

# The Single Plan for Student Achievement

**School:** Lee Mathson Middle School  
**CDS Code:** 43-69369-6046197  
**District:** Alum Rock Union Elementary School District  
**Principal:** Vince Iwasaki  
**Revision Date:** November 2, 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:** Rigoberto Gomez  
**Position:** Assistant Principal  
**Phone Number:** (408) 928-7950  
**Address:** 2050 Kammerer Avenue  
San Jose CA, 95116  
**E-mail Address:** rigoberto.gomez@arUSD.org

**The District Governing Board approved this revision of the SPSA on Not approved yet.**

## Table of Contents

School Vision and Mission .....	4
School Profile.....	4
Comprehensive Needs Assessment Components .....	5
Data Analysis .....	5
Surveys .....	5
Classroom Observations.....	5
Analysis of Current Instructional Program .....	6
Description of Barriers and Related School Goals .....	10
School and Student Performance Data .....	12
CAASPP Results (All Students) .....	12
ELPAC Results .....	17
Planned Improvements in Student Performance .....	18
School Goal #1.....	18
School Goal #2.....	23
School Goal #3.....	26
School Goal #4.....	35
School Goal #5.....	38
School Goal #6.....	40
School Goal #7.....	42
School Goal #8.....	44
Centralized Services for Planned Improvements in Student Performance .....	46
Centralized Service Goal #1.....	46
Centralized Service Goal #2.....	47
Centralized Service Goal #3.....	48
Centralized Service Goal #4.....	49
Centralized Service Goal #5.....	50
Summary of Expenditures in this Plan.....	51
Total Allocations and Expenditures by Funding Source .....	51
Total Expenditures by Object Type and Funding Source.....	51
Total Expenditures by Funding Source .....	52
Total Expenditures by Object Type.....	53
Total Expenditures by Goal .....	54
School Site Council Membership.....	55
Recommendations and Assurances.....	56



## School Vision and Mission

### Lee Mathson Middle School's Vision and Mission Statements

At Lee Mathson Middle School we believe:

- \* All students can be successful when they are properly led and properly supported
- \* Parents are a child's first and most committed teachers and, as such, are essential partners in students' education
- \* Students, parents, and teachers are most effective when they are well-known to one another

As a school team, first, we will provide the necessary support for students to participate effectively in the school environment. Second, we will equip students with the practices, skills, and knowledge needed for students to graduate from high school and to pursue their dreams after high school including college, trade school, career, or family - and to serve and to improve their communities.

## School Profile

Lee Mathson Middle School is located in the Mayfair Community on the East Side of San Jose.

We have 300 students in 6th through 8th grades.

Total	M / F	ELL	RFEP	IFEP	SPED	SPED & ELL	
M / F	M / F	M / F	M / F		M / F		
6th grade:	95	51/ 44	20 / 13	16 / 20	0 / 1	14 / 3	7 / 1
7th grade:	94	43/ 51	22 / 17	12 / 21	0 / 1	7 / 8	7 / 4
8th grade:	111	60/ 51	24 / 20	23 / 21	0 / 2	13 / 5	9 / 3
Total:	300	154/ 146	66 / 50	51 / 62	0 / 4	34 / 16	23 / 8

Foster youth: 8 students

Homeless youth: 4 students

Migrant youth: 7 students

SED: 93% of students are SED => Mathson being a universal food site

Ethnicity:	# students	%	Attendance
Asian	38	13%	98.8%
African American	10	3%	91.85%
Hispanic	223	74%	94.55%
Pacific Islander	20	7%	97%
White	7	2%	96.9%
Multiple	2	1%	96.43%

So:

English Language Learners:

35% of our students are English Language Learners (ELL)

38% of our students are Redesignated English Proficient (RFEP)

=> 73% of our students entered school as English Language Learners

27% of our ELLs are also students with Special Education needs

17% of our students are designated Special Education

68% of our Special Education students are male indicating we are either over-designating boys or under-identifying girls

Our students are working hard to achieve their dreams and their families are working hard to support them.

Our teaching and administrative staff of 16 is diverse and includes:

Gender: 50% Male / 50% Female  
Ethnicity: 30% Latino (6) / 37.5% Asian (6) / 12.5% African American (2) / 18.75% Caucasian (3)  
(adds to 17 because one teacher identifies African American & Pacific Islander)

Teaching

Experience: 1 year: 1  
2 years: 1  
3-5 years: 3  
5+ years: 8

Counselor: 3 years  
Admins: 5+ years as teachers  
3 & 7 years in administration respectively

Our teachers, classified staff, and administrators are committed to the success of our students and are working hard to equip our students with the practices, skills, and knowledge to succeed in high school and beyond.

## 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).

Via student anecdotes:

Student sentiment was that non-academic things happening in the school were distracting them from the learning process.

Via parent anecdotes and parent coffee meetings:

Parents believe more support services are needed for students.

### Classroom Observations

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

I am in my third year as principal at Lee Mathson Middle School.

The following analysis is similar to last year's.

I have conducted numerous walk-throughs and classroom observations.

In this time, I have noted that most classrooms have effective management; however, student academic practices need to be explicitly taught.

Teachers and students would both benefit from more consistency in teaching and learning practices.

I have observed the work in our after school program.

School culture during the school day is now being translated into the extended day program.

City Year staff are doing a better job of supporting students in following the classroom practices they adhere to during the school day so they are getting more out of the after school time.

### **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)**

The teaching team has used state assessments (SBAC) to gain some understanding of student needs.

The teaching team is not using the primary district-based assessment (iReady) to modify instruction. This is because iReady does not break out benchmark assessment data by standard.

The teaching team is building local assessments in Illuminate which they are using to determine the extent of student learning. Use of these local assessments to modify instruction has become more consistent through our professional development work from last year.

We are also bringing in NEWSLA to support all students at their individual lexile levels.

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

We are using some of the StudySync (ELA) embedded assessments to modify instruction.

The CPM (Math) assessments are not fully accessible to our students as such a high % of our students are below grade level in ELA.

In both ELA and Math, teachers are using teacher-created assessments to monitor student understanding and to modify instruction.

## Staffing and Professional Development

### 3. Status of meeting requirements for highly qualified staff (ESEA)

As a staff we meet on a bi-weekly basis for two hours to discuss issues affecting the school site.

Professional development during that time has included:

- \* Health / Safety trainings: Bloodborne Pathogens; Pesticide Management; Run/ Hide/ Defend; Disaster Preparedness; Mandated Reporting & Student Safety
- \* ELD: Identifying students requiring ELD support and discussing what that support should look like
- \* Social Emotional Curriculum
- \* Support of students with IEPs

We have also had three professional development days from the district. One of those days was controlled by the district and included some social emotional and self care work.

The remaining two days were used for:

- \* Trauma Informed practices: This included about 4 hours of what trauma looks like in students, what causes trauma, and ways to work with students who have experienced high trauma (with a focus on de-escalation techniques).
- \* Restorative Justice practices: This has included two full days focused on what a restorative mindset looks like for teachers, running community circles, making teacher to student communication more restorative, and reviewing discipline approaches to make them more restorative.

Finally, out of the school budget, we have scheduled monthly pull-out days for teacher pairs:

- \* Once / month, a pair of teachers who teach the same content at the same grade level are pulled out for collaboration.
- \* Tasks / professional development / collaboration include:

1. Data analysis of past assessments (trying to push this into staff meeting time) with the goal of identifying:
  - a. What students have learned well and areas for re-teach
  - b. What strategies have proven effective
2. Reviewing the next set of standards to be taught and ensuring that we understand the required level of understanding by reviewing the Item Specs associated with those standards.
3. Building the next Unit Plan (4 weeks) including: vocabulary (content & functional), "I can ..." statements, Illuminate assessments & assessment dates, student engagement techniques to use.

Teachers also receive extended duty to pay to collaborate outside contracted work hours.

Most teachers are electing not to take advantage of this opportunity at this time.

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

All teaching & administrative staff are properly credentialed for their assignments.

We passed our Williams Act inspection (sufficiency of instructional materials & learning conditions) in August 27, 2018..

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

As shown above:

1. We have completed mandatory health/ welfare/ safety PDs.

Our remaining time has been divided between:

2. Creating a safer more community-oriented environment:  
(Restorative practices, Trauma-Informed practices, Social Emotional Learning)
3. Improving teacher practice in the classroom through monthly collaboration pull-outs

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

All teachers new to the district receive district-level coaching and support

Our first year teacher is Teach-for-America and receives coaching support from TFA, University, and site support.

The district has assigned a teaching coach who is working individually with teachers on their practice as well as facilitating the monthly teacher pull-outs. The coach is also a content area specialist in Language Arts, Social Studies, and ELD.

As a district-designated "Code to the Future" school, we also receive support in teaching students to code. The program is going much better this year with a significant majority of students enjoying learning to create webpages using HTML & CSS. Later this year, students will begin learning Java. This is more effective & engaging than last year's learning of SCRATCH.

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

Teacher engagement in content area and grade level collaboration has improved this year.

Teachers are working together (some pairs better than others) during pull-out collaboration.

Teachers are sharing information with each other about the students they have in common (ELA/SS teacher and Ma/Sci teacher share two classes of students) to figure out how to better support students.

Teaching and Learning

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

Curriculum, instruction, and materials are aligned with content and performance standards.

We are supporting the alignment of instruction by reviewing the ItemSpecs for each standard every 4 weeks in teacher pull-out collaboration.

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

Students are receiving more than the recommended instructional minutes in reading/language arts and in mathematics. This is at the expense of social studies and science.

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

Lesson pacing-schedule is controlled by teachers and reviewed by administration to ensure that students in the "2", "3", and "4" bands have access to all grade level content standards.

Teachers are modifying and differentiating during their classes for students performing in the "1" band to build basic skills and to access grade level content.

ELD intervention is provided 5 days / week before school (2 classes including a newcomer's class). ELD intervention is also provided 2 days / week during the school day in which English Language Learners take an ELD class in place of an elective class.

CityYear: provides two levels of support in the general education classrooms. In Tier1 support, ACMs (AmeriCorps Members) provide basic assistance to all students. In Tier2 support, the ACMs work directly with 3-6 students per classroom supporting them with current skill acquisition - and pull the students two additional periods (once from advisory and once from PE) to backfill missing skills. This is done in ELA and Math.

Finally, we have academic support on-site after school:

City Year (homework center and after school enrichment enrolling 99 students = 33% of population).

Amigos de Guadalupe (literacy center targeting lower-performing readers, just added as of 10/2918).

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

As stated above, we passed our Williams Act inspection on the sufficiency of instructional materials on 8/27/2018.

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

We are using standards-aligned instructional materials.

Opportunity and Equal Educational Access

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

Please see entries in #10 - above.

14. Research-based educational practices to raise student achievement

Teachers use:

1. Gradual Release of Responsibility model.
2. Constructing Meaning (to increase language proficiency).
3. Partnership with parents.

## Parental Involvement

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

#### School Resources:

1. Extended day program (City Year) serving up to 99 students.
2. Use of City Year personnel as additional support in the classroom for specific students.
3. Targeted intervention classes.
4. Amigos de Guadalupe (reading intervention, new as of 10/28/18).

### 16. 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)

#### We have operating:

1. School Site Council (5 parents, 4 teachers (2 of whom share one voting position), 1 community liaison, and the administrator).
2. English Language Advisory Committee (4 parents, 1 administrator) - 40% of our students are English Language Learners.
3. Monthly principal coffees to discuss issues concerning the site
4. Instructional Leadership Team (5 teachers, 2 administrators) who analyze data and strategize on the best way forward.
5. Collaboration with outside agencies including:  
Alum Rock Counseling Center to provide Tier1 => Tier3 support services for our students to meet their mental health needs  
Mayor's Gang Prevention Task Force providing case management and intervention with at-risk students  
Probation FIT team and City Peace Project providing small groups for at-risk young women and young men
6. Collaboration with key community organizations including: City Year (on-site extended learning day and in-class support), Mayfair Community Center, and SOMOS Mayfair (local community organizing group).

## Funding

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

English Language Development classes before school  
Learner Led Conferences to involve families as partners in their students' education

### 18. Fiscal support (EPC)

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

1. High percentage of students suffer from significant trauma.  
Our estimate based on our knowledge of students and their situations is between 35% - 40%.  
Where trauma is defined as: violence, substance abuse, or neglect in the home; death of a close family member; survivor of significant violence; family separation; immigration concerns; extreme food / housing insecurity; witness of significant and ongoing street violence

This matters because when such a high percentage of students have these experiences, these students are always on "high alert" and are hyper-sensitive to perceived threats or they are shut down in a depressive "nothing matters" mode. Neither of these conditions is conducive to success in school.

In these situations, students must be made to feel safe. They need to connect with an

adult at school that they trust.

2. Incoming 6th grade students performed poorly on the SBAC in May, 2016:

Based on SBAC data, our previous and current 6th grade classes had the following proficiency rates:

	2016	2017	2018
ELA: Above standard	8%	5%	15%
. At standard	23%	22%	23%
. Approaching standard	19%	29%	13%
. Below standard	50%	44%	49%
Math: Above standard	7%	6%	14%
. At standard	13%	15%	11%
. Approaching standard	28%	27%	20%
. Below standard	52%	52%	54%

So in our 6th grade class, 49% of students are more than 1 grade level behind in ELA and 54% of students are more than 1 grade level behind in Math.

3. A large % of our families are not familiar with or have not been successful in the American Education system. Per our demographic data, 46% of our parents' students do not have a high school degree. (and I think this number is low because of misunderstanding of the parent education level question). This means that our families, much as they want to support their students, do not always know how.

4. Almost all of our families are socio-economically disadvantaged. Per our demographic data, 93% of our students come from families which are socio-economically disadvantaged. This means that students lack the resources and opportunities that come with wealth. This includes access to basic school supplies on an ongoing basis and computer access from home.

5. An overwhelming majority of our students are English Language Learners. Even though they have been re-designated, students:

- . a. Still require some level of support with English Language usage.
- . b. Will not have the same background knowledge as native speakers putting them at a disadvantage.
- . c. Tend to have parents who are not fluent in English creating barriers to parent - teacher communication.

6. We have a highly transient population.

## 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	104	119	93	103	118	91	103	117	91	99	99.2	97.8
Grade 7	119	99	111	117	97	110	117	97	110	98.3	98	99.1
Grade 8	163	114	92	160	112	90	158	112	89	98.2	98.2	97.8
All Grades	386	332	296	380	327	291	378	326	290	98.4	98.5	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2423.3	2467.0	2473.6	1	5.13	6.59	11	20.51	20.88	22	28.21	31.87	66	46.15	40.66
Grade 7	2499.6	2470.4	2502.1	3	1.03	6.36	21	16.49	30.91	38	32.99	21.82	38	49.48	40.91
Grade 8	2507.3	2515.8	2494.1	3	8.93	2.25	26	21.43	24.72	30	30.36	28.09	42	39.29	44.94
All Grades	N/A	N/A	N/A	2	5.21	5.17	20	19.63	25.86	30	30.37	26.90	47	44.79	42.07

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6	1	6.84	6.59	35	36.75	39.56	64	56.41	53.85	
Grade 7	5	6.19	12.73	48	43.30	40.91	47	50.52	46.36	
Grade 8	12	11.61	5.62	44	41.07	39.33	44	47.32	55.06	
All Grades	7	8.28	8.62	43	40.18	40.00	51	51.53	51.38	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	3	10.26	9.89	23	43.59	45.05	74	46.15	45.05
Grade 7	14	9.38	16.36	50	43.75	46.36	36	46.88	37.27
Grade 8	8	16.22	6.74	45	43.24	47.19	47	40.54	46.07
All Grades	8	12.04	11.38	41	43.52	46.21	51	44.44	42.41

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	1	10.26	5.49	50	52.14	68.13	49	37.61	26.37
Grade 7	4	2.06	5.45	61	48.45	57.27	35	49.48	37.27
Grade 8	4	7.14	4.49	61	64.29	57.30	35	28.57	38.20
All Grades	3	6.75	5.17	58	55.21	60.69	39	38.04	34.14

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	8	13.68	18.68	47	50.43	46.15	46	35.90	35.16
Grade 7	15	9.28	17.27	56	46.39	50.91	30	44.33	31.82
Grade 8	13	13.39	11.24	53	43.75	48.31	34	42.86	40.45
All Grades	12	12.27	15.86	52	46.93	48.62	36	40.80	35.52

**Conclusions based on this data:**

1. Overall student performance remains substantially below statewide averages, district averages, and middle schools within our area.  
The

2. We ran a review of "growth" by grade level: How many students gained a proficiency level? How many lost?

For 2016-2017, our top performers were in 7th and 8th grade:

7th grade ELA teacher1: 48% gained a proficiency level, 3% lost = net gain of 45%  
7th grade ELA teacher2: 27% gained a proficiency level, 2% lost = net gain of 25%  
7th grade Ma teacher1: 36% gained a proficiency level, 2% lost = net gain of 34%  
7th grade Ma teacher2: 18% gained a proficiency level, 6% lost = net gain of 12%  
8th grade ELA teacher1: 27% gained a proficiency level, 11% lost = net gain of 16%

Beyond that, our remaining ELA teachers had decent gains in proficiency level:  
~ 23% of students gained a proficiency level but ~18% lose a proficiency level

Among our remaining math teachers, it was much worse:  
~ 14% of students gained a proficiency level but ~ 16% lost a proficiency level

For 2017-18,  
Our ELA teachers had between:  
19% and 26% of students gaining a proficiency level  
6% and 24% of students losing a proficiency level

The top 2 teachers had net gains of: 16% and 15%  
The average gain was: 22%  
The average loss was: 13%  
The average net gain was: 9%

Our Math teachers had between:  
4% and 23% of students gaining a proficiency level  
0% and 41% of students losing a proficiency level

The top teacher had a net gain of 23% with no loss.  
Only two teachers had positive net gains.  
The average gain was: 10%  
The average loss was: 15%  
The average net gain was: - 5%

Conclusion:  
Again, ELA is fairly strong. If we could eliminate the losses, we would be in decent shape.  
Again, Math is fairly weak. We need structural and instructional change.  
For this year, I have moved one of our ELA/SS teachers who is a natural Ma/Sci teacher to Ma/Sci.

We are addressing this data through the assessments and unit planning professional development time.

## 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	104	119	93	102	118	91	101	118	91	98.1	99.2	97.8
Grade 7	118	99	111	115	98	110	113	97	110	97.5	99	99.1
Grade 8	163	114	92	159	113	89	158	113	89	97.5	99.1	96.7
All Grades	385	332	296	376	329	290	372	328	290	97.7	99.1	98

\* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2411.9	2462.0	2466.1	2	5.08	4.40	7	15.25	16.48	17	28.81	23.08	74	50.85	56.04
Grade 7	2469.9	2449.8	2465.5	8	4.12	4.55	6	4.12	10.91	32	29.90	29.09	54	61.86	55.45
Grade 8	2470.7	2474.5	2460.8	2	7.08	3.37	8	11.50	6.74	27	16.81	17.98	64	64.60	71.91
All Grades	N/A	N/A	N/A	4	5.49	4.14	7	10.67	11.38	26	25.00	23.79	64	58.84	60.69

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6	2	8.47	8.79	14	32.20	28.57	84	59.32	62.64	
Grade 7	9	7.22	9.09	29	15.46	24.55	63	77.32	66.36	
Grade 8	3	7.96	5.62	24	23.01	14.61	73	69.03	79.78	
All Grades	5	7.93	7.93	22	24.09	22.76	73	67.99	69.31	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	3	5.08	4.40	26	35.59	42.86	71	59.32	52.75
Grade 7	9	3.09	6.36	40	31.96	33.64	51	64.95	60.00
Grade 8	6	10.62	5.62	47	30.97	40.45	47	58.41	53.93
All Grades	6	6.40	5.52	39	32.93	38.62	55	60.67	55.86

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	4	8.47	5.49	31	36.44	43.96	65	55.08	50.55
Grade 7	8	4.12	6.36	40	42.27	47.27	52	53.61	46.36
Grade 8	2	7.08	6.74	45	40.71	34.83	53	52.21	58.43
All Grades	4	6.71	6.21	40	39.63	42.41	56	53.66	51.38

**Conclusions based on this data:**

1. See previous section for complete analysis.

## School and Student Performance Data

### ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

#### 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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Growth in Academic Performance</b>						
<b>LEA GOAL:</b>						
Provide all students with a rigorous, challenging, and innovative instructional program that prepares them for college readiness and for excellence in the 21st century						
<b>SCHOOL GOAL #1:</b>						
A net 40% of students will increase their ELA SBAC scores by 1 performance level. A net 40% of students will increase their Math SBAC scores by 1 performance level.						
<b>Data Used to Form this Goal:</b>						
SBAC data from the past two years						
<b>Findings from the Analysis of this Data:</b>						
In 2014-2015 and 2015-2016, Mathson student SBAC scores were substantially below those of students at other middle schools in the district and across the state. In fact, school-wide:						
.	ELA Prof	ELA Not Prof	(# of "1"s)	Ma Prof	Ma Not Prof	(# of "1"s)
2014-15	21%	79%	47%	15%	85%	63%
2015-16	23%	77%	47%	10%	90%	64%
2016-17	25%	75%	45%	16%	84%	59%
2017-18	31%	69%	42%	16%	84%	61%
Given how low student scores are upon entry to Mathson, we need to focus on growth.						
We will do this by:						
1. Building & supporting teacher practice starting with:						
a. Ensuring teachers understand what the standard requires to demonstrate proficiency.						
b. Ensuring teachers are assessing on a regular basis.						
c. Identifying & implementing better student engagement strategies.						

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

Monitor student progress via state assessments and Illuminate assessments.

Assess how well teachers know what is required for each state standard and how well they know what students know.

We do this by asking teachers to predict student performance on the SBAC at the end of the year.

In 2016-17, 4 teachers had accurate predictions on 68% or more of their students.

These 4 teachers also had the highest performance gains.

5 teachers scored below 50% in in their predictions.

We were not able to collect teacher predictions for 2017-18 but will do so for 2018-19.

**Strategy #1:**

1. Increasing the quantity and quality of student support.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaborating with City Year to improve outcomes in the Extended Day program	Training completed in September  Support is available for teachers	Administrators Teachers	Training for City Year staff led by administrators and counselor during the school day  Administrators walking after school classrooms			
Alum Rock Education Foundation STEAM workshops working with City Year students	November - year	Administrators	Provide professional level STEAM workshops for students 1 day / week after school	5000-5999: Services And Other Operating Expenditures	Title I	4000
Provide sufficient teacher-created materials (via copy machine) and student materials (pencils, paper, crayons, markers, glue, etc) (\$10,000)  Includes leases & additional copies (\$10,000)	September - year	Administrators Teachers	Materials to support students	4000-4999: Books And Supplies	Title I	20659.67
Provide additional para-educator support as needed	September - year	Para Educators	Extended duty for para educators to provide support on campus	2000-2999: Classified Personnel Salaries	Title I	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Classroom Supplies ( \$200 / teacher ) x ( 16 teachers ) = \$3200 (12 Mathson teachers + coach + speech + music + School Psych)	August - year	Teachers	Supplies for classrooms	4000-4999: Books And Supplies	Title I	3200

**Strategy #2:**

2. Explicitly teaching student academic practice.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Establish school-wide consistent student academic practices including: 1. Note-taking 2. Speaking / Presenting in Class 3. Homework (consistently given on Mondays and taking 5-8 hours to complete)	Implemented by end of October	Administration & Teachers	Notebooks for all students and needed classroom supplies	4000-4999: Books And Supplies	Title I	3000

**Strategy #3:**

3. Building and supporting teacher practice.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Observe teachers a minimum of once every two weeks and debrief that observation with them.	end-of-January	Administrators Teachers				
Regularly scheduled pull-out teacher collaboration time to review student data, build assessments, and build unit plans.	September - year	Administrators Gen Ed Classroom Teachers	Pay for substitute teachers to release classroom teachers for collaboration & planning	1000-1999: Certificated Personnel Salaries	Supplemental/Concentration	13440

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
( 2 teachers / pull-out ) x ( \$160 / substitute ) x ( 6 pull-outs/ cycle ) x ( 7 cycles / year ) = \$13,440						
Provide limited release time for teachers to meet with the Code to the Future coach to receive support on designing / teaching coding.  Bulk of the funding is coming from academic services, this is for incidental required meetings. ( 30 hours ) x ( \$65 / hour ) = \$1950	September - year	Administrators Classroom Teachers	Extended duty to work preps to meet with Code to the Future coach	1000-1999: Certificated Personnel Salaries	Supplemental/Concentration	1950
.Providing funding for field trips: 2 field trips for 6th, 7th, 8th grades	September	Administrators Teachers	Teacher supplies & field trips \$1000 / bus 2 buses / field trip 2 field trips / grade 3 grades \$2000 for admission costs	4000-4999: Books And Supplies	Supplemental/Concentration	8110

**Strategy #4:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Strategy #5:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

<b>Strategy #6:</b>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## 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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: ELD, Electives, &amp; Technology Program</b>
<b>LEA GOAL:</b>
English Learners will have the required skills to reach grade level standards/proficiency.
<b>SCHOOL GOAL #2:</b>
40% of CELDT students will improve their ELPAC Overall proficiency score by one proficiency level. 40% of students who qualify for re-designation ("3"s or "4"s on ELPAC) will be re-designated.  Students will have the opportunity to take electives which are interesting to them. Teachers and students will all have input on which electives are available.  ELD students will have the opportunity to take ELD during zero period so they can take an elective. Newcomer ELD students will have a dedicated zero period class for ELD.
<b>Data Used to Form this Goal:</b>
CELDT and ELPAC Data from the previous three years
<b>Findings from the Analysis of this Data:</b>
We saw a spike in proficiency rates last year on the ELPAC compared with the CELDT.  It is unclear if this is due to the test itself or to actual growth in student ability. Given the gains made in ELA, it may be real growth.
<b>How the School will Evaluate the Progress of this Goal:</b>
Monitor student progress via state and local assessments (including short cycle assessments, performance tasks, and examination of student work).

**Strategy #1:**

Move ELD classes to after school.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create 2 ELD classes before school: 1. ELD (levels 2, 3, & 4) 2. ELD (Newcomer)	September	Administrators Teachers	1 teacher @0.2 salary funded by Title III district dollars  1 teacher @0.2 salary funded by site dollars	1000-1999: Certificated Personnel Salaries	Title I	12000
Continue embedding ELD within GenEd classes	October	Administrators Teachers	Continue embedding ELD strategies in GenEd classrooms - esp: explicit vocabulary development, partner talk, opportunities to present.			
Code to the Future	September	Administrators Teachers	Continue the implementation of Code to the Future  PD & program costs are paid by the district office			
Electives	November	Administrators Teachers	Run electives 2 days/week for all students. Students who are ELs will need to take ELD during this time unless they have enrolled in the zero period ELD class			

**Strategy #2:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## 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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Campus Culture and School Community</b>
<b>LEA GOAL:</b>
Provide all students and families a safe, welcoming, and caring environment conducive to learning.
<b>SCHOOL GOAL #3:</b>
All students will be well-know by their teachers. All families of students will be known by their students' teachers.  Increase student ownership of, pride in, and support for the school community. Increase parent confidence in the school's handling of parent concerns.  Increase parent's knowledge of student performance and how to support that performance. Implement 2-3 Learner-Led Conferences during the school year and achieve an 80% participation rate.  Reduce incidence of classroom and campus discipline referrals.
<b>Data Used to Form this Goal:</b>
Discipline data Teacher Input Student surveys (administered once in June, to be modified and administered again) Parent surveys (to be created and administered) Parent feedback (from Principal Coffees)

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

Parents want to be more involved.  
Parents want to know how their students are doing.  
Parents want to know how to support their students.

Not all parents are comfortable bringing concerns to school staff nor do all parents know they should do so.  
Not all students are comfortable bringing concerns to school staff and are unclear what concerns they should bring.

Strategies:

1. Alter the master schedule to create true core classes and an advisory / elective class  
. through which students and parents become better known by teachers.
2. Create common culture across the campus with common beliefs and common practices.
3. Create opportunities for parent engagement.
4. Strengthen student leadership and engagement opportunities.
5. Strengthen counseling program.

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

Survey data  
Discipline data

**Strategy #1:**

1. Alter the master schedule to create true core classes and an advisory / elective class  
. through which students and parents become better known by teachers.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>All teachers teach a true core class meaning that each class has the same students in each of the two classes forming the core.</p> <p>This allows the teacher to use the time spent in different ways (e.g., use both periods to teach a science lab one day, use both periods to teach a math exploration the next day, split the periods, etc).</p> <p>Because a teacher only sees two classes of students a day (50-60 students), the teacher has the opportunity to get to know those students and their academic practice more deeply.</p>	August	Administrators				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>All content area teachers (non-PE) have an advisory class. This advisory class is one of the classes the teacher has for one of the two cores they teach.</p> <p>This class is used for monitoring student performance, building deeper relationships with students and their families, and for reinforcing academic practices.</p> <p>Once school culture is stabilized, this class will be divided into: 3 days of advisory  . 2 days of elective</p> <p>Because the advisory teacher sees her/his cohort for 3 periods/day, it creates an opportunity for the advisory teacher to get to know the students and their families deeply.</p>	August	Administrators				

**Strategy #2:**

2. Create common culture across the campus with common beliefs and common practices.  
. including implementing Learner-Led conferences

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>At the end of last year, we established common expectations for:</p> <ol style="list-style-type: none"> <li>1. Dress</li> <li>2. Punctuality</li> <li>3. Behavior</li> <li>4. Discipline</li> </ol>	<p>August (1st Tier)  January (2nd &amp; 3rd Tier)  June Review</p>	<p>Administrators  Teachers</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>We are building common classroom practices through our teacher pull-out days</p> <ol style="list-style-type: none"> <li>Notebooks</li> <li>Homework</li> <li>Assessments (frequency)</li> <li>Student Oral Practice</li> <li>Maintenance of gradebooks</li> </ol> <p>We are building common practices in advisory:</p> <ol style="list-style-type: none"> <li>Student grade monitoring</li> <li>Community Circles</li> </ol>						
<p>Run Parent-Teacher Conference: 2 times per year</p> <p>Advisory teachers will meet with families of students in their advisory class who have grades below a "C-". The advisory teacher will call the families of all other students to discuss the progress of those students.</p>	<p>November February</p>	<p>Administrators Teachers</p>				
<p>Implement Restorative Justice practices</p> <ol style="list-style-type: none"> <li>Community Circles in all classrooms to build relationships b/t students &amp; b/t students and teachers knowing that it is harder to harm someone you have relationship with/</li> <li>Make all teacher/student interactions more restorative in nature by improving language</li> </ol>	<p>September</p>	<p>Administrators Teachers</p>	<p>Extensive professional development in restorative practices through SEEDS * Cowell Foundation grant</p> <p>Extensive on-site coaching through SEEDS * Cowell Foundation grant</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and monitoring our body language. 3. Review all discipline processes to make them more restorative.			Additional PD through staff meetings and staff pull-out (paid for by site under School Goal1)			
Build a strong distributed leadership team: In addition to principal and vice principal, 5 stipended positions to help lead the work.	September	Administrators Teachers Classified	4 positions stipended at \$100 / month (recognition not compensation for time) for 10 months + ASB position stipended at \$1000 (see strategy 4 below)	1000-1999: Certificated Personnel Salaries	Title I	4000

**Strategy #3:**

3. Create opportunities for parent engagement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Work with SOMOS Mayfair to increase parent involvement	September	Administrator Community Liaison Parents				
Parent Coffees - 10 months	September	Administrators Community Liaison Parents	Hospitality supplies	5000-5999: Services And Other Operating Expenditures	Title I	500
Build an effective parent survey and get 60% of parents to participate	January	Administrators Community Liaison				
Student Survey / Focus Groups Parent Survey / Focus Groups Community Survey / Focus Groups Teacher Survey / Focus Groups	November / December	Administrators Teachers Community Liaison Parents				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Publish a yearbook	November	Administrators Teacher	\$1000 stipend for yearbook advisor (after school club)	1000-1999: Certificated Personnel Salaries	Title I	1000

**Strategy #4:**

4. Strengthen student leadership and engagement opportunities.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Build student survey and get 80% of students to take the survey.	January	Administrator Teacher Student Council				
Establish an effective student council  1. Develop a structure for supporting school . clubs (e.g. the Arbor Society).  2.. Help determine issues within the community . in which the school should be involved and the manner of that involvement.  3. Run student government fundraising to . support student social activities on campus.	January	Administrator Teacher Student Council	Student leadership development opportunities (including field trips, guest speakers, etc).	5000-5999: Services And Other Operating Expenditures	Title I	1000
Student Recognition Events: 6th grade entry T-shirts Student of the Month Honor Roll  Materials . MIT T-Shirts     // 200 // 1600	September	Administrator Counselor	Student Rewards / Giveaways	4000-4999: Books And Supplies	Title I	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>. Honor Roll T-Shirts // 200 // 1600</li> <li>. ( No order needed this year )</li> <li>. Certificates</li> <li>. Miscellaneous student awards</li> <li>. Raffle Items for events</li> <li>. BBQ materials</li> </ul>						

**Strategy #5:**  
5. Strengthen counseling program.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain strong relationships with Alum Rock Counseling Center and other community agencies to provide academic & socio-emotional counseling services and TBS services.  Manage counseling caseload	September	Administrator Counselor				
Monitor students who are struggling: 1. Maintain Incident Log. 2. Review Incident Log 3 times / month. 3. Put supports in place as needed (e.g. counseling, SSTs, IEP mtgs, tutoring, after school enrollment, etc)	August	Administrators Counselor				
Hire 2 counseling interns	September	Administrator Counselor	Stipend	5000-5999: Services And Other Operating Expenditures	Supplemental/Conce ntration	4000

**Strategy #6:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## 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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Academic Performance of Students with Disabilities</b>
<b>LEA GOAL:</b>
Engage Stakeholders in a meaningful way that promotes a positive learning, working and community environment that is geared toward student achievement.
<b>SCHOOL GOAL #4:</b>
All students with disabilities will meet IEP goals and progress in performance as measured by local assessments
<b>Data Used to Form this Goal:</b>
SBAC Data Student IEPs Teacher observation and classroom discipline referrals
<b>Findings from the Analysis of this Data:</b>
Students in the RSP program vary widely in their performance levels and in their social-emotional needs.  Students with IEPs who may have the academic skills to be placed in general education classrooms often lack the social skills to do so.  Strategies: 1. Special Education classrooms will use Language Live! as the primary ELA curriculum. 2. Students with IEPs will be mainstreamed as much as possible. 3. Teachers will work on specific social skills (adhering to classroom norms, maintaining focus, asking questions, working in groups, etc) which will smooth student transition to general education classrooms.
<b>How the School will Evaluate the Progress of this Goal:</b>
Progress monitoring and regrouping for leveled instruction as appropriate.
<b>Strategy #1:</b>
1. Special Education classrooms will use Language Live! as the primary ELA curriculum..

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ensure all tools are available	September	Administrators Teachers	Purchase needed equipment (headphones w/ microphones)	4000-4999: Books And Supplies	Title I	500

**Strategy #2:**

2. Students with IEPs will be mainstreamed as much as allowed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Special Education teachers will monitor student performance and re-group as necessary. At minimum, SPED teachers will review student performance at least once per quarter.	September	Administrators SPED teachers	Extended duty to review student performance for LRE and suitability - as needed (~ 20 hours split among 2 teachers)	1000-1999: Certificated Personnel Salaries	Title I	1300

**Strategy #3:**

3. Teachers will work on specific social skills (adhering to classroom norms, maintaining focus, asking questions, working in groups, etc) which will smooth student transition to general education classrooms.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will specifically work on the social skills needed for students in SPED classes to transition into general education classes.	September	Administrators Teachers	Field trips, supplies for special lessons, etc. - teacher discretion.	4000-4999: Books And Supplies	Title I	1000

**Strategy #4:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Planned Improvements in Student Performance

### School Goal #5

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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #5:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

<b>Strategy #1:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

<b>Strategy #2:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Strategy #3:**

--

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Strategy #4:**

--

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

# Planned Improvements in Student Performance

## School Goal #6

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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #6:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

<b>Strategy #1:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

<b>Strategy #2:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Strategy #3:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Strategy #4:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Strategy #5:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Strategy #6:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**School Goal #7**

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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #6:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

<b>Strategy #1:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

<b>Strategy #2:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

<b>Strategy #3:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**School Goal #8**

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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #6:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

<b>Strategy #1:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

<b>Strategy #2:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

<b>Strategy #3:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

<b>Strategy #4:</b>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

<b>Strategy #5:</b>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

<b>Strategy #6:</b>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## 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 English Language Arts (ELA) / Mathematics</b>
<b>SCHOOL GOAL #1:</b>
All students will reach high standards in ELA at a minimum meet or exceed standards on SBAC in 2018-2019. All students will reach high standards in Mathematics, at a minimum, attaining met or exceeded standards in mathematics by 2018-2019.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Resource teacher to provide student support at the site level; Program Administrators to support site principals and teachers to enhance instructional strategies for student learning; and provide substitute teachers to release classrooms to attend Professional Development.	August 2017-June 2018	District and School Personnel	Certificated salaries at district and site school level	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	867,789
			Certificated benefits	3000-3999: Benefits	Title I Part A: Allocation	256,780
Staff provides program and fiscal support to school sites.	August 2017-June 2018	District and School Personnel	Classified salaries at the district level and during summer school	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	204,781
			Classified benefits	3000-3999: Benefits	Title I Part A: Allocation	65,377
Provide additional, supplementary materials and supplies for teachers and students (i.e., summer school, McKinney-Vento program, private school)	August 2017-June 2018	District and School Personnel	Materials and supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	331,075
Provide supplementary support for students and teachers (i.e., summer school contracts, materials, targeted interventions).	August 2017-June 2018	District and School Personnel	Travel, conferences, contracts, transportation, license agreements	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	961,517

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Learners</b>
<b>SCHOOL GOAL #2:</b>
All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or advanced in reading/language arts and mathematics by 2017-2018.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide English Language Learners with supplementary instructional support.	August 2017-June 2018	District and School Personnel	Certificated salaries for extended duty, substitute costs, overtime	1000-1999: Certificated Personnel Salaries	Title III Part A: Language Instruction for LEP Students	235,809
			Certificated benefits	3000-3999: Benefits	Title III Part A: Language Instruction for LEP Students	68,700
Provide English Language Learners will supplementary materials to support their learning.	August 2017-June 2018	District and School Personnel	Materials and supplies; software	4000-4999: Books And Supplies	Title III Part A: Language Instruction for LEP Students	79,155
Provide supplementary English Language Development materials and training for teachers and district instructional coaches.	August 2017-June 2018	District Personnel	Supplementary services (i.e., contracts, license agreements) and professional development for district instructional coaches and teachers	5000-5999: Services And Other Operating Expenditures	Title III Part A: Language Instruction for LEP Students	56,500

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #3**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Development</b>
<b>SCHOOL GOAL #3:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To provide ELD classes in zero period	August 2016 to June 2017	Teachers, Principals	ELD classes for all ELD students	1000-1999: Certificated Personnel Salaries	Title III	0

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #4**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #4:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #5

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #5:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	55,659.67	0.00
Supplemental/Concentration	27,500.00	0.00

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Supplemental/Concentration	15,390.00
4000-4999: Books And Supplies	Supplemental/Concentration	8,110.00
5000-5999: Services And Other Operating	Supplemental/Concentration	4,000.00
1000-1999: Certificated Personnel Salaries	Title I	18,300.00
2000-2999: Classified Personnel Salaries	Title I	1,500.00
4000-4999: Books And Supplies	Title I	30,359.67
5000-5999: Services And Other Operating	Title I	5,500.00

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

Funding Source	Total Expenditures
Supplemental/Concentration	27,500.00
Title I	55,659.67

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	33,690.00
2000-2999: Classified Personnel Salaries	1,500.00
4000-4999: Books And Supplies	38,469.67
5000-5999: Services And Other Operating Expenditures	9,500.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	55,859.67
<b>Goal 2</b>	12,000.00
<b>Goal 3</b>	12,500.00
<b>Goal 4</b>	2,800.00

## 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
Vince Iwasaki	X				
Yolanda Rodriguez			X		
Brian Quintana		X			
Victor Guendulain		X			
Rebecca Sanchez			X		
Maria Martinez				X	
Maria Chavez				X	
Yohana Yanez				X	
Juanita Ramos				X	
Araceli Sierra				X	
Rebecca Sanchez					
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>0</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

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

Instructional Leadership Team (ILT)

\_\_\_\_\_  
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 October 27, 2017.

Attested:

Vince Iwasaki

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

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

\_\_\_\_\_  
Date

Maria Martinez

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

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

\_\_\_\_\_  
Date