

The Single Plan for Student Achievement

School: George V. LeyVa Middle School
CDS Code: 43-69435-6085690
District: Evergreen Elementary School District
Principal: James Sherman
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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.

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

George V. LeyVa Middle School's Vision and Mission Statements

Vision Statement

LeyVa Middle School will create, secure, and maintain a safe learning environment through community collaboration by empowering all stakeholders.

Mission Statement

Each student will experience success at LeyVa Middle School, in both academics and extra-curricular activities. Self-esteem, through academic and extra-curricular achievement, is the basis of all success in school and in the community. All LeyVa Middle School students will have abundant opportunities for recognition and achievement, thereby building confidence and a sense of self-worth as evidenced by their contributions to our school.

School Profile

LeyVa Middle School is centrally located within the Evergreen School District's borders. In the 2014-2015 school year, the school served 913 students in grades seven and eight on a traditional calendar schedule. The school provides a family-oriented, nurturing, and safe place for students to learn, grow, and develop intellectually. Teachers, staff, and administrators continue to act on the principle that students come first.

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 Youth Truth Survey was administered to the 8th grade students at LeyVa. There were questions pertaining to students' perceptions of climate, culture, and personnel at our middle school. The results came in this fall, and we have been reviewing the data as a staff. There were bright spots throughout, including positive feelings by students regarding some of our teachers and for the support some feel by personnel on campus. This survey was very helpful as it included an area for students to make comments on the question; elaborating and specifying the reason for their answers. The administration has begun sharing some of these comments carefully as some include teachers' names. Students comments regarding their feelings, both positive and negative, on rules and procedures, appropriateness of teaching methods and materials, safety, and teacher quality are very telling and helpful as we move forward.

We will administer student, parent, and teacher surveys this fall (2015) and again in the spring (2016) to more closely look at our entire school community's view on climate and culture at LeyVa Middle School.

Classroom Observations

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

Formal Observation and Evaluation and assessment of the performance of each certificated employee are made on a continuing basis as follows:

- At least once a year for temporary personnel
- At least once a year for probationary personnel
- At least once every other year for personnel with permanent status

Informal classroom observations are conducted routinely throughout the school year by the school administrators.

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 use of state and local assessments at LeyVa Middle School are used to modify and improve student achievement that is directly aligned with the state standards and provides information that, when integrated and examined as a whole, creates a full picture of student achievement and school improvement. All teachers administer reading tests on a regular basis for accurate placement of students in flexible guided reading groups and to drive reading instruction. Teachers continuously administer Accelerated Reader tests, which provide an independent reading level for each child.

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

LeyVa Middle School has a monitoring system which includes curriculum embedded assessments available as part of the math and language arts adopted programs. Teachers use the language arts pacing guide and unit assessments to inform their instruction and differentiate based on student needs. The language arts unit assessments are conducted once at the beginning of a unit and once at the end of the unit as a means of progress monitoring. The weekly assessments are given between the unit assessments. These assessments inform teachers on student progress and effectiveness of instruction in all reading/language arts. LeyVa students are also given beginning and end of the year assessment to mark their growth in mathematics over the year. These curriculum-embedded assessments are based on the adopted reading/language arts and mathematics programs. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement.

Staffing and Professional Development

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

To maintain Evergreen School District's position as a high performing district, we must continue to develop and support a worldclass educational system. Doing so includes ensuring that there is an adequate supply of highly qualified and effective teachers, paraprofessionals, and administrators who are prepared to meet the challenges of teaching California's growing and diverse student population.

These efforts, in accordance with No Child Left Behind (NCLB), have resulted in significant improvements in the preparation, authorization, and assignment of teachers throughout the district. NCLB Teacher Quality requires that teachers:

1. Have at least a bachelor's degree from an accredited institution of higher education.
2. Hold full state certification.
3. Demonstrate subject-matter competence for each NCLB core academic subject they teach.

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

Evergreen Elementary School District certifies that all classrooms have highly qualified teachers credentialed for their assignment, as documented on the annual CBEDS report. Some examples of the staff developmental teachers go through on a yearly basis are:

- a. the use of data to analyze and to inform classroom and school wide practices.
- b. participate in grade level team meetings to discuss and use student achievement results to determine student progress, the effective use of research-based practices, and to plan deliver and adjust instruction.
- c. participate in ELL professional development to highlight instructional practices to support ELL in the learning of the academic content standards.
- d. use of technology tools provided with adopted curriculum to enhance curriculum knowledge and implementation.
- e. training for teachers to use common, ongoing, formative assessments to collaborate about the progress of students and to adjust instruction to support struggling learners.
- f. classroom coaching tied directly to the skillful implementation of all components of the adopted program.

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

Staff development is directly aligned to content standards, assessed student performance, and professional needs through faculty meetings, department meetings, cross-curricular team meetings, grade-level meetings and articulation committees. This collaboration is on-going and occurs during designated staff development days, teacher prep periods and after school. All new teachers go through the BTSA program, which familiarizes them with content standards and with any new standards-based adopted curriculum comes staff development.

The Administration Team works closely with teacher and department leads to get input on staff needs and couples this with research-based, proven effective programs and strategies that help schools build proficiency to meet state standards, improve performance rate on state tests, and demonstrate the Adequate Yearly Progress required by No Child Left Behind.

Each department reflects on the previous year's test scores to help create new standard based goals. The administration and department leads help to facilitate on-going conversation surrounding student assessment. This leads to data-driven instruction. Professional needs are then addressed based on the goals and data through staff development with the ultimate objective of closing the achievement gap and increasing student achievement. This can be supported through staff development that is directly aligned to content standards, assessment, and professional needs.

A few key points to professional/staff development that lead to successful school improvement and real change in the classroom are:

- making sure the content, approach, and efficacy of the training will help the school reach its mission and vision
- having a shared vision of expectations and implementation
- implementing 21st century skills
- planning and scheduling training in advance
- follow-through/accountability with implementation
- incentives for staff that commit to on-going, long-term professional development
- making sure all staff are involved in appropriate professional development

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

During the course of the year, planning conferences are held with each teacher. During this meeting, the teacher and the principal/assistant principal sit down to discuss professional goals as well as the student performance data. It is our belief that data drives our instruction, therefore, in addition to established professional development goals; the establishment of goals and objectives to meet the needs of the underachieving student are also created. The monitoring of those goals is evaluated formally three times per year and informally throughout the year. In order to meet the learning needs of each child, a variety of grouping structures are put in place to attain the highest academic achievement possible for all students. Teachers participate in school and district wide staff development programs. Writers Workshop is being implemented by a core group of teachers to propel student writing to the next level. During the school year, teachers and specialists participate in training to assist struggling students using a variety of interventions supported by the School Improvement Plan or District Support such as Twilight professional development, DELCCo, and DELAC. Teacher facilitators bring their training back to the staff. Teachers implement the strategies to ensure that all students achieve State standards and benchmarks. In the area of mathematics, all math teachers received specialized training in College Prep Math (CPM). These teachers met regularly to provide support for the implementation of the mathematics program. Additionally teachers meet once a month in Professional Learning Teams to share expertise and to analyze student assessments and plan interventions.

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

Teacher collaboration is and has been embraced by the district and at each school site using the research based strategies found in the works of DuFour, Marzano, and Tomlinson to name a few. It is our firm belief that in order for students to succeed, we must work together as a team and not in isolation. At LeyVa Middle School, grade level and cross grade level collaboration occurs during structured team meetings monthly. During the first collaboration weeks of the school year, teachers work together to identify their team's SMART goals, norms, and inquiry questions to drive their team meetings. At subsequent regularly scheduled team meetings, they work and meet together to discuss important topics pertaining to student performance and analyze progress towards established student achievement goals that have a positive impact on the classroom using information from a variety of formative and summative sources including a deep analysis of student work, observations, and assessments. During their work together, progress towards goals, teachers use student data to support standards based achievement and refine and adjust goals and/or instruction to ensure growth in student achievement. This is part of the professional learning community established at LeyVa. In addition to our site based teamwork together at each grade level and across grade levels, teachers spend five professional district days working in teams to gain additional professional development in core subject matter, and an opportunity to discuss best successful research based practices as well as identify challenges and potential solutions to grade level issues that arise. Because of the instilled belief that we work together, teachers at LeyVa are committed and dedicated to the continuous improvement process for student learning and achievement.

Teaching and Learning

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

All curriculum, instruction, and materials that is delivered by teachers at LeyVa Middle School are aligned to content and performance standards. All teachers at LeyVa Middle School are fully implementing their respective district adopted standards-based textbooks and supplementary materials in all curricular areas, including language arts, mathematics, English language development, social studies, and science.

All teachers meet monthly to discuss successes as well as the implementation of school-wide instructional strategies to be used consistently across content areas and grade levels. All staff members are included in the process of identifying and developing strategies for addressing critical areas of improvement.

Academic intervention groups, focusing on English Learners, in Language Arts and Math will begin in October. Renaissance (Accelerated Reader) is being promoted in ALL classrooms. AR books are available in the library and classrooms.

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

The recommended instructional minutes are defined by the Evergreen School District and addressed as the average weekly instructional minutes for reading/language arts and mathematics.

The guidelines for reading language arts are 450 minutes for kindergarten, 750 minutes for grades 1 through 3, and 650 minutes for grades 4 through 6.

The recommended daily instructional minutes for areas of focus include:

- Oral language 10 minutes
- Word study 10 to 20 minutes
- Reading 10 to 20 minutes
- Writing 15 to 20 minutes
- Small group instruction 45 to 60 minutes.

The guidelines for mathematics are 100 minutes for kindergarten, 250 minutes for grades 1 through 3, and 350 minutes for grades 4 through 6.

Adherence to the recommended guidelines are:

- The alignment of daily classroom instruction to content standards
- Complete implementation of the state adopted texts
- Weekly lesson plans
- Grade level planning and collaboration
- Curriculum mapping
- On-going professional development
- Pacing Guides
- Classroom assessments
- School wide assessments

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

The current master schedule and Credentialing requirements prevent creative scheduling for under-performing students. Changes in the Credentialing process and qualifications in subject matter teaching have created an inflexibility in creating a varied master schedule. This inhibits us from having a more creative approach to meet the varied needs of all students. We continue to improve our core academic program and increase the amount and quality of learning time through staff development, collaboration, and beginning teacher support (BTSA). The high percentage of ELL learners makes it imperative that we find the most effective ways to help these students to grow in their achievement. The emphasis is on what happens in the classroom, followed by extra support after school, and increased parental support.

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

California Education Code 35186 addresses Evergreen School District's responsibilities regarding textbooks and curricular materials. To comply, there must be sufficient textbooks and instructional materials for each pupil, including English learners. Textbooks and/or instructional materials must be available to students to use in class and to take home. As such, all students receive grade-level textbooks for Language Arts, Social Studies, Science, and Math. These materials directly align with the State Standards and are approved by the State Board of Education. Teachers certify that each child has an approved textbook and reports are prepared and approved by the School Board to ensure that our school and the Evergreen School District are compliant.

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)

Evergreen Elementary School District provides Common Core aligned or California State standards-based instructional materials in core subject areas to all students, as described in California Education Code 35186. All students in grades TK-6 are provided with grade level appropriate instructional materials in core curricular areas: English Language Arts (K-6: Macmillan/McGraw-Hill 2010), Mathematics (K-3: Engage New York 2014; 4-5: Bridges in Mathematics 2nd edition 2014; 6: College Preparatory Math 2014), Science (K: Scott Foresman 2008; 1-5: Macmillan/McGraw-Hill 2008; 6: Holt, Rhinehart, Winston 2008), Social Studies (K: Scott Foresman 2007; K-6: Houghton Mifflin 2007), and TK Units of Study. All instructional materials are approved by the Evergreen School District Board of Trustees and include intervention, extension, and EL support materials, which teachers utilize based on student need. Teachers provide quality instructional programs, and collaborate on and apply research-based strategies and ideas to integrate themes across the curriculum.

All instructional materials go through a rigorous selection process. Instructional materials selection in core curriculum areas is a three-tier process. The first tier involves the review and study of research, frameworks, and approved materials by the state of California. During the second tier, teachers and administrators identify two to three programs to pilot. Materials must reflect current research, the culture of our community, and the needs of our students. The third tier begins the piloting process and training. Teachers in primary and upper grades volunteer to pilot the various materials. Feedback is strongly encouraged from all stakeholders (students, parents, teachers, support staff, and community). For every curriculum selection, all piloted instructional materials are available for review in the Teacher Center. Parent input is strongly encouraged.

Opportunity and Equal Educational Access

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

Classroom teachers and eight certificated specialists provide Integrated Support services to our students. Specialists include a Resource Specialist and nine part time specialists including a Nurse, Psychologist, Marriage and Family Therapist Interns, Speech/Language Pathologist, English Language Development teacher, Media Clerk, Occupational Therapist, and Adaptive Physical Education teacher. LeyVa Middle School is prepared to respond to the needs of individual or groups of students, by providing assistance and facilitating the delivery of an array of services in a coordinated and timely fashion. Support services include but are not limited to counseling, occupational therapy, physical therapy, speech therapy, adaptive physical education, Resource Program, Special Day Class, tutoring, health screening, and psychological services.

LeyVa Middle School classroom teachers use a variety of research based pedagogical approaches in the classroom. These approaches include: guided reading, centers, differentiated math and reading groups, Words Their Way spelling, shared reading, Step Up to Writing, 6 Traits, Writer's and Reader's Workshop, STEM/STEAM strategies, Project Base Learning and SEAL Program (Sobroto Early Academic Language) and modified lessons to help under performing students achieve. Likewise audiobooks, visual aides, manipulatives, collaborative learning, parent volunteers, and computer software including Accelerated Reader and Online Math Intervention help support under performing students to meet state standards. The LeyVa Middle School staff believes that it is our job as educators to help bring out the academic potential of every student.

14. Research-based educational practices to raise student achievement

The mission of LeyVa Middle School is to strive to provide greater student success and to ensure this success for all of our diverse student population in the 21st Century using Marzano's book, *What Works in Classrooms* as a guide. LeyVa Middle School is dedicated to having high expectations for every student. We provide after school enrichment classes such as Chess Club, Math Olympiad, and Extended Day Support. Using the research of Carol Ann Tomlinson, we implement differentiated instructional strategies and techniques such as, adjusting questions, compacting curriculum, tiered assignments peer teaching, reading buddies and learning centers in our classrooms. Marzano's third School Factor is "parent and community involvement." Our PTA sponsors Family Literacy Night, Family Math Night, and Science Night. They volunteer in classrooms and at school events. As members of our School Site Council, our parents are full partners in the decisions that affect student academic success, as well as the school climate. Finally, through school-wide rules and procedures and spirit days we provide a positive school climate. We offer our students a safe and nurturing environment in which they can excel.

Professional Learning Communities(PLCs) have been implemented and are guided by a clear and compelling vision of what the school must become to help all students learn. Sites utilize results-oriented goals to mark their progress and members work together to clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions and extend and enrich learning when students have already mastered the intended outcomes. Teams in a PLC engage in collective inquiry into best practices in both teaching and learning. Instruction Coaches are available at each site to help transform learning. The coach supports the teachers in developing his or her expertise then develops meaningful attainable action plans. The action plans should enhance the structure of organizations and their attainment of the specified school goals.

Parental Involvement

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

High quality academic assessments assist in diagnosis, teaching, and learning in the classroom in ways that best enable under achieving students to meet State student achievement academic standards and do well in focal curriculum. Standards-aligned instructional materials and strategies include the district purchasing of materials on the State-adopted list for grades K-8 to support all students including those under-achieving. Teachers regularly examine student work samples to ensure that students are mastering grade level standards. The school and district offer extended day learning academics within the school year with set standards based curriculum and designed number of hours of attendance. Evergreen School District and LeyVa Middle School has designed staff development and professional collaboration aligned with standards-based instructional materials to assist under-achieving students. The district and the schools have active parent leadership groups including the District Advisory Council, Parent Advisory Council, School Site Council, English Language Learner Parent Advisory Council, Title 1 Parent Advisory Council where the involvement of parents focuses on ways to assist students and monitor program effectiveness. Additional services listed below assist student academic needs.

- Student Study teams provide coaching to classroom teachers and monitoring of individual student success.
- LeyVa Middle School psychologist works directly with students and families most at risk of not achieving academic proficiency.
- LeyVa Middle School posts weekly newsletters on the school's website to inform parents of current events.

Parent University
Counselors
MFT Interns

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)

The School Site Council (SSC), under the leadership of the principal, serves as a team through which the school improvement process moves forward. Our team is represented by 5 parents or community members (elected by parents of students who attend our school), 3 teachers, and one classified member. The team works to develop a school plan that has measurable objectives. These objectives are based on the school budget and seek to improve the needs of the total school population. The SSC oversees, monitors, and reviews the site plan. The team also approves any revisions to the plan when necessary. Ultimately, the SSC will recommend our plan to the Evergreen School Board of Trustees for approval.

The English Learner Advisory Committee (ELAC) is comprised of school staff including the principal and members of the parent community. The percent of parents on the committee is reflective of the percent of English Learners at the school. The ELAC committee helps develop and implement the plan for English Learners. They also must understand the needs of those children in our school and ensure the plan addresses those needs. The principal along with other staff members clarifies the issues confronting our English Learners, explains testing, and assists our EL community in understanding the laws and regulations surrounding our EL population. The school also has at least one representative who participates at the district level in DELAC, the District English Learners Advisory committee. There, the representative has the opportunity to have his/her voice heard regarding effectiveness of the program, questions about implementation across the district, testing requirements, or any concerns or questions parents may have. It is important to note that all participants be provided materials in their primary language whenever possible.

Funding

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

Supplemental funds are used to provide services and support to assist under performing students in meeting the standards during the regular instructional day, before and after school. The State Board of Education approved supplemental materials are purchased to support regular education students as well as English Language Learners (ELL), Socio-economically disadvantaged students, and foster youth. Additional instructional time is provided in the areas of Language Arts and Math through extended day classes, which are held either prior to or following the regular school day.

18. Fiscal support (EPC)

The school's general and supplemental funds are coordinated, prioritized, and allocated to align with the full implementation of the Essential Program Components in Reading Language Arts, English Language Development, Mathematics, and the Single Plan for Student Achievement (SPSA). LeyVa Middle School uses the monies that are allocated by the state to assure that the educational needs of all students are being met through a balanced academic program. The School Site Council helps in development of the SPSA to ensure that the money is being used for all academic programs at the school.

Description of Barriers and Related School Goals

The transition to Common Core and teachers' ability to make the shifts in their teaching strategies and practices continue to be a focus for all of us. Our Math teachers received CPM training last year and are moving forward, very effectively, with teaching this unique curriculum. A barrier in our math classes is the math ability of the children who come in to LeyVa. The CAASPP results came in this year for the 2014-2015 testing. It was clear that many of our students need substantial assistance in mastering basic math skills including multiplication, division, addition, and subtraction facts and skills. Our teachers are adjusting their teaching to include much review and practice to help students master the basics as we continue to move forward with more 21st century teaching. One of our school goals is to continue to focus on the 4 C's (Critical thinking, creativity, collaboration) in our classrooms, and teachers are aware that this is the expectation moving forward at our school.

We are in the second year of PBIS (Positive Behavioral Intervention and Supports), and as we start our Tier 2 work, it is evident that we haven't reached all of our Tier 1 goals. A Tier 2 PBIS meeting was held at the SCCOE and was attended by our school psychologist, the principal, our Speech Specialist, and our Resource Specialist. We inventoried the steps we had reached in our Tier 1 program, and we discussed next steps in our Tier 2.

Establishing a culture of respect, empowerment of school community members (parents, students, and teachers), and creating a positive and respectful place to teach and learn are the desired outcomes. True PBIS schools keep their suspensions/expulsions down or at zero; their students guide events and activities on campus as well as assist with activities and events off campus; respect for all is the norm; the entire community is a helping and encouraging one; and student engagement and interest in school is commonplace. The principal has working closely with students, teachers, and administration on making certain this PBIS approach continues and becomes part of the culture here at LeyVa. He recently attended the University of Maryland School of Medicine's conference entitled Advancing School Mental Health which spoke to this whole community approach to helping our students connect and to be successful. The information and practices gathered at this conference will be shared with the staff and will inform decisions we make going forward.

Ensuring the fiscal health of LeyVa is also one of our goals. The biggest barrier is changing current thinking and practice as far as spending is concerned. We have begun the process by giving each teacher an individual budget, their own copy codes, and being transparent with spending and find raising. I have found that there is nearly complete confusion on how much money we receive, how it gets spent, and what the protocol is when we need to spend it.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

| Overall Achievement | | | | | | | | | |
|---------------------|------------------------|----------------------|-------------------------------|---------------------------|------------------|-------------------|--------------|---------------------|------------------|
| Grade Level | # of Students Enrolled | # of Students Tested | % of Enrolled Students Tested | # of Students With Scores | Mean Scale Score | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
| Grade 7 | 462 | 456 | 98.7 | 456 | 2499.4 | 5 | 26 | 25 | 43 |
| Grade 8 | 456 | 448 | 98.2 | 448 | 2536.3 | 10 | 29 | 28 | 33 |
| All Grades | 918 | 904 | 98.5 | 904 | | 8 | 27 | 27 | 38 |

| Grade Level | READING | | | WRITING | | | LISTENING | | | RESEARCH/INQUIRY | | |
|-------------|---|---------------------|----------------|--|---------------------|----------------|--|---------------------|----------------|--|---------------------|----------------|
| | Demonstrating understanding of literary & non-fictional texts | | | Producing clear and purposeful writing | | | Demonstrating effective communication skills | | | Investigating, analyzing, and presenting information | | |
| | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard |
| Grade 7 | 9 | 43 | 48 | 15 | 42 | 43 | 5 | 64 | 31 | 13 | 55 | 33 |
| Grade 8 | 19 | 40 | 41 | 23 | 43 | 33 | 9 | 64 | 26 | 19 | 52 | 29 |
| All Grades | 14 | 42 | 45 | 19 | 43 | 38 | 7 | 64 | 29 | 16 | 53 | 31 |

Conclusions based on this data:

1. Combining standard not met and standard nearly met, we have an average of 66% of our students in this category in Language Arts overall. This is an extremely high percentage of students in these categories. In short nearly 3 out of 4 of our students are not meeting standard in Language Arts.
2. 35% of our students are meeting or exceeding standard overall in Language Arts.
3. Our students are lowest in Reading and Writing, with 45% and 38% of our students scoring below standard respectively.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

| Overall Achievement | | | | | | | | | |
|---------------------|------------------------|----------------------|-------------------------------|---------------------------|------------------|-------------------|--------------|---------------------|------------------|
| Grade Level | # of Students Enrolled | # of Students Tested | % of Enrolled Students Tested | # of Students With Scores | Mean Scale Score | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
| Grade 7 | 462 | 462 | 100.0 | 461 | 2500.1 | 8 | 18 | 30 | 44 |
| Grade 8 | 456 | 449 | 98.5 | 448 | 2536.9 | 18 | 17 | 25 | 40 |
| All Grades | 918 | 911 | 99.2 | 909 | | 13 | 17 | 27 | 42 |

| Grade Level | CONCEPTS & PROCEDURES | | | PROBLEM SOLVING & MODELING/DATA ANALYSIS | | | COMMUNICATING REASONING | | |
|-------------|---|---------------------|----------------|--|---------------------|----------------|---|---------------------|----------------|
| | Applying mathematical concepts and procedures | | | Using appropriate tools and strategies to solve real world and mathematical problems | | | Demonstrating ability to support mathematical conclusions | | |
| | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard |
| Grade 7 | 14 | 33 | 53 | 11 | 57 | 31 | 13 | 64 | 24 |
| Grade 8 | 25 | 32 | 43 | 19 | 48 | 33 | 18 | 52 | 31 |
| All Grades | 19 | 32 | 48 | 15 | 53 | 32 | 15 | 58 | 27 |

Conclusions based on this data:

1. Overall in Mathematics, nearly 70 percent of our students are either in the "Standard Not Met" or "Standard Nearly Met" categories. This number is incredibly high and speaks to what the teachers see as problems with basic skills and with their understanding and grasp of new Common Core strategies.
2. Furthermore, the largest number of students is in the "Below Standard" or "At or Near Standard" categories. Our students are having trouble applying the concepts and procedures.
3. 53% of our 7th graders are "Below Standard" in the Concepts and Procedures area, well behind our 8th graders. This concerns me as our incoming students are not prepared for the work ahead of them.

School and Student Performance Data

CELDT (Annual Assessment) Results

| Grade | 2014-15 CELDT (Annual Assessment) Results | | | | | | | | | | |
|--------------|---|---|----------------|----|--------------|----|--------------------|----|-----------|----|---------------|
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | Number Tested |
| | # | % | # | % | # | % | # | % | # | % | # |
| 7 | 8 | 8 | 39 | 39 | 33 | 33 | 7 | 7 | 13 | 13 | 100 |
| 8 | 7 | 6 | 42 | 37 | 44 | 38 | 17 | 15 | 5 | 4 | 115 |
| Total | 15 | 7 | 81 | 38 | 77 | 36 | 24 | 11 | 18 | 8 | 215 |

Conclusions based on this data:

1. Data indicates the majority of our ELLs' are at the Early Advanced level of achievement; although there is a significant number of students who continue to perform at the Intermediate level of achievement.
2. Of 224 students who were tested, the results are as follows: 5% Advanced, 36% Early Advanced, 35% Intermediate, 15% Early Intermediate, and 9% Beginning

School and Student Performance Data

CELDT (All Assessment) Results

| Grade | 2014-15 CELDT (All Assessment) Results | | | | | | | | | | |
|--------------|--|---|----------------|----|--------------|----|--------------------|----|-----------|----|---------------|
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | Number Tested |
| | # | % | # | % | # | % | # | % | # | % | # |
| 7 | 8 | 7 | 41 | 38 | 33 | 31 | 8 | 7 | 18 | 17 | 108 |
| 8 | 8 | 7 | 42 | 36 | 44 | 38 | 18 | 15 | 5 | 4 | 117 |
| Total | 16 | 7 | 83 | 37 | 77 | 34 | 26 | 12 | 23 | 10 | 225 |

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| Number of Annual Testers | 199 | 225 | 216 |
| Percent with Prior Year Data | 100.0% | 100.0% | 100.0% |
| Number in Cohort | 199 | 225 | 216 |
| Number Met | 101 | 118 | 124 |
| Percent Met | 50.8% | 52.4% | 57.4% |
| NCLB Target | 57.5 | 59.0 | 60.5% |
| Met Target | No | No | No |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2012-13 | | 2013-14 | | 2014-15 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | 33 | 173 | 37 | 193 | 48 | 173 |
| Number Met | 5 | 77 | 4 | 88 | 9 | 83 |
| Percent Met | 15.2% | 44.5% | 10.8% | 45.6% | 18.8% | 48.0% |
| NCLB Target | 20.1 | 47.0 | 22.8 | 49.0 | 24.2% | 50.9% |
| Met Target | No | No | No | No | No | No |

| AMAO 3 | Adequate Yearly Progress for English Learner Subgroup | | |
|---------------------------------|---|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | | | |
| Met Participation Rate | Yes | | Yes |
| Met Percent Proficient or Above | Yes | | -- |
| Mathematics | | | |
| Met Participation Rate | Yes | | Yes |
| Met Percent Proficient or Above | No | | -- |

Conclusions based on this data:

1. There is an increase of 26 students tested this year. From the AMAO 1 results, the annual growth increased by 1.6%.
2. According to AMAO 2 results, 1.1% of students with 5 or more years of EL instruction met English Proficiency. Whereas, those with less than 5 years of EL instruction, decreased in attaining English proficiency by 4.4%.
3. No AYP data for English Learner Subgroup for 2014.

School and Student Performance Data

Title III Accountability (District Data)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| Number of Annual Testers | 2,593 | 2508 | 2,468 |
| Percent with Prior Year Data | 100.0 | 100.0 | 100.0 |
| Number in Cohort | 2,592 | 2508 | 2,468 |
| Number Met | 1,597 | 1597 | 1,488 |
| Percent Met | 61.6 | 63.7 | 60.3 |
| NCLB Target | 57.5 | 59.0 | 60.5% |
| Met Target | Yes | Yes | No |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2012-13 | | 2013-14 | | 2014-15 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | 2,626 | 652 | 2446 | 638 | 2,389 | 731 |
| Number Met | 825 | 286 | 791 | 293 | 656 | 362 |
| Percent Met | 31.4 | 43.9 | 32.3 | 45.9 | 27.5 | 49.5 |
| NCLB Target | 20.1 | 47.0 | 22.8 | 49.0 | 24.2% | 50.9% |
| Met Target | Yes | No | Yes | No | Yes | No |

| AMAO 3 | Adequate Yearly Progress for English Learner Subgroup at the LEA Level | | |
|---------------------------------|--|-----------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | | | |
| Met Participation Rate | Yes | Yes | |
| Met Percent Proficient or Above | No | No | |
| Mathematics | | | |
| Met Participation Rate | Yes | Yes | |
| Met Percent Proficient or Above | No | No | |
| Met Target for AMAO 3 | No | No | |

Conclusions based on this data:

1. According to AMAO 1 from the District's data, there was a 2.1% increase in the annual growth.
2. There was an increase in attaining English proficiency for years of EL instruction above (2%) and below (0.9%) five years.
3. The AYP for English Learner Subgroup at the LEA level stayed the same.

School and Student Performance Data

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

| Grade Level | 2011-12 Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 7 | 25.8 | 20.3 | 36.2 |

| Grade Level | 2012-13 Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 7 | 21.7 | 19.9 | 38.6 |

| Grade Level | 2013-14 Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 7 | 20.8 | 21.9 | 35.8 |

Planned Improvements in Student Performance

English Language Arts, School Goal #1, District LCAP #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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

| |
|--|
| SUBJECT: English Language Arts |
| LCAP GOAL: |
| LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity. |
| LCAP SCHOOL GOAL: |
| All students, including those in each significant subgroup, will demonstrate adequate growth in ELA as evidenced by the Smarter Balanced Assessment, Units of Study Assessments, and School Writing Assessments |
| By June 2016, students will have the ability to think critically through the use of text citation and analyzation, compare and contrast, and reading comprehension skills as evidenced by a response to literature writing and group projects. |
| By June 2016, students will have the ability to cite evidence through the use of graphic organizers and gallery walks as evidenced by their writing and/or presentation. |
| Data Used to Form this Goal: |
| CAASPP results CELDT results Report card grades Professional Learning Team Meeting Agendas and notes Feedback from teachers on the "focus students" they chose this year at our planning conferences |
| Findings from the Analysis of this Data: |
| Through collaboration, Language Arts and Social Science/History teachers are integrating two subjects areas together. Areas of need are citing evidence and explaining evidence in writing assessments. |
| How the School will Evaluate the Progress of this Goal: |
| The Language Arts Department will administer writing assessments throughout the school year. Student assessment data, progress reports, and report card grades will be used to identify which students are, or are not, meeting grade level standards according to the Common Core State Standards (CCSS). |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--------------------|--|-------------------------|------|-------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Student academic growth will be measured throughout the year using both formal and informal assessments. Teachers will use existing materials and purchase additional materials as needed to support the implementation of the CCSS in Language Arts. | 8/19/2015-6/9/2016 | Teachers Students Support Staff Parents | | | General Fund | 2500 |
| Supplemental materials will be purchased to specifically address the English Language Shifts of the Common Core State Standards to develop 21st Century Learners who will be college and career ready. | 8/19/2015-6/9/2016 | Teachers Secretary | | | Supplemental Fund | 1500 |
| Students will have the opportunity to read, write, and use technology to strengthen literacy skills. Every classroom will have a computer, document camera, SMART Board, and LCD projector. Students will have access to computers, Chromebooks or iPads for classroom use. Google Apps will be used as part of the instructional practices in the classroom. Literacy software and program licenses will be purchased. A district and/or site stipend will be provided to the site technology representative. | 8/19/2015-6/9/2016 | Site Technology Representative Teachers | | | Supplemental Fund | 1000 |
| Students will have access to a wider variety of book selections as we aim to spark a fire in their desire to read. We will purchase books that are a mix of factual/informative as well as some fantasy titles to get them excited about reading again. | 8/19/2015-6/9/2016 | Teachers Administrative Team | | | General Fund | 1000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--------------------|---|-------------------------|------|-------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Students on the mandatory retention list will have the opportunity to participate in extended learning opportunities. Incentives and snacks may be provided to the students. Certificated staff will be paid at the contractual overtime rate for consultation services. | 8/19/2015-6/9/2016 | Teachers Administrative Team | | | Supplemental Fund | 1500 |
| The Instructional Coach will provide professional development to all staff members. The Instructional Coach will work directly with the staff to assist in the implementation of the CCSS in Language Arts. Staff will also be given the opportunities to visit other teachers' classrooms. Substitutes may be provided if necessary. | 8/19/2015-6/9/2016 | Instructional Coach Staff Administrative Team | | | General Fund | 1000 |
| Language Arts and Social Studies/History teachers are grouped in Professional Learning Teams to collaborate on implementation of CCSS. In addition, each Language Arts teacher is paired up with a Social Studies/History teacher to support each other in the integration of the curriculum. They will set SMART Goals, create norms, and establish inquiry questions to focus on student performance, analyze data, and share best instructional practices. We will continue to support them in their pursuit of strong, productive teams. | 8/19/15-6/9/2016 | Teachers Administrative Team | | | Supplemental Fund | 500 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------|---|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Teachers will have access to the replacement equipment needed in order to make the delivery of effective instruction possible in the area of Language Arts. This includes, but is not limited to, projector bulbs, copy machines, computers, printers, document cameras, iPads, LCD projectors, video cameras, Chromebooks, and other equipment deemed necessary. | 8/19/2015-6/9/2016 | Principal | | | General Fund | 2000 |
| Teachers will be trained in incorporating ELD standards in the classroom and best strategies to promote learning of the EL population. | 8/19/2015-6/9/2016 | Instructional Coach Principal Administrative Team | | | General Fund | 500 |

Planned Improvements in Student Performance

Mathematics, School Goal #2, District LCAP #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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

| |
|--|
| SUBJECT: Mathematics |
| LCAP GOAL: |
| LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity. |
| LCAP SCHOOL GOAL: |
| All students, including those in each significant subgroups, will demonstrate adequate growth in Mathematics as evidenced by Smarter Balanced Assessment and College Prep Math (CPM) Assessments. |
| By June 2016, CCM7 & CCM8 will have a curriculum map that shows change and progress from the 2015-16 school year that will be used for the 2016-2017 school year. Taking into account the results from the spring 2015 CAASPP test, teachers will make adjustments in their curriculum that will address all levels of learners in their classrooms. |
| Data Used to Form this Goal: |
| Report Card Grades Professional Learning Team Meeting Agendas 2016 CAASPP data |
| Findings from the Analysis of this Data: |
| CPM is a newly adopted curriculum aligned with the Units of Study. Teachers are connecting with students around this curriculum and establishing norms and procedures in their classrooms to allow all children access to the curriculum. |
| How the School will Evaluate the Progress of this Goal: |
| Student assessment data (CAASPP), progress reports, and report card grades will be used to identify which students are, or are not, meeting grade level standards according to the Common Core State Standards (CCSS). |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Supplemental materials will be purchased that specifically address the Mathematical Practices of the Common Core State Standards to develop 21st Century Learners who will be college and career ready. | 8/19/2015-6/9/2016 | Teachers | | | General Fund | 3000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------|--|-------------------------|------|-------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Students who are on the mandatory retention list will have the opportunity to participate in extended learning opportunities. Incentives and snacks may be provided to the students. Certificated staff will be paid the contractual overtime rate for consultation services. | 8/19/2015-6/9/2016 | Teachers Administrative Team | | | Supplemental Fund | 1500 |
| Academic progress will be monitored throughout the year using various assessment instruments. Assessment results will be used to monitor and adjust daily instruction. | 8/19/2015-6/9/2016 | Teachers Administrative Team | | | General Fund | 500 |
| Staff will have access to the replacement equipment needed in order to make the delivery of effective instruction possible in the area of mathematics. This includes, but is not limited to, projector bulbs, copy machines, computers, printers, document cameras, iPads, LCD projectors, video cameras, and other equipment deemed necessary. | 8/19/2015-6/9/2016 | Principal | | | Supplemental Fund | 1000 |
| The Instructional Coach will provide professional development to all staff. The Instructional Coach will work directly with the teachers to assist in the implementation of the CCSS in Mathematics. Teachers will also be given the opportunities to visit other teachers' classrooms. Substitutes may be provided if necessary. | 8/19/2015-6/9/2016 | Instructional Coach Teachers Administrative Team | | | General Fund | 1000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--------------------|---|-------------------------|------|-------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| All staff members in the math department will meet to collaborate and support each other in the integration of the curriculum. As a professional learning team, they will set SMART Goals, create norms, and establish inquiry questions to focus on student performance, analyze data, and share best instructional practices. Materials will be purchased as needed to support the implementation of the CCSS. | 8/19/2015-6/9/2016 | Principal Teachers | | | Supplemental Fund | 750 |
| Students will be given the opportunity to enroll in Accelerated Math Pathway based on District established criteria. After successful completion of the program, students will start with higher math courses at the high school level. | 8/19/2015-6/9/2016 | Teachers Principal Administrative Team | | | General Fund | 750 |

Planned Improvements in Student Performance

Social Science/History, School Goal #3, District LCAP #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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

| |
|--|
| SUBJECT: Social Science/History |
| LCAP GOAL: |
| LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity. |
| LCAP SCHOOL GOAL: |
| All students, including those in each significant subgroup, will demonstrate academic growth as evidenced by the Smarter Balanced Assessment and Units of Study Assessments. By June 2016, students will have the ability to think critically through the use of text citation and analyzation, compare and contrast, and reading comprehension skills as evidenced by a response to literature writing and group projects. By June 2016, students will have the ability to cite evidence through the use of graphic organizers and gallery walk as evidenced by their writing and/or presentation. |
| Data Used to Form this Goal: |
| Units of Study Lessons and Assessments Report Card Grades Professional Learning Team Meeting Agendas |
| Findings from the Analysis of this Data: |
| Students are continuing to work and are being assessed on the California State Standards in Social Studies |
| How the School will Evaluate the Progress of this Goal: |
| The Social Science/History Department will work closely with the Language Arts Department to assess students' knowledge of content areas through the Common Core Units Assessments. They will focus on reading, writing, speaking and listening, and language. Student assessment data, progress reports, and report card grades will be used to identify which students are, or are not, meeting grade level standards according to the Common Core State Standards (CCSS). Formal and informal classroom observations/assessments: Formal assessments created using a variety of text materials that support the implementation of the Common Core State Standards (CCSS). |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|------------------------------------|---|-------------------------|------|-------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Staff members will have individual budgets to support purchase of materials to support their curriculum and long term CCSS goals. | Teachers Administrative Team | Principal | | | General Fund | 2000 |
| Supplemental materials will be purchased to specifically address the English Language Shifts of the Common Core State Standards to develop 21st Century Learners who will be college and career ready. | 8/19/2015- 6/9/2016 | Teachers Secretary | | | Supplemental Fund | 1000 |
| Students will have the opportunity to read, write, and use technology to strengthen literacy skills. Every classroom will have a computer, document camera, SMART Board, and LCD projector. Students will have access to computers, Chromebooks, and iPads for classroom use. Google Apps will be used as part of the instructional practices in the classroom. Literacy software and program licenses will be purchased. A district and/or site stipend will be provided to the site technology representative. | 8/19/2015- 6/9/2016 | Site Technology Representative | | | Supplemental Fund | 1000 |
| Staff will be given the opportunities to visit other teachers' classrooms or other sites. Substitutes will be provided if necessary. | 8/19/2015- 6/9/2016 | InstructionalCoach Staff Administrative Team | | | General Fund | 1000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--------------------|---|-------------------------|------|-------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Social Studies/History and Language Arts teachers are grouped in Professional Learning Teams to collaborate on implementation of CCSS. In addition, each Language Arts teacher is paired up with a Social Studies/History teacher to support each other in the integration of the curriculum. They will set SMART Goals, create norms, and establish inquiry questions to focus on student performance, analyze data, and share best instructional practices. Materials will be purchased as needed to support the implementation of the CCSS. | 8/19/2015-6/9/2016 | Teachers Administrative Team | | | General Fund | 1000 |
| Teachers will have access to the replacement equipment needed in order to make the delivery of effective instruction possible in the area of Social Science/History. This includes, but is not limited to, projector bulbs, copy machines, computers, printers, document cameras, iPads, LCD projectors, video cameras, and other equipment deemed necessary. | 8/19/2015-6/9/2016 | Principal | | | Supplemental Fund | 1000 |
| Teachers will be trained in incorporating ELD standards in the classroom and best strategies to promote learning of the EL population. | 8/19/2015-6/9/2016 | Instructional Coach Principal Administrative Team | | | General Fund | 750 |

Planned Improvements in Student Performance

Science, School Goal #4, District LCAP #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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

| |
|--|
| SUBJECT: Science |
| LCAP GOAL: |
| LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity. |
| LCAP SCHOOL GOAL: |
| All students, including those in each significant subgroup, will demonstrate academic growth in Science as measured by the CST. By June 2016, students will have the ability to explain their outcome (analysis and conclusion) of experiments through the use of sentence frame, group discussions, and share-outs as evidenced by lab reports (write up, explain details, specifically analysis and conclusion). |
| Data Used to Form this Goal: |
| Common Core Units of Study CST Scores from 2013-2014 Report Card Grades Professional Learning Team Meeting Agendas |
| Findings from the Analysis of this Data: |
| Sixty-seven (67%) of the 8th grade students scored proficient or advanced on the CST Science assessment. |
| How the School will Evaluate the Progress of this Goal: |
| Common Core Unit Assessments. Formal and informal classroom observations/assessments: Formal assessments created using a variety of text materials that support the implementation of the Common Core State Standards (CCSS) and Next Generation Science Standards. The school will also be measured on report card grades in science. The Science Department will assess students on their ability to write a detailed science lab report. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--------------------|--|-------------------------|------|-------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Student academic growth will be measured throughout the year using both formal and informal assessments. Teachers will use existing materials and purchase additional materials as needed to support the implementation of the Next Generation Science Standards. | 8/19/2015-6/9/2016 | Teachers Students Support Staff Parents | | | General Fund | 2000 |
| Supplemental materials will be purchased to specifically address the shifts in Common Core State Standards to develop 21st Century Learners who will be college and career ready. | 8/19/2015-6/9/2016 | Teachers Secretary | | | Supplemental Fund | 650 |
| Students will have the opportunity to read, write, and use technology to strengthen literacy skills. Every classroom will have a computer, document camera, SMART Board, and LCD projector. Students will have access to computers, Chromebooks, and iPads for classroom use. Google Apps will be used as part of the instructional practices in the classroom. Literacy software and program licenses will be purchased. A district and/or site stipend will be provided to the site technology representative. | 8/19/2015-6/9/2016 | Site Technology Representative Teachers | | | Supplemental Fund | 1000 |
| The Instructional Coach will provide professional development to all science teachers. Staff will be given opportunities to visit other teachers' classrooms. Substitutes may be provided if necessary. | 8/19/2015-6/9/2016 | Instructional Coach | | | Supplemental Fund | 450 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------|---|-------------------------|------|-------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Science teachers are in professional learning teams to collaborate on implementation of CCSS and Next Generation Science Standards and to support each other in the integration of the curriculum. They will set SMART Goals, create norms, and establish inquiry questions to focus on student performance, analyze data, and share best instructional practices. Materials will be purchased as needed to support the implementation of the CCSS and Next Generation Science Standards. | 8/19/2015-6/9/2016 | Teachers Administrative Team | | | General Fund | 1000 |
| Teachers will have access to the replacement equipment needed in order to make the delivery of effective instruction possible in the area of Science. This includes, but is not limited to, projector bulbs, copy machines, computers, printers, SMART Boards, document cameras, iPads, LCD projectors, video cameras, and other equipment deemed necessary. | 8/19/2015-6/9/2016 | Principal | | | Supplemental Fund | 500 |
| Teachers will be trained in incorporating ELD standards in the classroom and best strategies to promote learning of the EL population. | 8/19/2015-6/9/2016 | Instructional Coach Principal Administrative Team | | | General Fund | 500 |

Planned Improvements in Student Performance

Physical Education, School Goal #5, District LCAP #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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

| |
|--|
| SUBJECT: Physical Education |
| LCAP GOAL: |
| LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity. |
| LCAP SCHOOL GOAL: |
| Sixty-three percent of 7th grade students will pass the California Physical Fitness Test. All students, including those in each significant subgroup, will demonstrate adequate growth in Physical Education by trimester assessments. By June 2016, students will have the ability to understand the skills and apply the strategies in a game situation through the use of modeling, practicing, repetition, reteaching, and scaffolding as evidenced by visual assessment of skills testing and game simulation. |
| Data Used to Form this Goal: |
| According to the California Physical Fitness Report of 2013-2014, over 58% of students in grade 7 fell within the Healthy Fitness Zone. Aerobic Capacity - 64% Body Composition - 58.7% Abdominal Strength - 86.3% Trunk Extension Strength - 95.1% Upper Body Strength - 78.6% Flexibility - 72.8% |
| Findings from the Analysis of this Data: |
| Not all 7th grade students passed the Physical Fitness Test. (PFT). |
| How the School will Evaluate the Progress of this Goal: |
| Common Core Unit Assessments Formal and informal classroom observations/assessments: Formal assessments created using a variety of text materials that support the implementation of the Common Core State Standards (CCSS). Report Cards PE Department will administer benchmark assessments throughout the school-year in preparation for the PFT. Physical Education teachers will establish a one-year physical education program for students so they have access to a variety of sports. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------|---|-------------------------|------|-------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Student academic growth will be measured throughout the year using both formal and informal assessments. Teachers will use existing materials and purchase additional materials as needed to support the implementation of the CCSS in Physical Education. | 8/19/2015-6/9/2016 | Teachers Students Support Staff Parents | | | General Fund | 1500 |
| Supplemental materials will be purchased to specifically address the shifts of the Common Core State Standards to develop 21st Century Learners who will be college and career ready. | 8/19/2015-6/9/2016 | Teachers Secretary | | | Supplemental Fund | 750 |
| The Instructional Coach will provide professional development to all staff members. The Instructional Coach will work directly with the staff to assist in the implementation of the CCSS in Physical Education. Staff will also be given the opportunities to visit other teachers' classrooms. Substitutes will be provided if necessary. | 8/19/2015-6/9/2016 | Instructional Coach Staff Administrative Team | | | Supplemental Fund | 500 |
| Physical Education teachers are grouped in a Professional Learning Team to collaborate on implementation of CCSS and to support each other in the integration of the curriculum. They will set SMART Goals, create norms, and establish inquiry questions to focus on student performance, analyze data, and share best instructional practices. Materials will be purchased as needed to support the implementation of the CCSS. | 8/19/2015-6/9/2016 | Teachers Administrative Team | | | Supplemental Fund | 1000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--------------------|---|-------------------------|------|-------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Teachers will be trained in incorporating ELD standards in the classroom and best strategies to promote learning of the EL population. | 8/19/2015-6/9/2016 | Instructional Coach Principal Administrative Team | | | Supplemental Fund | 500 |
| We will purchase PE materials that need upgrading as well as uniforms that need replacement. | 8/19/2015-6/9/2016 | Principal | | | General Fund | 2000 |
| | | | | | Supplemental Fund | 1000 |

Planned Improvements in Student Performance

Electives and Special Education, School Goal #6, District LCAP #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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

| |
|---|
| SUBJECT: Electives and Special Education |
| LCAP GOAL: |
| LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity. |
| LCAP SCHOOL GOAL: |
| With the support of electives and special education, student achievement will improve in all subject areas with transition and implementation of the Common Core State Standards (CCSS). The majority of students, including those in each significant subgroup, will demonstrate academic growth in all areas. By June 2016, students participating in our arts program will improve the ability to create meaningful art through the use of demonstrations and discussions about the role of art in society. By Spring 2016, students participating in our music program will improve the ability to perform music through the use of direct response and instruction as evidenced by performance. By June 2016, Special Education students will show improvement in phonemic production and comprehension as measured by provided baseline/benchmark and unit assessments. |
| Data Used to Form this Goal: |
| Common Core Units of Study Report Card Professional Learning Team Meeting Agendas |
| Findings from the Analysis of this Data: |
| No findings available. |

How the School will Evaluate the Progress of this Goal:

Common Core Unit Assessments
 Formal and informal classroom observations/assessments: Formal assessments created using a variety of text materials that support the implementation of the Common Core State Standards (CCSS).
 Report Cards
 Performances and Student Work

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--------------------|--|-------------------------|------|-------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Student academic growth will be measured throughout the year using both formal and informal assessments. Teachers will use existing materials and purchase additional materials as needed to support the implementation of the CCSS in Language Arts. | 8/19/2015-6/9/2016 | Teachers Students Support Staff Parents | | | General Fund | 3500 |
| Supplemental materials will be purchased to specifically address the shifts of the Common Core State Standards to develop 21st Century Learners who will be college and career ready. | 8/19/2015-6/9/2016 | Teachers Secretary | | | Supplemental Fund | 1000 |
| Students will have the opportunity to read, write, and use technology to strengthen literacy skills. Every classroom will have a computer, document camera, SMART Board, and LCD projector. Students will have access to computers, Chromebooks, and iPads for classroom use. Google Apps will be used as part of the instructional practices in the classroom. Literacy software and program licenses will be purchased. A district and/or site stipend will be provided to the site technology representative. | 8/19/2015-6/9/2016 | Site Technology Representative Teachers | | | Supplemental Fund | 1000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--------------------|---|-------------------------|------|-------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| The Instructional Coach will provide professional development to all staff members. The Instructional Coach will work directly with the staff to assist in the implementation of the CCSS in Elective and Special Education courses. Staff will also be given the opportunities to visit other teachers' classrooms. Substitutes may be provided if necessary. | 8/19/2015-6/9/2016 | Instructional Coach Staff Administrative Team | | | Supplemental Fund | 500 |
| Elective teachers and Special Education teachers are part of their own Professional Learning Teams to support each other in the integration of the Common Core. They will set SMART Goals, create norms, and establish inquiry questions to focus on student performance, analyze data, and share best instructional practices. Materials will be purchased as needed to support the implementation of the CCSS. | 8/19/2015-6/9/2016 | Staff Administrative Team | | | General Fund | 1000 |
| Teachers will have access to the replacement equipment needed in order to make the delivery of effective instruction possible in the area of Language Arts. This includes, but is not limited to, projector bulbs, copy machines, computers, printers, SMART Boards, document cameras, iPads, LCD projectors, video cameras, and other equipment deemed necessary. | 8/19/2015-6/9/2016 | Principal | | | General Fund | 1000 |
| Teachers will be trained in incorporating ELD standards in the classroom and best strategies to promote learning of the EL population. | 8/19/2015-6/9/2016 | Instructional Coach Principal Administrative Team | | | General Fund | 750 |

Planned Improvements in Student Performance

ELD, School Goal #7, District LCAP #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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

| |
|---|
| SUBJECT: English Language Development |
| LCAP GOAL: |
| LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity. |
| LCAP SCHOOL GOAL: |
| By June 2016, there will be improvements in instructional practices for English Language Learners (ELLs). |
| Data Used to Form this Goal: |
| CELDT Results from 2014-2015 |
| Findings from the Analysis of this Data: |
| |
| How the School will Evaluate the Progress of this Goal: |
| The ELD Instructional Assistants will administer the CELDT Assessment. Student assessment data, progress reports, report card grades, and writing sample, will be used to identify which students are, or are not, meeting grade level standards. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------|---|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| English Language (EL) support and oversight will be provided to all English Language Learners by a credentialed staff member. Instructional support will be provided to English Language Learners by a instructional assistant working under the supervision of the EL staff. | 8/19/2015-6/9/2016 | EL Staff EL Instructional Assistants | | | General Fund | 1500 |
| Staff will be provided with professional development and strategies to discuss and implement best practices for English Language Learners (ELLs). | 8/19/2015-6/9/2016 | Staff Instructional Coach Administrative Team | | | General Fund | 1000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------|---|-------------------------|------|-------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Instructional materials will be purchased if necessary to align with the transition towards the Common Core State Standards. | 8/19/2015-6/9/2016 | Staff Instructional Coach Principal | | | Supplemental Fund | 1000 |
| Selected LTEL students will be invited to participate in extended day classes. | 8/19/2015-6/9/2016 | Staff Instructional Coach Administrative Team | | | Supplemental Fund | 1000 |
| Professional development will be provided for staff to integrate ELD standards into the classroom. | 8/19/2015-6/9/2016 | Staff Instructional Coach Administrative Team | | | General Fund | 1000 |
| We will purchase a site license for software that will help our ELs and our LTLs more quickly and comprehensively connect with our curriculum in English. | 8/19/2015-6/9/2016 | Staff Administrative team | | | General Fund | 600 |
| | | | | | Supplemental Fund | 400 |

Planned Improvements in Student Performance

Fiscal Health, School Goal #8, District LCAP #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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

| |
|--|
| SUBJECT: Fiscal Health |
| LCAP GOAL: |
| LCAP Goal 2: Improve fiscal health. |
| LCAP SCHOOL GOAL: |
| Grant writing to support LeyVa with implementation of the Common Core State Standards and maintaining school programs. |
| Data Used to Form this Goal: |
| School Budget |
| Findings from the Analysis of this Data: |
| School budget is limited. Resources are needed, but lack of funds available. |
| How the School will Evaluate the Progress of this Goal: |
| Meeting instructional needs of school. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------|--|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Grant writing will take place to support instructional needs of the school. Substitutes may be needed to support the grant writing process. | 8/19/2015-6/9/2016 | Instructional Coach Teachers Administrative Team | | | General Fund | 1000 |
| Fundraising Activities will be created to supplement our school budget. | 8/19/2015-6/9/2016 | Administrative Team Teachers Students | | | | |

Planned Improvements in Student Performance

Professional Learning Teams, School Goal #9, District LCAP #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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

| |
|---|
| SUBJECT: Professional Learning Teams |
| LCAP GOAL: |
| LCAP Goal 3: Promote collaboration, transparency and communication with students, parents, staff and the broader community. |
| LCAP SCHOOL GOAL: |
| Department teams are clustered together in professional learning teams for collaboration and implementation of the Common Core State Standards. Professional learning teams meet once a month. Student data is analyzed and discussion of data leads to action items. |
| Data Used to Form this Goal: |
| Teachers and administrators were trained in the Professional Learning Communities model for collaboration. Professional Learning Teams started in 2011 and it was beneficial to the staff. It was revisited in 2015. |
| Findings from the Analysis of this Data: |
| Professional Learning Teams provides rich discussions and action items around student data. |
| How the School will Evaluate the Progress of this Goal: |
| Professional Learning Teams will meet every month with an agenda, documenting each meeting. Common Core Unit Assessments Formal and informal classroom observations/assessments: Formal assessments created using a variety of text materials that support the implementation of the Common Core State Standards (CCSS). Danielson's Framework of Teaching will be used. Report Cards Surveys Student work analysis Agendas Lesson plans |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------|--|-------------------------|------|-------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Teachers will continue to be trained in the Professional Learning Communities model and PLC implementation will take place monthly. | 8/19/2015-6/9/2016 | Instructional Coach Administrative Teams Teachers | | | Supplemental Fund | 1000 |
| Professional learning team materials will be purchased if necessary to align with the transition towards the Common Core State Standards. | 8/19/2015-6/9/2016 | Instructional Coach Administrative Teams Teachers | | | Supplemental Fund | 1000 |
| Professional development will be provided for staff to integrate ELD standards into the classroom. | 8/19/2015-6/9/2016 | Instructional Coach Administrative Teams Teachers | | | Supplemental Fund | 500 |
| To implement CCSS, copies and duplication of materials and resources will support teacher instruction and student learning. | 8/19/2015-6/9/2016 | Teachers | | | General Fund | 10414 |

Planned Improvements in Student Performance

Community Involvement, School Goal #10, District LCAP #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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

| |
|--|
| SUBJECT: Community Involvement |
| LCAP GOAL: |
| LCAP Goal 3: Promote collaboration, transparency and communication with students, parents, staff and the broader community. |
| LCAP SCHOOL GOAL: |
| Increase in parent and community involvement in ELAC, SSC, and school events. Grow and sustain and active PTSA at LeyVa |
| Data Used to Form this Goal: |
| Surveys Parent involvement during school events Community involvement during school events |
| Findings from the Analysis of this Data: |
| There is a small number of parents volunteering during school events. |
| How the School will Evaluate the Progress of this Goal: |
| More parents involvement through school events and also more parents volunteering for events to support students and teachers. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------|---|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| The school will ensure that parents are informed of important school and district related information via the weekly newsletter sent home each Friday. This newsletter will also be published and available for parents/guardians on School Loop. All parents are encouraged to sign-up for the Parent Portal. Frequently, the principal communicates with the school community using Power Announcement call out system. | 8/19/2015-6/9/2016 | Principal Administrative Team Secretary | | | General Fund | 250 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--------------------|--|--------------------------------|------|-------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| The Clerical Assistant will assist the Administrative in contacting parents about school events when necessary. Benefits are included. | 8/19/2015-6/9/2016 | Principal Administrative Team Clerical Assistant | Clerical Assistant | | Supplemental Fund | 25935 |
| | | | Benefits of Clerical Assistant | | Supplemental Fund | 7535 |
| We will adjust our schedules to parents' schedules and promote inclusion in school activities to parents. We will hold monthly principal coffees (Cafecitos) or teas and invite our parents to attend. There will be incentives to attend as well. | 8/19/2015-6/9/2016 | Principal Administrative Team Teachers | | | General Fund | 2000 |

Planned Improvements in Student Performance

Staff Development, School Goal #11, District LCAP #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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

| |
|---|
| SUBJECT: Staff Development |
| LCAP GOAL: |
| LCAP Goal 4: Attract, develop and retain quality staff at all levels. |
| LCAP SCHOOL GOAL: |
| Implementation of the Common Core State Standards (CCSS). Staff members will attend staff development meetings and trainings throughout the school to address the implementation of Common Core State Standards (CCSS). Staff Development will be offered through the District and at the school site. A trained coach will be available to all staff members who chose to access these services. Unit Plans and formal assessments will be created using the CCSS to measure student progress. Administration will work with teachers to ensure CCSS practices are implemented in every class. |
| Data Used to Form this Goal: |
| District Program Improvement District benchmarks in Math and Language Arts Formal assessments created using the CCSS to measure student progress. |
| Findings from the Analysis of this Data: |
| Student data from the CST demonstrates the need for the transition to the Common Core State Standards as students are prepared to become 21st Century Learners. Data from the CAASPP also show our students continue to need attention regarding 21st Century learning practices. |
| How the School will Evaluate the Progress of this Goal: |
| Teacher Feedback/Observations Instructional Coach's Observations/Meetings Danielson's Framework of Teaching CAASPP data |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--------------------|--|-------------------------|------|-------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Teachers will continue their work with the CCSS and 20th Century Teaching and Learning practices in their classrooms as they work together to close the achievement gap among our Hispanic, English Language Learners, and socioeconomically disadvantaged subgroups. Teams of teachers will meet at least once per month to share effective teaching strategies, research best practices, and analyze a variety of assessment data to best meet the academic needs of all students. Release time may be provided for teachers. Substitute teachers may be provided. | 8/19/2015-6/9/2016 | Teachers Administrative Team Instructional Coach | | | Supplemental Fund | 2000 |
| An instructional coach will offer staff development to all teachers throughout the school year. The instructional coach meets with individual teachers and the entire staff to assist with implementation of the CCSS and to model appropriate teaching practices. The instructional coach will meet and plan staff development with the Administrative Team. The instructional coach will attend coaching cohort meetings throughout the year. Substitute teachers may be provided. | 8/19/2015-6/9/2016 | Teachers Administrative Team Instructional Coach | | | General Fund | 1000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--------------------|--|-------------------------|------|-------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| All staff members will have access to equipment as needed to deliver an effective instructional program. Equipment will be maintained to ensure an orderly and safe school environment. Equipment includes, but is not limited to, SMART Boards, copy machines, computers, iPads, video cameras, LCD projectors, projector bulbs and printers. Support services that render the equipment operational will be included. Training will be provided to ensure the proper care, use, and maintenance equipment. | 8/19/2015-6/9/2016 | Teachers Principal BT Site Director Instructional Coach Office Staff | | | General Fund | 1500 |
| All staff members, from each department, will collaborate to develop units of study that support the implementation of the Common Core State Standards (CCSS). These units of study will be taught within the content areas of Language Arts, Mathematics, History, Science, PE and Elective Courses. Teachers will work together to close the achievement gap among our significant subgroups. Teachers will meet at least once per month to share effective teaching strategies, researched-based, instructional practices, and to analyze a variety of assessment data. Release time may be provided to teachers. | 8/19/2015-6/9/2016 | Teachers Administrative Team BT Site Director Instructional Coach | | | Supplemental Fund | 2000 |
| Develop staff recognition plan to motivate adults, raise morale, and build relationships with students in and out of classroom at school. | 8/19/2015-6/9/2016 | Administrative Team | | | Supplemental Fund | 750 |

Planned Improvements in Student Performance

School Climate, School Goal #12, District LCAP #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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

| |
|---|
| SUBJECT: School Climate |
| LCAP GOAL: |
| LCAP Goal 5: Enhance the climate of safety and wellness throughout the district. |
| LCAP SCHOOL GOAL: |
| Campus Environment Students will be provided a safe, attractive, caring and nurturing environment that is conducive to learning and promotes the development of positive self-esteem. |
| Data Used to Form this Goal: |
| Youth Truth survey Student, Teacher, Parent surveys (fall and spring) Number of Suspensions/Expulsions Power School Discipline Reports Positive Behavioral Interventions and Supports (PBIS) |
| Findings from the Analysis of this Data: |
| Project Cornerstone Survey results suggested that students who felt a strong connection to the school, participated in school sponsored sports, extra curricular activities, and events also had a stronger self of sense and an increased self esteem. Youth Truth survey showed students want more say in created a culture of inclusion, fairness, and tolerance on campus. |
| How the School will Evaluate the Progress of this Goal: |
| Youth Truth Survey Project Cornerstone Survey Power School Discipline Reports |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------|---|-------------------------|------|-----------------------------------|--------------|
| | | | Description | Type | Funding Source | Amount |
| Each year a new school motto will be created. Students will be encouraged to write essays and create posters that depict the motto. Incentives will be given to students who know the motto. Teachers will wear T-shirts with the motto once a week. | 8/19/2015-6/9/2016 | Staff Administrative Team | | | Supplemental Fund | 750 |
| Students will have the opportunity to attend motivational/reward assemblies to acknowledge their various accomplishments. Additional funding will be provided to motivate and reward students for their academic, community, school, individual and group contributions to LeyVa. | 8/19/2015-6/9/2016 | Leadership Students Teachers Administrative Team | | | General Fund | 1500 |
| Due to an increase in transportation costs this year, additional funding will be provided to ensure adequate transportation to and from activities such as field trips and sporting events for students, staff, and/or parents. | 8/19/2015-6/9/2016 | Teachers Coaches Administrative Team | | | General Fund Supplemental Fund | 7500 5000 |
| Discipline plan will be updated throughout the year with a focus on restorative justice. Some staff members and administrators will receive training and we will focus on a rollout for the second part of the year. | 8/19/2015-6/9/2016 | Teachers Administrative team Students Parents | | | General Fund | 2500 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------|--|-------------------------|------|-----------------------------------|--------------|
| | | | Description | Type | Funding Source | Amount |
| Provide a range of team-building activities/events, materials, incentives, and collaboration opportunities for all staff to develop and promote a positive school culture and climate both on site and off campus. Provide incentives that foster teacher appreciation, which may include prizes, awards, certificates, and other tokens of recognition. | 8/19/2015-6/9/2016 | Staff Administrative Team | | | Supplemental Fund | 500 |
| We will continue to invest in our Culturally Responsive Pedagogy through the Center for Culturally Responsive Teaching and Learning with Sharroky Hollie. | 8/19/2015-6/9/2016 | Community Assistant Attendance Clerk Administrative Team | | | Supplemental Fund General Fund | 1000 1000 |
| Each student will be given a handbook that states the school-wide policies and regulations and a parent/school compact. | 8/19/2015-6/9/2016 | Administrative Team Teachers Students Parents/Guardians | | | Supplemental Fund | 1000 |
| The school will ensure that parents are informed of important school and district related information via the weekly newsletter sent home each Friday. This newsletter will also be published and available for parents/guardians on School Loop. All parents are encouraged to sign-up for Parent Portal. Frequently, the principal communicates with the school community using the Power Announcement call out system. | 8/19/2015-6/9/2016 | Principal Secretary | | | Supplemental Fund | 500 |
| Continue to institute PBIS (Tier 1 and 2) practices into our daily interactions with students. | 8/19/2015-6/9/2016 | Administrative Team | | | General Fund | 1500 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------|------------------------------------|-------------------------|------|-------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Attendance and participation in monthly Safe School Campus Initiative meetings sponsored by SJP.D. | 8/19/2015-6/9/2016 | Administrative Team | | | Supplemental Fund | 100 |
| Promote cleanliness and safety at school. To make sure school appearance is adequate and meets district expectations. | 8/19/2015-6/9/2016 | Custodians Administrative Staff | | | General Fund | 9000 |

Planned Improvements in Student Performance

Health and Wellness, School Goal #13, District LCAP #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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

| |
|---|
| SUBJECT: Health and Wellness |
| LCAP GOAL: |
| LCAP Goal 5: Enhance the climate of safety and wellness throughout the district. |
| LCAP SCHOOL GOAL: |
| Promote health and wellness among all students, staff, and community. |
| Data Used to Form this Goal: |
| Seventh Grade Physical Fitness Test 2013-2014 Healthy Kids Survey |
| Findings from the Analysis of this Data: |
| According to the California Physical Fitness Report of 2013-2014, over 58% of students in grade 7 fell within the Healthy Fitness Zone. Aerobic Capacity - 64% Body Composition - 58.7% Abdominal Strength - 86.3% Trunk Extension Strength - 95.1% Upper Body Strength - 78.6% Flexibility - 72.8% |
| How the School will Evaluate the Progress of this Goal: |
| CA Physical Fitness Test in 2014-2015 Lunch and after-school sports activities for students Survey on health and wellness Staff and student sports activities |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--------------------|-----------------------|-------------------------|------|-------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| The school will be promoting healthy choices based on the "Fit for Learning" resource guide. | 8/19/2015-6/9/2016 | Teachers | | | General Fund | 1000 |
| | | | | | Supplemental Fund | 42 |
| School will promote lunch and after-school sports activities for students and staff to participate in. | 8/19/2015-6/9/2016 | Teachers | | | Supplemental Fund | 1500 |

Planned Improvements in Student Performance

Goal Title, School Goal #X, District LCAP #X

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

| |
|--|
| SUBJECT: Music and Performance Arts |
| LCAP GOAL: |
| LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity. |
| LCAP SCHOOL GOAL: |
| We will promote, maintain, and support a strong performing arts program at LeyVa |
| Data Used to Form this Goal: |
| Awards from music and choir programs |
| Findings from the Analysis of this Data: |
| |
| How the School will Evaluate the Progress of this Goal: |
| |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--------------------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Purchase materials for the music and choir program to allow them to maintain current equipment and purchase replacement equipment. | 8/19/2015-6/9/2016 | Administration | | | General Fund | 1142 |

Planned Improvements in Student Performance

Goal Title, School Goal #X, District LCAP #X

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

| |
|--|
| SUBJECT: |
| LCAP GOAL: |
| LCAP SCHOOL GOAL: |
| |
| Data Used to Form this Goal: |
| |
| Findings from the Analysis of this Data: |
| |
| How the School will Evaluate the Progress of this Goal: |
| |

| 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

| |
|---|
| SUBJECT: Centralized Services for Planned Improvements in Student Performance in English /Language Arts |
| SCHOOL GOAL #1: |
| For English/Language Arts, establish a baseline data after analysis of results of California Assessment of Student Performance and Progress (CAASPP) that will increase incrementally 3% until the year 2017. |

| 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"> Continue to provide high quality professional development on the Common Core Standards. All teachers will receive professional development at a minimum of 5 times each year on research-based instructional practices. The focus areas will be continuing to implement CCSS and how the CCSS are aligned with the new ELD standards with particular focus on how ELs can access academic content and how the ELD standards are addressed within the context of CCSS. | <ul style="list-style-type: none"> 8/14-6/17 | Williams Deguara Stephens-Radle | Coaches | 1000-1999: Certificated Personnel Salaries | Supplemental Fund | 150,000 |
| | | | Administrators | 3000-3999: Employee Benefits | General Fund | 3,500 |

| 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"> Support teachers with needed instructional materials to enhance instructional practices. | 9/14-6/17 | Williams Deguara | Instructional Materials | 4000-4999: Books And Supplies | Supplemental Fund | 300,000 |
| <ul style="list-style-type: none"> Provide PBL Professional Development to support students and also address the needs of ELs. | <ul style="list-style-type: none"> 9/14- 6/17 | Williams Deguara | Project Based Learning training for sustaining these practices | None Specified 3000-3999: Employee Benefits | Supplemental Fund | 185,000 |
| <ul style="list-style-type: none"> Provide intervention for targeted students. Provide intervention for English learners and specifically for LTELs based on the need of the school. | 10/14-6/17 | Williams Deguara | Student Intervention | 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits | Title I Title III None Specified | 143,000 135,000 |
| <ul style="list-style-type: none"> * Provide professional development for teachers to support student learning in the area of technology and digital citizenship. | 10/14-6/17 | Williams Deguara | Support for Technology | 1000-1999: Certificated Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures | Supplemental Fund | 50,000 |
| Parents will have opportunities to participate in classes that will enable them to learn the new standards and how they can support their child's learning. | 9/14-6/17 | Williams | Parent Engagement | | Supplemental Fund Title I | 42,000 |

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

| |
|---|
| SUBJECT: Centralized Services for Planned Improvements in Student Performance in Mathematics |
| SCHOOL GOAL #2: |
| For Mathematics, establish a baseline data after analysis of results of California Assessment of Student Performance and Progress (CAASPP) that will increase incrementally 3% until the year 2017. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------------|-----------------------------------|-------------------------|--|---|---------|
| | | | Description | Type | Funding Source | Amount |
| Continue to provide high quality professional development on the Common Core Standards. All teachers will receive professional development at a minimum of 5 times each year on research-based instructional practices. The focus areas will be continuing to implement CCSS and how the CCSS are aligned with the new ELD standards with particular focus on how ELs can access academic content and how the ELD standards are addressed within the context of CCSS. | 8/14-8/17 | Williams Deguara | Coaching | 1000-1999: Certificated Personnel Salaries | Supplemental Fund | 150,000 |
| | | | | 3000-3999: Employee Benefits | Title II Teacher Quality and Lottery | 3,500 |
| Support teachers with needed instructional materials in order to enhance instructional practices. | 6/17 11/14- | Williams Deguara Principals | Instructional Materials | 4000-4999: Books And Supplies | Supplemental Fund | 300,000 |
| Provide PBL Professional Development to support students and also address the needs of ELs. | 1/14-6/17 | Williams Deguara | Project Based Learning | 1000-1999: Certificated Personnel Salaries | | 185,000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|------------|---|--|--|---|----------------------|
| | | | Description | Type | Funding Source | Amount |
| Provide intervention for targeted students. <ul style="list-style-type: none"> Targeted ELs and LTELS | 10/14-6/17 | Williams Deguara Principals | Intervention | 1000-1999: Certificated Personnel Salaries | Title I | 143,000 |
| | | | | 2000-2999: Classified Personnel Salaries | Title III General Fund | 135,000 |
| * Provide professional development for teachers to support student learning in the area of technology and digital citizenship. | 11/13-6/17 | Williams Deguara Stephens-Radle Principals Abed | Enhancing Instruction With Technology | | Title II Teacher Quality Supplemental Fund Title II Teacher Quality | 63,500 50,000 |
| Parents will have opportunities to participate in classes that will enable them to learn the new standards and show them how they can support their child's learning. | 9/14-6/17 | Williams | Parent Support and Enagement | | Supplemental Fund None Specified | 42,000 |

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

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|---|
| SUBJECT: Centralized Services for Planned Improvements in Student Performance in Language Proficiency |
| SCHOOL GOAL #3: |
| By June, 2017, the percentage of ELs attaining proficiency in Reading/Language Arts will increase as indicated by a CELDT, AR Star, and CAASPP. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-------------|--|---|--|---|------------------------|
| | | | Description | Type | Funding Source | Amount |
| Instructional Assistants will work collaboratively with their site teachers to support language learners in learning English and accessing content and academic vocabulary by pushing into the classroom to assist targeted students. | 11/14- 6/17 | Williams Deguara Principals | Instructional Assistants collaborate with teachers to support targeted students. Instructional assistants are pushing into the classroom | 2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries | Supplemental Fund General Fund | 312,539 |
| <ul style="list-style-type: none"> Targeted students will be involved in specific intervention strategies and/or programs. (PI schools) Targeted Intervention for ELs and LTELs(all schools) | 10-14- 6/17 | Williams Deguara Principals | Intervention/SES Specified Tutorial Programs | 1000-1999: Certificated Personnel Salaries | Title I Title III | 286,000 135,000 |
| All teachers will have opportunities to receive professional development during the year to help support their implementation of common core standards aligned with EL standards. Coaches will be trained on the ELA/ELD Framework as a support for teachers, instructional assistants and administrators. | 10/14-6/17 | Williams Deguara EL TOSA/Rodriguez Principals | Professional Development | | Supplemental Fund General Fund | 150,000 |
| Teachers will continue to provide quality differentiated EL instruction for students within the school day. This will include dedicated ELD and Integrated ELD. | 8/13-6/17 | Williams Deguara Principals Teachers | Differentiated Instruction Within the school day | 1000-1999: Certificated Personnel Salaries | Supplemental Fund None Specified | 1,118,955 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-------------|--------------------------------|---|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Parents will have opportunities to participate in classes that will enable them to learn the new standards and how they can support their child's learning. | 10/14- 6/17 | Williams Choy Principals | Parent University Site parent Activities/Nights | | | 42,000 |

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

| |
|---|
| SUBJECT: Centralized Services for Planned Improvements in Student Performance in |
| SCHOOL GOAL #4: |
| |

| 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

| |
|---|
| SUBJECT: Centralized Services for Planned Improvements in Student Performance in |
| SCHOOL GOAL #5: |
| |

| 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) |
| General Fund | 75,656.00 | 0.00 |
| Supplemental Fund | 73,112.00 | 0.00 |

| Total Expenditures by Funding Source | |
|--------------------------------------|--------------------|
| Funding Source | Total Expenditures |
| General Fund | 75,656.00 |
| Supplemental Fund | 73,112.00 |

Summary of Expenditures in this Plan

Total Expenditures by Object Type

| Object Type | Total Expenditures |
|-------------|--------------------|
| | |

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

| Object Type | Funding Source | Total Expenditures |
|-------------|-------------------|--------------------|
| | General Fund | 75,656.00 |
| | Supplemental Fund | 73,112.00 |

Summary of Expenditures in this Plan

Total Expenditures by Goal

| Goal Number | Total Expenditures |
|--------------------|---------------------------|
| Goal 1 | 11,500.00 |
| Goal 2 | 8,500.00 |
| Goal 3 | 7,750.00 |
| Goal 4 | 6,100.00 |
| Goal 5 | 7,250.00 |
| Goal 6 | 8,750.00 |
| Goal 7 | 6,500.00 |
| Goal 8 | 1,000.00 |
| Goal 9 | 12,914.00 |
| Goal 10 | 35,720.00 |
| Goal 11 | 7,250.00 |
| Goal 12 | 31,850.00 |
| Goal 13 | 2,542.00 |
| Goal 14 | 1,142.00 |

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 |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| James Sherman | X | | | | |
| Mercedes Serrano | | | | X | |
| Araceli Lopez | | | | X | |
| Maria Corona | | | | X | |
| Barbara Gould | | | X | | |
| Kenneth Pantoja | | X | | | |
| Melissa Shelton | | X | | | |
| Chris Rivas | | X | | | |
| Wonderly Peralta | | X | | | |
| Gialan (Ben) Huynh | | | | | X |
| Sophia Nguyen | | | | | X |
| Hugo Marquez | | | | | X |
| Armando Lara (guest) | | | X | | |
| Numbers of members of each category: | 1 | 4 | 1 | 3 | 3 |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10/29/2015.

Attested:

James Sherman

Typed Name of School Principal

Signature of School Principal

Date

Mercedes Serrano

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date