The Single Plan for Student Achievement

School: Rolling Hills Middle School

CDS Code: 09618386112361

District: Buckeye Union Elementary School District

Principal: Debbie Bowers

Revision Date: September 2018

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

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

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Table of Contents

School Vision and Mission 3

School Profile 3

Comprehensive Needs Assessment Components 5

- Data Analysis 5
- Surveys 5
- Classroom Observations 5
- Analysis of Current Instructional Program 6

Description of Barriers and Related School Goals 10

School and Student Performance Data 11

- CAASPP Results (All Students) 11
- ELPAC Results 16
- Chronic Absenteeism Data 17

Planned Improvements in Student Performance 18

- School Goal #1 18
- School Goal #2 20
- School Goal #3 21
- School Goal #4 23
- School Goal #5 26

Summary of Expenditures in this Plan 28

- Total Allocations and Expenditures by Funding Source 28
- Total Expenditures by Object Type 29
- Total Expenditures by Object Type and Funding Source 30
- Total Expenditures by Goal 31

School Site Council Membership 32

Recommendations and Assurances 33

School Vision and Mission

Rolling Hills Middle School's Vision and Mission Statements
El Dorado Hills, California, is the home of Rolling Hills Middle School. Our school winds over twenty-three acres and houses about 1000 students in grades six through eight. We have a true partnership among the school, staff, children, parents, and the community.

Rolling Hills' vision statement was developed in 2016 and is "TLC: Think, Learn, Collaborate." We are sure to include the TLC (tender loving care) in our approach as well.

The mission statement of Rolling Hills Middle School is as follows: The Rolling Hills Community is focused on academic rigor, personal responsibility, and mutual respect to develop the whole child as a contributing and informed citizen.

California educational standards drive our instruction, assessment, and reporting on student progress in each curricular area. There are content standards as well as performance standards, indicating the level of depth expected in each standard and the quality of proficiency that students are expected to display in relation to content standards. We are a flexible and proactive school that responds to changing needs and current data. Our yearly goals focus on our site needs as well as the district's goals. We have cooperation at the district level to support curricular changes.

Communication is the key that encourages many levels of support and involvement in our school. Results from trimester assessments, standardized tests, and classroom evidence of progress toward standards are relayed to parents, students and staff. Rolling Hills communicates regularly with parents in the form of progress reports at the six-week mark in each trimester, formal student/parent/teacher conferences in the first trimester, student update notices, and informal and frequent "Good News" cards. We have also adopted E-Schools Plus, a web-based grading program that grants parents access to their child's grades, homework assignments, and attendance. Our website is updated daily, and we have implemented a Rolling Hills Facebook page to keep parents up-to-date.

All of Rolling Hills' students receive extensive support from a wide variety of sources. Teachers have access to their students' math and language arts tests so they can develop intervention plans. Teachers differentiate their instruction as needed and as appropriate. Teachers have team meetings once a week during which students' progress is discussed and any necessary changes in instruction or communication are noted. We have one full-time counselor and one full-time school psychologist as well as a health clerk on site, and we have a health service program that screens for vision, hearing, and scoliosis.

Rolling Hills attends to the social, emotional, and educational needs of young adolescents by combining staff and parents' insights, professional observations, and student input to use our vision in driving our curriculum. We incorporate rallies, assemblies, and Pride activities on a monthly basis to support student connection and social-emotional learning. In addition to offering the academic core classes, we have a variety of programs in our exploratory program to support student needs and enhance student interests.

We celebrate excellence in all areas of life and learning at Rolling Hills. We expect social, emotional, and academic responsibility from every person on our campus.

School Profile

Rolling Hills Middle School is a traditional calendar middle school consisting of sixth, seventh, and eighth graders located in El Dorado County, twenty miles east of Sacramento in the foothills of the Sierra Nevada Mountains. Our community is caring, connected, and vibrant, with all school partners expecting our children to pursue their highest goals.

At Rolling Hills we believe in educating the whole child to become a lifelong learner, a person who will make a difference in this world. To support our students' diversity, whether it be economic or ability level, we engage in a number of strong programs. Currently, we offer various programs including SDC (Special Day Class), RSP (Resource Specialist Program), EL (English Language), Reading Support, Connections (at risk), GATE (Gifted and Talented Education), Speech-Language, and Adaptive Physical Education when necessary.

To support our mission of inclusion of all students, we offer scholarships through our parents' club, Friends of Rolling Hills, and our

Student Council, which provide funding for students for field trips. We adopt local families at holiday times and we have a free or reduced lunch program.

To address diversity in ability and to support our commitment to continuous program improvement, we follow research such as Taking Center Stage Act II and middle-school philosophy such as in This We Believe, analyze ongoing assessments, and constantly review the district's goals for improving student performance. Combined with staff observation, we look at our strengths and weaknesses to determine and support students' needs. We have developed and implemented numerous strategies:

- We support the Common Core State Standards in language arts and math, and Common Core Literacy Standards across the curriculum. We have adopted standards-based textbooks (where available) in those subjects, and we are implementing professional development and coaching toward adopting physical education standards. We are also adopting NGSS and are implementing professional development with the use of a pilot through STEMscopes.
- All levels of student abilities are supported, from remediation to honors students to GATE. For high achievers, we offer Honors Algebra, Geometry, and Spanish. For remediation, we offer special classes in ELA, math, and reading. Our GATE Program supports our students of high ability. Each GATE student has a Differentiated Learning Plan (DLP).
- Our technology class has been actively participating in the PC Pals program working with Intel employees and raising $15,000 towards the improvement of our technology program.
- Intramurals
- After school clubs/tutoring
- Video bulletin (Bengal Weekly News)
- All students participate in the Accelerated Reader program four out of five days per week.
- We are committed to the team, or academy, approach to teaching middle school students.

While we are not an ethnically diverse community, we do not ignore the importance of diversity for our staff and students. Though our survey results show that the majority of students feel safe and free from harassment while on campus, we constantly work to improve in that area. One of the goals of our site is to develop sensitivity to differences. We have adopted aspects of the Safe School Ambassadors' Program to reach students in various "cliques" on campus. These students, together with our counselor and Leadership teacher, will reach out to students on campus to help everyone feel accepted. We continue to have assemblies focused on anti-bullying and awareness (most recently, Point Break), and Leadership students are trained as upstanders on campus to take a stand against bullying.

Rolling Hills' campus was built to provide accessibility of facilities to students and others. There are ramps to all classrooms, one large stall in each restroom, and sidewalks to all areas. Our campus is situated over a hillside, so our architects were especially aware of a design that allowed access to all. In our classrooms there are computer counters, sinks, and towel dispensers specially designed for wheelchair access. We have handicapped parking spaces and a special small electric cart that can transport students or others who may need assistance. We are a "state of the art" school as far as our facilities' accessibility is concerned, but we still seek improvement. Our sports field with wheelchair accessibility was renovated in 2010, and a pickleball court was also added at that time.

Certainly, then, inclusion of all students is one of our highest priorities. We look at all levels of diversity and we work to identify and support their needs. We are a community of teachers and learners, and there is a spirit of camaraderie. We at Rolling Hills benefit from total community pride in our students, staff, and our school as we all support the value of graduating children who are lifelong learners and who look to make a difference.

Technological skills valued in the workplace are attended to through our Technology Plan. We have grants, parental support through Friends of Rolling Hills, one-time monies, Measure K funds, an Intel partnership, and Common Core LCAP Funding, which have provided a laptop, a Promethean board, and a document camera in each classroom. We have 22 mobile carts of Chromebooks so that every ELA classroom has a dedicated cart, and other classrooms share carts in a 2:1 ratio. Some families have opted to join our Chromebook 1:1 initiative by purchasing a CB for school and home use. The Buckeye Education Foundation has funded professional development and wireless access points on our entire campus, completed in 2013.

The Rolling Hills library is the heart of our school, both physically and philosophically. The Rolling Hills library is a fully networked facility. As such, the library's state of the art equipment has Internet access at multiple computer stations for teacher and student use. Wireless internet access was also added to the library to make the internet more accessible.

We have updated our technology to allow students to broadcast a weekly news bulletin using green screen technology. The broadcast is shown in all of the classes at the beginning of the day on Mondays.

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).

An annual survey of parents was conducted in May 2018. The results of the survey indicate that parents are very satisfied with Rolling Hills Middle School in terms of school safety, achievement, and communication.

In the area of Safety, 95% of parents indicate that their child feels safe and secure from harassment at school (up from 88%) and 75% report that the school is free of racial, cultural, or religious bias (down from 79%). We would like to improve those ratings, as children's feelings of safety, security, and equity are of the utmost importance to us at Rolling Hills.

In the area of Achievement, we asked parents if they felt the educational program meets the needs of their child. The percentage of parents who feel the educational program meets their child's needs in the following subject areas were as follows:

Reading: 91% (up from 87%)
Writing: 87.55 (down from 90%)
Mathematics: 92.17% (up from 88%)
Science: 91% (down from 93%)
History/Social Sciences: 96.44% (up from 93%)
Physical Education: 93% (up from 91%)
Visual and Performing Arts: 56% (down from 59%)
Technology: 77% (down from 78%)

In the area of communication, over 95% of parents indicate that the school website keeps them informed. In terms of being able to follow their child's assignments and grades, 90% indicate that they regularly use the eSchools program to monitor their child's progress.

A top priority at Rolling Hills is to help children feel safe, secure, and looked after at school. 87% of parents report that their children know there is an adult on campus whom they can talk to about a concern or problem, and just over 88% of the parents feel the same way about contacting the school themselves.

When asked how they would rate Rolling Hills Middle School overall, 91% indicated a rating of Excellent or Good (the majority of those being Excellent).

Overall, our survey results are very positive, but there is still work to be done in the area of safety and bullying, especially in regards to racial, cultural, and religious biases. Our Bengal Focus program this year is focused on the motto "Be Wonder Full" and activities are focused on what all of us on campus can do to help everyone feel safe and accepted by understanding what others might be thinking or feeling. In addition, our after school clubs are a means of building connections with kids to promote safety on campus. The clubs are also a means for us to work on the visual and performing arts, as that is an area of concern for parents.

Classroom Observations

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

Informal observations are conducted with frequency throughout the year. Formal observations occur for teachers on an evaluation cycle, as outlined in the Buckeye Union School District's teacher contract. The findings from these observations help to determine next steps for professional development, to guide technology coach's work, and to give the school a snapshot of how teaching and learning is occurring throughout the school.

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 site participated in the administration of the California Smarter Balanced Assessment in spring 2018.

   Appendix A contains SBA achievement data.

   This year (2018-19) our site has opted to give teacher teams the option of remaining with the traditional AR system, or of instituting a system without points/goals. Many teachers have adopted the less rigid system and are seeing in their students more willingness to read and more joy in the reading itself. Sixth grade teachers are still using the traditional AR point system, as it provides effective results with their students.

   We also assess students via the MAP assessments, which measure reading, math, and language arts learning. The results of these assessments provide teachers with an indication of a student's instructional readiness for specific learning goals. Given that these assessments are well correlated with the State's SBA program, they provide teachers with a good indication as to whether or not a student is making progress, over time, towards meeting standards.

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

   In conjunction with the Buckeye School District, each of our math and language arts classes administer the MAP assessment. This is an assessment produced by the Northwest Education Association that provides data that measures student growth, projects student proficiency on high stake tests, and it informs teachers how to differentiate their instruction and plan their curriculum. This assessment will be given at the start of the year (survey version) as a baseline and then given twice more at the trimesters. All language arts teachers administer the reading assessment, and some teachers administer the additional language arts assessment.

   Teachers in all subject areas also use curriculum embedded assessments to monitor student progress on a daily, weekly, and end of unit basis. The assessments are composed of both formative and summative assessments that are used to monitor student progress over time, provide data to be used for grouping students for instruction, reteaching, and differentiating instruction.

Staffing and Professional Development

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

   One hundred percent of teachers meet criteria as highly qualified (ESEA).

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

   Teachers of subjects that obtained new instructional materials received professional development for the effective implementation of those materials.

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

   Teacher professional development on the implementation of new CCSS and assessments occurred in the 2015-2016 school year and is ongoing. Additionally, teachers continue to receive professional development for new adoptions as they occur.

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

   The District continues to staff a Director of Curriculum and Instruction.

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

   The District provides teachers with early release time each Wednesday. This time is designed to enable teachers to examine curriculum, pacing, assessments and results, and student progress.

Teaching and Learning

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

   Teachers are engaged in ongoing professional development and collaboration aimed at aligning curriculum, instruction, and materials to State Standards.

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

   Sufficient instructional minutes are allocated to ensure high quality first instruction in reading/language arts and mathematics. On average, students in grades 6-8 receive 50 minutes daily in reading/language arts and mathematics.

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

    All schedules are designed with flexibility for the delivery of interventions to students in need of additional academic and/or social/emotional support.

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

    All student groups have access to appropriate standards-based materials for all subjects.

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)

    The District provides SBE-adopted and standards aligned instructional materials, including intervention materials.

Opportunity and Equal Educational Access

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

    Students who are struggling to meet the educational standards are offered a variety of support based on individual need. Teachers work with students after school and during lunch to provide additional support. They also use the AR period to work with students who are underperforming. A variety of accommodations are tried to assess the supports that students might need. These accommodations range from extra time on assessments, alternate assessments, reduced homework, and sentence

starters, to name a few. Any student struggling with reading was also recommended for placement in a reading class. There is a reading support class for general education students as well as one specific to special education students. Some sixth grade students are also recommended for intervention in math and language arts.

Students with social and emotional needs are afforded the opportunity to meet with our full time school counselor either one on one or in group sessions. Students with more specific social /emotional needs and who are on an IEP or 504 may be recommended for further educationally related mental health services.

Rolling Hills provides special education classes to support our special education students. In the sixth through eighth grades, we offer a variety of classes in language arts and math using a standards-based, differentiated curriculum appropriate to their needs. Class sizes are capped in order to provide for more individual support. A curriculum support class is also offered to provide assistance in executive functioning skills as well as re-teaching and pre-teaching skills and working on individual IEP goals. Teachers are available after and before school to work with students who need additional help.

EL students receive extra support as needed through the Read 180 program and through general education adoption.

14. Research-based educational practices to raise student achievement

Teachers use a wide range of instructional strategies and summative and formative assessment that raise student achievement. In addition to the summative and formative assessments listed above in question 2, teachers complete regular training on the latest educational practices to include in their classroom teaching. Examples of training include: close reading strategies, questioning strategies, depth of knowledge training, training on the Standards of Math Practice, professional coaching in the areas of math, language arts and PE, lesson design in math, EQUIP writing training, ERWC writing training, and literacy across the disciplines.

Parental Involvement

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

Rolling Hills Middle School is fortunate to have a very supportive parent and community group. Our Friends of Rolling Hills and School Site Council are very active and provide opportunities for parent involvement. Parent volunteers give many hours of support each year to our school and classrooms through a variety of activities. The following is a partial list of well-supported ongoing volunteer activities.

Leadership Activities:

- Parent Club/Friends of Rolling Hills
- School Site Council
- Representation on district committees (Steering, Master Plan, Technology, Budget, Wellness, Buckeye Education Foundation)

Student Support Activities:

- Intel PC Pals
- Field trip chaperones
- Student activity days
- 8th grade promotion activities
- Classroom support

Fund Raising Activities:

- Annual magazine/cookie dough sales
- Bengal Ninja Warrior event
- Various dine out activities
- PE Sweats

Other Fun Activities:

- Bengal Day
- Back to School Night

- Open House
- Clubs
- Dances
- Field Day

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)

ROLLING HILLS MIDDLE SCHOOL
PARENTAL INVOLVEMENT POLICY

Parents/guardians are their children's first and most influential teachers. Continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

We believe that when families, students, and the school staff work in partnership to help each student reach his/her potential, children are inclined to succeed not just in school, but throughout life.

To ensure effective involvement of parents, and to support a partnership between the school and parents, Rolling Hills School shall:

1. Take the following actions to involve parents in the joint development and joint agreement of its Single Plan for Student Achievement:
a. Gather input from meetings and surveys (California Healthy Kids Survey, district parent survey, school survey, Steering Committee meetings, School Climate Survey etc.)
b. Meet throughout the year to discuss and build consensus (School Site Council and Friends of Rolling Hills)
c. Post the final draft on the school website
d. Assess and share data from various surveys and assessments
e. Set goals based on data
2. Take the following actions to involve parents in the process of school review and improvement:
a. Analyze our school academic performance data with School Site Council
b. Conduct parent conferences once a year to inform parents of student progress
3. Provide parents a description and explanation of the curriculum in use at the school and the proficiency levels students are expected to meet:
a. At Back to School Night parents will be given access to websites of standards along with explanations of the assessments used
b. A link to the California Department of Education website may be accessed through our school's website in addition to Eschool Plus, our on-line grading program
c. At parent conferences parents will have the opportunity to review and discuss their student work with the teachers and to hear about progress towards standards.
d. Parents will receive progress reports as needed, and report cards three times a year
4. Conduct an annual survey with questions that assess the effectiveness of our parent involvement policy:
a. The annual parent survey will continue to be administered
b. Results from the survey will be shared with School Site Council, staff, and parents.
5. Involve the parent community to improve student academic achievement through the following activities:
a. All 8th grade parents will receive a letter mailed to their home informing them of their child's assessment results on the annual STAR state achievement tests in science
b. Parents will receive their child's assessment results and be invited to speak with school personnel regarding the state results.
c. Results of assessments will be shared with the School Site Council and Friends of Rolling Hills.
6. Provide materials and training to help parents work with their children to improve their children's academic achievement to foster parent involvement by offering:
a. Parent education training regarding how to support key grade level standards at home
b. Information about how to help students at home with homework and other curriculum-related activities will be shared at Back to School Night and in the school newsletter, as well as in parent-teacher conferences
c. School expectations and course content will be provided to parents at annual Back to School Night
7. Educate its teachers and staff in effective means of communication through in-services on the following topics:
a. Training on the effective use of E-Schools Plus, our on-line grading system
b. Updating our website
c. Effective use of e-mail
d. Including information in parent and student bulletins, and posting those bulletins on our school website

e. Parent bulletins are e-mailed home to allow communication to be more timely

Funding

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

Rolling Hills does not receive Title one or Title III funding.

18. Fiscal support (EPC)

Rolling Hills does receive LCFF Supplemental Grant funding is used to support a .8 Connections teacher, who is working with our foster youth, McKinney Vento youth, and EL learners. District funding is provided for our ELA professional development days and math sustainability days.

Description of Barriers and Related School Goals

Based on our comprehensive needs assessments, we have found that students from socioeconomically disadvantaged households, though they are making growth, are still not performing as well as students who are not socioeconomically disadvantaged. Students with disabilities continue to significantly underperform their non-disabled peers in English Language Arts and Mathematics.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	320	326	326	316	325	318	316	325	318	98.8	99.7	97.5
Grade 7	341	334	340	333	330	337	333	330	337	97.7	98.8	99.1
Grade 8	353	345	348	346	335	343	345	335	343	98	97.1	98.6
All Grades	1014	1005	1014	995	990	998	994	990	998	98.1	98.5	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2564.2	2572.3	2580.1	30	28.31	31.76	39	44.62	47.17	20	18.77	15.09	11	8.31	5.97
Grade 7	2600.5	2595.2	2613.6	27	31.52	35.31	48	40.00	46.59	19	19.39	12.17	6	9.09	5.93
Grade 8	2623.9	2626.5	2620.9	32	34.03	32.36	42	42.39	42.57	19	16.72	16.91	6	6.87	8.16
All Grades	N/A	N/A	N/A	30	31.31	33.17	43	42.32	45.39	19	18.28	14.73	8	8.08	6.71

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	28	33.54	39.31	52	54.46	47.48	20	12.00	13.21
Grade 7	33	36.06	39.76	53	46.36	50.45	14	17.58	9.79
Grade 8	45	43.88	43.44	44	41.19	43.44	11	14.93	13.12
All Grades	36	37.88	40.88	50	47.27	47.09	15	14.85	12.02

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	40	42.46	45.60	47	47.38	44.03	13	10.15	10.38
Grade 7	50	50.61	56.38	43	40.61	37.09	7	8.79	6.53
Grade 8	51	52.84	48.98	42	41.79	39.07	7	5.37	11.95
All Grades	47	48.69	50.40	44	43.23	39.98	9	8.08	9.62

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 6	22	25.85	30.82	71	65.85	64.15	7	8.31	5.03
Grade 7	26	23.94	21.07	68	65.76	71.22	7	10.30	7.72
Grade 8	30	31.94	33.82	65	62.09	60.93	5	5.97	5.25
All Grades	26	27.27	28.56	68	64.55	65.43	6	8.18	6.01

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 6	47	39.08	46.86	47	52.92	46.86	6	8.00	6.29
Grade 7	43	45.76	55.19	48	43.64	40.36	9	10.61	4.45
Grade 8	39	50.45	49.27	52	39.40	40.82	9	10.15	9.91
All Grades	43	45.15	50.50	49	45.25	42.59	8	9.60	6.91

Conclusions based on this data:

1. Reading needs to be a focus for us based on the percentage of students below standard.
2. Listening skills did improve slightly, but still needs to be an area of focus.
3. 7th grade experienced the greatest overall improvement.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	320	326	326	316	325	321	316	325	321	98.8	99.7	98.5
Grade 7	341	334	340	333	331	339	333	331	339	97.7	99.1	99.7
Grade 8	353	345	348	347	336	344	347	336	344	98.3	97.4	98.9
All Grades	1014	1005	1014	996	992	1004	996	992	1004	98.2	98.7	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2577.3	2594.3	2596.0	40	46.15	45.79	29	27.69	31.46	20	16.31	15.58	11	9.85	7.17
Grade 7	2614.4	2601.6	2612.7	44	36.86	43.07	28	32.02	28.32	22	21.75	21.83	7	9.37	6.78
Grade 8	2627.0	2626.8	2624.6	41	42.56	41.57	29	24.40	26.74	21	20.54	18.60	9	12.50	13.08
All Grades	N/A	N/A	N/A	41	41.83	43.43	29	28.02	28.78	21	19.56	18.73	9	10.58	9.06

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	51	58.46	55.14	31	28.31	33.02	18	13.23	11.84
Grade 7	48	48.94	54.28	39	34.14	29.79	13	16.92	15.93
Grade 8	53	49.11	46.22	35	34.52	36.92	12	16.37	16.86
All Grades	51	52.12	51.79	35	32.36	33.27	14	15.52	14.94

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	36	41.85	44.24	47	43.38	44.86	16	14.77	10.90
Grade 7	51	40.79	42.77	41	45.62	46.02	8	13.60	11.21
Grade 8	43	42.86	45.35	46	40.48	44.77	11	16.67	9.88
All Grades	43	41.83	44.12	45	43.15	45.22	12	15.02	10.66

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 6	36	47.08	47.04	53	38.46	41.43	11	14.46	11.53
Grade 7	47	38.07	46.90	46	51.96	46.31	7	9.97	6.78
Grade 8	35	44.35	42.73	56	45.83	45.35	9	9.82	11.92
All Grades	40	43.15	45.52	52	45.46	44.42	9	11.39	10.06

Conclusions based on this data:

1. Based on the percentage of students below standard in Concepts and Procedures, that needs to be an area of focus for us. However, we did have 52% above standard in that claim, which is also our highest.
2. Seventh grade had the highest increase in overall scaled score.
3. All areas in math continue to need to be an area of focus.

School and Student Performance Data

CAASPP Results (All Students)

CAASPP Science Results for All Students												
Grade Level	Science											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
8	93			5			2			1		

School and Student Performance Data

ELPAC Results

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

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

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

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

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

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Chronic Absenteeism Data

2016-17 Chronic Absenteeism Data						
Student Subgroup	Cumulative Enrollment		Chronic Absenteeism Count		Chronic Absenteeism Rates	
	16-17	17-18	16-17	17-18	16-17	17-18
African American	20		0		0.0	
American Indian or Alaskan Native	1		1		*	
Asian	108		2		1.9	
Filipino	23		0		0.0	
Hispanic or Latino	124		10		8.1	
Did not Report						
Pacific Islander	1		1		*	
Two or More Races	78		4		5.1	
White	664		23		3.5	
Male	536		26		4.9	
Female	489		13		2.7	
English Learners	22		2		9.1	
Students with Disabilities	133		13		9.8	
Socioeconomically Disadvantaged	87		13		14.9	
Migrant						
Foster						
Homeless	1		1		*	
Kindergarten						
Grades 1-3						
Grades 4-6	336		8		2.4	
Grades 7-8	689		31		4.5	
Grades K-8	1,025		39		3.8	
Grades 9-12						
Ungraded Elementary and Secondary						
Total	1,025		39		3.8	

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Academic Achievement
LEA GOAL:
STUDENT ACHIEVEMENT – MAXIMIZE THE PERFORMANCE OF EACH STUDENT IN ALL ACADEMIC AREAS
SCHOOL GOAL #1:
Increase average scale score by 5 points in mathematics and language arts for all students and all significant subgroups as measured by SBA assessment given in May 2019.
Data Used to Form this Goal:
Spring 2018 SBA baseline data
Findings from the Analysis of this Data:
We attained some growth last year, but want to see it continue.
How the School will Evaluate the Progress of this Goal:
MAP assessments, interim assessments, SBA

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Train math and LA teachers in MAP data analysis	August - December	Principal/District	Professional development		District Funded	
Professional development	August - May	Administration, teachers	Professional development	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
Planning days (2/year)	August - June	Admin, teachers	Professional development	1000-1999: Certificated Personnel Salaries	LCFF - Base	4,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Literacy across the Curriculum	August - January	Administration	Professional development	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
Attendance at conferences	August-April	teachers, administrators	Professional development	1000-1999: Certificated Personnel Salaries	LCFF - Base	10,000.00
Reading support classes	August-June	teachers, admin, DO	Intervention	1000-1999: Certificated Personnel Salaries	District Funded	
Intervention classes for math and LA in 6th grade	August-June	teachers, admin, DO	Instructional support	1000-1999: Certificated Personnel Salaries	LCFF - Base	35,000.00
Subs for trainings	August-June	Admin	Personnel	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,500.00
Additional materials/programs for special education students (Learning Ally, manipulatives, study skills, etc)	August-June	teachers, admin	texts, programs, supplies	4000-4999: Books And Supplies	LCFF - Base	5000.00
Copy machine	August-June	teachers, admin	supplies	4000-4999: Books And Supplies	LCFF - Base	25,000.00

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Academic Achievement
LEA GOAL:
STUDENT ACHIEVEMENT – MAXIMIZE THE PERFORMANCE OF EACH STUDENT IN ALL ACADEMIC AREA
SCHOOL GOAL #2:
100% of our science staff will teach according to NGSS using Amplify curriculum.
Data Used to Form this Goal:
STAR data from spring 2016; information about NGSS
Findings from the Analysis of this Data:
Scores are very high at 89% proficient/advanced.
How the School will Evaluate the Progress of this Goal:
Science assessments, STAR, trainings, surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Attendance at science conferences (SASP, NGSS roll-out, etc)	October	teachers, admin	conference	1000-1999: Certificated Personnel Salaries	LCFF - Base	2000.00
Science lab equipment	August-May	teachers, admin	lab supplies	4000-4999: Books And Supplies	LCFF - Base	6000.00
Science chromebook carts	August-May	admin	chromebook cart	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	15,000.00
Science coaching	August-May	teachers, instructional coach	planning days needed	1000-1999: Certificated Personnel Salaries	LCFF - Base	5000.00

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Academic Achievement
LEA GOAL:
STUDENT ACHIEVEMENT – MAXIMIZE THE PERFORMANCE OF EACH STUDENT IN ALL ACADEMIC AREA
SCHOOL GOAL #3:
Support social studies, science, exploratory, and PE teachers in teaching literacy across the disciplines to increase the percentage of students in the "above standard" zone by 5% in the claim areas of Reading (currently 41%), Research/Inquiry (currently 51%), Listening (currently 29%) and Writing (currently 51%).
Data Used to Form this Goal:
SBA data scores in reading, research/inquiry, and writing.
Findings from the Analysis of this Data:
Our students struggled with the aforementioned claims.
How the School will Evaluate the Progress of this Goal:
SBA results in Reading, Writing, and Research/Inquiry; formative/summative class assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Planning days (2/year)	October-April	teachers, admin	instructional support	1000-1999: Certificated Personnel Salaries	LCFF - Base	6000.00
Attend conferences	October-April	teachers, admin	professional development	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,000.00
PE Equipment	October-May	teachers, admin	updated sports equipment for safety and variety	4000-4999: Books And Supplies	LCFF - Base	5,000.00
Exploratory supplies	September-May	teachers, admin	variety of supplies needed for art, cooking, sewing, etc	4000-4999: Books And Supplies	LCFF - Base	5,000.00

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Developing the whole child
LEA GOAL:
PROMOTE THE DEVELOPMENT OF EACH STUDENT AS A "WHOLE" PERSON
SCHOOL GOAL #4:
Increase (by 5%) the percentage of parents who report that the school is free of racial, cultural, and religious bias (currently 75%).
Data Used to Form this Goal:
Parent surveys, student surveys
Findings from the Analysis of this Data:
Students do feel safe and involved as revealed in the student surveys noted previously in this document, but it is always an area of focus for us.
How the School will Evaluate the Progress of this Goal:
Student and parent surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student rallies	August-June	Admin, Student Council	Spirit rallies	5000-5999: Services And Other Operating Expenditures	ASB	1000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Merit rewards	August-June	Admin, teachers, parents	Awards given once/trimester to students who maintain 100 merits (show outstanding behavior)	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	2,500.00
			Awards given once/trimester to students who maintain 100 merits (show outstanding behavior)	4000-4999: Books And Supplies	ASB	2,500.00
Awards assemblies (reading incentives, awards, trophies, etc)	August-June	Admin	AR incentives, certificates, trophies	4000-4999: Books And Supplies	ASB	5,000.00
ROAR Ambassadors/welcome committee (welcome bags, luncheons, etc)	August-June	counselor	welcome new students luncheons, activities, tokens of welcome	4000-4999: Books And Supplies	ASB	2,000.00
				4000-4999: Books And Supplies	LCFF - Base	1,000.00
CJSF	August-June	teacher coordinator	student service activities	5000-5999: Services And Other Operating Expenditures	ASB	1,000.00
After school clubs	August-June	admin, teachers	teachers plan activities, supervise the events	1000-1999: Certificated Personnel Salaries	LCFF - Base	3,000.00
			supplies for the clubs	4000-4999: Books And Supplies	ASB	2,000.00
			snacks	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	1,000.00
Lunch activities	August-June	teachers, admin, yard duties	sports equipment, games	4000-4999: Books And Supplies	ASB	1,000.00
			teacher stipend to open room during rainy day lunch	1000-1999: Certificated Personnel Salaries	LCFF - Base	5,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Point Break	October-March	Counselor, admin	Student assembly to build empathy	5800: Professional/Consulting Services And Operating Expenditures	ASB	7,500.00

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: Developing the whole child
LEA GOAL:
PROMOTE THE DEVELOPMENT OF EACH STUDENT AS A "WHOLE" PERSON
SCHOOL GOAL #5:
Suspension rates for all students will be maintained in the low status range on the State Dashboard; our focus will be on the subgroups (SED, SpEd, African American) in the medium range to try to bring them into the low range.
Data Used to Form this Goal:
Suspension rate data
Findings from the Analysis of this Data:
We have a small percentage of students who are getting suspended, but those students are habitual offenders. When suspended, they tend to have a "vacation" day at home and the consequence does not change the behavior.
How the School will Evaluate the Progress of this Goal:
We will analyze suspension data and interview students/teachers/parents about alternative consequences and their effects.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conference with parties involved (student, teachers, parents, etc)	as needed	administration	meetings during teacher prep time	1000-1999: Certificated Personnel Salaries		
Provide alternate on-campus consequences for suspensions	as needed	administration	possibly a classified aide shadowing a student in class	1000-1999: Certificated Personnel Salaries	LCFF - Base	500.00
				2000-2999: Classified Personnel Salaries	LCFF - Base	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop groups for Tier 2 SEL support	October-May	counselors, psych	Different group counseling sessions will be developed with a variety of curricula	4000-4999: Books And Supplies	LCFF - Base	5000.00
Focus activities	August-May	teachers, admin, counselor	Develop lesson plans to work on improving student behaviors	4000-4999: Books And Supplies	LCFF - Base	5000.00

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

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

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
ASB	22,000.00
LCFF - Base	130,500.00
Parent-Teacher Association (PTA)	18,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	73,000.00
2000-2999: Classified Personnel Salaries	500.00
4000-4999: Books And Supplies	88,000.00
5000-5999: Services And Other Operating Expenditures	2,000.00
5800: Professional/Consulting Services And Operating	7,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	ASB	12,500.00
5000-5999: Services And Other Operating	ASB	2,000.00
5800: Professional/Consulting Services And	ASB	7,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	73,000.00
2000-2999: Classified Personnel Salaries	LCFF - Base	500.00
4000-4999: Books And Supplies	LCFF - Base	57,000.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	18,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	80,500.00
Goal 2	28,000.00
Goal 3	17,000.00
Goal 4	34,500.00
Goal 5	11,000.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Debbie Bowers	X				
Jennifer Hansen	X				
Cindy Peterson			X		
Kelly Rose		X			
Kori Carey		X			
Kate Nachtman		X			
Sel Richard				X	
Shonna Franzella				X	
Eileen Griffin				X	
Zohre Lowry				X	
Cassandra Henderson				X	
Numbers of members of each category:	**2**	**3**	**1**	**7**	**0**

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

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

	State Compensatory Education Advisory Committee	Signature
	English Learner Advisory Committee	Signature
	Special Education Advisory Committee	Signature
	Gifted and Talented Education Program Advisory Committee	Signature
	District/School Liaison Team for schools in Program Improvement	Signature
	Compensatory Education Advisory Committee	Signature
	Departmental Advisory Committee (secondary)	Signature
X	Other committees established by the school or district (list): Teachers	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 11/6/2018.

Attested:

Typed Name of School Principal	Signature of School Principal	Date
Debbie Bowers		

Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Eileen Griffin		