The Single Plan for Student Achievement

School: Pinacate Middle School

CDS Code: 33-67207-6106223

District: Perris Union High School District

Principal: Rebecca Brown

Revision Date: May 23, 2017

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:

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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 October 2016 CBEDS report, the racial/ethnic designation for the current enrollment at Pinacate Middle School is as follows: Hispanic 88.12%; American Indian 0.17%; Asian 1.04%; Black/African American 6.35%; Native Hawaiian/Other Pacific Islander 0.83%; White 3.09%; Filipino 0.4%; Multiple 0 %, and Missing 0%.   Total enrollment during October CBEDS 2016 = 1195
7th grade = 593   8th grade = 602

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 = 509
* Number of low-income students = 1081
* Percent of low-income = 90.5%
* Student classroom with 30 computers: 0 (There are 3 student computers in the library)
* 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
* Program Improvement Year 5
* 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 CELDT 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:

    CELDT: (California English Language Development Test)

    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.

    Ed Performance Series: The Performance Series is a Standards-based Adaptive Measurement that utilizes an innovative computer-adaptive, Internet based model to target the instructional level of each student by altering question difficulty based on previous answers. Once the test has been completed, the results are immediately available, providing an accurate evaluation of the student's abilities.

    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.

<u>Parental Involvement</u>

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		583	580		580	579		98.5	97.5	
Grade 8	624	590		604	572		601	567		96.8	97.1	
All Grades	1216	1185		1187	1152		1181	1146		97.6	97.3	

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

Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard 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		3	3		23	18		26	23		47	56	
Grade 8	2507.9	2503.3		4	3		23	26		30	26		43	45	
All Grades	N/A	N/A	N/A	4	3		23	22		28	25		45	50	

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		40	35		53	60	
Grade 8	13	8		38	40		49	52	
All Grades	10	6		39	37		51	56	

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		46	42		46	50	
Grade 8	9	10		45	44		45	46	
All Grades	8	9		46	43		45	48	

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		59	57		36	39	
Grade 8	5	5		62	59		33	36	
All Grades	5	4		60	58		34	38	

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		57	41		35	48	
Grade 8	11	14		56	44		33	41	
All Grades	9	13		57	43		34	45	

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		578	579		577	578		97.6	97.3	
Grade 8	624	589		600	568		597	566		96.2	95.9	
All Grades	1216	1184		1178	1147		1174	1144		96.9	96.6	

* 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		4	2		13	10		30	24		54	64	
Grade 8	2465.2	2464.9		3	4		11	8		25	25		61	63	
All Grades	N/A	N/A	N/A	3	3		12	9		27	24		58	63	

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		29	20		64	74	
Grade 8	5	7		27	23		68	70	
All Grades	6	6		28	21		66	72	

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		41	36		55	60	
Grade 8	4	3		45	47		50	49	
All Grades	4	3		43	42		52	55	

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		69	46		25	49	
Grade 8	5	5		47	48		47	47	
All Grades	6	5		58	47		36	48	

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
Total	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
Total	19	10		41	42		28	32		6	9		7	7	

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.

SUBJECT: Student Proficiency that Leads to College and Career Readiness
LEA GOAL:
All students will attain proficiency in all academic content areas.
SCHOOL GOAL #1:
Increase the percentage of all students who are proficient/advanced 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 CELDT. Increase the percentage of students who meet the requirements to participate in promotion activities by 5%.
Data Used to Form this Goal:
SBAC scores for the 2015/2016 school year. CELDT Data from Fall 2016. Promotion participation percentage from 2015/2016 school year.
Findings from the Analysis of this Data:
Pinacate Middle School showed an increase of 9.2% growth in the AMAO 1 from the 2015-2016 school year to the 2016-2017 school year. There was an increase of 2.7% in the AMAO 2b for students who have been in the U.S. more than five years from the 2015-2016 school year to the 2016-2017 school year. There was a decrease in AMAO 2a performance. In 2016, 88% of PMS students scored below "Standard Met" in math as assessed on the SBAC. In 2016, 75% of PMS students scored below "Standard Met" in ELA as assessed on the SBAC.   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.   CELDT Data   AMAO 1 = 42.9% did not surpass target.; 57.1% of students did move from one CELDT level to the next.   AMAO 2 (<5 years) = 25 students reported in cohort ; only 5 met goal. (20 ELs not attaining proficiency in English according to schedule.)   AMAO 2 (5 years) = 48.0% are proficient. (52% are not attaining proficiency in English according to schedule.)   Promotion Data for 2015/2016 School Year: Out of 588 students, 447 students promoted. 141 students did not promote. Promotion Rate = 76.02%

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
* Ed. Performance Data
* Performance Tasks
* Writing Assessments

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. 2017 - June 2018	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.	1000-1999: Certificated Personnel Salaries	Title I	5,330.00
				3000-3999: Employee Benefits	Title I	958.00
1.2 Provide all students with access to on-line supplemental support in ELA, Math, and SPED	August 2017- June 2018	Site and Dist. Administration, Leadership Team, ELA , Math, and SPED PLC's	Online Remedial Reading and Math Programs (ex. IXL, Read Naturally, etc.)	5000-5999: Services And Other Operating Expenditures	Title I	3,000.00
				4000-4999: Books And Supplies	Title I	200.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.3 Provide appropriate, effective instructional materials to supplement learning in core and elective content areas.	August 2017- June 2018	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	10,000
1.4 Provide academic recognition for students who are excelling academically.		Site Administration	Field trips, Award Certificates, etc.	5000-5999: Services And Other Operating Expenditures	Title I	5,000
				4000-4999: Books And Supplies	Title I	1,000
				1000-1999: Certificated Personnel Salaries	Title I	600.00
				3000-3999: Employee Benefits	Title I	108.00

Planned Improvements in Student Performance

<u>School Goal #2</u>

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.

SUBJECT: College and Career Readiness
LEA GOAL:
All students will graduate from high school prepared for post-secondary and career options.
SCHOOL GOAL #2:
All students will be prepared to take the post-secondary and career pathways offered in high school.
Data Used to Form this Goal:
Data was gathered according to student participation in AVID, PLTW, and Technology courses.
Findings from the Analysis of this Data:
Percentage of Students enrolled in AVID in 2016/2017 = 21% Percentage of Students enrolled in AVID Excel in 2016/2017 = 9% Total AVID Enrollment = 30% of students Percentage of students enrolled in a PLTW/Technology course in 2016/2017 = 50% Percentage of students earning a C or better in Core Classes: AVID = 88% AVID Excel = 73% Non AVID Students = 65% There was a 31% increase in the total number of students enrolled in at least one elective course from 2014-2015 to 2016-2017. There was a 47% increase in the total number of students enrolled in a PLTW or Technology course from 2014-2015 to 2016-2017. There was an 18% increase in the total number of AVID Excel students earning grades of C or better in core content area courses from 2014-2015 to 2016-2017. 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. Half of Pinacate students are enrolled in a technology or PLTW class, setting them up to access the pathways offered in these areas in high school.

How the School will Evaluate the Progress of this Goal:
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.	2017 - 2018 School Year	Site Admin Leadership Team AVID Coordinator VAPA Dept. Chair	AVID Write Path Training, Interactive Notebooks, WICOR, STEM/STEAM Conference & Workshops	1000-1999: Certificated Personnel Salaries	Title I	1,550.00
				3000-3999: Employee Benefits	Title I	277.00
2.2 Provide students with tools to help them develop organizational skills that aid them in completing assigned academic tasks.	2017 - 2018 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)	2017 - 2018 School Year	Site Admin AVID Coordinator AVID Teachers	College field trips to various colleges in the region.	5000-5999: Services And Other Operating Expenditures	Title I	20,000

Planned Improvements in Student Performance

<u>**School Goal #3**</u>

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.

SUBJECT: Safe and Positive School Environment
LEA GOAL:
All departments and sites will provide a safe and positive environment for staff and students.
SCHOOL GOAL #3:
PInacate will establish a safe and positive school environment.
Data Used to Form this Goal:
Referral, suspension, PFDA and expulsion data was compared between the 2015/2016 and 2016/2017 school year to form this goal.

Findings from the Analysis of this Data:

Referrals 2015-16 (Through end of April 2016)
Overall - 1704
Male - 1059
Female - 645
SWD - 235
EL - 603
Foster - 21
AA - 254

Suspensions 2015-2016   (Through end of April 2016)
Overall - 345
Male - 246
Female - 99
SWD - 47
EL - 117
Foster - 5
AA - 46

PFDA 2015-2016 (Through end of April 2016)
Overall - 22
Malh - 15
Female - 7
SWD - 3
EL - 8
Foster - 0
AA - 4

Expulsions 2015 -2016(Through the of April 2016)
Overall - 0
Male - 0
Female - 0
SWD - 0
EL - 0
Foster - 0
AA - 0

- ----------------------
Referrals 2016 -2017 (as of 4/30/17)
Overall - 4875
Male - 3216
Female - 1749
SWD - 602
EL - 2145
Foster - 45

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 Provide incentives for positive behavior and academic achievement.	August 2017 to June 2018	Site Administration, District Administration, Site Title 1 Lead PBIS Committee	Student Store Items (ex, school supplies, t-shirts, chromebook covers, ear buds, etc.	4000-4999: Books And Supplies	Title I	1,500.00
			Online Behavior Tracking Subscription/Software (Hero, etc.)	4000-4999: Books And Supplies	Title I	7,000.00
3.2 Provide motivational speakers to target appropriate student behavior	August 2017 - June 2018	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, Brother's Keeper, etc	5000-5999: Services And Other Operating Expenditures	Title I	1,500.00
3.3 Implement WEB program	August 2017 - June 2018	Site administration Counselors WEB Coordinator	7th Grade Orientation, Materials and Supplies for On -Going WEB Activities and Implementation	5000-5999: Services And Other Operating Expenditures	Title I	3,000.00
				4000-4999: Books And Supplies	Title I	2,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 progress by providing busing for parents to meetings like: Back To School Night, parent conferences, etc.)	August 2017- June 2018	Site Administration Leadership Team; Positive Climate Committee, PBIS Committee, ASB Director, Club Advisors, Athletic Director and Coaches	Posters, t-shirts, student supplies, lunch rallies, after-school sports and clubs, additional activities, ASES, etc.	4000-4999: Books And Supplies	Title I	2,000.00
			Provide busing for parents to parent conferences, Back to School Night, etc)	5000-5999: Services And Other Operating Expenditures	Title I	3,194.28

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.

SUBJECT: Parental Involvement
LEA GOAL:
Secure and strengthen home-school-community connections and communications.
SCHOOL GOAL #4:
Pinacate will enable active parental involvement for all parents.
Data Used to Form this Goal:
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.
Findings from the Analysis of this Data:
Volunteers: monthly average of 29.7 parent volunteers (Aug 2015-Apr 2016, October high of 85, February 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.) Dessert with Principal: Was not held this year. ELAC: attendance average of 45.75 (4 meetings up to April. One more meeting scheduled for late May not included in data) School Site Council: 3 parents on SSC. All 3 attended for all meetings, Sept-Mar. 2 parents attended in April Chromebook Parent Orientation: 21 parents attended the orientation Open House/ Science Night: 102 signed Back To School: est 387 from sign-ins Gang Awareness and Prevention Training: 1 meeting held in November with 23 parents in attendance Parent Conferences: October 2015 there were 310 parents who attended; February 2016 there were 276 parents in attendance Eighth grade Awards Night May 25th, 2016
How the School will Evaluate the Progress of this Goal:
Evaluation of sign-in sheets from parent meetings throughout the 2017-2018 school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
I. The Parental Involvement Policy A. Parental Involvement Policy must be written with meaningful participation of parents.	August 2017 to May 2018	Administration; Parent Liaison; SSC; ELAC; Positive Climate committee	Hold parent planning night to go over regulations and parent involvement policy Use PELI action plan to inform parents involvement policy/plan Survey parents to identify their needs that will support the academic success of Pinacate students both inside and outside the classroom PELI committee to assist in analyzing the parent surveys; share results with SSC, etc			
I. Parental Involvement Policy B. Use technical assistance and other support to build an effective plan.	August 2017 through May 2018	Administration; Counseling; Parent Liaison	Parent Surveys: to determine interest and technology levels of parents. Hold PELI training form action team and implementation action plan.	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	100.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
I. Parental Involvement Policy C .Build the school's and parents' capacity for strong parental involvement	August 2017 to May 2018	Site Administration; Dist. Title 1 TOSA; Site Title 1 Lead; SSC; Leadership Team	Identify teams of parent volunteers to assist with the school environment. Promote and provide opportunities for parents to attend the classroom with their student.			
			Sign in sheets to track participation and parent involvement			
			Analyze parent participant needs/ feed-back.			
			Parent Institute			
			Parent Involvement Activities (i.e. Parent workshops: Health and Nutrition, Mental Health Issues, Drug and Gang Awareness, Parent Literacy classes, Computer Literacy, CABE, etc	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	2,000.00
			Also includes materials and supplies to promote school/ parent activities, i.e postage ;Child-care, and related costs i.e. snacks, materials for activities, campus supervision; Snacks and related costs for parent meetings/workshops/trainings;	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	500.00
			Coffee or Dessert with Administration, Special Parent Nights, ELAC Meetings, Annual Title I Night, SES Tutoring Fair,	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	600.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
I. Parental Involvement Policy D. Analyze and address problems implementing the requirements of the plan. (See 1. Parental Involvement Policy Item C)	August 2017 - May 2018 * On going throughout the year * PELI mtgs., SSC regular mtgs., * monthly Coffee w/ Admin.	Site Administration PELI committee, SSC committee	Analyze and address barriers to greater participation in school activities. Refreshments for coffee/ dessert with the Admin.			
I. Parental Involvement Policy E. Involve parents in the activities of the school	August 2017 - June 2018	Administration; Parent Liaison; SSC; Positive Climate committee	Provide opportunities for parent conferences. Provide parent/teacher conferences at 6 week progress during the first semester and the second semester for all students with a focus on students with D's & F's Provide parent access to School Handbook.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
I. Parental Involvement Policy F. Involve parents in decisions regarding funding for parental involvement.	August 2017 to May 2018 *monthly SSC mtgs. *ELAC mtgs. *AAPAC mtgs., etc.	PELI committee, ELAC committee, AAPAC committee, etc.	Parent involvement in SSC, ELAC, AAPAC., etc. Coffee with an Administrator, Title 1 Annual mtg., other general parent mtgs., etc. where parents have an opportunity to give in-put regarding funding for parental involvement Both activities described in 1. F will use the SAME FUNDING Source	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	1,500.00
I. Parental Involvement Policy G. Hold annual meetings to review categorical programs, their effectiveness and expenditures.	August 2017 to May 2018 Back to School Night, Title 1 Annual Mtg.	Administration	Promote Parent Involvement activities that will motivate and increase parental participation in the education of the students.			
			Informational materials for parents, pens, bags; distribute volunteer forms; a brief parent survey; provide copies of UCP; hold parent SSC elections	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
I. Parental Involvement Policy H. Flexible number of meetings. (See 1. Parental Involvement Policy Item C)	August 2017 - May 2018	Site Administration, PELI Committee	a. Coffee/Dessert w/ admin. held in the mornings and evenings on the same day of the week each month. b. Handout flyers for Infinite Campus workshops at parent events and sporting events. c. Hold Infinite Campus workshops in the am and pm			
I. Parental Involvement Policy I. Review effectiveness of actions and activities of parental involvement policy in improving student academic achievement and school performance.	Annual , monthly SSC meetings, parent planning night, annual Title 1 meeting (Back to School Night)	Site Administration; PELI Committee	Input from parents during the fall Parent Involvement Night mtg.; other parent mtgs.			
I. Parental Involvement Policy J. Provide timely information about programs provided.	Back to School Night; Title 1 Annual Meeting	Administration; Counseling; EL Lead; Parent Liaison	Promote Parent Involvement activities that will motivate and increase parental participation in the education of the students. Provide multiple forms of media to communicate important information.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
I. Parental Involvement Policy K. Describe and explain curriculum standards, evaluation and proficiency levels expected of students.	Back to School NIght -Fall of 2017 and Open House in the Spring of 2018	Site Administration; Counselors, teachers	Inform parents of student academic progress throughout the school year via mailers to parents/report cards Provide regular up-to-date grades on Infinite Campus.	5900: Communications	Title I Part A: Parent Involvement	200.00
I. Parental Involvement Policy L. Provide regular meetings if requested for interested parents to participate in and formulate suggestions affecting the education of their children.	August 2017 - June 2018	Administration, PELI Committee	PELI meets regularly to form team to implement activities Promote Parent Involvement activities that will motivate and increase parental participation in the education of the students			
I. Parental Involvement Policy M. Inform parents about submitting comments for the LEA plan.	On-going in the fall of 2017 to June 2018	Administration, SSC PELI committee	SSC reviews and votes to approve new SPSA in the spring			
I. Parental Involvement Policy N. Parent Compact	August 2017 - May 2018	Administration, Title 1 Lead, SSC; Leadership Team, Counselors	Parents sign form in registration packet; compact reviewed during SSC mtg. every other year; Back to School Night			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
II.Building Capacity A. Provide guidance in understanding standards, assessments, how to monitor a student's progress, and how to work with educators to improve student achievement.	August 2017- May 2018 Parent Conferences in the Fall of 2017 and in Feb. of 2018	Administration, Staff, counselors, guidance staff	Hold on-going I.C. trainings at Back to School Night, Annual Title 1 meeting, ELAC , PELI, Coffee/Dessert with the Principal's monthly mtgs.; Provide parents and staff trainings on working together to improve student achievement.			
II. Building Capacity B. Provide materials and training on how to improve achievement, i.e. literacy training and technology training. (See 1. Parental Involvement Policy Item C)	Fall 2017 and ongoing	Administration, Counselors, guidance techs	a. Hispanic- Literacy Project funded by EL b. PELI committee activities to increase use of I.C. by parents c. Refreshments provided during meetings and trainings			
II. Building Capacity C.Educate Educators - on how staff can work more effectively with parents.	August 2017 - May 2018	Administration; PELI committee	Provide information and staff development on how to work effectively with parents			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
II. Building Capacity D. Understandable communication re: language and comprehension	August 2017 - June 2018	Administration, PELI committee, district translator	Home communication is in layman's terms and translated into Spanish Provide multiple forms of media to communicate important school information. Provide parent access to School Handbook.			
II. Building Capacity E. Pay reasonable and necessary expenses associated with parental involvement activities, i.e.,Bilingual Community Liaison; (Also see Centralized Services) Childcare, transportation, home visits, etc, as needed	August 2017 - May 2018	Site Administration	Provide for Bilingual Community Liaison (classified employee salary) Provide for Bilingual Community Liaison (classified employee benefits) Child care costs (classified staff - salary)) Child care costs (classified staff benefits)	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	Title I Part A: Parent Involvement Title I Part A: Parent Involvement Title I Part A: Parent Involvement Title I Part A: Parent Involvement	41,833.00 16,243.00
II. Building Capacity F. May train or otherwise involve parents in the development of training for teacher, parents, principals and other staff.	August 2017 - May 2018	Administration; LEA, RCOE	Dist. Parent Planning Night; Hold PELI training; PELI committee member(parent) will address staff meeting			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
II. Building Capacity G.May adopt and implement model approaches to improving parental involvement.	August 2017 - May 2018	Administration, school staff; Leadership Team; SSC, PELI Committee; Parent/Community Liaison	Dist. Parent Planning Night; Hold PELI training; PELI committee member(parent) will address staff meeting SSC, and AAPAC mtgs.	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	300.00
			Identify teams of parent volunteers to assist with the school environment, and provide recognition.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	355.00
II. Building Capacity H. Provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and a report in a format and a language that parents understand.	August 2017 - May 2018	Administration, EL Lead; SPED Lead, Counselors	All parent fliers, letters; phone messages, etc. are both in English and Spanish			

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	7,480.00
3000-3999: Employee Benefits	Title I	1,343.00
4000-4999: Books And Supplies	Title I	30,700.00
5000-5999: Services And Other Operating	Title I	35,694.28
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	41,833.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	16,243.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,200.00
5000-5999: Services And Other Operating	Title I Part A: Parent Involvement	4,455.00
5800: Professional/Consulting Services And	Title I Part A: Parent Involvement	1,600.00
5900: Communications	Title I Part A: Parent Involvement	200.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Title I	75,217.28
Title I Part A: Parent Involvement	65,531.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	7,480.00
2000-2999: Classified Personnel Salaries	41,833.00
3000-3999: Employee Benefits	17,586.00
4000-4999: Books And Supplies	31,900.00
5000-5999: Services And Other Operating Expenditures	40,149.28
5800: Professional/Consulting Services And Operating	1,600.00
5900: Communications	200.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	26,196.00
Goal 2	28,827.00
Goal 3	20,194.28
Goal 4	65,531.00

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 2016-2018				X	
Debbie Andelin 2015-2017				X	
Shelly Ashton 2015 -2017				X	
Lucy Espinoza-Englander 2015 - 2017				X	
Rosa Bravo 2016-2018				X	
Samantha Weaver Wyandt 2016-2017					X
Esmeralda Vazquez Mendoza 2016-2017					X
Jonathan Synnott 2015-2017		X			
Nora Kaio 2016-2018		X			
Nishantha Unantenne 2016-2018		X			
Colleen Sowa 2015-2017		X			
Grace Farahzad 2016-2018			X		
Elsa Serafin 2015-2017			X		
Rebecca Brown Ongoing	X				
Numbers of members of each category:	**1**	**4**	**2**	**5**	**2**

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)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
X	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 23, 2017.

Attested:

Rebecca Brown		
Typed Name of School Principal	Signature of School Principal	Date

Debbie Andelin		
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
☐ **Scientifically-based research**—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
☐ **Successful Policies and Practices**—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
☐ **Professional Development (PD)**	6-7; 21, 24
☐ 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
☐ PD meets requirements of ESEA Section 1119 (qualifications for teachers and paraprofessionals)	21,24
☐ PD affords increased opportunity for participation	24
☐ PD directly addresses the academic achievement problem that caused a school to be identified for PI	6, 7, 21
☐ How funds (ten percent) reserved for PD will be used to remove the school from PI status	21
☐ Description of **Specific Annual Measurable Objectives**—Developed for each of the student subgroups and in accordance with state's measure of adequate yearly progress	18-19
☐ **Parent Notification**—Description of how the school will provide written notice about the identification of the school for PI in understandable language and format	20
☐ **Shared Responsibility for Improvement**—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
☐ **Parent Involvement**—Strategies to promote effective parental involvement	32 - 35, 37 - 39
☐ **Extended Learning**—As appropriate, activities before school, after school, during the summer, and during any extension of the school year	29
☐ **Incorporation of a Teacher Mentoring Program**—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
☐ **Comprehensive needs assessment** 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
☐ **Schoolwide reform strategies that:**	7 - 8; 21, 29

☐ Provide opportunities for all students to meet the academic standards at the proficient and advanced levels
    ☐ Use instructional strategies that are based on scientifically-based research that strengthen the core academic program that:
        ☐ 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	

accelerated curriculum
☐   Include strategies for meeting the educational needs of historically underserved populations
 	
☐ 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
    ☐   Description of a process for evaluating whether the needs of students have been met
    ☐ Are consistent with the LEA Plan	

☐ Instruction by **highly-qualified teachers**	4
☐ Provisions for high quality and **ongoing professional development** for teachers, principals, and paraprofessionals and other staff to enable all children to meet the state's academic achievement standards	6,7, 21, 24
☐ **Strategies to attract high quality highly-qualified teachers** to high-need schools	25-27
☐ Strategies to **increase parental involvement** in accordance with Section 1118, such as family literacy services	32, 34-35;39;
☐ Plans for **assisting preschool children in the transition** 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 **include teachers in the decisions** 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 **timely and effective assistance** to students that need additional help	8,21,22,24,29
☐ **Coordination and integration of federal, state,** and local services and programs	21,22,24,28,29,31,32, 34, 36, 38, 39