)
- \* Parent "Health & Nutrition" workshops
- \* Adult Computer Literacy class
- \* Parent Mental Health workshops
- \* Youth Accountability Team (YAT) is used to address serious problems displayed by youth.

11. 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, community members, teachers and students are all part of various committees and advisory groups that continually meet to review the planning, implementation, and evaluation of the Consolidated Application programs. Those programs include:

Title I: These funds are used to support effective, research-based educational strategies that close the achievement gap between high-and low-performing students and enable the students to meet the state's challenging academic standards.

Key stakeholders participate in these committees:

- Gifted & Talented Education (GATE) program
- LCAP Stakeholder
- The District English Language Acquisition Committee (DELAC) meets several times throughout the school year to review progress of our English Learners through the Title III EL Master Plan. Representatives from Pinacate Middle School serve on each of these committees.
- African American Parent Advisory Committee( AAPAC) -
- The District Leadership Team provides a district-wide Parent Planning Night that enables parents, teachers, administrators and other key district and community members to review, evaluate, and revise (if needed) the district Title I board policies on Parental Involvement. In addition, each site then will notify the parents by mail of the Program Improvement status prior to the beginning of the 2017-2018 academic year.

## Funding

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

The following is a list of activities and programs that have been identified through our needs assessment that will provide added support for students at-risk of failing. These programs range from academic support to content enrichment allowing for the social and emotional of our students.

- A. Parent outreach and education
- B. After School Tutoring (TASC)
- C. Instructional Coaching for Teachers
- D. Awards Assemblies for Student Achievement (e.g. Renaissance, etc.)
- E. Plus Program (Peer intervention program)
- F. Technology Equipment
- G. After School Transportation
- H. Gifted & Talented Education (GATE)
- I. Advancement via Individual Determination (AVID)
- J. Career Awareness and Development
- K. Support materials and supplies for the library
- L. Support, supplies and resources for the Visual & Performing Arts Program
- M. Benchmark students will be pulled out for additional targeted instruction involve tutors and/other certificated personnel
- N. After School Education and Safety (ASES)
- O. STEM: (after school enrichment)
- P. IXL, Read Naturally, and Other Computer based program that offers individualized on-line instruction in both ELA, Math, and SPED
- Q. Incentives and field trips

### 13. Fiscal support (EPC)

Pinacate Middle School's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in ELA/ELD/Math and the Single Plan for Student Achievement (SPSA).

#### **Description of Barriers and Related School Goals**

There is still a significant number of students who are entering Pinacate that have had access to intervention programs in their K-6 experience. Many parents still have difficulty understanding the needs of their students who are significantly below grade level in math and ELA areas. There is observable evidence that the parents of Pinacate Middle School students are beginning to recognize the importance of their role in the education of their child.

Another significant barrier had been the lack of student involvement and participation in co-curricular and extra curricular activities, activities that encourage student interaction in a non-academic setting and that provide them with opportunities to develop their social and problem solving skills in a cooperative, non-graded activity. Increased participation has helped to improve the overall climate of the school by helping students to accept individual differences and overcome biases leading to a calmer, more stable, learning environment. And, by encouraging students to become "connected and involved" students come to feel "included".

In the hopes of decreasing the impact of these various barriers facing our students, Pinacate will be expanding the elective offerings which will be available to all students during the 2017-2018 school year. All students will have at least one elective class and many will have two elective classes based on the academic needs of individual students. Elective classes will include AVID, AVID Excel, band, ASB/Leadership, journalism, yearbook, drama, foreign language, computer technology, PTLW and art with multiple sections available.

In August before the 2017/2018 school year begins, Pinacate will hold a Where Everyone Belongs (WEB) 7th Grade Orientation. All incoming 7th grade students will be invited to participate. The event will be led by over a hundred returning 8th grade Pinacate students. The goal of this event is to connect each student to other students on campus, creating a welcoming and supportive environment for all students at Pinacate. Also, new students will be introduced to the various clubs and activities on campus as well as participate in a tour of the campus.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	592	595	573	583	580	550	580	579	550	98.5	97.5	96
Grade 8	624	590	578	604	572	556	601	567	556	96.8	97.1	96.2
All Grades	1216	1185	1151	1187	1152	1106	1181	1146	1106	97.6	97.3	96.1

\* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2486.3	2472.7	2483.9	3	3	4.18	23	18	22.91	26	23	26.73	47	56	46.18
Grade 8	2507.9	2503.3	2503.6	4	3	4.32	23	26	24.10	30	26	26.44	43	45	45.14
All Grades	N/A	N/A	N/A	4	3	4.25	23	22	23.51	28	25	26.58	45	50	45.66

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 7	7	5	8.20	40	35	39.71	53	60	52.09	
Grade 8	13	8	8.45	38	40	39.57	49	52	51.98	
All Grades	10	6	8.33	39	37	39.64	51	56	52.04	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	8	8	10.77	46	42	43.98	46	50	45.26
Grade 8	9	10	8.81	45	44	42.45	45	46	48.74
All Grades	8	9	9.78	46	43	43.21	45	48	47.01

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	4	4	4.74	59	57	51.46	36	39	43.80
Grade 8	5	5	5.40	62	59	62.59	33	36	32.01
All Grades	5	4	5.07	60	58	57.07	34	38	37.86

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	7	11	13.50	57	41	46.90	35	48	39.60
Grade 8	11	14	14.57	56	44	45.68	33	41	39.75
All Grades	9	13	14.04	57	43	46.29	34	45	39.67

**Conclusions based on this data:**

1. The number of students performing Above Standard and At or Near Standard exceeds the number of students Below Standard in Reading, Writing, Listening and Research/Inquiry.
2. Both 7th and 8th graders performed better in the areas of Listening, and Research/Inquiry.
3. Performance data indicates that the areas of Reading and Writing were more challenging for the seventh and eighth graders.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	592	595	573	578	579	551	577	578	551	97.6	97.3	96.2
Grade 8	624	589	578	600	568	562	597	566	562	96.2	95.9	97.2
All Grades	1216	1184	1151	1178	1147	1113	1174	1144	1113	96.9	96.6	96.7

\* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2468.9	2448.6	2444.6	4	2	2.18	13	10	6.90	30	24	27.04	54	64	63.88
Grade 8	2465.2	2464.9	2443.8	3	4	2.85	11	8	6.76	25	25	17.08	61	63	73.31
All Grades	N/A	N/A	N/A	3	3	2.52	12	9	6.83	27	24	22.01	58	63	68.64

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 7	7	6	4.72	29	20	20.33	64	74	74.95	
Grade 8	5	7	5.34	27	23	17.08	68	70	77.58	
All Grades	6	6	5.03	28	21	18.69	66	72	76.28	

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	4	3	1.81	41	36	34.12	55	60	64.07
Grade 8	4	3	3.91	45	47	25.62	50	49	70.46
All Grades	4	3	2.88	43	42	29.83	52	55	67.30

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	6	6	3.99	69	46	46.64	25	49	49.36
Grade 8	5	5	3.20	47	48	36.30	47	47	60.50
All Grades	6	5	3.59	58	47	41.42	36	48	54.99

**Conclusions based on this data:**

1. Data indicates that a high percentage of both 7th (97.6%) and 8th (96.2%) graders participated in CAASPP testing.
2. The number of 7th and 8th grade students who did NOT meet the math standard respectively were 54% and 61%. The math area 7th and 8th graders performed best in was "Demonstrating ability to support mathematical conclusions with only 25% of 7th grade students and 47% of 8th grade scored "below standard".
3. Applying mathematical concepts and procedures is the areas both 7th and 8th grade students had the greatest difficulty.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>Total</b>	20	10	13	43	43	43	29	34	28	6	9	12	3	5	5

#### Conclusions based on this data:

1.



## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>Total</b>	19	10	12	41	42	40	28	32	28	6	9	12	7	7	8

#### Conclusions based on this data:

1.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet the California State Standards. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

<b>SUBJECT: Student Proficiency that Leads to College and Career Readiness</b>
<b>LEA GOAL:</b>
All students will attain grade level proficiency in English Language Arts and math.
<b>SCHOOL GOAL #1:</b>
Increase the percentage of all students who are meeting or exceeding the standard in all content areas by 3% by closing the achievement gap in all sub-groups (African-American, Special Education, English Learner, and Socio-Economically Disadvantaged). Increase the upward movement of English Learners by 3% annually as measured by the ELPI. Increase the percentage of students who meet the requirements to participate in promotion activities by 5%.
<b>Data Used to Form this Goal:</b>
SBAC scores for the 2016/2017 school year. CELDT Data from Fall 2016. Promotion participation percentage from 2016/2017 school year.

**Findings from the Analysis of this Data:**

Pinacate Middle School English Learner Increased of ELPI students by 13.60 %.  
Increased numbers of students that gained proficient on CAASP in English (> 7 %) and Math (> 3 %)

In 2016/17 14.9% of Grade 7 and 8 students scored Standard met or exceeded (-0.7%) in math as assessed on the SBAC compared to 2015-16 SBAC scores compared to 2015-16 SBAC scores. .

In 2016/17 27.1% of Grade 7 students scored Standard met or exceeded (+6.1%) and 28.6% of Grade 8 students (-.4%) in ELA as assessed on the SBAC compared to 2015-16 SBAC scores.

Pinacate administrators will work in conjunction with district administrators to provide in writing a notice about the identification of Pinacate's PI status in an understandable language both in English and Spanish and format which will be mailed to each student's home.

**ELPI - Dashboard**

2016-17 Status Level Very High

2016-17 Status % 97.6% compared to 2015-16 Status 84.0%

Change Level- Increased Significantly % of Change 13.7%

Number of students tested - 354

Number of students that advanced 2016-2017- 143

Number of students that maintained 2016-2017- 103

Number of students RFEP'd- 65

Number of LTEL's - 98

**Promotion Data for 2016/2017 School Year:**

Out of 579 students, 460 students promoted. 119 students did not promote. Promotion Rate = 79%

**How the School will Evaluate the Progress of this Goal:**

Common formative assessments will be analyzed by data teams through Professional Learning Communities for individual students, by class, and by grade level for academic gains in reading/language arts, math, science and social studies.

Common formative assessments will be analyzed by data teams through Professional Learning Communities for individual students, by class, and by grade level for academic gains in reading/language arts and mathematics. Common formative assessments will be analyzed by data teams through Professional Learning Communities for individual students, by class, and by grade level for academic gains in reading/language arts. Additionally, the following performance indicators will be utilized:

- \* Benchmarks
- \* Reading Lexile Data
- \* Performance Tasks
- \* Writing Assessments
- \* SBAC - Smarter Balance Assessment Consortium
- \* ELPAC - English Language Proficiency Assessment for California

Promotion guideline reports will be computed and analyzed throughout the school year to give a clear picture of what percentage of 8th grade students are meeting promotion guidelines.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Provide effective professional development that is planned in response to data analysis, the needs of our students and staff that will include expert training in standards based instruction, assessed student performance and research-based strategy instruction to actively engage students and improve student achievement.	Aug. 2018 - June 2019	Site Administration , District TOSAs, School Site Council, Site Title 1 Lead, Leadership Team, and PLC's	Project-based planning and assessments conferences, CAASPP training, instructional technology training, etc.- Salary	1000-1999: Certificated Personnel Salaries	Title I	5,000.00
			Project-based planning and assessments conferences, CAASPP training, instructional technology training, etc.- Benefits	3000-3999: Employee Benefits	Title I	990.00
			Project-based planning and assessments conferences, CAASPP training, instructional technology training, etc.- Conference cost	5000-5999: Services And Other Operating Expenditures	Title I	2800.00
1.2 Provide all students with access to on-line supplemental support in ELA, Math, and SPED	August 2018- June 2019	Site and Dist. Administration, Leadership Team, ELA , Math, and SPED PLC's	Online Remedial Reading Program for SPED/At-Risk Students- software license	5000-5999: Services And Other Operating Expenditures	Title I	600.00
1.3 Provide appropriate, effective instructional materials to supplement learning in core and elective content areas.	August 2018- June 2019	Site and Dist. Administration, Leadership Team, ELA and Math PLC's,	Supplies and materials for core and elective classes.	4000-4999: Books And Supplies	Title I	10,438.00
1.4 Provide academic recognition for students who are excelling academically.	August 2018- June 2019	Site Administration	Academic incentives for achievements	4000-4999: Books And Supplies	Title I	1,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.5 Provide students with Content based opportunities to visit and experience learning extensions brought into the school or away/outside of School( Museums,Interactive educational venues, Science center etc) Content - Math,Science, History, English	August 2018 - June 2018	Site Administration Teaching Staff	Field trips and assemblies to expand opportunities for students to have outside and enriching learning experiences in support of the core content. - Transportation		District Funded	
			Field trips and assemblies to expand opportunities for students to have outside and enriching learning experiences in support of the core content. - Entrance Fees		District Funded	
			Field trips and assemblies to expand opportunities for students to have outside and enriching learning experiences in support of the core content. - Subs for teachers on the field trip		District Funded	
			Field trips and assemblies to expand opportunities for students to have outside and enriching learning experiences in support of the core content. - Subs employee benefits		District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.6 Provide additional Math Intervention Support Sections to reduce class sizes to 25 students.	August 2018- June 2019	PMS Admin District Ed Services Math Support TOSA Math Support teaching Staff	2 Math Intervention support sections for both semesters. The class size will be reduced to 25 for math intervention to support student learning..	5000-5999: Services And Other Operating Expenditures	District Funded	
Thinking Map Training and support to align with the adopted curriculum and instructional materials. The organizational tool will help to close the achievement gap and address significant sub groups.	August 2018 - June 2019	PMS Site Admin Leadership Team ELA Support	Purchase the online license for Thinking Maps to be used with digital resources and one to one devices.		District Funded	
			Train 2 staff members as Trainer of training for Thinking Maps		District Funded	
			Sub Cost for training days and pull out to develop the implementation and employee benefits Using the materials previously purchased and at the site.		District Funded	
After School Program - Puma University	August 2018 - June 2019	PMS Admin Team Leadership Team Ed Services Support	After School - Coordinator		District Funded	
			After School Support Staff		District Funded	
			Materials and Supplies		District Funded	
			Transportation - Bussing		District Funded	

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet the California State Standards. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

<b>SUBJECT: College and Career Readiness</b>
<b>LEA GOAL:</b>
All students will graduate from high school prepared for postsecondary and career options or obtain a certificate of high school completion.
<b>SCHOOL GOAL #2:</b>
All students will be prepared to take the post-secondary and career pathways offered in high school. All students will be prepared to take the post-secondary and career pathways offered in high school. Expand the honors and advanced placement offerings and options for students. Provide college readiness activities and events for students in order to increase a college going culture on campus.
<b>Data Used to Form this Goal:</b>
Data was gathered according to student participation in AVID, PLTW, and Technology courses.
<b>Findings from the Analysis of this Data:</b>
Percentage of Students enrolled in AVID in 2017/2018 = 19% Percentage of Students enrolled in AVID Excel in 2017/2018 = 14% Total AVID Enrollment = 33% of students  Percentage of students enrolled in a PLTW/Technology course in 2017/2018 = 37%  Percentage of students enrolled in four grade level Core Content: 93%  Students enrolled in AVID or AVID Excel are more successful in their Core classes on a whole than students who are not enrolled in AVID.
<b>How the School will Evaluate the Progress of this Goal:</b>
Review data on how many students enrolled in AVID meet the AVID Center Criteria for enrollment Monitor success of AVID students in Core classes Monitor enrollment in PLTW courses Monitor enrollment in Technology and Advanced Technology courses Percentage of students on target to apply for enrollment in high school PLTW courses Percentage of students on target to apply for enrollment in high school level Technology courses

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Professional Development to support teacher and student engagement in AVID, PLTW, Technology, and Visual & Performing Arts.	2018 - 2019 School Year	Site Admin Leadership Team AVID Coordinator VAPA Dept. Chair	AVID Write Path Training, Interactive Notebooks, WICOR, STEM/STEAM Conference & Workshops		District Funded	
2.2 Provide students with tools to help them develop organizational skills that aid them in completing assigned academic tasks.	2018 - 2019 School Year	Site Admin Leadership Team AVID Coordinator	Daily Planners, school supplies, etc.	4000-4999: Books And Supplies	Title I	7,000.00
2.3 Provide students with opportunities to visit and experience various colleges (and core subject related locations) 2 trips per grade level	2018 - 2019 School Year	Site Admin AVID Coordinator AVID Teachers	College field trips to various colleges in the region.		District Funded	



## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet the California State Standards. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

<b>SUBJECT: Safe and Positive School Environment</b>
<b>LEA GOAL:</b>
All departments and sites will provide a safe and positive environment for staff and students.
<b>SCHOOL GOAL #3:</b>
Pinacate will establish a safe and positive school environment. Improve attendance indicators by 2.5% for all sub groups at Pinacate Middle School. Reduce incidents of bullying, drug use, violence, truancies and suspensions/ expulsions by 5% annually. Increased implementation of other means of correction and Increased implementation of PBIS and Restorative Practices.
<b>Data Used to Form this Goal:</b>
Referral, suspension, PFDA and expulsion data was compared between the 2016/2017 and 2017/2018 school year to form this goal.

**Findings from the Analysis of this Data:**

Referrals 2016 -2017

Overall - 5273  
Male - 3406  
Female - 1867  
SWD - 639  
EL - 2307  
Foster - 55  
AA - 639

Suspensions 2016- 2017

Overall - 598  
Male - 407  
Female - 191  
SWD - 88  
EL - 262  
Foster - 11  
AA - 98

PFDA 2016 -2017

Overall - 22  
Male - 17  
Female - 5  
SWD - 4  
EL - 9  
Foster - 1  
AA - 3

Expulsions 2016 -2017

Overall - 11  
Male - 8  
Female - 3  
SWD - 1  
EL - 2  
Foster - 1  
AA - 3

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Referrals 2017 -2018 (as of 4/10/18)

Overall - 3827  
Male - 2500  
Female - 1327  
SWD - 708  
EI - 1603

**How the School will Evaluate the Progress of this Goal:**

- Referral data and Suspension Reports
- Attendance data
- Student Sign-in in administration office
- Incentive Item reports

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Track via an online behavior management system and Provide incentives for positive behavior and academic achievement.	August 2018 to June 2019	Site Administration, District Administration, Site Title 1 Lead PBIS Committee and Staff	Supplies and Materials for student awards/recognition events (certificates, medals, etc.)	4000-4999: Books And Supplies	Title I	1500.00
			Software for a Behavior Management system and training	5000-5999: Services And Other Operating Expenditures	Title I	1500.00
3.2 Provide motivational speakers to target appropriate student behavior	August 2018 - June 2019	Site administration; Leadership Team; Positive Climate Committee, PBIS Committee, ASB Director and club advisors	Speakers will address topics to include bullying and violence, gang-awareness, drug use prevention, and positive decision making Club Live Activities: Unity Forums, Field Trips, Camp Experiences, Girl's Night In, etc.  Assemblies from Kaiser Permanente and Dare to Dream - Free for Educational Settings			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.3 Establish and support school-wide leadership and mentoring program - Where Everyone Belongs (WEB) from The Boomerang Project	August 2018 - June 2019	Site administration Counselors WEB Coordinator	Staffing for Summer WEB Leader Training and 7th Grade Orientation- 4 hours Prep and 3 days at 6 hrs each fro web Leader training and 7th grade orientation.	1000-1999: Certificated Personnel Salaries	Title I	1800.00
				3000-3999: Employee Benefits	Title I	357.00
			Summer WEB Leader Training and 7th Grade Orientation Materials, Supplies, Uniforms, and Refreshments	4000-4999: Books And Supplies	Title I	2240.00
			On -Going WEB Activities and Implementation	4000-4999: Books And Supplies	Title I	1000.00
			WEB Conferences- Sub Coverage	1000-1999: Certificated Personnel Salaries	Title I	420.00
				3000-3999: Employee Benefits	Title I	83.00
			Conference Fee for one new staff member - Boomerang	5000-5999: Services And Other Operating Expenditures	Title I	2800.00
3.4 Articulate and promote positive student behavior and involvement, college and career awareness, staying connected and involvement in edifying activities and conflict resolution; also build parental capacity to support and monitor their student's academic: Back To School Night, parent conferences, etc.)	August 2018- June 2019	Site Administration Leadership Team; Positive Climate Committee, PBIS Committee, ASB Director, Club Advisors, Athletic Director and Coaches	Posters, student supplies, lunch rallies, after-school sports and clubs, additional activities, ASES, etc.	4000-4999: Books And Supplies	Title I	500.00

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet the California State Standards. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

<b>SUBJECT: Parental Involvement</b>
<b>LEA GOAL:</b>
4a. Establish family friendly volunteer policies to recruit and organize help and support from parents. 4b. Expand trainings/workshops/courses for parents/community members to build capacity and connections that will empower, engage, and connect parents to support student academic achievement. 4c. Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development. 4d. Ensure that schools have a system in place with multiple strategies to facilitate two-way communication with staff, parents and community members on a regular basis.
<b>SCHOOL GOAL #4:</b>
Pinacate will enable active parental involvement for all parents. Continue to establish family friendly volunteer policies to recruit and organize help and support from parent. Expand trainings/workshops/courses for parents/community members to build capacity and connections that will empower, engage, and connect parents to support student academic achievement. Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development. Ensure that schools have a system in place with multiple strategies to facilitate two-way communication with staff, parents and community members on a regular basis.
<b>Data Used to Form this Goal:</b>
An analysis of sign-in sheets indicate that the best attended events for parents are Back to School Night, Fine Arts Night, ELAC meetings involving EL student recognitions, NJHS Induction Night. Monthly mtgs. Increasing the participation of parents involvement remains a site priority. Establishing a more precise procedure to monitor parent participation at each parent involvement event will be essential in the gathering of future data.
<b>Findings from the Analysis of this Data:</b>
Volunteers: monthly average of 35 parent volunteers (Aug 2017-Apr 2018, October high of 86, December low of 7, numbers increased to 26 during 3 weeks of April) Coffee With Principal: attendance average of 35.5 (High of 46 in August, low of 21 in November and March. April meeting will be held April 29.) ELAC: attendance average of 44 (7 meetings up to April. Two more meeting scheduled for late April not included in data) School Site Council: 4parents on SSC. Sep-March Average 2 attended all meetings, 4 parents attended in April Chromebook Parent Orientation: 29 parents attended the orientation Open House/ Science Night: TBD (Event scheduled for 26th April 2018) Back To School: est 178 from sign-ins GAME/ Parent Project held in Feb 2018 with 31 parents in attendance Parent Conferences: November2017 there were 372 parents who attended; March 2018 there were 220 parents in attendance Eighth grade Awards Night :May 30th 2018

**How the School will Evaluate the Progress of this Goal:**

Evaluation of sign-in sheets from parent meetings throughout the 2018-2019 school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Convene an annual meeting to inform parents of participating students of the requirements of Title I and their right to be involved. (20 U.S.C. § 6318(c)(1))	August 2018	Administration, Parent Liaison	<p>Annual Title I meeting will be held in the fall, parents will be notified via Blackboard, phone dialer and posted on district website.</p> <p>Informational items/materials for parents including pens, volunteer forms, school information related to contacts, social media and school site council elections/nominations.</p> <p>Parent Compact to be provided to all students at the start of school and back to school night.</p>	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	400.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
B. Offer a flexible number of meetings. (20 U.S.C. § 6318(c)(2))	August 2018-June 2019	Administration, ELAC , SSC, Parent Liaison	<p>Title One presentation will also be reviewed for parents at multiple other parent meetings to include: Coffee w/Admin, ELAC, AAPAC and PTSA etc...</p> <p>Distribute flyers for upcoming workshops and meetings at parent events, sporting events, and online through the Blackboard.</p> <p>Workshops and meeting to held both during the school day and in the evenings.</p>			
C. Involve parents of participating students, in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and parental involvement policy. (20 U.S.C. § 6318(c)(3))	August 2018-June 2019	Administration, Title 1 lead and SSC	<p>SPSA for students success Where along with SSC parents input is required.</p> <p>All the decisions are made with consent and approval by SSC</p> <p>8 Site based SSC Meetings with the determined balance of community and site representations as per bylaws</p> <p>Annual Parent Involvement training held provided by the Education Services staff.</p>			



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
D. Provide parents of participating students with timely information about Title I programs. (20 U.S.C. § 6318(c)(4)(A).)	August 2018- June 2019	SSC Title 1 Financial summary from accounts.	<p>Monthly SSC meetings and other committees like PELI,ELAC</p> <p>Discussion with parents of how money is being spent on student's activities .</p> <p>Parent Involvement surveys conducted twice a year during Parent Teacher Conferences.</p> <p>Provide parents access to Student Parent Handbook.</p> <p>Provide parents opportunities to meet for parent teacher conferences, November 2018 and March 2019, and as needed.</p>			
E. Provide parents of participating students with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet. (20 U.S.C. § 6318(c)(4)(B))	Back to school night ,open house in spring 2019	Site Administrator Counseling EL lead Teachers	<p>Counseling meets with students who are at risk.</p> <p>Any updates in curriculum is discussed at PELI,ELAC meetings.</p> <p>Program presentations at advisory meetings to include Coffee w/Administrator, ELAC, AAPAC and PTSA.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
F. Provide parents of participating students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318(c)(4)(C))	Regular SSC monthly meetings From August 2018	Administrator SSC	SSC meetings where agendas are posted and parents can come and contribute in decision making  Provide parents opportunities to meet for parent teacher conferences, November 2018 and March 2019, and as needed.  Parent workshops and support for Infinite Campus to facilitate the ongoing monitoring for student progress.			
Building Capacity: A. Assist parents in understanding academic content and achievement standards and assessments and how to monitor and improve the achievement of their children. (20 U.S.C. § 6318(e)(1))	August 2018-June 2019	Administration, Staff, counselors, guidance staff	Back to School Night, Open House, Open Campus encouraging parents to shadow students for parents. Data Shared by the administrator with parents  IC Training for parents  Academic Progress reports provided every 6 weeks.  Provide both parents and staff training on working together to improve student achievement.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
B. Provide materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318(e)(2))	August 2018 and June 2019	Administration, counsellors guidance techs	Training for parents ESL classes IC Parent Workshop and Hour of code with Parents			
C. Educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners. (20 U.S.C. § 6318(e)(3))	August 2018-June 2019	Administration PELI Committee	Multiple methods are used to inform and involve parents in programs for the success of students .  Staff is trained to cooperate with parents and work as a team for students achievement			
D. Coordinate and integrate parental involvement with other programs and conduct activities that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318(e)(4))	August 2018-June 2019?	Administration' PELI Parent Liaison	PTA Meetings, Open House  Back to School Night School Site Council Parent Improvement Workshops Monthly advisory council meetings i.e. Coffee with the administrator, ELAC, AAPAC, PTSA, etc. Refreshments provided at trainings and advisory council meetings.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	3100.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
E. Distribute information related to school and parent programs, meetings, and other activities to the parents of participating students in a format and, to the extent practicable, in a language the parents understand. (20 U.S.C. § 6318(e)(5))	August 2018-June 2019	Administration Parent Liaison PELI	Multiple methods are adopted to get parents involved and connected  Letters are sent home in both english and Spanish to make them aware of various activities at school level	Translator for Parent Teacher Conferences (classified employee salary)	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	750.00
			Translator for Parent Teacher Conferences (classified employee benefits)	3000-3999: Employee Benefits	Title I Part A: Parent Involvement	207.00	
F. Provide such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318(e)(14))	August 2018 - monthly meetings	PELI meetings	PELI Meetings  Parent University				
G. Provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under 20 U.S.C. Section 6311 in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318(f).)	August 2018-May 2019	SSC members Parent Liaison ELAC coordinator Administrator	ELAC Meetings ,Make Parents aware of the other activities and Outcomes of SSC, Title1, PELI and PTA meetings				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
H. Pay reasonable and necessary expenses associated with parental involvement activities, i.e., childcare, transportation, home visits, etc. as needed.	August 2018- June 2019	Site Administrator	Provide for bilingual Community Liaison, (classified employee salary)	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	43,538.00
			Provide for bilingual Community Liaison, (classified employee benefits)	3000-3999: Employee Benefits	Title I Part A: Parent Involvement	15,418.00
			Child care cost, activities for younger children (classified employee salary)	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	180.00
			Child care cost, activities for younger children (classified employee benefits)	3000-3999: Employee Benefits	Title I Part A: Parent Involvement	50.00
			Fuel for District Vans used to transport Parents to workshops at other school sites.	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	200.00
Professional Development to support parent/family/community engagement	August 2018 - June 2019		Professional development trainings and conferences for family engagement to support the parent community aid and parents of the school community		District Funded	

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in all academic content areas.</b>
<b>SCHOOL GOAL #1:</b>
<ol style="list-style-type: none"> <li>1. To increase the percentage of all students who are proficient/advanced proficient in English Language Arts by 3% and Math by 3% annually.</li> <li>2. To close the achievement gap by increasing the percentage of Hispanic, African-American, Special Education, English Learner, and Socio-Economically Disadvantaged students who are proficient/advanced in ELA and Math by 5% annually.</li> <li>3. To prepare students for college and career by increasing the percentage of students enrolled in AVID (Advancement Via Individual Determination) by 4% annually.</li> <li>4. To increase the percentage of 8th grade students enrolled in Algebra/Integrated I who are proficient/advanced proficient by 3% annually.</li> </ol>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide on going professional development.	August 2018-June 2019	Educational Services	CCIT, Common Core alignment, teacher release time for collaboration, technology training, vertical teaming, sub cost, teacher extra duty	1000-1999: Certificated Personnel Salaries	District Funded	5,000
			AVID Tutor cost	2000-2999: Classified Personnel Salaries	District Funded	55,000
			AVID Summer Institute, Write Path Training, AVID EXCEL, Tutor Training, Consultant Contracts, content specific workshops and conferences	5000-5999: Services And Other Operating Expenditures	District Funded	66,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental materials and resources to increase student engagement and close the achievement gap and address significant sub groups.	August 2018 -June 2019	Educational Services	Scholar Plus: maintain, replace and upgrade hardware and software for students,	4000-4999: Books And Supplies	District Funded	49,894
			Increase student access to technology and resources,			
			AVID: Provide materials, supplies, motivational supplies and other resources for AVID class activities to promote college and career readiness.			
			PLTW - Provide materials, supplies, and other resources for PLTW class activities to promote college and career readiness.	4000-4999: Books And Supplies	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide students with Content based opportunities to visit and experience learning extensions brought into the school or away/outside of School( Museums,Interactive educational venues, Science center etc) Content - Math,Science, History, English			Field trips and assemblies to expand opportunities for students to have outside and enriching learning experiences in support of the core content. - Transportation	5000-5999: Services And Other Operating Expenditures	District Funded	7000.00
			Field trips and assemblies to expand opportunities for students to have outside and enriching learning experiences in support of the core content. - Entrance fees	5000-5999: Services And Other Operating Expenditures	District Funded	1000.00
			Field trips and assemblies to expand opportunities for students to have outside and enriching learning experiences in support of the core content. - Subs to cover teachers on field trips	1000-1999: Certificated Personnel Salaries	District Funded	2000.00
			Field trips and assemblies to expand opportunities for students to have outside and enriching learning experiences in support of the core content. - Subs employee benefits	3000-3999: Employee Benefits	District Funded	396.00



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide 2 additional Math Intervention Sections for both semesters to reduce the intervention class size to 25.	August 2018-June 2019	PMS Admin District Ed Services Math Support TOSA Math Support teaching Staff	2 Math Intervention support sections for both semesters. The class size will be reduced to 25 for math intervention to support student learning..	5000-5999: Services And Other Operating Expenditures	District Funded	35,000
Thinking Map Training and support to align with the adopted curriculum and instructional materials. The organizational tool will help to close the achievement gap and address significant sub groups.	August 2018- June 2019	PMS Site Admin Leadership Team ELA Support	<p>Purchase the online license for Thinking Maps to be used with digital resources and one to one devices.</p> <p>Train 2 staff members as Trainer of training for Thinking Maps</p> <p>Sub Cost for training days and pull out to develop the implementation</p> <p>Employee Benefits</p> <p>Using the materials previously purchased and at the site.</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>District Funded</p> <p>District Funded</p> <p>District Funded</p> <p>District Funded</p>	
After School Program - Puma University	August 2018 - June 2019	PMS Admin Team Leadership Team Ed Services Support	<p>After School Coordinator</p> <p>After School Support Staff</p> <p>Materials and Supplies</p> <p>Transportation - After school Busses</p>		<p>After School and Education Safety (ASES)</p> <p>After School and Education Safety (ASES)</p> <p>After School and Education Safety (ASES)</p> <p>District Funded</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CTC - Robotics - To engage students in STEM based instructional pathways and to engage the mathematical and science based project based learning.			<p>Staff salary for after school robotics team and competitions.</p> <p>Materials and supplies to support the robotics team.</p> <p>Professional development to support Staff - leading the team.</p> <p>Gears to Robots Contract - Other Professional Services.</p>			

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in preparing all students for high school graduation and post-secondary and career options.</b>
<b>SCHOOL GOAL #2:</b>
<ol style="list-style-type: none"> <li>1. To increase the percentage of students meeting graduation requirements to 90%.</li> <li>2. To increase the percentage of students completing A-G requirements for college entrance by 5% annually.</li> <li>3. To increase the percentage of all students that pass the California High School Exit Exam by 4% annually and meet or exceed proficiency by 2% in both English Language Arts and Math.</li> <li>4. To increase the percentage of students participating in Career Technical Education/pathway capstone courses by 5% annually.</li> <li>5. To increase the percentage of high school junior students having passed the English Language Arts and Math components of the Early Assessment Program by 3% annually.</li> </ol>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide students with opportunities to visit and experience various colleges (and core subject related locations) AVID Field Trips 2 per grade level	August 2018 - June 2019	Site Admin AVID Coordinator AVID Teachers	College field trips to various colleges in the region.		District Funded	
Professional Development to support teacher and student engagement in AVID, PLTW, Technology, and Visual & Performing Arts.	August 2018 - June 2019	Site Admin Leadership Team AVID Coordinator VAPA Dept. Chair	AVID Write Path Training, Interactive Notebooks, WICOR, STEM/STEAM Conference & Workshops		District Funded	

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #3

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in providing a safe and positive environment.</b>
<b>SCHOOL GOAL #3:</b>
<p>1. To increase the number of students participating in afterschool clubs, sports and academic organizations on all school campuses throughout our district.</p> <p>2. To reduce incidences of bullying, drug use, violence, suspensions/expulsions and truancies on all campuses throughout the district by 3% annually.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Safe and Drug Free Schools Activities	August 2018-June 2019	Human Resources, District Business Office, Asst. Sup. for Pupil Services, Director of Pupil Services, Site Admin.	Provide Safe and Drug Free Schools coordination, coordinators, consultants, activities, clubs, events, materials, supplies (etc).	1000-1999: Certificated Personnel Salaries	Tobacco-Use Prevention Education	
				2000-2999: Classified Personnel Salaries	Tobacco-Use Prevention Education	
				3000-3999: Employee Benefits	Tobacco-Use Prevention Education	
				4000-4999: Books And Supplies	Tobacco-Use Prevention Education	
				5000-5999: Services And Other Operating Expenditures	Tobacco-Use Prevention Education	
				5800: Professional/Consulting Services And Operating Expenditures	Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Stipends for after school sports, club and activities	August 2018-June 2019	Human Resources, Site Admin.	Fill existing co-curricular/academic clubs, sports and student interest clubs.  Create and promote high interest student clubs and activity positions.	1000-1999: Certificated Personnel Salaries  3000-3999: Employee Benefits	General Fund  General Fund	
Administer ASES Grant for site	Aug 2018-June 2019	Pupil Services Office, Human Resources, Business Services Office, Site Admin	After school student support (i.e Think Together or other contract provider)  After school student support additional supplies	5000-5999: Services And Other Operating Expenditures  4000-4999: Books And Supplies	After School and Education Safety (ASES)  After School and Education Safety (ASES)	81,126  2,877

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #4

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in improving communication and participation of all stakeholders.</b>
<b>SCHOOL GOAL #4:</b>
<ol style="list-style-type: none"> <li>1. Increase the use of technology to facilitate communication among all employees and stakeholders within the district by 10% annually.</li> <li>2. Increase parent capacity and participation in their child's education by 10% annually.</li> <li>3. Increase business and community participation by 10% annually.</li> </ol>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development to support parent/family/community engagement	August 2018 - June 2019		Professional development trainings and conferences for family engagement to support the parent community aid and parents of the school community	5000-5999: Services And Other Operating Expenditures	District Funded	5000.00

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Title I	7,220.00
3000-3999: Employee Benefits	Title I	1,430.00
4000-4999: Books And Supplies	Title I	23,678.00
5000-5999: Services And Other Operating	Title I	7,700.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	44,468.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	15,675.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	600.00
5000-5999: Services And Other Operating	Title I Part A: Parent Involvement	3,100.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Funding Source**

<b>Funding Source</b>	<b>Total Expenditures</b>
Title I	40,028.00
Title I Part A: Parent Involvement	63,843.00



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	7,220.00
2000-2999: Classified Personnel Salaries	44,468.00
3000-3999: Employee Benefits	17,105.00
4000-4999: Books And Supplies	24,278.00
5000-5999: Services And Other Operating Expenditures	10,800.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	20,828.00
<b>Goal 2</b>	7,000.00
<b>Goal 3</b>	12,200.00
<b>Goal 4</b>	63,843.00

## 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Margarita Valdez 2017-2019				X	
Lucy Espinoza 2017-2019				X	
Maribel Salazar 2017 -2019				X	
2016-2018					
Christopher lara 2016-2018		X			
Carolina Rincon 2017-2019					X
Shadany Ceballos 2017-2019					X
crystal Elias 2017-2019					X
2017-2019					
Jonathan Prak 2017-2019		X			
Jose De Vicente 2017-2019		X			
Blake Burnett 2017-2019		X			
Grace Farahzad 2016-2018			X		
Rebecca Brown Ongoing	X				
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

Other committees established by the school or district (list):

\_\_\_\_\_  
Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on May 22nd, 2018.

Attested:

ChaKwan Jones

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Jose DeVicente

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

## Title I Program Improvement School Plan for Student Achievement Requirements Reference Guide

Elements required in ESEA Title I, Part A, Section 1116 for PI

Required PI Plan Elements	Page(s) Addressed in SPSA
<input type="checkbox"/> <b>Scientifically-based research</b> —Strategies based on scientifically-based research that will strengthen the core academic subjects in a school and address the specific academic issues that caused a school to be identified for PI	8, 21
<input type="checkbox"/> <b>Successful Policies and Practices</b> —Adoption of policies and practices concerning a school’s core academic subjects that have the greatest likelihood of ensuring that all students (and student subgroups) enrolled in a school become proficient	21
<input type="checkbox"/> <b>Professional Development (PD)</b>	6-7; 21, 24
<input type="checkbox"/> A minimum of ten percent of Title I funds will be used each year that the school is in PI for the purpose of providing high-quality professional development of teachers and principal	21, 24
<input type="checkbox"/> PD meets requirements of ESEA Section 1119 (qualifications for teachers and paraprofessionals)	21,24
<input type="checkbox"/> PD affords increased opportunity for participation	24
<input type="checkbox"/> PD directly addresses the academic achievement problem that caused a school to be identified for PI	6, 7, 21
<input type="checkbox"/> How funds (ten percent) reserved for PD will be used to remove the school from PI status	21
<input type="checkbox"/> Description of <b>Specific Annual Measurable Objectives</b> —Developed for each of the student subgroups and in accordance with state’s measure of adequate yearly progress	18-19
<input type="checkbox"/> <b>Parent Notification</b> —Description of how the school will provide written notice about the identification of the school for PI in understandable language and format	20
<input type="checkbox"/> <b>Shared Responsibility for Improvement</b> —Specify the responsibilities of the school, the LEA, the state education agency, and a description of the technical assistance and fiscal responsibilities to be provided by the LEA	4-8
<input type="checkbox"/> <b>Parent Involvement</b> —Strategies to promote effective parental involvement	32 - 35, 37 - 39
<input type="checkbox"/> <b>Extended Learning</b> —As appropriate, activities before school, after school, during the summer, and during any extension of the school year	29
<input type="checkbox"/> <b>Incorporation of a Teacher Mentoring Program</b> —See ESEA Title IX, Part A, §9101(42) for definition of “Teacher Mentoring Program”	C.T.I -LEA

**SPSA Title I Schoolwide Requirements Elements** required in ESEA Title I, Part A, Section 1114 for PI

Required Elements of the ESEA	Location (by Page) in SPSA
<input type="checkbox"/> <b>Comprehensive needs assessment</b> of all children enrolled in the school, including migratory children, which includes the analysis of student performance data in relation to the state academic content standards	12 - 15
<input type="checkbox"/> <b>Schoolwide reform strategies that:</b>	7 - 8; 21, 29
<input type="checkbox"/> Provide opportunities for all students to meet the academic standards at the proficient and advanced levels	
<input type="checkbox"/> Use instructional strategies that are based on scientifically-based research that strengthen the core academic program that:	
<input type="checkbox"/> Increase the amount and quality of learning time such as through an extended school year, before- and- after school, and summer school programs and help provide an enriched and	

<ul style="list-style-type: none"> <li>accelerated curriculum <ul style="list-style-type: none"> <li>□ Include strategies for meeting the educational needs of historically underserved populations</li> </ul> </li> <li>□ Include strategies to address the needs of all children in the school, and in particular, the needs of low-achieving students and those at-risk of not meeting the state content standards <ul style="list-style-type: none"> <li>□ Description of a process for evaluating whether the needs of students have been met</li> <li>□ Are consistent with the LEA Plan</li> </ul> </li> </ul>	
□ Instruction by <b>highly-qualified teachers</b>	4
□ Provisions for high quality and <b>ongoing professional development</b> for teachers, principals, and paraprofessionals and other staff to enable all children to meet the state’s academic achievement standards	6,7, 21, 24
□ <b>Strategies to attract high quality highly-qualified teachers</b> to high-need schools	25-27
□ Strategies to <b>increase parental involvement</b> in accordance with Section 1118, such as family literacy services	32, 34-35;39;
□ Plans for <b>assisting preschool children in the transition</b> from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program to local elementary school programs	NA
□ Measures to <b>include teachers in the decisions</b> regarding the use of academic assessments in order to provide information on and to improve student achievement and the overall instructional program	6, 7,
□ Strategies for <b>timely and effective assistance</b> to students that need additional help	8,21,22,24,29
□ <b>Coordination and integration of federal, state,</b> and local services and programs	21,22,24,28,29,31,32, 34, 36, 38, 39