

The School Plan for Student Achievement

School: Alta Loma Middle school
CDS Code: 41690706059976
District: South San Francisco Unified School District
Principal: Michael Reichle
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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The District Governing Board approved this revision of the SPSA on 5/9/2019.

School Vision and Mission

Alta Loma Middle school's Vision and Mission Statements

At ALMS, our mission is to ensure our students grow into lifelong learners who can express their thinking and show social and emotional intelligence.

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	229	236	239	225	233	234	224	233	233	98.3	98.7	97.9
Grade 7	224	227	239	220	222	230	219	221	229	98.2	97.8	96.2
Grade 8	248	218	238	241	215	228	240	215	228	97.2	98.6	95.8
All Grades	701	681	716	686	670	692	683	669	690	97.9	98.4	96.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2528.0	2529.7	2514.0	19	18.45	13.73	35	36.91	30.90	24	22.75	27.47	22	21.89	27.90
Grade 7	2547.4	2554.9	2563.5	12	20.81	20.96	40	35.75	36.68	22	17.19	22.27	26	26.24	20.09
Grade 8	2574.4	2566.5	2561.4	16	15.35	17.98	39	41.86	33.77	28	19.07	21.05	17	23.72	27.19
All Grades	N/A	N/A	N/A	16	18.24	17.54	38	38.12	33.77	25	19.73	23.62	22	23.92	25.07

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	21	24.89	20.17	46	46.78	43.35	33	28.33	36.48
Grade 7	23	30.32	29.26	45	37.56	43.67	32	32.13	27.07
Grade 8	28	26.05	25.44	48	47.91	42.54	25	26.05	32.02
All Grades	24	27.06	24.93	46	44.10	43.19	30	28.85	31.88

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	32	25.75	21.46	43	46.35	49.79	25	27.90	28.76
Grade 7	27	31.82	34.50	52	44.55	46.29	21	23.64	19.21
Grade 8	25	24.30	25.22	54	53.27	45.58	21	22.43	29.20
All Grades	28	27.29	27.03	50	47.98	47.24	22	24.74	25.73

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	18	15.45	12.02	67	66.09	65.24	15	18.45	22.75
Grade 7	13	15.38	15.72	67	60.63	62.45	21	23.98	21.83
Grade 8	12	14.42	17.98	72	69.30	62.28	17	16.28	19.74
All Grades	14	15.10	15.22	68	65.32	63.33	17	19.58	21.45

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	29	30.04	24.03	55	51.50	51.50	15	18.45	24.46
Grade 7	27	39.37	43.23	53	38.91	36.68	21	21.72	20.09
Grade 8	34	34.42	33.77	50	41.40	41.67	16	24.19	24.56
All Grades	30	34.53	33.62	53	44.10	43.33	17	21.38	23.04

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	229	236	239	226	235	234	225	233	234	98.7	99.6	97.9
Grade 7	223	227	239	220	225	233	219	225	233	98.7	99.1	97.5
Grade 8	248	218	238	240	217	231	238	217	231	96.8	99.5	97.1
All Grades	700	681	716	686	677	698	682	675	698	98	99.4	97.5

* 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	2524.8	2519.7	2512.7	22	20.60	18.38	19	18.03	20.51	34	35.19	33.33	25	26.18	27.78
Grade 7	2547.5	2559.3	2539.8	20	26.67	21.89	26	24.89	17.17	29	21.78	27.90	26	26.67	33.05
Grade 8	2572.6	2565.3	2549.3	28	25.35	26.41	21	20.74	16.45	24	23.96	17.75	28	29.95	39.39
All Grades	N/A	N/A	N/A	23	24.15	22.21	22	21.19	18.05	29	27.11	26.36	26	27.56	33.38

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	28	28.33	22.22	36	31.33	42.74	35	40.34	35.04	
Grade 7	29	36.61	29.18	35	29.46	31.76	36	33.93	39.06	
Grade 8	37	36.41	29.87	29	26.73	25.54	34	36.87	44.59	
All Grades	32	33.68	27.08	33	29.23	33.38	35	37.09	39.54	

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	21	19.31	20.09	46	51.50	39.74	32	29.18	40.17
Grade 7	24	30.67	21.89	42	38.22	42.06	34	31.11	36.05
Grade 8	26	25.81	30.30	51	42.40	36.36	23	31.80	33.33
All Grades	24	25.19	24.07	47	44.15	39.40	30	30.67	36.53

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	20	18.88	14.53	52	49.79	47.44	29	31.33	38.03
Grade 7	23	28.00	22.75	56	50.67	53.65	21	21.33	23.61
Grade 8	24	24.42	25.11	58	46.08	40.69	18	29.49	34.20
All Grades	22	23.70	20.77	55	48.89	47.28	23	27.41	31.95

Conclusions based on this data:

- 1.

School and Student Performance Data

ELPAC Results

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

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

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

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

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

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

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

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
701	34.7%	10.1%	0.1%

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.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	71	10.1%
Foster Youth	1	0.1%
Homeless	6	0.9%
Socioeconomically Disadvantaged	243	34.7%
Students with Disabilities	118	16.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	1.6%
Asian	77	11.0%
Filipino	193	27.5%
Hispanic	290	41.4%
Two or More Races	49	7.0%
Pacific Islander	18	2.6%
White	63	9.0%






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="212 407 456 436">English Language Arts</p>  <p data-bbox="293 487 375 516">Yellow</p>	<p data-bbox="695 407 927 436">Chronic Absenteeism</p>  <p data-bbox="776 487 857 516">Orange</p>	<p data-bbox="1198 407 1382 436">Suspension Rate</p>  <p data-bbox="1252 487 1317 516">Green</p>
<p data-bbox="261 604 407 634">Mathematics</p>  <p data-bbox="293 684 375 714">Orange</p>		
<p data-bbox="201 802 467 831">English Learner Progress</p>  <p data-bbox="212 890 456 919">No Performance Color</p>		

Conclusions based on this data:

- 1.

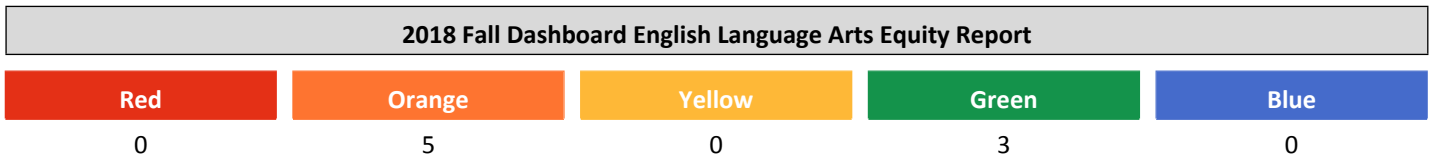
School and Student Performance Data

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
 Yellow 3 points below standard Declined -3.3 points 675 students	 Orange 42 points below standard Maintained -1.7 points 195 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 5 students	 Orange 36.5 points below standard Maintained -1 points 264 students	 Orange 99.4 points below standard Increased 3.8 points 116 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 0 Students	 Green 41.4 points above standard Increased 5.8 points 74 students	 Green 36.3 points above standard Maintained 1.2 points 165 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 32.9 points below standard Declined -5.2 points 276 students	 Green 23.6 points above standard Increased 8.6 points 71 students	 No Performance Color 66.8 points below standard Declined -28.2 points 18 students	 Orange 27.6 points below standard Declined -15.3 points 62 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
99.7 points below standard Increased 14.6 points 50 students	22.1 points below standard Declined -3.8 points 145 students	8.2 points above standard Declined -7.3 points 427 students

Conclusions based on this data:

- 1.

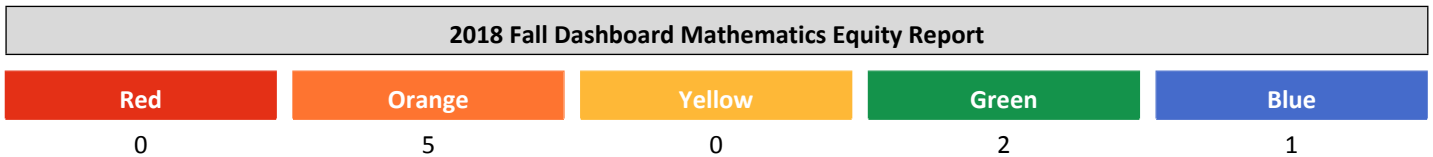
School and Student Performance Data

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		
<p>All Students</p> Orange 31.6 points below standard Declined -12.6 points 670 students	<p>English Learners</p> Orange 74.9 points below standard Declined -17.2 points 193 students	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	<p>Socioeconomically Disadvantaged</p> Orange 68.3 points below standard Declined -5.4 points 259 students	<p>Students with Disabilities</p> Orange 130.8 points below standard Increased 4.4 points 112 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 8 students	 No Performance Color 0 Students	 Green 31.9 points above standard Declined -11.8 points 75 students	 Green 7.5 points above standard Declined -8.9 points 164 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 76.9 points below standard Declined -19.4 points 273 students	 Blue 20.3 points above standard Increased 70 students	 No Performance Color 50.2 points below standard Declined -32.3 points 18 students	 Orange 60.9 points below standard Declined -25.6 points 62 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
123.7 points below standard Increased 11.1 points 48 students	58.7 points below standard Declined -24.1 points 145 students	18 points below standard Declined -12.5 points 422 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
66	21.2%	27.3%	33.3%	18.2%

Conclusions based on this data:

1.

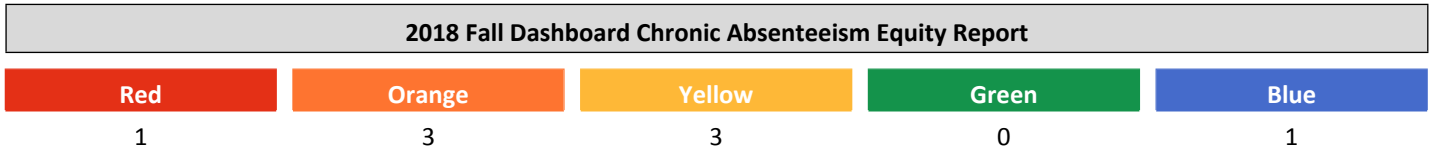
School and Student Performance Data

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>All Students</p>  <p>Orange</p> <p>10% chronically absent</p> <p>Increased 0.5%</p> <p>727 students</p>	<p>English Learners</p>  <p>Orange</p> <p>17.2% chronically absent</p> <p>Increased 2.6%</p> <p>87 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>14.4% chronically absent</p> <p>Declined 3.1%</p> <p>292 students</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>20.2% chronically absent</p> <p>Maintained 0%</p> <p>124 students</p>

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 27.3% chronically absent 11 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Blue 2.5% chronically absent Declined 1.3% 81 students	 Yellow 4.5% chronically absent Increased 0.9% 198 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 14.8% chronically absent Increased 1.4% 305 students	 Orange 12.2% chronically absent Increased 6.5% 49 students	 No Performance Color 5.3% chronically absent Declined 9.7% 19 students	 Yellow 10.9% chronically absent Declined 3.3% 64 students

Conclusions based on this data:

- 1.

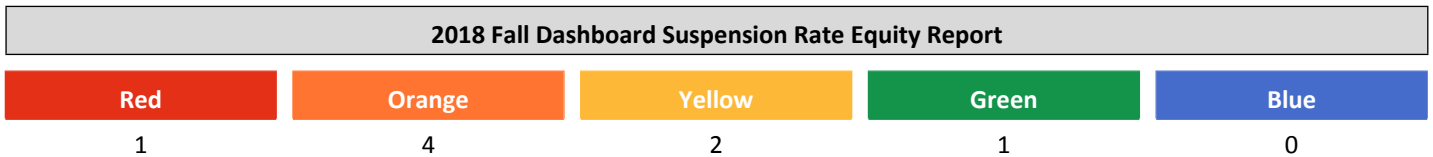
School and Student Performance Data

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>All Students</p>  <p>Green</p> <p>7.1% suspended at least once</p> <p>Declined -1%</p> <p>730 students</p>	<p>English Learners</p>  <p>Green</p> <p>5.7% suspended at least once</p> <p>Declined -1%</p> <p>87 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not 1 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not 6 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>11.9% suspended at least once</p> <p>Declined -1.4%</p> <p>294 students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>13.7% suspended at least once</p> <p>Declined -2.8%</p> <p>124 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 18.2% suspended at least once 11 students	 No Performance Color 0 Students	 Orange 2.5% suspended at least once Increased 1.2% 81 students	 Orange 4.5% suspended at least once Increased 1.4% 199 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 8.5% suspended at least once Declined -3.1% 306 students	 Orange 8% suspended at least once Increased 2.2% 50 students	 No Performance Color 0% suspended at least once Declined -15% 19 students	 Red 14.1% suspended at least once Increased 1.6% 64 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
3.9% suspended at least once	8.2% suspended at least once	7.1% suspended at least once

Conclusions based on this data:

- 1.

Planned Improvements in Student Performance

School Goal #1

SUBJECT: ELA/ELD
LEA/LCAP GOAL:
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 Priorities: 4 - Pupil Achievement
LCAP Goal: Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local, state and/or national level assessments.
SCHOOL GOAL #1:
GOAL: INSTRUCTIONAL PROGRAM: READING/LANGUAGE ARTS (INCLUDING INTERVENTIONS)
By June 1, 2019, students will increase ELA scores by 5% as measured by the end-of-year CAASPP assessment. By June 1, 2019, ELD students will increase ELA scores by 7% as measured by the end-of-year CAASPP assessment By June 1, 2019, SPED students will increase ELA scores by 7% as measured by the end-of-year CAASPP assessment By June 1, 2019, at-risk students will increase ELA scores by 7% as measured by the end-of-year CAASPP assessment.
Strategy: We use teacher and district developed (CCSS aligned) assessments to measure student progress and adjust instruction as necessary. This is discussed in common prep time as well as department and subject matter collaboration meetings. We are identifying essential standards and developing collaboration protocols to develop possible re-teach and intervention sequences. We are implementing school-wide literacy practices with our coaches onsite that seek to justify opinions and arguments by making citations from text a universal application for all classes
Data Used to Form this Goal:
The preliminary results from the CAASPP test are as follows: School-Wide . Percentage At or Above Standards 51% Grade Level Percentage At or Above Standards 6th 45% 7th 58% 8th 52% EL Percentage At or Above Standards

15%
 SPED Percentage At or Above Standards
 Socioecon. Dis . 42%

Findings from the Analysis of this Data:

While there were school level factors that led to a decline in overall achievement levels, it is important to note that our students learning styles are changing. We see a need for more autonomy and choice, therefore our ELA department has set a five-year goal to move to a readers and writers workshop model. One bright spot from last year is that ELD students met our achievement goal.

How the School will Evaluate the Progress of this Goal:

ALMS has expanded the protocol for academic conferencing used for analyzing CEAs that follows a set assessment calendar. Our data analysis for the state tests will be dependent on the data we receive

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CONTINUED ACHIEVEMENT IN READING/LANGUAGE ARTS Means of Achievement: Improvement of instruction strategies and materials Task: 1. Continually adapt curriculum to research-based methods that support critical thinking, creative thinking, communication, and collaboration, specifically readers and writers workshop. 2. Implement new curriculum to focus on essential standards as developed in site and district PLC work. 3. Purchase Teacher's College materials for all ELA teachers including Reader's Workshop guide for 11, Writer's Workshop Units of Study, and Reader's Workshop Units of Study for 6th grader teachers as the first steps in our ELA five year plan. 4. Ensure that text selections are	8/15/2018-5/30/2019	ELA Teachers including SPED	11 Reader's Workshop Teachers Guides, 5 Writer's Workshop Units of Study, and 5 sets of 3 Reading Workshop Units of Study for 6th Grade plus tax and shipping costs.	4000-4999: Books And Supplies	LCAP At-Risk Student Support	3690.00
			11 Reader's Workshop Teachers Guides, 5 Writer's Workshop Units of Study, 6 Writer's Workshop Teacher's Guides, and 5 sets of 3 Reading Workshop Units of Study for 6th Grade plus tax and shipping costs.	4000-4999: Books And Supplies	El Support	410.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>addressing issues of equity and cultural competency.</p> <p>Measures: By June 1, 2019, students will increase ELA scores by 5% as measured by the end-of-year CAASPP assessment.</p> <p>By June 1, 2019, at-risk students will increase ELA scores by 7% as measured by the end-of year CAASPP assessment.</p> <p>By June 1, 2019, ELD students will increase ELA scores by 7% as measured by the end-of-year CAASPP assessment</p> <p>By June 1, 2019, SPED students will increase ELA scores by 7% as measured by the end-of year CAASPP assessment</p>						
<p>IMPLEMENT RESEARCH-BASED STRATEGIES IN READING/LANGUAGE ARTS</p> <p>Means of Achievement: Improvement of instruction strategies and materials</p> <p>Task: 1. Use staff meetings, collaboration meetings, and department meetings to provide training in research-based literacy strategies that will support essential standards instruction site-wide. 2. Implement and monitor strategies</p>	8/15/2018-5/30/2019	Department Chairs, ELA Teachers, Administration	Flocabulary Schoolwide Subscription	4000-4999: Books And Supplies	LCAP At-Risk Student Support	1800.00
			Flocabulary Schoolwide Subscription	4000-4999: Books And Supplies	El Support	200.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>in all subjects to support literacy by utilizing the members of the site Literacy Team</p> <p>3. Use technology to enhance delivery of instruction</p> <p>4. Purchase curriculum mapping software to aid in aligning curriculum and identifying gaps in instruction.</p> <p>Measures: By June 1, 2019, students will increase ELA scores by 5% as measured by the end-of-year CAASPP assessment.</p> <p>By June 1, 2019, at-risk students will increase ELA scores by 7% as measured by the end-of-year CAASPP assessment.</p> <p>By June 1, 2019, ELD students will increase ELA scores by 7% as measured by the end-of year CAASPP assessment</p> <p>By June 1, 2019, SPED students will increase ELA scores by 7% as measured by the end-of year CAASPP assessment</p> <p>By June 1, 2019, teachers will identify essential standards and begin developing common formative assessments.</p>						
<p>TARGETED STUDENT SUPPORT</p> <p>Means of Achievement: Extended learning time</p>	8/15/2018-5/30/2019	All Staff		None Specified	None Specified	
				None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Task:</p> <ol style="list-style-type: none"> 1. Identify at-risk students 2. Implement 3 tier RTI plan to improve student learning 3. Mentor Program <p>Measures:</p> <p>By June 1, 2019, 92% of at-risk students will earn passing ELA grades for first and second semester.</p> <p>By June 1, 2019, at-risk students will increase ELA scores by 7% as measured by the end-of-year CAASPP assessment.</p> <p>By June 1, 2019, ELD students will increase ELA scores by 7% as measured by the end-of-year CAASPP assessment</p> <p>By June 1, 2019, SPED students will increase ELA scores by 7% as measured by the end-of-year CAASPP assessment</p> <p>By December 1, 2018, teachers will identify at-risk students with two or more Ds or Fs for inclusion in RTI academic support and/or credit recovery</p>						
<p>IMPLEMENT RESPONSE TO INTERVENTION</p> <p>Means of Achievement: Increased educational opportunity</p> <p>Task:</p> <ol style="list-style-type: none"> 1. Identify at-risk students 	8/15/2018-5/30/2019	All staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2. Implement 3 tier RTI plan to improve student learning</p> <p>3. Mentor Program</p> <p>4. Investigate blended learning technology to use in an intervention setting to reteach and assess student learning</p> <p>Measures:</p> <p>By June 1, 2019, 92% of at-risk students will earn passing ELA grades for first and second semester.</p> <p>By June 1, 2019, at-risk students will increase ELA scores by 7% as measured by the end-of-year CAASPP assessment.</p> <p>By December 1, 2018, teachers will identify at-risk students with two or more Ds or Fs for inclusion in RTI academic support and/or credit recovery</p>						
<p>PROVIDE SITE TRAINING IN LITERACY STRATEGIES</p> <p>Means of Achievement: Staff development and professional collaboration</p> <p>Task:</p> <p>1. Site coaches provide on-going training in literacy strategies and the new technology tools available to students and staff</p> <p>2. Dedicated person for analysis of school-wide data trends for improvement and school-wide and departmental goal setting</p>	8/15/2018-5/30/2019	Michael Reichle, Kelly Duncan, Rachel Weber			None Specified	None Specified

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3. Implement department level PLC</p> <p>Measures: By June 1, 2019, 100% of staff will be trained in high leverage literacy strategies and standards, explicit collaboration strategies, and adolescent development.</p>						
<p>COMMUNITY ACTIVITY</p> <p>Means of Achievement: Involvement of staff, parents and community</p> <p>Task: 1. Language arts department will host a Family Literacy Night 2. Language arts department will create school-wide and community activities for Poetry Month 3. Language arts department and school librarian will coordinate Scholastic Book Fair 4. Spelling Bee 5. Drama club production of a play and a musical (in coordination with Instrumental Music)</p> <p>Measures: On October 17, 2018, all ELA teachers will host family literacy night.</p> <p>By June 1, 2019, there will be an 10% increase in parent attendance to all sponsored events.</p>	8/15/2018-5/30/2019	Language arts department, Debbie Ballastrasse (library tech)	<p>Spelling Bee</p> <p>Family Literacy Night</p> <p>Poetry Month and Digital Literary Magazine</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p>	<p>LCAP At-Risk Student Support</p> <p>LCAP At-Risk Student Support</p>	<p>250.00</p> <p>350.00</p>
<p>PROVIDE STUDENT SERVICES</p> <p>Means of Achievement: Auxiliary</p>	8/15/2018-5/30/2019	All staff, Community partner counselors	Library Books	4000-4999: Books And Supplies	Instructional Media	646.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>services for students and parents</p> <p>Task:</p> <ol style="list-style-type: none"> 1. Identify at-risk students especially in our significant subgroups (Latino/Hispanic, Filipino, ELD, SPED, Socio Economic) 2. Provide mentoring services for selected students 3. Provide counseling services through community partnership 4. Provide information and resources to parents/guardians 5. Provide parent education nights <p>Measures:</p> <p>By June 1, 2019, 92% of at-risk students will earn passing ELA grades for first and second semester.</p> <p>By June 1, 2019, at-risk students will increase ELA scores by 7% as measured by the end-of-year CAASPP assessment.</p> <p>By June 1, 2019, ELD students will increase ELA scores by 7% as measured by the end-of-year CAASPP assessment</p> <p>By June 1, 2019, SPED students will increase ELA scores by 7% as measured by the end-of-year CAASPP assessment</p> <p>By December 1, 2018, teachers will identify at-risk students with two or more Ds or Fs for inclusion in RTI academic support and/or credit recovery.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>CONTINUED USE OF ASSESSMENT DATA</p> <p>Means of Achievement: Monitoring program implementation and results</p> <p>Task:</p> <ol style="list-style-type: none"> 1. Continue site-based academic conferences and other data analysis meetings by grade level team 2. Create and implement site-based CEAs 3. Use collaboration to improve program based on data 4. Refine pacing using PLC work and essential standards. <p>Measures:</p> <p>By June 1, 2019, students will increase ELA scores by 5% as measured by the end-of-year CAASPP assessment.</p> <p>By June 1, 2019, at-risk students will increase ELA scores by 7% as measured by the end-of-year CAASPP assessment.</p> <p>By June 1, 2019, ELD students will increase ELA scores by 7% as measured by the end-of-year CAASPP assessment</p> <p>By June 1, 2019, SPED students will increase ELA scores by 7% as measured by the end-of year CAASPP assessment</p>	8/15/2018-5/30/2019	Administration, Language arts department				

Planned Improvements in Student Performance

School Goal #2

SUBJECT: MATHEMATICS
LEA/LCAP GOAL:
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 Priorities: 4 - Pupil Achievement
LCAP Goal: Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local, state and/or national level assessments.
SCHOOL GOAL #2:
INSTRUCTIONAL PROGRAM: MATHEMATICS (INCLUDING INTERVENTIONS)
By June 1, 2019, students will increase math scores by 3% as measured by the end-of-year CAASPP assessment. By June 1, 2019, at-risk students will increase math scores by 5% as measured by the end-of-year CAASPP assessment. By June 1, 2019, ELD students will increase math scores by 5% as measured by the end-of-year CAASPP assessment By June 1, 2019, SPED students will increase math scores by 5% as measured by the end-of-year CAASPP assessment
Strategy: We use teacher and district developed (CCSS aligned) assessments to measure student progress and adjust instruction as necessary. This is discussed in common prep time as well as department and subject matter collaboration meetings. We will continue with MARS tasks, identifying essential standards work, and the universal application of common formative assessment to determine best practices for teaching and re-teaching.
Data Used to Form this Goal:
The preliminary results from the CAASPP test are as follows: School-Wide . Percentage At or Above Standards 40% Grade Level Percentage At or Above Standards 6th 39% 7th 39% 8th 42% EL Percentage At or Above Standards 7% SPED Percentage At or Above Standards 11% Socioeconomically Disadvantaged 28%

Findings from the Analysis of this Data:

Teacher turnover and a lack of continuity impacted student learning outcomes. Math teachers are investigating bringing relevancy and blended learning strategies to improve outcomes.

How the School will Evaluate the Progress of this Goal:

ALMS has implemented a protocol for informal academic conferencing used for analyzing CEAs. Our data analysis for the state tests will be dependent on the data we receive.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>CONTINUED ACHIEVEMENT IN MATH</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task:</p> <ol style="list-style-type: none"> Continue to use Digits with additional supplementary material. Implement amended curriculum to include CEAs, MARS tasks, and problems of the month Use literacy standards to justify responses in writing in math Increase access to the curriculum through 100% technology availability in math classes <p>Measures:</p> <p>By June 1, 2019, students will increase math scores by 2% as measured by the end-of-year CAASPP assessment.</p> <p>By June 1, 2019, at-risk students will increase math scores by 3% as measured by the end-of-year CAASPP assessment.</p> <p>By June 1, 2019, ELD students will increase math scores by 3% as measured by the end-of</p>	08/15/2018-05/30/2019	Administration, Math department	<p>Chromebook Carts and Chromebooks for Math</p> <p>Chromebook Carts and Chromebooks for Math</p> <p>Chromebook Carts and Chromebooks for Math</p> <p>Calculators</p>	<p>6000-6999: Capital Outlay</p> <p>6000-6999: Capital Outlay</p> <p>6000-6999: Capital Outlay</p> <p>4000-4999: Books And Supplies</p>	<p>LCAP At-Risk Student Support</p> <p>Site Discretionary</p> <p>EI Support</p> <p>LCAP At-Risk Student Support</p> <p>None Specified</p> <p>None Specified</p> <p>None Specified</p>	<p>6300.00</p> <p>6300.00</p> <p>1,400.00</p> <p>382.25</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>year CAASPP assessment</p> <p>By June 1, 2019, SPED students will increase math scores by 3% as measured by the end-of year CAASPP assessment</p>						
<p>IMPLEMENT RESEARCH-BASED STRATEGIES IN MATH</p> <p>Means of Achievement: Improvement of instruction strategies and materials</p> <p>Task: 1. Use collaboration/department meetings to provide trainings in research-based strategies related to essential standards instruction 2. Training in collaboration structures and protocols 3. Establish grade-level teacher leadership teams. 4. Restructure curriculum to add support material to enhance student learning and relevancy. 5. Create and administer two common assessments per grade-level (two formal PLC cycles).</p> <p>Measures: By June 1, 2019, students will increase math scores by 2% as measured by the end-of-year CAASPP assessment.</p> <p>By June 1, 2019, at-risk students will increase math scores by 3% as measured by the end-of-year CAASPP assessment.</p>	08/15/2018-05/30/2019	Math department, Administration				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>By June 1, 2019, ELD students will increase math scores by 3% as measured by the end-of year CAASPP assessment</p> <p>By June 1, 2019, SPED students will increase math scores by 3% as measured by the end-of year CAASPP assessment</p>						
<p>TARGETED STUDENT SUPPORT</p> <p>Means of Achievement: Extended learning time</p> <p>Task:</p> <ol style="list-style-type: none"> 1. Identify at-risk students 2. Implement 3 tier RTI plan to improve student learning 3. Mentor Program <p>Measures:</p> <p>By June 1, 2019, students will increase math scores by 2% as measured by the end-of-year CAASPP assessment.</p> <p>By June 1, 2019, at-risk students will increase math scores by 3% as measured by the end-of-year CAASPP assessment.</p> <p>By June 1, 2019, ELD students will increase math scores by 3% as measured by the end-of year CAASPP assessment</p> <p>By June 1, 2019, SPED students will increase math scores by 3% as</p>	08/15/2018-05/30/2019	All staff	Summer Math Enrichment	1000-1999: Certificated Personnel Salaries	Gift Fund	6,200.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
measured by the end-of year CAASPP assessment						
<p>IMPLEMENT RESPONSE TO INTERVENTION</p> <p>Means of Achievement: Increased educational opportunity</p> <p>Task:</p> <ol style="list-style-type: none"> 1. Identify at-risk students in significant subgroups (ELD, SPED, Filipino, Caucasian, Latino/Hispanic) 2. Implement 3 tier RTI plan to improve student learning 3. Mentor Program 4. Co-teaching class in math 8 <p>Measures:</p> <p>By June 1, 2019, students will increase math scores by 2% as measured by the end-of-year CAASPP assessment.</p> <p>By June 1, 2019, at-risk students will increase math scores by 3% as measured by the end-of-year CAASPP assessment.</p> <p>By June 1, 2019, ELD students will increase math scores by 3% as measured by the end-of year CAASPP assessment</p> <p>By June 1, 2019, SPED students will increase math scores by 3% as measured by the end-of year CAASPP assessment</p>	08/15/2018-05/30/2019	All staff				
PROVIDE COLLABORATION	08/15/2018-	Michael Reichle,				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Means of Achievement: Staff development and professional collaboration</p> <p>Task:</p> <ol style="list-style-type: none"> 1. Implement strategies related to literacy, CCSS Math Practices, EDI for math instruction 2. Participate in the Silicon Valley Math Initiative SSFUSD Cohort 3. PLC implementation and training <p>Measures:</p> <p>By June 1, 2019, students will increase math scores by 2% as measured by the end-of-year CAASPP assessment.</p> <p>By June 1, 2019, at-risk students will increase math scores by 3% as measured by the end-of-year CAASPP assessment.</p> <p>By June 1, 2019, ELD students will increase math scores by 3% as measured by the end-of-year CAASPP assessment</p> <p>By June 1, 2019, SPED students will increase math scores by 3% as measured by the end-of-year CAASPP assessment</p>	05/30/2019	Math Department				
<p>COMMUNITY ACTIVITY</p> <p>Means of Achievement: Involvement of staff, parents and community</p> <p>Task:</p>	08/15/2018-05/30/2019	Math Department	<p>Math After Dark Hourly Compensation for B. Hahn</p> <p>Family Math Night</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>LCAP At-Risk Student Support</p> <p>LCAP At-Risk Student Support</p>	<p>800.00</p> <p>750.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Math department will host Family Math Night 2. Coordinate math competitions within the district 3. Host "Math After Dark" for parent engagement</p> <p>Measures: By June 1, 2019 there will be an 10% increase in parent attendance to all sponsored events.</p> <p>On February 27, 2019, all math teachers will host family math night.</p>						
<p>PROVIDE STUDENT SERVICES</p> <p>Means of Achievement: Auxiliary services for students and parents</p> <p>Task: 1. Identify at-risk students especially in our significant subgroups (Latino/Hispanic, Filipino, Caucasian, ELD, SPED) 2. Provide mentoring services for selected students 3. Provide counseling services through community partnership 4. Provide information and resources to parents/guardians 5. Provide after school academic intervention classes</p> <p>Measures: By June 1, 2018, 92% of at-risk students will earn Measures: By June 1, 2019, students will increase math scores by 2% as measured by the end-of-year</p>	08/15/2018-05/30/2019	All staff, Community partner counselors				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>CAASPP assessment.</p> <p>By June 1, 2019, at-risk students will increase math scores by 3% as measured by the end-of-year CAASPP assessment.</p> <p>By June 1, 2019, ELD students will increase math scores by 3% as measured by the end-of year CAASPP assessment</p> <p>By June 1, 2019, SPED students will increase math scores by 3% as measured by the end-of year CAASPP assessment</p> <p>By December 1, 2018, teachers will identify at-risk students with two or more Ds or Fs for inclusion in RTI academic support and/or credit recovery.</p>						
<p>CONTINUED USE OF ASSESSMENT DATA</p> <p>Means of Achievement: Monitoring program implementation and results</p> <p>Task:</p> <ol style="list-style-type: none"> 1. Continue academic conferences 2. Refine site-based essential standards and CEAs 3. Refine assessments based on student results 4. Use collaboration time to improve instruction based on assessment data <p>Measures:</p>	08/15/2018-05/30/2019	Math Department				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Measures:</p> <p>By June 1, 2019, students will increase math scores by 2% as measured by the end-of-year CAASPP assessment.</p> <p>By June 1, 2019, at-risk students will increase math scores by 3% as measured by the end-of-year CAASPP assessment.</p> <p>By June 1, 2019, ELD students will increase math scores by 3% as measured by the end-of year CAASPP assessment</p> <p>By June 1, 2019, SPED students will increase math scores by 3% as measured by the end-of year CAASPP assessment</p>						

Planned Improvements in Student Performance

School Goal #3

SUBJECT: UNDUPLICATED STUDENT ACHIEVEMENT
LEA/LCAP GOAL:
LEA Goal: All students will reach high standards at a minimum attaining proficiency or better in ELD by showing growth towards proficiency on the ELPAC and an increase in the number of ELs being reclassified at least one performance band each year on the English Language Proficiency (ELPAC). LCAP Priorities: 4 - Pupil Achievement LCAP Goal: Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local, state and/or national level assessments.
SCHOOL GOAL #3:
INSTRUCTIONAL PROGRAM: EFFORTS REGARDING IMPROVING THE PERFORMANCE OF ENGLISH LANGUAGE LEARNERS By June 1, 2019, ELD students will increase ELA scores by 7% as measured by the end-of-year CAASPP assessment. By June 1, 2019, ELD students will increase math scores by 3% as measured by the end-of-year CAASPP assessment. By June 1, 2019, 10% of ELD students will achieve reclassification status. By June 1, 2019, 80% of EL students will advance 1 level on the ELPAC assessment. Strategy: ELPAC scores, Academic Catch-up Plans, parent conferences, student grades at progress, quarter, and semester, and redesignation meetings will drive professional development in instructional strategies. There will be a school-wide effort to implement ELD essential standards of speaking and listening with all content areas.
Data Used to Form this Goal:
The data points we used to form this goal are reclassification data and ELPAC analysis.
Findings from the Analysis of this Data:
The required percentage for the AMAOs are numbers predetermined by the federal government.
How the School will Evaluate the Progress of this Goal:
Informal data analysis will be used to monitor and evaluate the data. The EL department will be tracking EL GPA scores throughout the year. Progress reports and quarter

grades will be used. Gather data through student feedback form to evaluate how students feel about program and how they are benefiting from it. Each department has a representative on the EL committee to identify needs and strategies for instruction.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>CONTINUED ACHIEVEMENT FOR ENGLISH LANGUAGE LEARNERS</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task:</p> <ol style="list-style-type: none"> 1. Study the ELA/ELD framework specifically connecting Listening and Speaking in all content areas to essential standards 2. Implement amended curriculum through differentiation and use of SDAIE strategies 3. Provide language acquisition and vocabulary building support through use of electronic/translation dictionaries <p>Measures:</p> <p>By June 1, 2019, ELD students will increase ELA scores by 7% as measured by the end-of-year CAASPP assessment</p> <p>By June 1, 2019, ELD students will increase math scores by 3% as measured by the end-of-year CAASPP assessment</p> <p>By June 1, 2019, 10% of ELD students will achieve reclassification status</p>	08/15/2018-5/30/2019	All staff	Action Scholastic Magazine for 25 students	4000-4999: Books And Supplies	El Support	825.00
<p>TARGETED STUDENT SUPPORT</p> <p>Means of Achievement: Extended learning time</p>	08/15/2018-5/30/2019	Homework Center Intervention Teachers			None Specified	None Specified

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Task: 1. Identify at-risk ELD students 2. Provide multiple after school intervention programs</p> <p>Measures: By June 1, 2019, ELD students will increase ELA scores by 7% as measured by the end-of-year CAASPP assessment</p> <p>By June 1, 2019, ELD students will increase math scores by 3% as measured by the end-of-year CAASPP assessment</p> <p>By June 1, 2019, 10% of ELD students will achieve reclassification status</p>						
<p>IMPLEMENT RESPONSE TO INTERVENTION</p> <p>Means of Achievement: Increased educational opportunity</p> <p>Task: 1. Build a system to identify interventions and students based on research and best practices. 2. Allow for student growth and movement between classes within the boundaries of district-imposed staffing limits</p> <p>Measures: By June 1, 2019, ELD students will increase ELA scores by 7% as measured by the end-of year CAASPP assessment</p>	08/15/2018-5/30/2019	All staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>By June 1, 2019, ELD students will increase math scores by 3% as measured by the end-of year CAASPP assessment</p> <p>By June 1, 2019, 10% of ELD students will achieve reclassification status</p>						
<p>PROVIDE SITE TRAINING IN LITERACY STRATEGIES</p> <p>Means of Achievement: Staff development and professional collaboration</p> <p>Task: 1. Train site ELPAC administrator 2. Professional Development workshops to benefit EL students</p> <p>Measures: By June 1, 2019, ELD students will increase ELA scores by 7% as measured by the end-of-year CAASPP assessment</p> <p>By June 1, 2019, ELD students will increase math scores by 3% as measured by the end-of year CAASPP assessment</p> <p>By June 1, 2019, 10% of ELD students will achieve reclassification status</p>	08/15/2018-5/30/2019	All staff				
<p>COMMUNITY ACTIVITY</p> <p>Means of Achievement: Involvement of staff, parents and community</p>	08/15/2018-5/30/2019	All staff	Bilingual Aide to attend Parent-Teacher Conferences and ELAC Meetings	2000-2999: Classified Personnel Salaries	El Support	450.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Task:</p> <p>1. Host four ELAC (English Language Advisory Committee) meetings with at least one general education teacher in attendance</p> <p>a. Inform ELAC members of the site English Learner education master plan</p> <p>b. Development of the school needs assessment</p> <p>c. Administration of the schools annual language census</p> <p>d. Inform parents of importance of attendance</p> <p>2. Provide ELAC members with training in student support strategies</p> <p>3. Provide ELAC access to Bilingual Aide to improve parent communication</p> <p>4. Host a multicultural night to engage and celebrate our families</p> <p>Measures:</p> <p>By June 1, 2019, ELD students will increase ELA scores by 7% as measured by the end-of-year CAASPP assessment</p> <p>By June 1, 2019, ELD students will increase math scores by 3% as measured by the end-of-year CAASPP assessment</p> <p>By June 1, 2019, 10% of ELD students will achieve reclassification status</p>			<p>refreshments for ELAC meeting</p> <p>teachers to attend ELAC-4 teachers</p> <p>Multicultural Night</p> <p>Newcomer Field Trips</p>	<p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>El Support</p> <p>El Support</p> <p>El Support</p> <p>El Support</p>	<p>200.00</p> <p>360.00</p> <p>750.00</p> <p>954.04</p>
<p>PROVIDE STUDENT SERVICES</p> <p>Means of Achievement: Auxiliary services for students and parents</p>	08/15/2018-5/30/2019	All staff	Student Wobble Stools	4000-4999: Books And Supplies	El Support	870.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Task:</p> <ol style="list-style-type: none"> 1. Identify at-risk students 2. Provide STARS EL homework center and after school 3. Provide mentoring services for selected students 4. Provide counseling services through community partnership such as Youth Service Bureau <p>Measures:</p> <p>By June 1, 2019, ELD students will increase ELA scores by 7% as measured by the end-of-year CAASPP assessment</p> <p>By June 1, 2019, ELD students will increase math scores by 3% as measured by the end-of year CAASPP assessment</p> <p>By June 1, 2019, 10% of ELD students will achieve reclassification status</p>						
<p>CONTINUED USE OF ASSESSMENT DATA</p> <p>Means of Achievement: Monitoring program implementation and results</p> <p>Task:</p> <ol style="list-style-type: none"> 1. Provide all teachers access to ELPAC scores and analysis 2. Provide all teachers with EL intervention strategies 3. Focus on EL intervention strategies in informal academic conferences 4. Discuss Listening and Speaking standards across all content areas 	08/15/2018-5/30/2019	All staff	ELPAC Testing; Sub for 4 Days	1000-1999: Certificated Personnel Salaries	El Support	760.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Measures:</p> <p>By June 1, 2019, ELD students will increase ELA scores by 7% as measured by the end-of-year CAASPP assessment</p> <p>By June 1, 2019, ELD students will increase math scores by 3% as measured by the end-of year CAASPP assessment</p> <p>By June 1, 2019, 10% of ELD students will achieve reclassification stat</p>						

Planned Improvements in Student Performance

School Goal #4

SUBJECT: SCHOOL CLIMATE/PARENT ENGAGEMENT

LEA/LCAP GOAL:

LEA Goal:

All students will be educated in learning environments that are safe, 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:

School Climate/Parent Engagement - All sites will promote positive learning environments for their school communities that will include a system of justice and fairness for all.

SCHOOL GOAL #4:

ENVIRONMENTS CONDUCIVE TO LEARNING AND PREVENTION OF AT RISK BEHAVIORS

By June 1, 2019, at-risk students will increase ELA scores by 7% as measured by the end-of-year CAASPP assessment.

By June 1, 2019, at-risk students will increase math scores by 5% as measured by the end-of-year CAASPP assessment.

By December 1, 2018, teachers will identify at-risk students with two or more Ds or Fs for inclusion in RTI academic support and/or credit recovery.

By June 1, 2019, 92% of at-risk students will earn passing ELA grades for first and second semester.

By June 1, 2019, 92% of at-risk students will earn passing math grades for first and second semester.

On October 17, 2018, all ELA teachers will host family literacy night.

On February 27, 2019, all math teachers will host family math night.

By June 1, 2019, all academic teachers will host family nights.

By June 1, 2019, there will be a 10% increase in parent attendance to all sponsored events.

By June 1, 2019, 100% of staff will be trained in high leverage literacy strategies and standards, explicit collaboration strategies, and adolescent development.

By June 1, 2019, general education students will have the number of suspensions decreased by 10%.

Strategy:

To improve and enhance the education, learning environment and school climate for all students by providing a rigorous, well rounded curriculum that addresses the whole child. Alta Loma is implementing an RTI academic and behavior program that will promote a positive school culture and reduce the number of bullying incidents. A mentoring program will continue to address the needs of at-risk students. Innovative teaching techniques and supplies will enhance the experience of our English Learner population. Academic Center will be hosted three times a week for credit recovery and tutoring for general education and special education students. STARS will be hosted three times a week particularly for English Learners.

Data Used to Form this Goal:

The data that informed this goal derived from monthly discipline reports, School Loop, Infinite Campus, counseling referrals, BSP (Behavior Support Plan), parent surveys, Healthy Kids Survey and results from the seventh grade fitness test.

Findings from the Analysis of this Data:

Analysis of schoolwide discipline, grades, progress on BSP (Behavior Support Plan) show that our goals are appropriate for maintaining a well-rounded academic and extracurricular atmosphere for our students.

How the School will Evaluate the Progress of this Goal:

Assisted by the Climate and Culture Committee, schoolwide discipline reports and grades will drive areas of focus for staff development around school climate issues and development of a comprehensive anti-bullying program. Google surveys are utilized to collect quantitative and qualitative data. The data will be discussed at monthly faculty and grade-level meetings and at Climate Committee. Staff surveys are sent on Google docs following all events to solicit feedback.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CONTINUED ACHIEVEMENT Means of Achievement: Alignment of instruction with content standards Task: 1. Continue to emphasize project-based learning across the curriculum 2. Place at risk students in RTI academic intervention programs 3. Adapt current instructional materials and pacing guides to the identified essential standards and state frameworks 4. Investigate supplemental materials to fill the gaps in current curriculum 5. Gain approval from district for supplemental materials 6. Implement amended curriculum 7. Fund professional development opportunities.	08/15/2018-05/30/2019	All Staff	E-Subscription to ScholasticGo!	5000-5999: Services And Other Operating Expenditures	LCAP At-Risk Student Support	1,116.00
			Scholastic Magazines: Art, Cardio/PE, Science World, and Junior Scholastic	4000-4999: Books And Supplies	Site Discretionary	6877.27
			Scholastic Magazines: Art, Cardio/PE, Science World, and Junior Scholastic	4000-4999: Books And Supplies	El Support	1528.28
			Scholastic Magazines: Art, Cardio/PE, Science World, and Junior Scholastic	4000-4999: Books And Supplies	LCAP At-Risk Student Support	6877.27
					None Specified	
			Science Materials and Frog Dissection Material	4000-4999: Books And Supplies	Site Discretionary	500.00
			Professional Development: Conferences, Webinars, Online Learning	5000-5999: Services And Other Operating Expenditures	LCAP At-Risk Student Support	10,000.00
TARGETED STUDENT SUPPORT	08/15/2018-05/30/2019	All staff	snacks for homework centers-Intervention	4000-4999: Books And Supplies	Other	500.00
Means of Achievement: Extended					None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>learning time</p> <p>Task:</p> <ol style="list-style-type: none"> 1. Identify at-risk students especially in our significant subgroups (Latino/Hispanic, Filipino, Caucasian, ELD, SPED) 2. Provide mentoring services for selected students 3. Provide counseling services through community partnership 4. Provide information and resources to parents/guardians 5. Provide Parent Education nights <p>Measures:</p> <p>By December 1, 2018, teachers will identify at-risk students with two or more Ds or Fs for inclusion in RTI academic support and/or credit recovery.</p> <p>By June 1, 2019, 92% of at-risk students will earn passing ELA grades for first and second semester.</p> <p>By June 1, 2019, 92% of at-risk students will earn passing math grades for first and second semester.</p>			<p>San Mateo County Homework Center Grant- 40% site matching-Intervention</p> <p>IXL Special Program License for 8th Graders Who Need to Recover Credits for Graduation. This is a pilot program that could possibly be expanded to all grade-levels.</p> <p>IXL Special Program License for 8th Graders Who Need to Recover Credits for Graduation. This is a pilot program that could possibly be expanded to all grade-levels.</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Other</p> <p>LCAP At-Risk Student Support</p> <p>El Support</p>	<p>5040.00</p> <p>1800.00</p> <p>200.00</p>
<p>IMPLEMENT RESPONSE TO INTERVENTION</p> <p>Means of Achievement: Increased educational opportunity</p> <p>Task:</p> <ol style="list-style-type: none"> 1. CCSS Math Pathway 2. Mentoring program 	08/15/2018-05/30/2019	Administrative council	None Specified			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3. Counseling Programs 4. Homework/Academic Programs 5. Begin planning for master scheduling solutions, intervention periods, data analysis (teacher and student led), advisory, and best practices for RTI to support PLCs.</p> <p>Measures: By June 1, 2019, 95% of students will earn passing grades for first and second semester.</p> <p>By June 1, 2019, an action plan will be in place to address master scheduling solutions, intervention periods, data analysis (teacher and student led), advisory, and best practices for RTI to support PLCs in subsequent school years.</p>						
<p>USE COLLABORATION TO SUPPORT POSITIVE BEHAVIOR</p> <p>Means of Achievement: Staff development and professional collaboration</p> <p>Task:</p> <p>Climate Committee develops school programs</p> <ul style="list-style-type: none"> Investigate research based master scheduling, intervention periods, data analysis (teacher and student led), advisory, and best practices for RTI to support PLCs 	08/15/2018-05/30/2019	All Staff	ClassCraft Schoolwide Subscription	5000-5999: Services And Other Operating Expenditures	Site Discretionary	2,500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> • Use positive incentive program to encourage and support positive behavior on campus • Identify at-risk students (based on behavior, academic, social factors) to participate in mentor program • Comprehensive anti-bullying program • Monthly cultural awareness celebrations and host a Multicultural Night • Spirit Weeks and rallies to promote school spirit • Tri-Middle School sports and math competitions to promote community interaction • Student vs Teachers sports competitions to build cohesion and school spirit • School-wide collaborative projects for team building and an emphasis on the four Cs. • Teachers are sponsoring a variety of clubs including Service, NJHS, Drama, LGBTQ/GSA, Multicultural, Social Justice, Volleyball <p>Measures:</p> <p>By June 1, 2019, an action plan will be in place to address master scheduling solutions, intervention</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>periods, data analysis (teacher and student led), advisory, and best practices for RTI to support PLCs in subsequent school years.</p> <p>By June 1, 2019, there will be an 10% increase in parent attendance to all sponsored events.</p>						
<p>COMMUNITY ACTIVITY</p> <p>Means of Achievement: Involvement of staff, parents and community</p> <p>Task:</p> <ol style="list-style-type: none"> 1. Departments will host family nights: Literacy Night, Math Night, Science Night, History Night 2. ELAC meetings/School Site Council 3. Counseling department will implement an anti-bullying program and college and career night 4. Service Club is a school wide organization that promotes fundraising activities to benefit the community 5. National Junior Honor Society provides peer tutoring 6. Lunch time intramurals promote positive peer relationships 7. Yearbook, Leadership, and Journalism promote school activities 8. School Band program promotes a positive relationship with the community through performances at school, in the community, and at competitions 9. Spelling and Geography Bees and Helix Cup through a partnership with Genentech to showcase academic 	08/15/2018-05/30/2019	All staff	<p>\$1000 per elective</p> <p>Geography Bee</p> <p>Family History Night</p> <p>Family Science Night</p> <p>Maker Space</p>	<p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</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>Site Discretionary</p> <p>Site Discretionary</p> <p>Gift Fund</p>	<p>4,000.00</p> <p>500.00</p> <p>500.00</p> <p>500.00</p> <p>1000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>achievement</p> <p>10. Clubs provide extracurricular opportunities in a variety of student interests: Drama, LGBTQ/GSA, Multicultural, Social Justice, Volleyball</p> <p>11. Build a maker space for useably classes and the community.</p> <p>Measures:</p> <p>By June 1, 2019, there will be an 10% increase in parent attendance to all sponsored events.</p> <p>By June 1, 2019, there will be a 15% decrease in referrals and suspensions from the 2016-17 school year.</p> <p>By June 1, 2019, there will be a 5% increase in positive student, parent, and teachers perceptions of school safety, educational practice, and overall satisfaction.</p>						
<p>PROVIDE STUDENT SERVICES</p> <p>Means of Achievement: Auxiliary services for students and parents</p> <p>Task:</p> <p>1. Identify at-risk students especially in our significant subgroups (ELD, SPED, Latino/Hispanic, Filipino, Caucasian)</p> <p>2. Provide mentoring services for selected students</p> <p>3. Provide counseling services through community partnership with Youth Services Bureau</p>	08/15/2018-05/30/2019	All staff, counselors, Christine Aguilar (secretary)	<p>Site Office Supplies</p> <p>Meeting minutes taken by secretary</p>	<p>4000-4999: Books And Supplies</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>Site Discretionary</p> <p>LCAP At-Risk Student Support</p> <p>None Specified</p>	<p>22000.00</p> <p>650.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>4. Provide information and resources to parents/guardians</p> <p>5. Record meeting minutes by school secretary</p> <p>6. Teachers attend arena-style registration to promote school items: yearbook, PE clothes, etc.</p> <p>7. Counselors attend arena style registration to schedule students appropriately</p> <p>8. Investigate and implement alternatives to detention and suspension. This includes restorative practices.</p> <p>9. Counselors and teacher teams conduct SST, 504, and BIP meetings to support student needs in and out fo the classroom.</p> <p>Measures:</p> <p>By June 1, 2019, there will be an 10% increase in parent attendance to all sponsored events.</p> <p>By June 1, 2019, there will be a 15% decrease in referrals and suspensions from the 2016-17 school year.</p> <p>By June 1, 2019, there will be a 5% increase in positive student, parent, and teachers perceptions of school safety, educational practice, and overall satisfaction.</p>						
<p>CONTINUED USE OF ASSESSMENT DATA</p> <p>Means of Achievement: Monitoring program implementation and results</p>	08/15/2018-05/30/2019	All staff	Technology Replacement Fund	6000-6999: Capital Outlay	LCAP At-Risk Student Support	20,950.48
			Technology Replacement Fund	6000-6999: Capital Outlay	Site Discretionary	15,907.73
			Technology Replacement Fund	6000-6999: Capital Outlay	El Support	2,332.68

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Task:</p> <ol style="list-style-type: none"> 1. Continue academic conferences and other data analysis meetings 2. Refine assessments based on curricular changes in light of new adoptions and pilots 3. Refine pacing guides based on curricular changes in light of new adoptions and pilots 4. Use collaboration time to improve programs, based on data analysis, to improve instruction and student performance <p>Measures:</p> <p>By June 1, 2019, there will be an 10% increase in parent attendance to all sponsored events.</p> <p>By June 1, 2019, there will be a 15% decrease in referrals and suspensions from the 2016-17 school year.</p> <p>By June 1, 2019, there will be a 5% increase in positive student, parent, and teachers perceptions of school safety, educational practice, and overall satisfaction.</p> <p>By June 1, 2019, 95% of students will earn passing grades for first and second semester.</p>						

Planned Improvements in Student Performance

School Goal #5

SUBJECT: SPECIAL EDUCATION
LEA/LCAP GOAL:
<p>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.</p> <p>LCAP Priorities: 4 - Pupil Achievement</p> <p>LCAP Goal: Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local, state and/or national level assessments.</p>
SCHOOL GOAL #5:
<p>INSTRUCTIONAL PROGRAM: EFFORTS REGARDING IMPROVING THE PERFORMANCE OF ALL SUBGROUPS</p> <p>By June 1, 2019, SPED students will increase ELA scores by 7% as measured by the end-of-year CAASPP assessment. By June 1, 2019, SPED students will increase math scores by 3% as measured by the end-of-year CAASPP assessment.</p> <p>Strategy: IEP progress reports, parent conferences, teacher reports, and student grades will drive areas of focus for staff development around class instructional strategies.</p>
Data Used to Form this Goal:
The data points we used to form this goal are: CAASPP, IEP progress reports, WIAT III, CEAs and/or an alternate standardized assessment score.
Findings from the Analysis of this Data:
We now have a baseline for CAASPP data to include with WIAT and IEP progress.
How the School will Evaluate the Progress of this Goal:
Informal data analysis will be used to monitor and evaluate the data. IEP progress reports will also be conducted quarterly to evaluate data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CONTINUED ACHIEVEMENT FOR	08/15/2018-	Special Education			None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>STUDENTS WITH DISABILITIES</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task:</p> <ol style="list-style-type: none"> 1. Adapt current instructional materials and pacing guides to adopted curriculum 2. Investigate supplemental materials to fill the gaps in current curriculum <p>Measures:</p> <p>By June 1, 2019, SPED students will increase ELA scores by 7% as measured by the end-of year CAASPP assessment</p> <p>By June 1, 2019, SPED students will increase math scores by 3% as measured by the end-of year CAASPP assessment</p>	06/01/2019	Department: Liz Wilberg, Cristen Martin, Kimberly Duncan, Gina Joseph, Jonathan Berg, Kelly Rodrigues, Ed Fristoe				
<p>IMPLEMENT RESEARCH-BASED STRATEGIES FOR STUDENTS WITH DISABILITIES</p> <p>Task:</p> <ol style="list-style-type: none"> 1. Use staff meetings/collaboration meetings/department meetings to provide training in research-based literacy strategies 2. Build a library of professional articles/books 3. Implement and monitor strategies in all subjects to support literacy 4. Purchase flexible seating options to facilitate student learning <p>Measures:</p>	08/15/2018-06/01/2019	Special Education Department: Liz Wilberg, Cristen Martin, Kimberly Duncan, Gina Joseph, Jonathan Berg, Kelly Rodrigues, Ed Fristoe	<p>12 Standing Desks</p> <p>Behavior Plan Rewards</p>	<p>6000-6999: Capital Outlay</p> <p>4000-4999: Books And Supplies</p>	<p>LCAP At-Risk Student Support</p> <p>LCAP At-Risk Student Support</p>	<p>3000.00</p> <p>400.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>By June 1, 2019, SPED students will increase ELA scores by 7% as measured by the end-of year CAASPP assessment</p> <p>By June 1, 2019, SPED students will increase math scores by 3% as measured by the end-of year CAASPP assessment</p>						
<p>TARGETED STUDENT SUPPORT</p> <p>Means of Achievement: Extended learning time</p> <p>Task:</p> <ol style="list-style-type: none"> 1. Identify at-risk students in SST and initial assessments 2. Provide push-in support to students 3. Provide informal after school and lunch time support 4. Provide qualifying students with Academic Instruction 5. Provide one math 7 pull out class 6. Provide executive functioning support 7. Compensate teachers who hold IEPs before and after school <p>Measures:</p> <p>By June 1, 2019, SPED students will increase ELA scores by 7% as measured by the end-of year CAASPP assessment</p> <p>By June 1, 2019, SPED students will increase math scores by 3% as measured by the end-of year CAASPP assessment</p>	08/15/2018-06/01/2019	Special Education Department: Liz Wilberg, Cristen Martin, Kimberly Duncan, Gina Joseph, Jonathan Berg, Kelly Rodrigues, Ed Fristoe	IEPs before and after school	1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support	620.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>IMPLEMENT RESPONSE TO INTERVENTION</p> <p>Means of Achievement: Increased educational opportunity</p> <p>Task: 1. Place students in appropriate classes based on multiple data points 2. Allow for student growth and movement between classes within the boundaries of district-imposed staffing limits</p> <p>Measures: CEAs, WIAT III, IEP progress reports to be used to measure student achievement</p>	08/15/2018-06/01/2019	Special Education Department: Liz Wilberg, Cristen Martin, Kimberly Duncan, Gina Joseph, Jonathan Berg, Kelly Rodrigues, Ed Fristoe				
<p>ACTION 5. PROVIDE SITE TRAINING IN LITERACY AND BEHAVIOR STRATEGIES</p> <p>Means of Achievement: Staff development and professional collaboration</p> <p>Task: 1. Professional Development opportunities outside of the district 2. Provide information and strategies about successful integration and instruction for students with special needs.</p> <p>Measures: By June 1, 2019, SPED students will increase ELA scores by 7% as measured by the end-of year CAASPP assessment</p>	08/15/2018-06/01/2019	Special Education Department: Liz Wilberg, Cristen Martin, Kimberly Duncan, Gina Joseph, Jonathan Berg, Kelly Rodrigues, Ed Fristoe				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
By June 1, 2019, SPED students will increase math scores by 3% as measured by the end-of year CAASPP assessment						
<p>COMMUNITY ACTIVITY</p> <p>Means of Achievement: Involvement of staff, parents and community</p> <p>Task:</p> <ol style="list-style-type: none"> 1. Special Education staff will participate in department hosted community events such as: Family Math Night, Family Literacy Night, Family Science Night, and Family History Night 2. Language arts department will create school-wide and community activities for Poetry Month 3. Language arts department and school librarian will coordinate Scholastic Book Fair 4. Maintain regular parent contact via phone, email, conference <p>Measures:</p> <p>By June 1, 2019, SPED students will increase ELA scores by 7% as measured by the end-of year CAASPP assessment</p> <p>By June 1, 2019, SPED students will increase math scores by 3% as measured by the end-of year CAASPP assessment</p>	08/15/2018-06/01/2019	Special Education Department: Liz Wilberg, Cristen Martin, Kimberly Duncan, Gina Joseph, Jonathan Berg, Kelly Rodrigues, Ed Fristoe				
<p>PROVIDE STUDENT SERVICES</p> <p>Means of Achievement: Auxiliary</p>	08/15/2018-06/01/2019	Special Education Department: Liz Wilberg, Cristen				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>services for students and parents</p> <p>Task:</p> <ol style="list-style-type: none"> 1. Identify at-risk students 2. Provide mentoring services for selected students 3. Provide counseling services through community partnership 4. Provide information and resources to parents/guardians <p>Measures:</p> <p>By June 1, 2019, SPED students will increase ELA scores by 7% as measured by the end-of year CAASPP assessment</p> <p>By June 1, 2019, SPED students will increase math scores by 3% as measured by the end-of year CAASPP assessment</p>		<p>Martin, Kimberly Duncan, Gina Joseph, Jonathan Berg, Kelly Rodrigues, Ed Fristoe</p>				
<p>CONTINUED USE OF ASSESSMENT DATA</p> <p>Means of Achievement: Monitoring program implementation and results</p> <p>Task:</p> <ol style="list-style-type: none"> 1. Refine and modify assessments based on adoption and pilot material 2. Refine and modify pacing guides based on adoption and pilot material 3. Use collaboration to improve program based on data 4. Data analysis for development and assessment of IEP goals <p>Measures:</p> <p>By June 1, 2019, SPED students will</p>		<p>Special Education Department in collaboration with all staff</p>	<p>Collaboration between General Education and Academic Specialists-80 hrs</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>LCAP At-Risk Student Support</p>	<p>3600</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>increase ELA scores by 7% as measured by the end-of-year CAASPP assessment</p> <p>By June 1, 2019, SPED students will increase math scores by 3% as measured by the end-of-year CAASPP assessment</p>						

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	59585.	0.00
Site Allocation	3501.	3,501.00
Site Allocation	4500.	4,500.00
Instructional Media	646.00	0.00
Site Allocation	15422.	15,422.00
El Support	11240.	0.00
LCAP At-Risk Student Support	63336.	0.00
Gift Fund	19085.	11,885.00
Local Categorical	5040.	5,040.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
El Support	11,240.00
Gift Fund	7,200.00
Instructional Media	646.00
LCAP At-Risk Student Support	63,336.00
Other	5,540.00
Site Discretionary	59,585.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	17,380.00
2000-2999: Classified Personnel Salaries	1,100.00
4000-4999: Books And Supplies	56,806.07
5000-5999: Services And Other Operating Expenditures	16,070.04
6000-6999: Capital Outlay	56,190.89

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	El Support	1,120.00
2000-2999: Classified Personnel Salaries	El Support	450.00
4000-4999: Books And Supplies	El Support	4,983.28
5000-5999: Services And Other Operating	El Support	954.04
6000-6999: Capital Outlay	El Support	3,732.68
1000-1999: Certificated Personnel Salaries	Gift Fund	6,200.00
4000-4999: Books And Supplies	Gift Fund	1,000.00
4000-4999: Books And Supplies	Instructional Media	646.00
1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support	5,020.00
2000-2999: Classified Personnel Salaries	LCAP At-Risk Student Support	650.00
4000-4999: Books And Supplies	LCAP At-Risk Student Support	15,299.52
5000-5999: Services And Other Operating	LCAP At-Risk Student Support	12,116.00
6000-6999: Capital Outlay	LCAP At-Risk Student Support	30,250.48
1000-1999: Certificated Personnel Salaries	Other	5,040.00
4000-4999: Books And Supplies	Other	500.00
4000-4999: Books And Supplies	Site Discretionary	34,377.27
5000-5999: Services And Other Operating	Site Discretionary	3,000.00
6000-6999: Capital Outlay	Site Discretionary	22,207.73

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,346.00
Goal 2	22,132.25
Goal 3	5,169.04
Goal 4	105,279.71
Goal 5	7,620.00

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
Jonathan Berg		X			
Stella Cox		X			
Zachary Anderson		X			
Gina Joseph		X			
Christie Aguilar					X
Michael Reichle	X				
Cameron Wu-Cardona				X	
Eliza Nunes				X	
Krista Martinelli				X	
Marina Bradley				X	
Joseph Bradley				X	
Numbers of members of each category:	1	4		5	1

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

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

Attested:

Michael Reichle

Typed Name of School Principal

Signature of School Principal

Date

Phillip Van Sant

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date