

# The School Plan for Student Achievement

**School:** Parkway Heights Middle School  
**CDS Code:** 41690706059984  
**District:** South San Francisco Unified School District  
**Principal:** Marco Lopez  
**Revision Date:**

The School 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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## **School Vision and Mission**

### **Parkway Heights Middle School's Vision and Mission Statements**

We will work collaboratively to ensure that each student is prepared for high school and beyond

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

Please refer to the School and Student Performance Data section where an analysis is provided.

### **Surveys**

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

### **Classroom Observations**

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

### **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)**

Curriculum-embedded assessments (CEAs) are used to monitor student achievement and to modify instruction. Student achievement and benchmark assessment data are used as reference points for academic conferencing, for Professional Communities (PLC), and for instructional planning.

In addition to assessments embedded in the district-adopted curriculum, the California English Language Development Test (CELDT) serves as a yearly measure that we use to monitor students' progress in developing English language proficiency.

For 2015-16 teachers will also reference the following: The assessments that comprise the 2015 CAASPP administration are a mix of online and paper-pencil assessments. The online component contains the Smarter Balanced English language arts/literacy (ELA) and mathematics tests. The paper-pencil component includes CST/CMA/CAPA science tests and the optional STS for RLA.

Implementation in the classroom, classroom visits, student performance assessment results--curriculum-embedded assessments. SBAC scores from 2015, CELDT results, evidence of CCSS literacy strategies applied in instruction, classroom walkthroughs with specific "look for's", alignment of current state standards to CCSS, evidence of the use of curriculum-embedded assessments

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

All departments at Parkway Heights meet every other day for 80-87 minutes to discuss the following:

- Curriculum implementation
- Explicit Direct Instruction
- Academic Conferencing/PLC
- Data Review
- CCSS

During the year, teachers also have the opportunity for cross-curricular collaboration to design instruction around the main components of literacy (Listening, Speaking, Writing, Reading). Peer observation rotations will also be implemented to foster best teaching practices.

### **Staffing and Professional Development**

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

Currently, Parkway Heights Middle School has 33 classroom teachers in core and elective disciplines. All teachers are qualified under the NCLB Act (EPC 5)

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

Parkway Heights administrators and teachers continue to participate in professional development activities related to SBE/District-adopted standards-based instructional materials. Teachers and administrators will also attend PD in Common Core State Standards (CCSS) offered by the County and other district approved venues. A specific site allocation was provided for this specific professional development.

An example of a related activity during the 2016-2017 school year is: The administration, teachers, and the site/ district TOSA's lead staff development trainings for teachers throughout the year, including two specific district staff development days. The trainings focus on the CCSS, PLC, AC, newteacher training, Data Director training, and checking for understanding (CFU) strategies that help support students in the classroom.

All teachers are trained in Explicit Direct Instruction (EDI).

The principal and all of the teachers in the math, ELA, and social studies departments are using Data Director and are participating in AC. (EPC 7)

ELA, math, science and social studies teachers are participating in district pacing guide development activities. (EPC 3)

Three of our science teachers participated in IMSSP (Intermediate Middle School Science Project), sponsored by the Alameda County office of education and Cal State East Bay. The goal for 2015-16 is to incorporate components of the Next Generation Science Standards into the grades 6-8 science curriculum. The SSFUSD also participates in district-wide collaboration throughout the year with an emphasis on common lesson planning, pacing, lesson study, and conversations around overall best teaching practices

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

The administration, and site/district TOSA's lead staff development trainings for teachers throughout the year, including two specific district staff development days. The trainings focus on the CCSSs, PLCs, ACs, new teacher training, Data Director training, and CFU strategies that help support students in the classroom.

All teachers are trained in Explicit Direct Instruction (EDI).

The principal and all of the teachers in the math, E/LA, and social studies departments are using Data Director and are participating in AC. (EPC 7)

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

In the South San Francisco Unified School District we have full-time ELD TOSA/C & I specialist that support teachers as follows:

Purpose: The ELD TOSA/ C & I specialist position was created to support teachers and departments in their classrooms and during PLCs. The coach will support in the following areas:

1. New teacher support
2. PLCs
3. Individual teacher classroom instruction
4. CCCS

The purpose of the ELD TOSA/C & I specialist is not to evaluate teachers or to provide any evaluative information to administrators. The coach is also not a back-up teacher in the event a substitute teacher is unavailable.

Primary Responsibilities:

1. Work with principal to plan agenda for after school new teacher support meetings. This will include, but not be limited to, the following:
  - o Facilitate new teacher check-in meetings during the first 4-5 weeks of the school year.
  - o Train new teachers in Data Director (i.e., how to access, scanning and printing answer documents, helpful reports, etc.).
  - o Lead a professional development on CFU.
  - o Provide an EDI overview and EDI lesson planning workshop for teachers after they have received EDI training.
  - o Coordinate support with each teacher's BTSA advisor.
2. Provide support for department PLC meetings (E/LA, math, science, social studies) with the goal of gradually releasing responsibility to department chairs and/or teachers by the end of the year.
  - o Print out reports from Data Director for reviewing common assessment data
  - o Train department chairs on how to create department common assessments.
  - o Help facilitate/co-facilitate PLC discussions relating to various types of data, lesson planning, and other academic conference components.
  - o Work with department chairs to coordinate schedules and possible professional development opportunities.
  - o Participate in walkthroughs.
3. Provide instructional support as needed/requested to individual teachers.
  - o Check-in with individual teachers on a regular basis.
  - o Provide support through collaboration and coaching conversations.
  - o Visit and observe classrooms to learn about teachers, content, and current instructional strategies.Observations will allow the coach to better understand teachers and to better meet department and individual teacher needs.
  - o Maintain confidentiality of individual teacher work and conversations.
  - o While the coach is not a substitute teacher, the coach may release teachers to observe other teachers outside of their prep periods.
4. Work with the principal to provide an introduction to the CCSSs.
  - o Plan and provide at least one professional development presentation to the staff on the CCSSs. Highlight key changes and expectations.
  - o Work with science and social studies departments to begin implementing CCSSs with regards to integrating more reading and writing across content areas

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

Parkway has incorporated a block schedule for the 2016-17 school year. This schedule includes 4 block periods that meet daily on an A/B alternating schedule. We have an advisory class that meets 2 days/week for 20 minutes. Our regular block schedule includes 3 periods that meet for 87 minutes/period, and 1 period that meets for 83 minutes. On our advisory block schedule all periods meet for 80 minutes/period, and 20 minutes for advisory.

All teachers meet 2-3 times per week for 80-87 minutes/day during the CPT(Collaborative Planning Time). Departments are assigned an "A/B" day to meet, and this determines the number of times they collaborate in a given week. During CPT's, teachers discuss student performance, review curriculum, analyze CEA's (Common Embedded Assessments), and review the overall strengths and areas of improvement of our school program. This block schedule allows our teachers to engage in PLC's on a consistent basis.

### Teaching and Learning

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

We continue to make very deliberate efforts to increase the alignment of curriculum, instruction and materials to content and performance standards. Examples of those efforts include:

Teachers consistently using SBE/District-adopted materials in their classroom to teach the standards (EPC 1)

Teachers receiving professional development and follow-up coaching/feedback focusing upon direct instruction strategies to teach standards-based lessons (EPC 6)

Teachers are using pacing guides and common CEAs to monitor student learning and to guide instruction (EPC 3)

Teachers use pacing calendars/guides in the core academic classes (EPC 3)

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

At Parkway, our block schedule allows the following instructional minutes to be implemented:

Math-87 minutes/day 3 times/week and 80 minutes/day 2 times/week

E/LA- 87 minutes/day 3 times/week and 80 minutes/day 2 times/week

Our math and ELA program consists of of Common Core aligned curriculum for grades 6-8. All classes meet for equal periods of time.

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

At Parkway, lesson pacing is flexible because it focuses on concepts as opposed to specific pages in texts in the core curriculum. Social studies, science and math have a window of time in which to teach each unit.

Parkway has incorporated a block schedule for the 2013-14 school year. This schedule includes 4 block periods that meet daily on an A/B alternating schedule. We have an advisory class that meets 3 days/week for 20 minutes. Our regular block schedule includes 3 periods that meet for 87 minutes/period, and 1 period that meets for 83 minutes. On our advisory block schedule all periods meet for 80 minutes/period, and 20 minutes for advisory. Students receive instruction in Social Studies and Science every other day, and PE/Elective every other day. Math and E/LA instruction meets daily for all students.

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

Parkway Heights continues to be compliant with District requirements that all students have sufficient state-adopted textbooks and instructional materials for daily use in the core subjects including ELA, Mathematics, History/Social science and Science (EPC !).

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)

Parkway uses the following state-adopted curricula: McGraw Hill (Math Pilot). Holt Literature and Language; Agile Minds, Pre-Algebra, Course II, Algebra; Prentice Hall Algebra Readiness, Prentice Hall: Earth Science, Life Science and Physical science, and TCI History Alive.

Opportunity and Equal Educational Access

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

EPC 2, EPC 7 / DAS B, DAS F

All efforts are made develop and to maintain a master schedule at Parkway Heights Middle School that is based upon student needs. Common Core State Standard curriculum is provided in ELA and in mathematics. Students will be reassessed at the end of the first and second academic semesters.

Counseling support is provided for students and support is provided for their respective families. Social/emotional counseling usually takes the form of either individual or group sessions. Academic counseling for at-risk students is also provided which provides support for students at- risk of not graduating from middle school. Student Study Team (SST) meetings are routinely held to develop plans for students who are not experiencing school success.

In addition to SBAC achievement data, teachers and administrators are also collaborating daily to develop and to refine systems that enable teachers to use student achievement data to identify high-leverage instructional practices and to modify instruction as appropriate.

#### 14. Research-based educational practices to raise student achievement

Prior year action plans and activities were evaluated and the following measures have been put in place to better support improvements in student achievement –

Fund 180 intervention budget

The following programs and resources have been utilized with the \$56,383 allocated to our school site: Indicate which students your intervention will support · How you will monitor the progress of your plan (include timelines) · How you measure the effectiveness of the plan · If this money will be used for during school or before/after school intervention, describe the pre/post intervention used in order to measure the effectiveness of the intervention. o Submit the results of your pre-post intervention at the end of your program. Any additional paperwork that may be required to spend funds should also be submitted prior to implementation. 2013-14 student achievement data has been reviewed and teachers are implementing strategies to strengthen support systems for underachieving students.

For 2014-15. We have reviewed communication systems and have implemented measures to improve communications among staff and between school and home. This includes mailing information to parents on a monthly basis rather than sending materials home with students.

We have committed a team of teacher leaders and the principal to participate in a series of professional development and implementation of strategic teaching strategies.

We are collaborating with District leadership to develop a more comprehensive, systematic, and research-based approach to reviewing curriculum-embedded assessment results and to plan for greater instructional effectiveness.

Intrinsic motivation has proven to be an area of deficiency for many of our at-risk students. We continue to explore ways to instill the study skills needed for our students to be successful.

## Parental Involvement

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

District Counselors: Parkway Heights has two full-time counselors whose salaries are funded by the District. These counselors provide both academic and social/emotional counseling for our students. They also coordinate counseling provided by our “outside agency counselors.”

Asian American Recovery Services (AARS) Counselor - We have an additional full-time counselor/therapist whose position is funded by the Mental Health Services Act (Prop. 63). This counselor provides social/emotional counseling to individuals and small groups. We also have a half-time Family Partner home/school liaison who assists student and families by assisting them in accessing support from other governmental and social service agencies.

School Support Advocates (SSA) Counselor – An additional grant funds a part-time (four days/week) counselor who provides social/emotional counseling to individual students, to small groups of students and families.

After School Homework Support - Because the successful completion of homework is critical to the success of middle school students, we place particular focus on providing students with support for the successful completion of homework. We will be continuing to provide after school Homework Centers during which homework assistance will be provided as needed and students will be provided with a quiet place to complete their homework.

#### TUTOR WORKS-Academic Services

For the 2016-17 school year Parkway Heights' academic centers will consist of the Tutorworks Mastery program. This program is an on-site academic intervention program than is customized to address the specific needs in grades 6-8. It uses and integrates both Tutorworks certified staff and technology-based supports and intervention as part of the instructional program.

This program will have an emphasis on the following:

FOUNDATIONAL READING SKILLS

FOUNDATIONAL MATHEMATICAL SKILLS

CA CCSS MASTERY

HOMEWORK SUPPORT Students will meet in a 1:10 ratio setting 2 days a week for 1.5hour sessions.

Behavior Specialist: A District-funded Behavior Specialist is available to observe students and to provide feedback to teachers and to provide assistance on Behavior Support plans.

### 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)

- Home-school communication - A 7.5-hr. School/Community Liaison provides direct assistance to students' families by providing English-Spanish translation services and assists with parent and community outreach efforts. Translation support includes parent conferences, school-home contacts related to disciplinary issues, and all written communications sent home. (EIA)
- In-class instructional support - Categorical funds are used to provide three Bilingual Instructional Assistants - one 6hr. /day, one 6hr./day and one 3hr/day who provide supplemental support for English Learners in content area classes. We also have a newcomer class taught by a full-time certificated FTE, with a 6 hr. instructional para.
- Special Education/regular education articulation - Categorical funds are used to provide consult days during which release time is provided for Special Education staff to meet with their regular education colleagues to collaborate and to articulate howto best meet the needs of students on the SPED teachers' caseloads. (SIP)
- Parent involvement and parent education – Materials and activities are provided to increase parent involvement, parental input and to provide guidance as to howthey can best support school success for their children. (Title I) ELAC (English Language Advisory Committee) meetings are also held 4 times per year in order to communicate and share our current EL program, and include in the decision making process.

## Funding

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

Categorical funds are used to provide programs to address the needs of underperforming students and to provide support staff who either work directly with students or who support the implementation of programs aimed at increasing student achievement.

Support services funded by state & federal funds include:

NewTeacher support – The Beginning Teacher Support and Assessment (BTSA) program provides training and individualized support for first and second-year teachers at Parkway Heights. The BTSA program is co-sponsored by the California Department of Education and the California Commission on Teacher Credentialing. (Title I & Title II).

Home-school communication - A 7.5-hr. School/Community Liaison provides direct assistance to students' families by providing English-Spanish translation services and assists with parent and community outreach efforts. Translation support includes parent conferences, school-home contacts related to disciplinary issues, and all written communications sent home. (EIA)

In-class instructional support - Categorical funds are used to provide three Bilingual Instructional Assistants - one 6hr. /day, one 5hr./day and one 3hr/day who provide supplemental support for English Learners in content area classes. (EIA)

Special Education/regular education articulation - Categorical funds are used to provide consult days during which release time is provided for Special Education staff to meet with their regular education colleagues to collaborate and to articulate how to best meet the needs of students on the SPED teachers' caseloads. (SIP)

Parent involvement and parent education – Materials and activities are provided to increase parent involvement, parental input and to provide guidance as to how they can best support school success for their children. (Title I)

Funds are available for professional development activities and for providing substitute teachers who enable teachers to attend professional development activities during the school year. (Title I and Title II)

### 18. Fiscal support (EPC)

Fiscal support is impacted by the unstable nature of California state funding. Despite the loss of funding in past years, Parkway has managed to maintain quality programs to meet the needs of our students. We have utilized our Title 1 funds to help with staffing and technology needs. The specific expenditures made with categorical funds are reflected in the 2016-17 SPSA .

## 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	210	206	219	202	201	210	202	201	208	96.2	97.6	95.9
Grade 7	207	195	206	202	192	196	202	191	194	97.6	98.5	95.1
Grade 8	211	206	189	207	194	184	206	194	184	98.1	94.2	97.4
All Grades	628	607	614	611	587	590	610	586	586	97.3	96.7	96.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2495.1	2476.0	2459.9	5	2.49	4.33	33	25.87	21.15	29	31.34	24.04	34	40.30	50.48
Grade 7	2559.1	2526.3	2520.5	20	9.95	6.70	34	33.51	32.47	28	24.61	27.32	19	31.94	33.51
Grade 8	2555.1	2575.9	2538.2	10	14.43	8.70	37	42.27	35.33	30	26.80	24.46	23	16.49	31.52
All Grades	N/A	N/A	N/A	11	8.87	6.48	34	33.79	29.35	29	27.65	25.26	25	29.69	38.91

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	8	7.96	6.73	45	47.26	36.54	47	44.78	56.73	
Grade 7	25	13.44	15.98	50	50.00	43.81	25	36.56	40.21	
Grade 8	19	25.77	17.49	50	47.42	42.08	31	26.80	40.44	
All Grades	18	15.66	13.16	48	48.19	40.68	34	36.14	46.15	

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	16	8.54	6.83	51	40.70	37.56	33	50.75	55.61
Grade 7	32	21.74	11.86	46	54.89	56.19	22	23.37	31.96
Grade 8	18	24.87	17.58	54	55.44	47.80	27	19.69	34.62
All Grades	22	18.23	11.88	50	50.17	46.99	27	31.60	41.14

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	7	3.48	5.29	67	72.14	54.81	26	24.38	39.90
Grade 7	15	8.02	5.67	70	66.31	64.95	15	25.67	29.38
Grade 8	11	11.86	9.29	66	71.13	62.30	23	17.01	28.42
All Grades	11	7.73	6.67	68	69.93	60.51	21	22.34	32.82

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	20	12.94	14.42	56	52.74	44.23	23	34.33	41.35
Grade 7	30	25.95	21.65	51	48.65	51.55	19	25.41	26.80
Grade 8	26	35.05	27.32	54	51.03	46.99	20	13.92	25.68
All Grades	25	24.48	20.85	54	50.86	47.52	21	24.66	31.62

Conclusions based on this data:

1.

## 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	210	206	219	203	205	214	202	205	213	96.7	99.5	97.7
Grade 7	207	195	206	202	193	202	202	192	202	97.6	99	98.1
Grade 8	211	206	188	207	204	178	207	204	174	98.1	99	94.7
All Grades	628	607	613	612	602	594	611	601	589	97.5	99.2	96.9

\* 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	2472.7	2489.7	2473.6	4	11.22	6.10	13	15.12	20.19	35	34.63	26.29	47	39.02	47.42
Grade 7	2541.8	2487.4	2476.3	18	8.85	4.95	20	11.98	19.80	39	27.60	24.75	23	51.56	50.50
Grade 8	2568.0	2556.4	2492.0	23	27.94	16.67	24	14.71	11.49	26	24.02	14.37	27	33.33	57.47
All Grades	N/A	N/A	N/A	15	16.14	8.83	19	13.98	17.49	33	28.79	22.24	32	41.10	51.44

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	9	13.93	13.15	32	36.82	29.11	58	49.25	57.75	
Grade 7	24	13.02	12.44	40	27.08	26.87	36	59.90	60.70	
Grade 8	40	34.48	21.51	28	29.56	18.60	32	35.96	59.88	
All Grades	25	20.64	15.36	33	31.21	25.26	42	48.15	59.39	

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	5	12.68	6.10	39	41.95	44.60	55	45.37	49.30
Grade 7	18	10.42	6.93	47	41.67	43.07	35	47.92	50.00
Grade 8	18	25.12	15.03	52	39.41	41.04	30	35.47	43.93
All Grades	14	16.17	9.01	46	41.00	43.03	40	42.83	47.96

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	6	16.18	8.92	45	41.18	37.56	49	42.65	53.52
Grade 7	22	11.98	9.90	56	48.44	48.02	21	39.58	42.08
Grade 8	17	25.12	13.37	62	42.36	42.44	21	32.51	44.19
All Grades	15	17.86	10.56	55	43.91	42.59	30	38.23	46.85

**Conclusions based on this data:**

- 1.

## School and Student Performance Data

### Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
617	66.3%	24.0%	This is the percent of students whose well-being is the responsibility of a court.

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	148	24.0%
Homeless	2	0.3%
Socioeconomically Disadvantaged	409	66.3%
Students with Disabilities	111	18.0%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.6%
American Indian	1	0.2%
Asian	26	4.2%
Filipino	37	6.0%
Hispanic	503	81.5%
Two or More Races	16	2.6%
Pacific Islander	8	1.3%
White	16	2.6%






Conclusions based on this data:

1.

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="212 411 456 443"><b>English Language Arts</b></p>  <p data-bbox="293 491 375 522">Orange</p>	<p data-bbox="695 411 927 443"><b>Chronic Absenteeism</b></p>  <p data-bbox="776 491 857 522">Yellow</p>	<p data-bbox="1198 411 1382 443"><b>Suspension Rate</b></p>  <p data-bbox="1268 491 1312 522">Red</p>
<p data-bbox="261 609 407 640"><b>Mathematics</b></p>  <p data-bbox="293 699 375 730">Orange</p>		
<p data-bbox="201 806 467 837"><b>English Learner Progress</b></p>  <p data-bbox="212 896 456 928">No Performance Color</p>		

### Conclusions based on this data:

- 1.

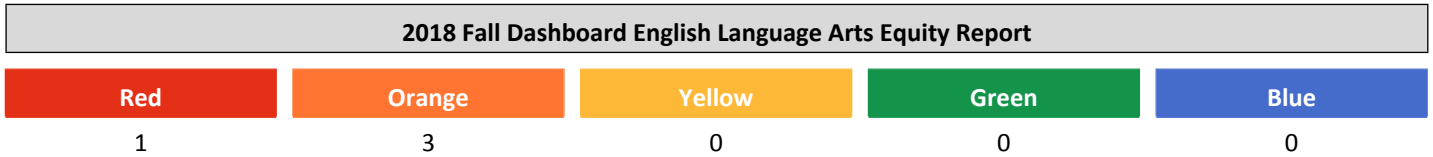
## School and Student Performance Data

### Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 45 points below standard Declined -21.2 points 574 students	 Orange 60.5 points below standard Declined -18 points 413 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Orange 54.2 points below standard Declined -17.2 points 415 students	 Red 128.6 points below standard Declined -6.5 points 101 students

**2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 24.9 points above standard Declined -21.1 points 22 students	 No Performance Color 1.1 points above standard Declined -36 points 28 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 54.7 points below standard Declined -20.9 points 473 students	 No Performance Color 36.7 points above standard Increased 3.1 points 18 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color 18.5 points below standard Declined -7.9 points 15 students

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2018 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
123.7 points below standard Declined -15.6 points 127 students	32.7 points below standard Declined -3.9 points 286 students	23 points below standard Declined -18.4 points 121 students

**Conclusions based on this data:**

- 1.

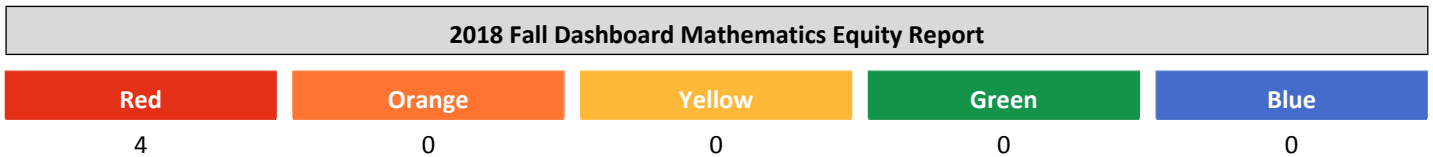
## School and Student Performance Data

### Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 86.5 points below standard Declined -35.9 points 570 students	 Red 101.6 points below standard Declined -27.9 points 411 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Red 95.2 points below standard Declined -30.2 points 412 students	 Red 175.3 points below standard Declined -17.1 points 96 students

**2018 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 21.5 points above standard Declined -50.8 points 22 students	 No Performance Color 33.2 points below standard Declined -51.2 points 26 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 99.2 points below standard Declined -35.6 points 471 students	 No Performance Color 11.6 points above standard Increased 8.5 points 18 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color 67.5 points below standard Declined -26.3 points 15 students

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2018 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
167.4 points below standard Declined -19 points 130 students	71.1 points below standard Declined -13.3 points 281 students	62.9 points below standard Declined -40.3 points 119 students

**Conclusions based on this data:**

- 1.

## School and Student Performance Data

### Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
138	24.6%	37.7%	22.5%	15.2%

#### Conclusions based on this data:

1.

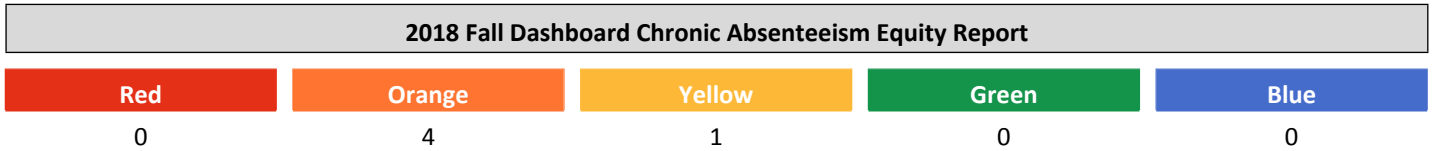
## School and Student Performance Data

### Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 11.6% chronically absent Declined 0.9% 637 students	<p><b>English Learners</b></p>  Orange 16% chronically absent Maintained 0.4% 156 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 12.1% chronically absent Maintained 0.1% 461 students	<p><b>Students with Disabilities</b></p>  Yellow 14.2% chronically absent Declined 10.2% 120 students

**2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 7.7% chronically absent Increased 1.8% 26 students	 Orange 5.1% chronically absent Increased 3.2% 39 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 12% chronically absent Maintained 0.2% 517 students	 No Performance Color 11.8% chronically absent Declined 16.8% 17 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color 15.8% chronically absent Declined 14.2% 19 students

**Conclusions based on this data:**

- 1.

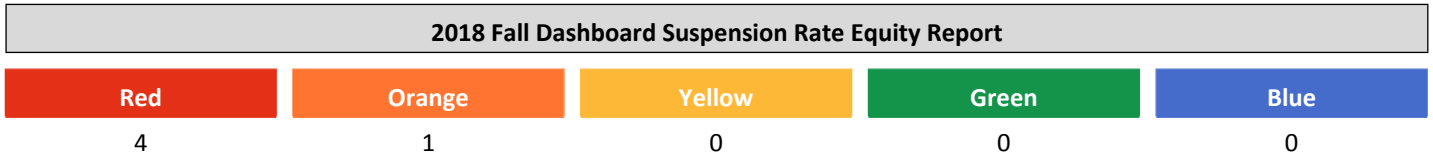
# School and Student Performance Data

## Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>13.7% suspended at least once</p> <p>Increased 5.4%</p> <p>650 students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>17.7% suspended at least once</p> <p>Increased 9.3%</p> <p>158 students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not 3 students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not 2 students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>16% suspended at least once</p> <p>Increased 6.7%</p> <p>468 students</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>22.8% suspended at least once</p> <p>Increased 10.9%</p> <p>123 students</p>

**2018 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 45.5% suspended at least once 11 students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color 0% suspended at least once Declined -5.9% 29 students	 Orange 2.4% suspended at least once Increased 0.6% 41 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 15.1% suspended at least once Increased 6.2% 523 students	 No Performance Color 17.6% suspended at least once Increased 3.4% 17 students	 No Performance Color Less than 11 Students - Data 9 students	 No Performance Color 5.3% suspended at least once Increased 0.3% 19 students

This section provides a view of the percentage of students who were suspended.

**2018 Fall Dashboard Suspension Rate by Year**

2016	2017	2018
9.3% suspended at least once	8.3% suspended at least once	13.7% suspended at least once

**Conclusions based on this data:**

- 1.

## Planned Improvements in Student Performance

### School Goal #1

<b>SUBJECT: ELA/ELD</b>
<b>LEA/LCAP GOAL:</b>
LEA Goal: All students will reach high standards, at a minimum attaining Smarter Balance Assessment Consortium (SBAC) Achievement Level Descriptor (ALD) levels 3 or 4 in Reading/Language arts/literacy.  LCAP Goal: Academic Achievement (ELA) - All students will demonstrate proficiency on local, state and/or national level assessments.
<b>SCHOOL GOAL #1:</b>
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 progress. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards: Student proficiency rates will continue to show gains in ELA to achieve an increase from the baseline of 45% to 60% Meeting or Exceeding State Standards
<b>Data Used to Form this Goal:</b>
Curricular Embedded Assessments Analysis of student work Current student monitoring system
<b>Findings from the Analysis of this Data:</b>
Student proficiency rates in ELA are at 45%. These need to be raised. Additional support is needed for low subgroups to make gains and show progress in this content area.
<b>How the School will Evaluate the Progress of this Goal:</b>
Formative assessments Academic Conferencing with a focus on student monitoring District-Wide Benchmark Assessments Progress Reports/Semester Report Cards Lesson Studies Renaissance MyON Reading Assessment

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>PLC TIME</p> <p>Means of Achievement: Improvement of instruction strategies and materials</p> <p>Task: In the summer of 2018, the Language Arts and ELD departments participated in professional development workshops that had an emphasis on CCSS/ELD classroom strategies for 2018-19 school year implementation. The department also participated in collaboration days outside of their contracted hours. These collaboration days consisted of the following: Classroom Management – Quickwrite, Master List Course Syllabi &amp; Paper Student Binders – organization, grading Homework – organization, grading, effectiveness Resource Room State Standards, CAASSP Data, Scope and Sequence (brought to every meeting) Calendar PLC overview– Mission, vision, values Data Analysis (Building Shared Knowledge) 8-10 essential standards HW: think about team goals Work in grade level teams Pace out Chapter 1. Throughout the school year, each teacher in the ELA department will have th opportunity to participate in PLC's 2-3 days/week for 80-87 minutes per day. These PLC's will promote best teaching and learning practices in specific content areas. Consistency and accountability will be fostered by establishing department SMARTgoals.</p>	08/16/2017-06/01/2018	Teachers, Principal, Assistant Principal, District office personnel, SMCOE personnel.	ELA professional development and supplemental resources	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	5,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Measures: The assessments that comprise the 2018-19 CAASPP administration are a mix of online and paper-pencil assessments. The online component contains the Smarter Balanced English language arts/literacy (ELA) and mathematics tests. The paper-pencil component includes CST/CMA/CAPA science tests and the optional STS for RLA. Implementation in the classroom, classroom visits, student performance assessment results--curriculum-embedded assessments, SBAC scores from 2016-2017, CELDTresults, evidence of CCSS literacy strategies applied in instruction, classroom walkthroughs with specific "look for's", alignment of current state standards to CCSS, evidence of the use of curriculum-embedded assessments.</p>						
<p>PROFESSIONAL DEVELOPMENT TRAINING AND SUPPORT</p> <p>Means of Achievement: Staff development and professional collaboration</p> <p>Task: Professional development for administrators, teachers, instructional assistant in the Common Core State Standards, PBIS, English Language development, EDI, data analysis, lesson planning, assessment previewStaff Retreat to build a stronger professional learning community of educators who work</p>	08/15/2018-06/01/2019	Principal, Assistant Principal, Counselors, teachers (certificated/classified) and district office staff.	Professional development for all staff	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	7,941.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>interdependently with one another to support the learning of all students.</p> <p>Measures: Sign in sheets, agendas, power point presentations, handouts. Implementation in the classroom of strategies, collaborative lessons, refinements of practices based on data analysis. Collaboration feedback forms reviewed by district office.</p>						
<p>PARENT ENGAGEMENT</p> <p>Means of Achievement: Involvement of staff, parents and community</p> <p>Task: Family ELA Night (Literacy Night/Literacy Luau): School wide event to promote literacy and family bonding. Materials to help parents support students with grade level standards, parent meetings for training and support.</p> <p>Measures: Meeting agendas, power point presentations, handouts, and an increase in parent participation at parent events/meetings. Increase by at least 10% in the number of parents who participate in this Literacy event hosted by the ELA and Social Studies departments. We will also use our sign in sheets and parent feedback to monitor our effectiveness and success with involving more parents and students</p>	08/15/2018-06/01/2019	Administration, Teachers, Counselors, Parent liaison	<p>ELAC Support and ELD Incentives</p> <p>Family Literacy Night</p>	<p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>4,499.00</p> <p>2,000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
into our school community.						
<p><b>SUPPLEMENTAL SERVICES</b></p> <p>Means of Achievement: Auxiliary services for students and parents</p> <p>Task: Parent workshops and the program articulation meetings, exploratory courses are offered to all Parkway students with the block schedule. All students also have advisory classes that meet 4 times per week where they are paired with a teacher mentor who provides the support and guidance to students. The mentor teacher checks student grades, gets to know their students both in the school environment and outside of the environment as another way to establish a positive rapport with students and parents.</p> <p>Measures: Increase in parent participation, sign in sheets, agendas, presentations, surveys, and handout</p>	08/15/2018-06/01/2019	Site Administrators, teachers, counselors, and School Community Liaison	Advisory Material and Educational Resources	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	4,000.00
<p><b>PROGRAM IMPLEMENTATION</b></p> <p>Means of Achievement: Monitoring program implementation and results</p> <p>Task: Grade level ELA teams will monitor student performance on curriculum-embedded assessments, formative assessments, writing assignments,</p>	08/15/2018-06/01/2019	Principal, District TOSA's, Site ELD TOSA, All teachers Classified Staff	Resources and Materials	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	5,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>benchmark assessment as well as other state (Smarter Balance) and local assessments. Staff will take the results from these assessments and analyze them such that it leads to the development of an action plan for future instruction and intervention for students who need additional support or enrichment activities.</p> <p>Scholastic Scope magazines have been purchased for all students in grades 6-8 as a supplement to the core ELA curriculum. This resource will allow teachers to reach their ELA objectives by providing engaging multi-genre content, rich skill-building support materials, and key current events that help foster all components in student literacy. In conjunction with a dedicated ELA department DELL laptop cart, 3 HP STREAM carts have been purchased (1 cart per grade level). These notebooks will grant all students in grades 6-8 access to 21st century technology during the instructional day and during after school intervention courses. These notebooks will assist in filling the gap in education by addressing specific educational needs such as, word processing skills, online assessment practice, web-based research reports, and overall computer literacy skills practice.</p> <p>Measures:</p> <p>Staff will meet weekly to review student data (under the direction of</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>the Principal), identify strengths and weaknesses,</p> <p>and determine appropriate interventions for each students to ensure their success. Principal will monitor student</p> <p>performance and follow up with teams of teachers to determine support they need to best support their students.</p> <ul style="list-style-type: none"> <li>When data is categorized by a unique population, we can see significant achievement gaps Data demonstrates how</li> <li>critical it is to provide support for all students, especially those most at risk Addressing these gaps is at the heart of California’s comprehensive plan for improving education and the heart of SSFUSD’s Local Control Accountability Plan (LCAP).</li> </ul>						
<p>RESPONSE TO INSTRUCTION AND INTERVENTION</p> <p>Task:</p> <p>TUTOR WORKS-Academic Services</p> <p>For the 2018-19 school year Parkway Heights' academic centers will consist of the Tutorworks Mastery</p>	01/01/2018-06/01/2019	Tutorworks educators and administrators, Administrators, Counselors, site TOSA's, and all teachers.	Academic Center (Intervention)	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	23,100.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>program. This program is an on-site academic intervention program than is customized to address the specific needs in grades 6-8. It uses and integrates both Tutorworks certified staff and technology-based supports and intervention as part of the instructional program. This program will have an emphasis on the following:</p> <ul style="list-style-type: none"> <li>• FOUNDATIONAL READING SKILLS</li> <li>• FOUNDATIONAL MATHEMATICAL SKILLS</li> <li>• CA CCSS MASTERY</li> <li>• HOMEWORK SUPPORT</li> </ul> <p>Students will meet in a 1:10 ratio setting 2 days a week for 1.5hour sessions.</p> <p>Measures:</p> <p>Student grades, student state assessment results, student behavior incidents will lessen, classroom visit observation data. Students will be placed in the curricula based on the results of their pre-tests or the pre-identified areas of focus. Students' progress will be measured daily. Weekly email progress reports and monthly summary reports will be sent to parents and teachers. Moreover, program implementation indicators such as attendance, curriculum activities attempted, curriculum activities completed, are all collected as a results of the program and available in real time.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Renaissance Reading Program:</p> <p>Background: The purpose of this program is for our students</p> <p>Recommendation: It is recommended that the South San Francisco Unified School District Board of Trustees approve Parkway Heights Middle School ELA department to purchase Renaissance myON News (powered by News-O-Matic), Renaissance myON Reader and Renaissance Star Reading program.</p> <p>A student's reading ability affects their achievement in many classes -- and career and vocational opportunities.</p> <p>Especially with the adoption of the Common Core Standards and Assessment, there is an increased focus on reading, critical thinking, and interpreting --whether that be short stories or word problems.</p> <p>An investment in assessing reading levels frequently and accurately may increase achievement across the disciplines!</p> <p>The company Renaissance Learning has a product called STAR Reading (no relation to the old STAR standardized test).</p> <p>Renaissance STAR offers us the ability to test all kids multiple times a year.</p> <p>We can generate growth report that set zpd goals.</p> <p>We can run data reports that disaggregate data.</p>			Academic Intervention	4000-4999: Books And Supplies	Title I	3,000

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

## Planned Improvements in Student Performance

### School Goal #2

<b>SUBJECT: MATHEMATICS</b>
<b>LEA/LCAP GOAL:</b>
LEA Goal: All students will reach high standards, at a minimum attaining Smarter Balance Assessment Consortium (SBAC) Achievement Level Descriptor (ALD) levels 3 or 4 in mathematics.  LCAP Goal: Not Aligned
<b>SCHOOL GOAL #2:</b>
<b>INSTRUCTIONAL PROGRAM: MATHEMATICS (INCLUDING INTERVENTIONS)</b>  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 progress. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards: Student proficiency rates will continue to show gains in Math to achieve an increase from 30% to 50%. These continued upward trends will provide additional support for lowsubgroups to increase progress in this content area. The SSFUSD has aligned its instruction to meet the expectations of The Smarter Balanced Assessment Consortium and the CCSS. Smarter Balanced assessments are designed to measure student progress toward college and career readiness.  Strategy: Weekly embedded teacher collaboration to discuss best teaching practices and strategically plan student outcomes. Facilitators will consist of the administration, and on-site curriculum and instruction specialist
<b>Data Used to Form this Goal:</b>
Curriculum Embedded Assessments Analysis of student work Current student monitoring system
<b>Findings from the Analysis of this Data:</b>
Student proficiency rates in Math are at 30%. These need to be raised. Additional support is needed for low subgroups to make gains.
<b>How the School will Evaluate the Progress of this Goal:</b>
Formative assessments Academic Conferencing with a focus on student monitoring, MARS/MDTP Assessments District-wide CEA's

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>PLC TIME AND SUPPORT</p> <p>Means of Achievement: Improvement of instruction strategies and materials</p> <p>Task: In the summer of 2018, the Math department participated in professional development workshops that had an emphasis on CCSS and classroom strategies for 2018-19 implementation. The department also participated in collaboration hours outside of their contracted hours. Classroom Management – Quickwrite, Master List Course Syllabi &amp; Paper Student Binders – organization, grading Homework – organization, grading, effectiveness (Goal) Resource Room Math Dept. Binders: State Standards, CCSS, Blueprints, Previous CSTData, Pacing Calendars (bring to every meeting) Calendar PLC overview– mission, vision, values Data Analysis (Building Shared Knowledge) 8-10 essential standards HW: think about team goals Spiral ReviewExit Cards – error analysis, fill in the step Common 1st week math lesson Work in grade level teams Pace out Chapter 1.</p> <p>Measures: The assessments that comprise the 2018 CAASPP administration are a mix of online and paper-pencil assessments. The online component</p>	08/15/2018-06/01/2019	Teachers, site ELD TOSA, and Administration	Math Professional development and supplemental resources	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	5,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
contains the Smarter Balanced English language arts/literacy (ELA) and mathematics tests. The paper-pencil component includes CST/CMA/CAPA science tests and the optional STS for RLA. Implementation in the classroom, classroom visits, site/district walkthroughs, student performance assessment results curriculum-embedded assessments, STAR results, formative assessments, CELDTresults. Observations of teachers consistently using District-adopted instructional materials Evidence of CCSS literacy strategies Evidence of commonly used curriculum-embedded assessments Evidence of the use of data meetings based upon data generated by commonly used curriculum-embedded assessments.						
<p>RESPONSE TO INTERVENTION AND/ INSTRUCTION</p> <p>Means of Achievement: Extended learning time</p> <p>Task: After school homework center (1.5 hours/Drop –in and teacher referral) M-Th). At least 1 Math teacher is present. Math teachers offer extra support before school, during lunch, and after school.</p> <p>TUTOR WORKS-Academic Services For the 2018-19 school year the proposal is for Parkway Heights'</p>	01/01/2019-06/01/2019	Tutorworks educators, All educators at the school site, counselors.	Academic Center	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	9,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>academic centers will consist of the Tutorworks Mastery program. This program is an on-site academic intervention program than is customized to address the specific needs in grades 6-8. It uses and integrates both Tutorworks certified staff and technology-based supports and intervention as part of the instructional program. This program will have an emphasis on the following: FOUNDATIONAL READING SKILLS FOUNDATIONAL MATHEMATICAL SKILLS CA CCSS MASTERY HOMEWORK SUPPORT Students will meet in a 1:10 ratio setting 2 days a week for 1.5hour sessions.</p> <p>Measures: Student grades, student state assessment results, student behavior incidents will lessen, classroom visit observation data. Students will be placed in the curricula based on the results of their pre-tests or the pre-identified areas of focus. Students' progress will be measured daily. Weekly email progress reports and monthly summary reports will be sent to parents and teachers. Moreover, program implementation indicators such as attendance, curriculum activities attempted, curriculum activities completed, are all collected as a results of the program and available in real time.</p> <p>Also, student grades, student</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
assessment results, student behavior incidents will lessen, classroom visit observation data.						
<p>PROFESSIONAL DEVELOPMENT SUPPORT AND TRAINING</p> <p>Means of Achievement: Staff development and professional collaboration</p> <p>Task: In addition to the 2 site professional development days in 2018-19. Math teachers at Parkway Heights will be allocated days to receive professional development on the CCSS, ELD strategies, Growth-mindset, best teaching practices, and middle school district collaboration meetings . These PD days will be embedded throughout the the 2018-19school year.</p> <p>Teachers will also have opportunities to visit other teachers’ classrooms and other school sites to observe and discuss best instructional practices.</p> <p>Measures: Increase in the use of signature practices (research based), site schedule, and walkthrough data.</p>	08/15/2018-06/01/2019	Teachers Administration District/Site TOSA's	CCSS ELD Professional Development (Math/Science/Exploratory)	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	4,000.00
<p>PARENT ENGAGEMENT</p> <p>Means of Achievement: Involvement of staff, parents and community</p>	01/01/2019-06/01/2019	Parents, Administration, Teachers, Classified/Certificated Staff, and	Family Math and Science Night	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	2,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Task: To engage parents in our annual Math and Science Family Night. Career Day is also another opportunity to provide students with parents and community members.</p> <p>Measures: Increase by at least 10% in the number of parents who participate in this event. We will also use our sign in sheets and parent feedback to monitor our effectiveness and success with involving more parents and students into our school community.</p>		Students.				
<p>PROGRAM IMPLEMENTATION</p> <p>Means of Achievement: Monitoring program implementation and results</p> <p>Task: Grade level math teams will monitor student performance on curriculum-embedded assessments, formative assessments, writing assignments, the benchmark assessment as well as other state (Smarter Balance) and local assessments. Staff will take the results from these assessments and analyze them such that it leads to the development of an action plan for future instruction and intervention for students who need additional support or enrichment activities. HP STREAM carts have been purchased (1 cart per grade level). These notebooks will grant all students in grades 6-8 access to 2st</p>	08/15/2018-06/01/2019	Teachers, Administration, and site ELD TOSA.	Resources and Materials	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	1,500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>century technology during the instructional day and during after school intervention courses. These notebooks will assist in filling the gap in education by addressing specific educational needs such as, word processing skills, online assessment practice, web-based research reports, and overall computer literacy skills practice.</p> <p>Measures: Staff will meet weekly to review student data (under the direction of the Principal), identify strengths and weaknesses, and determine appropriate interventions for each student to ensure their success. Principal will monitor student performance via Data based monitoring systems and followup with teams of teachers to determine support they need to best support their students.</p> <p>When data is categorized by a unique population, we can see significant achievement gaps .Data demonstrates howcritical it is to provide support for all students, especially those most at risk. Addressing these gaps is at the heart of California’s comprehensive plan for improving education and the heart of SSFUSD’s Local Control Accountability Plan (LCAP)</p>						

## Planned Improvements in Student Performance

### School Goal #3

<b>SUBJECT: UNDUPLICATED STUDENT ACHIEVEMENT</b>
<b>LEA/LCAP GOAL:</b>
LEA Goal: All students will reach high standards, at a minimum attaining proficiency or better in ELD by showing growth towards proficiency on the CELDT and an increase in the number of ELs being reclassified at least one performance band each year on the California English Language Development Test (CELDT).
LCAP Priorities: 4 - Pupil Achievement
LCAP Goal: Not Aligned
<b>SCHOOL GOAL #3:</b>
INSTRUCTIONAL PROGRAM: EFFORTS REGARDING IMPROVING THE PERFORMANCE OF ELLS-CENTRALIZED SERVICES <ul style="list-style-type: none"><li>• <b>ULTIMATE GOAL:</b> Target group(s) participating in this goal; Performance gains expected for these students; Means of monitoring program implementation and results; Means of evaluating progress toward this goal; Group data needed to measure academic gains) Goal 3a: A minimum of 65% of English Learners will make at least one level of growth in English Proficiency as measured by the ELPAC Goal 3b: A minimum of 30% of students receiving ELD services for less than five years will reach English Proficiency as measured by the ELPAC, 3c: A minimum of 55%of students receiving ELD services for five years or more will reach English Proficiency as measured by the ELPAC</li></ul> Strategy: Classroom interventions Incentives Para educator support Preferential seating PBIS classroom interventions Counseling Parent conferences (After 1st parent/teacher conference, during 3-6 week follow-up, if no improvement then reconvene and develop a BSP (behavior support plan)

SST

**Data Used to Form this Goal:**

All designated EL students including RFEP years 1-2

- Administration
- Site ELD TOSA
- Teachers
- Counselors
- District office ELD Coordinator

Group data to be collected to measure gains:

- EL students monitoring system with designated collaboration with ELD coordinator, Administration, and teachers.
- Formative Assessments
- Grades
- SBAC
- CELDT Scores

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

- ULTIMATE GOAL: 6-8th graders ELPAC Early Intermediate and Intermediate advance 1 or more levels. All ELs will be reclassified by the end of 8th grade.
- SMART GOAL 1: 80% of 4s and 5s will be reclassified by May 2019 as measured by ELPAC (4 or 5 two years in a row), CST (ELA SBAC scores), and teacher input.
- SMART GOAL 2: Students who scored Intermediate for two years in a row – advance at least 1 level as measured by ELPAC

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

- SBAC scores from 2018-19
- Grades
- ELPAC scores
- Teacher feedback

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
TARGETED EL STUDENT SUPPORT  Means of Achievement: Increased educational opportunity  Task: Provide direct and targeted support to EL students by using research-	08/15/2018-06/01/2019	ELD Site TOSA, Admin, Counselors	Additional English Learner Support	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	17,000.00
			EL intervention course	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	10,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>based instructional practices and strategies specifically to support the language acquisition of English learners. This support will occur in additional EL-focused support classes for English Learners in need. An EL intervention class of 30 students will meet every other day to support a core group of EL's that are performing at or belowgrade level. These students will receive this course in the Fall/Spring 2018/19 semester in lieu of their elective class and will be taught by and ELD teacher. Students will also have access to laptops for word processing, SBAC test preparation, and the Study Island software. Additionally, bilingual instructional aide support will increase 3 hours per week for high volume academic instruction classes. The instructional aide will provide small group instruction for EL students that are performing belowgrade level.</p> <p>Measures:  Grades, ELPAC/ CELDT scores, student engagement in academic conversations during class, walkthrough visit observation data.</p>						
<p>PERSONNEL SUPPORT FOR THE CONTINUED ACHIEVEMENT OF ENGLISH LEARNERS</p> <p>Means of Achievement: Auxiliary services for students and parents</p> <p>Task:</p>	08/15/2018-06/01/2019	All Staff	ELD Site TOSA/Instructional Aides intervention support/professional development El Support 123	2000-2999: Classified Personnel Salaries	El Support	23,430.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Staff will support the implementation of a high-quality instructional program for ELs as well as providing direct instructional support in the classroom to ELs.</p> <ul style="list-style-type: none"> <li>2. Sites will also ensure that parents of ELs have opportunities to receive training delivered in the parents' primary language and to participate in ELAC activities: Home connections/parent support/translations Primary language support and tutoring</li> </ul> <p>3. Analyze assessment results and make recommendations for the EL program and activities</p> <p>4. Full time site ELD Teacher on Special assignment</p> <p>The Parkway site Teacher on Special Assignment (TOSA) provides instructional support for teachers and students in the areas of Title I, English Learner (EL), Socio-economically Disadvantaged (SED), and Foster Youth (FY) programs and services at the school site. This includes, but is not limited to, providing coaching for staff; assisting instructional aides (push-in and pull-out support); modeling teaching strategies; English Language Development (ELD) content development and training; coordinating and overseeing the</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>intervention programs; supporting staff with ELD professional development; analyzing data and training staff to work with data to guide instruction; and related duties as assigned.</p> <p>Additionally, the addition of classroom paraprofessionals and/or increase in hours from 5 to 7hrs per day in Sped/ELD to help provide much needed instructional assistance in the classroom (i.e., small group instruction and behavior management). Additional hours and/or additional staffing will allow the administration to strategically place instruction aides in various grade levels and content areas where there is a high concentration of special ed. and ELD students. Currently, many of our teachers are teaching the majority of their sections without a paraprofessional.</p> <p>Measures:</p> <p>EL student grades and attendance data, ELD walkthrough data</p> <p>ELD TOSA Major Duties and Responsibilities</p> <ul style="list-style-type: none"> <li>• Model lesson design and instructional delivery related to the Common Core English Language Arts (ELA) and ELD Framework within the classroom.</li> <li>• Participate in professional development provided</li> </ul>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>by the district, county, outside consultants and instructional reading materials as related to Title I, EL, SED, and FY programs and services.</p> <ul style="list-style-type: none"> <li>• Participate and lead discussions with staff in regards to Title I, ELD, and targeted subgroup instructional support for student learning.</li> <li>• Oversee community outreach for parents of Title I, EL and other specified subgroups and plan educational support nights events for parents of these students.</li> <li>• Coordinate and oversee intervention programs that support Title I and EL students at-risk of not meeting grade level standards.</li> <li>• Conduct ELD professional development trainings for teachers and instructional aides.</li> <li>• Collaborate with classroom teachers, ELD teachers, and intervention teachers to provide effective ELD teaching and learning strategies.</li> <li>• Assist grade level teams as they hold Professional Learning Communities (PLCs) conversations</li> </ul>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>surrounding ELD and intervention support.</p> <ul style="list-style-type: none"> <li>Prepares forms, maintain records, and reports to support progress monitoring of student growth.</li> <li>Other duties as assigned.</li> </ul>						
<p>SUPPLEMENTAL MATERIALS AND SUPPORT</p> <p>Means of Achievement: Improvement of instruction strategies and materials</p> <p>Task:  1. Staff will provide research-based materials and support to improve the instructional program and increase the academic achievement of English Learners. The Study Island software program (ELA, Math, ESL intervention software) will be implemented during and after school.  2. Targeted intervention and supplemental materials will be provided for English Learners to address and remedy the academic and linguistic deficits of identified EL's. Additional iPads and Laptops (approximately 30 total) will be purchased for implementation in the classroom, EL club, and during lunch. These technology resources will used for the following: Word processing, research reports, Study Island, Math/ELA practice tests, basic typing practice  3. 40 HP Stream computers will be</p>	08/15/2018-06/01/2019		<p>Supplemental resources for EL's and "at risk" student population Site discretionary 070</p> <p>PBIS Resources Site discretionary 070</p> <p>Newcomer Class Mobile lab and resources LCAP 180</p> <p>Technology support for EL's LCAP 180</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Site Discretionary</p> <p>Site Discretionary</p> <p>LCAP At-Risk Student Support</p> <p>LCAP At-Risk Student Support</p>	<p>30,758.00</p> <p>18,359.00</p> <p>3,491.00</p> <p>5183.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>purchased to formulate an "EL computer lab". This lab will be utilized by our English Learner population and designated EL teacher during the instructional school day, and for after school intervention. CCSS literacy strategies will be taught, and students will practice these strategies in the form of word processing, research, test preparation, and Study Island practice will be emphasized.</p> <p>4. Laptop computers will be purchased to foster specific literacy through 21st Century technology. Computer Coding programs will also be integrated into the Newcomer class curriculum. Additional materials and resources will also be purchased as needed throughout the year based on the ELD department's needs assessment reports.</p> <p>Measures: SBAC results, Grades, ELPAC/CELDT, Progress Monitoring Reports, Benchmark assessments, Walkthroughs</p>						

## Planned Improvements in Student Performance

### School Goal #4

<b>SUBJECT: SCHOOL CLIMATE/PARENT ENGAGEMENT</b>
<b>LEA/LCAP GOAL:</b>
LEA Goal: All students will be educated in learning environments that are safe, inviting, aesthetically pleasing, orderly, non-punitive, structured, bully-free, drug-free and conducive to learning or as evidenced by a decrease in increases in bullying and a decrease in expulsion and suspension numbers at all schools.
LCAP Priorities: 6 - School Climate
LCAP Goal: #3 Parent, Staff and student engagement
<b>SCHOOL GOAL #4:</b>
<b>ENVIRONMENTS CONDUCIVE TO LEARNING AND PREVENTION OF AT RISK BEHAVIORS</b>
All students will benefit from strategies and practices that provide them with the support needed to enable them to meet grade level standards in all courses and to experience school success. Behavioral and academic intervention systems will support this goal. Success will be celebrated throughout the year. Students who are PAWs (Panther All Week) will be announced and congratulated. The administration team will be visiting the student in their advisory to give a certificate along with a small reward. The advisory class will celebrate with student. Names of the students will be included on the PAWboard along with the past PAWs for students, staff, parents, and guests to see. Each end of the quarter assemblies, names of PAWs for that quarter will be read for grade level recognition
Strategy: PBIS (Positive Behavior Intervention and Supports Network) or PBS (Positive Behavior System) TIERS 1 and 2 enables; 1. The school to create a positive school culture for all major stakeholders. 2. The school to have a system that includes all students. 3. The school to have a common language and expectation when it comes to the desired positive behavior expected in our community.
<b>Data Used to Form this Goal:</b>
CAASP results 2017-18 Attendance and welfare data Promotion data PBIS rewards program Common Embedded Assessments (CEA's) Benchmark Assessments

Weekly formative assessments  
Teacher collaboration feedback

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

Student proficiency rates in ELA/Math need to be raised. All subgroups will make annual gains to achieve or surpass previous state proficiency targets. Students and staff climate surveys shall also be provided in order to provide honest, substantial feedback. Counselors, Assistant principal and Principal will monitor school climate and provide professional development and parent engagement opportunities as needed based on data (staff, student, parent, district).

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

Weekly meetings Academic counselors, and Principal/Assistant Principal to review data and discuss best practices.

Commendations in the classroom:

1. Teacher praise to student (Growth Mindset vs Fixed Mindset)
2. Classroom incentive
3. Parent contact
4. Advisory (Referral for good behavior)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>RESPONSE TO INSTRUCTION AND INTERVENTION</p> <p>Means of Achievement: Extended learning time</p> <p>Task: In the Spring of 2019, Parkway Heights will review Tier 1 and Tier II progression of PBIS. Professional development and coaching will be provided by the San Mateo County Office of Education and outside agencies. The following school wide interventions will continue to take place in the 2018-19 school year:</p> <p>Classroom presentations, assemblies and class or school wide activities, including "Career Day", will be provided that encourage positive decision-making. Funding will be provided for technology, library</p>	08/15/2018-06/01/2019	All educators and adults at the school site.	<p>Career Day Support</p> <p>PBIS Professional Development and Resources</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>1,000.00</p> <p>10,000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>books, materials and supplies. All students will be provided with “Binder Reminders” to use as a tool for keeping track of assignments, and to support successful time management. Funding will be provided to provide technology-supported core subject instruction, electives in classrooms and in the Science lab.</p> <p>PBIS Tier 1 Support (Primary Prevention)</p> <p>Description of Tier 1 Support in Schoolwide Positive Behavioral Interventions and Supports (PBIS):</p> <p>Core Principles of PBIS</p> <p>We can effectively teach appropriate behavior to all children. All PBIS practices are founded on the assumption and belief that all children can exhibit appropriate behavior. As a result, it is our responsibility to identify the contextual setting events and environmental conditions that enable exhibition of appropriate behavior. We then must determine the means and systems to provide those resources.</p> <p>Intervene early. It is best practices to intervene before targeted behaviors occur. If we intervene before problematic behaviors escalate, the interventions are much more manageable. Highly effective universal interventions in the early stages of implementation which are</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>informed by time sensitive continuous progress monitoring, enjoy strong empirical support for their effectiveness with at-risk students.</p> <p>Use of a multi-tier model of service delivery. PBIS uses an efficient, needs-driven resource deployment system to match behavioral resources with student need. To achieve high rates of student success for all students, instruction in the schools must be differentiated in both nature and intensity. To efficiently differentiate behavioral instruction for all students. PBIS uses tiered models of service delivery. Use research-based, scientifically validated interventions to the extent available. No Child Left Behind requires the use of scientifically based curricula and interventions. The purpose of this requirement is to ensure that students are exposed to curriculum and teaching that has demonstrated effectiveness for the type of student and the setting. Research-based, scientifically validated interventions provide our best opportunity at implementing strategies that will be effective for a large majority of students. Monitor student progress to inform interventions. The only method to determine if a student is improving is to monitor the student's progress. The use of assessments that can be collected frequently and that are sensitive to small changes in student behavior is recommended. Determining the effectiveness (or</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>lack of) an intervention early is important to maximize the impact of that intervention for the student. Use data to make decisions. A data-based decision regarding student response to the interventions is central to PBIS practices. Decisions in PBIS practices are based on professional judgment informed directly by student office discipline referral data and performance data. This principle requires that ongoing data collection systems are in place and that resulting data are used to make informed behavioral intervention planning decisions. Use assessment for three different purposes. In PBIS, three types of assessments are used: 1) screening of data comparison per day per month for total office discipline referrals, 2) diagnostic determination of data by time of day, problem behavior, and location and 3) progress monitoring to determine if the behavioral interventions are producing the desired effects.</p> <p>Tier 1 support is significant- in that it -moves the structural framework of each educational unit from reactive approaches to proactive systems change performance. This effort cohesively unites all the adults in using 1) common language, 2) common practices, and 3) consistent application of positive and negative reinforcement. There are many caveats to the training, planning, and implementation of PBIS. Just a few of the features are listed below:</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Behavioral Expectations</p> <p>Tier 1 supports of positive behavioral interventions and supports (PBIS) consists of rules, routines, and physical arrangements that are developed and taught by school staff to prevent initial occurrences of behavior the school would like to target for change. For example, a school team may determine that disrespect for self, others, and property is a set of behaviors they would like to target for change. They may choose the positive re-framing of that behavior and make that one of their behavioral expectations. Respect Yourself, Others, and Property would be one of their behavioral expectations. Research indicates that 3-5 behavioral expectations that are positively stated, easy to remember, and significant to the climate are best. At the end of the year, a researcher should be able to walk into the school and ask ten random students to name the behavioral expectations and 80% or better of the students should be able to tell the researcher what they are and give examples of what they look like in action.</p> <p>Behavior expectation examples (see Sample Behavior Expectations under student)</p> <p>Labeling Appropriate Behavior in Actions</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>The Parkway PBIS leadership team school team would then build a matrix (graph) listing the behavioral expectation in a horizontal row. There would be column labels above the behavioral expectations listing all the areas in the school where this behavior could be: 1) taught, 2) modeled, 3) practiced, and 4) observed. For example, in a middle school the columns might include: 1) commons area, 2) cafeteria, 3) gymnasium, 4) bus, 5) hallway, 6) restroom, and 7) sidewalks. The building leadership team would choose two or three examples of what respecting self, others, and property would look like in each of these areas. For example, respecting property in the bathroom would be to "Use the amount of paper towels needed. A good amount would be two." Another example of showing respect for others in the bathroom might include "Be sure to flush the toilet when finished." Similarly, within each classroom, teachers would create their own matrix with classroom routines used as column labels. For example, in a middle school classroom, routines might include: 1) entering/exiting classroom, 2) teacher-lead instruction, 3) collaborative-group work, 4) independent work, and 5) transitions. Each teacher (or teachers in grade-level or department teams) would select two or three examples of what respecting self, others, and property would look like within each routine. For example, respecting self</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>when transitioning may look like 1) checking the smart board for instructions, 2) getting the needed materials, and 3) quickly and quietly shifting between tasks, activities, or locations.</p> <p>Matrix examples (see Sample Matrices and Guidelines under student)</p> <p>Teaching Appropriate Behavioral Actions:</p> <p>The Parkway leadership team would then decide how they were going to teach these behaviors to the students. Some schools choose to have stations and rotate all the children through various locations where the adults act out the appropriate behaviors relevant to each area. Some schools choose to show a non-example first and then the appropriate example last. After adults model the appropriate behavior, students emulate the new behavior before they rotate to the next learning station. Adults give feedback to the students on their performance during the training, to alleviate any misrules they may begin. For example, some schools place hula hoops on the floor in front of the entrance to the cafeteria tray area. Adults model for students that only one person stands in each hula hoop and the line only advances as a hula hoop becomes empty. The hula hoops allow the children to visualize personal space better than just</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>telling them "don't push and crowd". In addition, each teacher explicitly teaches students how to engage in expected behavior within each classroom routine. For example, a teacher may explain how to be respectful during cooperative group work, ask a group of students (who have been pre-taught) to model respect during a role-played cooperative group, play a quick thumbs up/down game to have students identify examples/non-examples of expected behavior, and then assign students a cooperative group work assignment and monitor students' behavior. While monitoring, the teacher can provide immediate feedback to students who are and are not engaging in respectful behavior and quickly take data to assess how well students' responded to the instruction.</p> <p>Lesson plan examples (see Lesson Plans under student)</p> <p>Observing and Praising Appropriate Behavioral Actions</p> <p>The Parkway leadership team would also determine how they intended to "catch" students exhibiting the appropriate behaviors. Specific praise is extremely important in increasing the re-occurrence of appropriate behavior. Some schools decide to give out small pieces of paper labeled as "gotchas". All staff hand the gotchas with specific praise to students as they witness</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>appropriate behaviors in the common areas. Within classrooms, teachers would also use specific praise to recognize students engaging in expected behaviors within classroom routines. If the school has adopted a gotcha, ticket, or token system, the teacher would also incorporate that system into his or her classroom to recognize appropriate student behavior.</p> <p>Gotcha resource (see Gotcha Resources - gotcha reward schedules, free rewards for students- etc. under student)</p> <p>Conclusion</p> <p>These are just a few examples of the procedures and practices that occur during the initial training for tier 1 support. Precise facets of the training make it specific to each building. The important features are: 1) most schools realize similar results; 2) implementation looks completely different at each site, based on the needs of their specific unit and 3) ongoing decisions are made based on data driven results.</p> <p>It goes without saying that we want to prevent the major "upsurges in targeted behaviors" that we hear about in the news: violent acts against teachers or other students, theft, bullying behavior, drug use, and the like. However, research has taught us that efforts to prevent these serious problems are more</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>successful if the "host environment"—the school as a whole—supports the adoption and use of evidence-based practices. Practices that meet these criteria include teaching and rewarding students for complying with a small set of basic rules for conduct, such as "be safe," "be responsible," and "be respectful." These rules translate into sets of expectations that differ according to various settings in the school. Thus, on the playground "be safe" means stay within boundaries and follow the rules of the game. In hallways and on stairs, it means to keep your hands and feet to yourself and to walk on the right side. Some parents and educators believe that students come to school knowing these rules of conduct, and that those who don't follow them simply should be punished. However, research and experience has taught us that systematically teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. It also establishes a climate in which appropriate behavior is the norm. Finally, the use of Tier 1 support strategies has been shown to result in dramatic reductions in the number of students being sent to the office for discipline in elementary and middle schools across the United States and Canada. In effect, by teaching and encouraging positive student</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>behavior (i.e., positive behavior intervention and support), we reduce the "white noise" of common but constant student disruption that distracts us from focusing intervention expertise on the more serious problems mentioned above.</p> <p>Measures: Evidence of extra-curricular and enrichment activities to provide challenging educational opportunities for all students and to support student contentedness with school will be collected such as agendas, programs, and participation counts.</p> <p>Tier 1 support, through positive behavior support, works for over 80% of all students in a given school (based on a criterion of the number of students who have one or fewer office discipline referrals per month). But obviously, no intervention works across the board for all students. For a variety of reasons, some students do not respond to the kinds of efforts that make up Tier 1 support, just as some children do not respond to initial teaching of academic subjects. Some children need booster shots and some children need intensive interventions.</p> <p>Putting into place systematic Tier 1 support strategies offers two advantages: First, it reduces the "water torture" caused by large numbers of office discipline referrals</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>for minor problems. As we suggested earlier, this volume of referrals obscures and distracts our attention from more serious problems. Second, having a system for documenting the occurrence of targeted behaviors (e.g., office discipline referrals) provides a way to determine which students need more intensive intervention. For example, the criterion for considering the need for moving into secondary prevention for a student or group of students might be 4 or more office discipline referrals in a month. Without Tier 1 support, of course, the number of students meeting this criteria and needing additional help will be much larger.</p> <p>Tier II systems will be researched and in the process of development.</p>						
<p>SCHOOL CLIMATE OPPORTUNITIES</p> <p>Means of Achievement: Increased educational opportunity</p> <p>Task: Students will be provided with student-recognition opportunities, incentives and activities Funding will be provided for after-school homework centers. Funding will be provided for Professional Development for Administration to focus on School Climate (Bullying, At-Risk Students, Closing the Achievement Gap) Funding will be</p>	08/15/2017-06/01/2018	All staff, Principal, counselors, and teachers.	ASB Disneyland Middle School Collaborative Gift fund		Gift Fund	10938.00
			Principal's Lunch and Student Incentives Gift fund		Gift Fund	973.00
			ASB Teacher (teaching 120%)	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	9,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>provided for lunchtime intramurals Outreach for incoming 6th graders who are currently at the feeder elementary school Purchase Technology to support extra curricular activities for students to prepare for high school.</p> <p>Measures: Decrease in bullying incidents as determined by discipline and counselor referrals, increase in participation in homework center, and lunchtime intramurals. More participation in school-wide activities. District wide ASB collaboration (Tri-school events).</p>						
<p>PROFESSIONAL DEVELOPMENT SUPPORT AND TRAINING</p> <p>Means of Achievement: Staff development and professional collaboration</p> <p>Task: PBIS Tier 1 and 2 interventions (PD): Restorative practices training support- Using Restorative Practices to promote bring awareness to inequities, deepen relationships and process trauma-</p> <p>How do we address conflict in our school and what is the system that we use to create and maintain a happy and thriving climate for staff,</p>	01/01/2019-06/01/2019	All staff.	Restorative practices training and support	1000-1999: Certificated Personnel Salaries	Site Allocation	5574.00
			Restorative practices training and support (PBIS 1 and 2) collaboration time	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	10,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>students and parents?</p> <p>Building infrastructure to support Restorative Practices and strategies is key to successfully implement RISA. This is done by developing shared values, clear and equitable policies, and effective instructions that outline the work. The infrastructure framework reminds us that practices cannot simply exist in a void within our school; They need to be a part of a holistic system that takes a 360 degree approach to addressing disproportionate discipline and conflict issues. This part also includes deep assessments of school climate, which are used to identify the appropriate practices and strategies for your school and create a more accurate implementation timeline.</p> <p>What practices and strategies does our school have to prevent conflict from occurring?</p> <p>Conflict prevention is one of the main targets of RISA. This step focuses on building or enhancing existing strategies with the intention of preventing conflicts from occurring. This is done by addressing root causes of conflict and harm such as cultural misunderstandings, implicit bias and microaggressions, a lack of cultural inclusion, low levels of staff and student empathy, a deficit of trauma support for staff</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>and students, a lack of communication and listening skills and varying definitions of core community values. A combination of practices, habits, trainings, and infrastructure are put into place to specifically address the root causes that arise in the school.</p> <p>When conflict does occur, how does our school respond with the intention of solving the conflict and addressing the root causes?</p> <p>Conflict resolution practices are a reflection of both the values that school staff hold on conflict resolution, redemption, punishment and justice and the desired outcomes that staff hope to produce as a result of the incident. RISA will take a close look at existing practices to assess if they are effective, equitable and actually solving the root of the conflict. Part of this process is making sure that the needs of the people who are harmed and those who cause harm are understood and addressed. The process of conflict resolution is communicated using simple tools that make it easy for staff, students and parents to understand.</p> <p>How do we reintegrate students back into our school when they are removed?</p> <p>What strategies are we using to address the rippling effect that</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>conflict and harm has on our staff, students and parents? Conflicts and incidents of harm can erode the trust, safety, collaboration, and the overall positive community culture that schools work so hard to build. This is why it is important to address the rippling impact that conflicts have on classroom, staff and school culture. These steps include strategies and practices that mend the fractures that form during and after incidents. These practices include reassessing values and creating new agreements around safety, building trust, setting healthy boundaries, processing vicarious trauma, developing deeper empathy and discussing the impact of the incident and the needs that have arisen with peers.</p>						
<p><b>ACTION 4. PARENT ENGAGEMENT</b></p> <p>Means of Achievement: Involvement of staff, parents and community</p> <p>Task: Materials to inform parents of school-related programs and activities will be mailed home to parents on a monthly basis. Parent Guidebooks outlining ways parents can support their middle school students will be provided to all students' parents upon registration or enrollment.</p>	08/15/2018-06/01/2019	Principal, staff	Parent resources and community involvement	4000-4999: Books And Supplies	Local Categorical	5088.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Measures: Increased number in parent participants, meeting agendas, meeting outcomes, school related materials sent to parents, and parent guidebooks.						
<p>SUPPLEMENTAL SUPPORT</p> <p>Means of Achievement: Auxiliary services for students and parents</p> <p>Task: Purchase of art, music, media to support student engagement.</p> <p>Also for 2018-19, Parkway will offer Fall semester intercession courses, What is intercession? Intercession is two days when students get to explore four different activities in lieu of regular academic classes. Using a growth mindset students will be engaged in project based learning, exposing them to different information and skill sets. This would introduce students to topics they might not normally get to learn about and could encourage skills such as: real-world problem solving, collaborative creativity, teamwork, and personal reflection.</p> <p>How will this happen? Students will get to sign up for four different sessions using a google document the same way they signed up for Career Day speakers. These sessions will continue from</p>	08/15/2018-06/01/2019	All staff member on campus	<p>Exploratory Department Materials and Support</p> <p>Intercession materials</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>4,000.00</p> <p>4,000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Wednesday to Thursday, there will not be an A day/B day change. Whatever classes are selected for day one will be the same on day 2. Not all courses are offered every period but there is a good selection, please see list.</p> <p>Wednesday, is an early release Wednesday, students will be released at 2:05pm, and Thursday, is a minimum day, students will be released at 12:30pm. This will give them 134 minutes per session (72 minutes on Wednesday and 52 minutes on Thursday).</p> <p>Physical Education department:</p> <p>3 TV monitors were purchased in 2016-17 to supplement the teaching in learning in our Fitness room and MUR. These monitors will be utilized for fitness programs and school-wide events.</p> <p>Measures: Increase in student engagement with sports, art, music, miscellaneous exploratory and life skills programs and activities.</p>						
<p>TEACHING AND LEARNING (COMPUTER SCIENCE CLASS)</p> <p>Means of Achievement: Improvement of instruction strategies and materials</p>	08/15/2018-06/01/2019	Teachers, Administration, SMCOE, SSFUSD	<p>Technology to support STEM programs</p> <p>Resources to support STEM curriculum</p> <p>Computer Science Class (after school enrichment)</p>	<p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Site Allocation</p> <p>Instructional Media</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>0</p> <p>569.00</p> <p>12,236.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Task:            In 2018-19 Parkway Heights will offer a Computer Science class to our after school program. 30 students in grades 7-8 will meet once a week on Wednesday's for 1.5 hours from October 2018 through June 2019. These students will receive a comprehensive computer science curriculum, including field trips and enrichment projects. This course will be taught by Mr. Y. Wong, our computer science teacher.</p> <p>Measures:            Computer literacy skills for students enrolled in this elective            Increased word processing proficiency            Increased proficiency in 2017-18 SBAC</p>						

## Planned Improvements in Student Performance

### School Goal #5

<b>SUBJECT: SPECIAL EDUCATION</b>
<b>LEA/LCAP GOAL:</b>
LEA Goal: All students will reach high standards and be provided with an array of rigorous learning experiences that will allow them to become well-rounded citizens.
LCAP Priorities: 4 - Pupil Achievement
LCAP Goal: Not Aligned
<b>SCHOOL GOAL #5:</b>
<b>INSTRUCTIONAL PROGRAM: EFFORTS REGARDING IMPROVING THE PERFORMANCE OF ALL SUBGROUPS</b>
Our goal is for all SpEd students to show progress in all content areas using local measures, while maintaining progress for all of our students who were proficient or advanced on the 2018-2019 SBAC exam in both ELA and Math. For 2018-2019, all SpEd students will participate in the Smarter Balanced Exam, or the CAPA/CMA. Our goal for 2018-2019 is to provide these students with the appropriate technology and technological skill set required to perform these assessments. For example, word processing, and keyboard mouse manipulation will be an area of focus that may be included in IEP's.
Strategy: The administration will use categorical funding to provide release time for teachers. This release time will consist of the following: Collaboration with general education teachers IEP's Team Teaching Teacher observation Professional Development in classroom interventions and teaching strategies Lesson Planning Collaboration on best teaching practice
<b>Data Used to Form this Goal:</b>
The staff used the following data to form this goal: SBAC data District Benchmark Assessments Curriculum-embedded assessment data District wide initiatives

Site SMART goals

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

Many of our students did not meet our annual goals. Also, many revisions have been implemented into our school program from converting into a block schedule, to hiring a full-time Academic Counselor to supplement the previous 1.5 FTE In 2018-2019 the SpEd department will collaborate with the general education teachers to identify, establish, and implement accommodations/modifications for mainstream students.

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

All Special Education teacher engage PLC's. During these meetings teachers will collaborate with the school-site ELD TOSA, Gen Ed teachers, School Psychologist/Speech Therapist, Assistant Principal, and Principal to review data and discuss best instructional practices.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>INCREASING PROFICIENCY</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task: Staff will purchase materials that can be used to support District adopted curriculum, that will focus on connecting to African American, and Special Education students. These materials will be utilized in the classroom as supplemental and core curriculum during and after school.</p> <p>Additionally, the addition of classroom paraprofessionals and/or increase in hours from 5 to 7hrs per day in Sped/EL to help provide much needed instructional assistance in the classroom (i.e., small group instruction and behavior management). Additional hours and/or additional staffing will allow the administration to strategically place instruction aides in various grade levels and content areas where there is a high concentration of special ed. and ELD students.</p>	08/15/2018-06/01/2019	Principal, Assistant Principal, teachers, sped paras and site ELD TOSA.	SpEd Intervention Resources	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	10,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Currently, many of our teachers are teaching the majority of their sections without a paraprofessional. A SpEd TOSA is a position that we are currently researching for the 2019-20 school year.</p> <p>Measures: Student assessment data and walkthrough visit data will assist us in determining how effective we are in supporting our students with disabilities and other under performing students in their learning. Observations of teachers consistently using District-adopted instructional materials. Observations of teachers using SDAIE and behavioral intervention strategies.</p>						
<p><b>PLC TIME AND SUPPORT</b></p> <p>Means of Achievement: Improvement of instruction strategies and materials</p> <p>Task: Enrichment activities will be provided to help engage students who otherwise do not feel a connection to school.</p> <p>Measures: Student grades, student performance on all assessments-- formal and informal, improvement in student attendance, and increase student engagement in classrooms</p>	08/15/2018-06/01/2019	Principal, Assistant Principal, Teachers, and C&I Specialist.	<p>Cross-curricular Collaboration planning time with general ed teachers</p> <p>Sped Professional Development and additional resources</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>5,500.00</p> <p>5,496.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>RESPONSE TO INTERVENTION AND INSTRUCTION</p> <p>Means of Achievement: Extended learning time</p> <p>Task: Special Education teachers and general education will meet regularly to support mainstreamed Special education students. Parkway will also provide additional support for all students who have been known to struggle with transition. Teachers and instructional aides in special education will receive professional development in specific instructional and behavioral management strategies. Professional development with a focus on classroom behavioral and academic intervention strategies will continue to be an area of focus for 2018- 19.</p> <p>Additionally, HP Stream notebooks and Carts will be purchased to help provide supplemental technology support for at risk academic instruction students. These notebooks will be utilized for word processing, test preparation, research based projects, and we based programs.</p> <p>Measures: Student grades, student assessment results, student attendance, student engagement in class and student participation in class, behavior.</p>	08/15/2018-06/01/2019	Administrators, counselors, and Teachers, Site TOSA	<p>Technology support for AI students LCAP 180</p> <p>CCSS Professional Development</p>	<p>6000-6999: Capital Outlay</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>LCAP At-Risk Student Support</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>47,072.00</p> <p>5,000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>SUPPLEMENTAL SERVICES</p> <p>Means of Achievement: Auxiliary services for students and parents</p> <p>Task: Lack of space availability caused by school-site construction has not enabled us to continue our traditional intramural sports program at lunch. Academic support during lunch time will be offered by the physical education department in lieu of sports for students that are underperforming in the classroom. Technology will be purchased to help support English Learners and Special Education students in the classroom.</p> <p>Measures: Participants referred by teachers, counselors, and administration. Engagement of students through the use of technology, classroom walkthrough visits.</p>	08/15/2017-06/01/2018	Principal, teachers	Intramural sports lunch time program (equipment and staffing)	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	1,500.00

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Site Discretionary	52445.	3,328.00
Site Allocation	3501.	-2,073.00
Site Allocation	4500.	-1,074.00
Instructional Media	569.	0.00
Site Allocation	13574.	8,000.00
El Support	23430.	0.00
LCAP At-Risk Student Support	55746.	0.00
Title I Part A: Basic Grants Low-Income	160772.	-17,000.00
Gift Fund	11911.	0.00
Local Categorical	5088.	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
El Support	23,430.00
Gift Fund	11,911.00
Instructional Media	569.00
LCAP At-Risk Student Support	55,746.00
Local Categorical	5,088.00
Site Allocation	5,574.00
Site Discretionary	49,117.00
Title I	3,000.00
Title I Part A: Basic Grants Low-Income and Neglected	177,772.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	116,906.00
2000-2999: Classified Personnel Salaries	23,430.00
4000-4999: Books And Supplies	100,947.00
5000-5999: Services And Other Operating Expenditures	10,000.00
5800: Professional/Consulting Services And Operating	21,941.00
6000-6999: Capital Outlay	47,072.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	El Support	23,430.00
	Gift Fund	11,911.00
4000-4999: Books And Supplies	Instructional Media	569.00
4000-4999: Books And Supplies	LCAP At-Risk Student Support	8,674.00
6000-6999: Capital Outlay	LCAP At-Risk Student Support	47,072.00
4000-4999: Books And Supplies	Local Categorical	5,088.00
	Site Allocation	0.00
1000-1999: Certificated Personnel Salaries	Site Allocation	5,574.00
4000-4999: Books And Supplies	Site Discretionary	49,117.00
4000-4999: Books And Supplies	Title I	3,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income	111,332.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income	34,499.00
5000-5999: Services And Other Operating	Title I Part A: Basic Grants Low-Income	10,000.00
5800: Professional/Consulting Services	Title I Part A: Basic Grants Low-Income	21,941.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	54,540.00
<b>Goal 2</b>	21,500.00
<b>Goal 3</b>	108,221.00
<b>Goal 4</b>	73,378.00
<b>Goal 5</b>	74,568.00

## 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
			X		
Carolina Segura					X
Maria Gonzalez				X	
Maggie Najarro			X		
Andrea Tunkett		X			
Colleen McCauley		X			
Marco Lopez	X				
Angelica Garduno			X		
Deanna Moreno			X		
Amber Verdin				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>1</b>

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