The Single Plan for Student Achievement

School: Pioneer Valley High School

CDS Code: 42-69310-0102285

District: Santa Maria Joint Union High School District

Principal: Shanda Herrera

Revision Date: January 29, 2018

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

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

Contact Person: Shanda Herrera

Position: Principal

Phone Number: (805) 922-1305 ext. 5701

Address: 675 Panther Dr.
Santa Maria CA, 93454

E-mail Address: sherrera@smjuhsd.org

The District Governing Board approved this revision of the SPSA on June 19, 2018.

Table of Contents

School Vision and Mission 4
School Profile 5
Comprehensive Needs Assessment Components 7
Data Analysis 7
Surveys 7
Classroom Observations 7
Analysis of Current Instructional Program 8
Description of Barriers and Related School Goals 12
School and Student Performance Data 13
CAASPP Results (All Students) 13
CELDT (Annual Assessment) Results 17
CELDT (All Assessment) Results 18
Equity Report 19
Status and Change Report 20
Detailed Report 30
Student Group Report 33
Planned Improvements in Student Performance 34
School Goal #1 34
School Goal #2 41
School Goal #3 48
School Goal #4 54
School Goal #5 60
School Goal #6 67
Centralized Services for Planned Improvements in Student Performance 69
Centralized Service Goal #1 69
Centralized Service Goal #2 70
Centralized Service Goal #3 71
Centralized Service Goal #4 72
Centralized Service Goal #5 73
Summary of Expenditures in this Plan 74
Total Allocations and Expenditures by Funding Source 74
Total Expenditures by Object Type 75
Total Expenditures by Object Type and Funding Source 76
Total Expenditures by Goal 77

School Site Council Membership 78
Recommendations and Assurances 79

School Vision and Mission

Pioneer Valley High School's Vision and Mission Statements
MISSION STATEMENT This is the fundamental purpose of our district and taken from our District's Strategic Plan.
We prepare all learners to become productive citizens and college/career ready by providing challenging learning experiences and establishing high expectations for achievement.

DISTRICT CORE VALUES
Integrity
Respect
Collaboration
Communications
Commitment

VISION STATEMENT This is the ideal description and future for Pioneer Valley High School.
The vision of Pioneer Valley High School is to empower each student with the knowledge, skills and experiences necessary to contribute positively to the community and to thrive as an individual in a diverse and dynamic global society.

THREE DISTRICT STRATEGIC PLAN GOALS These are the goals and priorities identified by the District Strategic Planning Committee. PVHS has incorporated our Schoolwide Learner Outcomes to align with these goals.

Goal 1: Conditions of Learning
a. Hiring and retaining a high quality staff committed to continuous improvement
b. Maintaining the fiscal solvency of the district and the physical infrastructures which support teaching and learning
c. Strengthening the use of technology to support teaching and learning at home
d. Providing strong professional development opportunities for our teachers. administrators, classified staff, and other employees.

Goal Two: Student Outcomes
SMJUHSD will implement the curriculum and instructional strategies which prepare all our students to be ready for success in college and career upon graduation. To do so requires that we have:
a. A consistent course sequence in all our schools that helps our students meet A-G requirements or the equivalent course that will prepare them for higher education.
b. Implement the curriculum and instructional strategies all our students require to meet the Common Core and new science standards.
c. Provided support to our ELL so that they meet the rigorous achievement standards established by the district.

Goal Three: Engagement
SMJUHSD will develop and implement successful strategies for engaging all our student in learning process and parents and community in supporting their success. To do this requires that we:
a. Implement instructional strategies which engage students in their learning.
b. Employ effective strategies that enable us to communicate effectively, clearly, and respectfully with students, parents, and community.
c. Strengthen and grow the arts and co-curricular activities that engage students in common activities which support academic success, teamwork, and appreciation for diversity.
d. Strengthen our partnerships with higher education and community groups.

FIVE PVHS GOALS AND SCHOOLWIDE LEARNER OUTCOMES - Panthers on TRACK

T - TECHNOLOGY
Each student will apply the appropriate technological skills needed to meet the challenges of today and the future.

R - RESPONSIBILITY
Each student will develop and apply practical life skills and civic responsibility with the purpose of positively impacting the

community.

A - ANALYSIS
Each student will be able to process, analyze, and apply information in various contexts, using a variety of strategies and formats across content areas.

C - COMMUNICATION
Each student will develop the essential skills required to communicate effectively.

K - KNOWLEDGE
Each student will gain the knowledge necessary to graduate from high school and be college or career ready.

BEHAVIOR EXPECTATIONS FOR PIONEER VALLEY HIGH SCHOOL - PANTHER PRIDE

P - POSITIVE
Positive attitude
Perserverance - Never give up
Be prepared to learn

R - RESPECT
Respect others and yourself
Be responsible
Take pride in your school

I - INTEGRITY
Be honest
Individual accountability for your actions
Do the right thing all the time

D - DEDICATION
Do your best
Desire to succeed
Be determined

E - EXCELLENCE
Engage in learning
Encourage others
Give 100% effort

School Profile

Pioneer Valley High School opened in August of 2004. PVHS is located in Santa Maria, an All-American City with a population of just over 100,000 on the beautiful Central Coast. Santa Maria enjoys a moderate climate close to the Pacific Ocean, is located in the northeast section of Santa Maria, and is surrounded by beautiful mountains and agricultural fields. Major industries include employment by education, health care, agriculture, and nearby Vandenberg Air Force Base. Approximately 78% of the student body qualifies for free or reduced lunch assistance. The Santa Maria Joint Union High School District consists of three comprehensive high schools and one continuation school. Various programs available to our students include Independent Study, PASS Program, REACH, On Track Credit Recovery, and Panther Pack Program.

PVHS has one parent led group, The PVHS Boosters, who support activities and athletics. They meet quarterly on site with elected officers and each year they divide their monetary proceeds to support both student programs. Since the opening of the school they have donated generously. The English Language Advisory Committee (ELAC) is an organized group facilitated monthly by one of our Assistant principals. This parent support offers assistance and information to the parents of our English learners and is facilitated in both Spanish and English. Members of the ELAC group are encouraged to participate in the District English Language Advisory

Committee (DELAC) which combines parents and administrators throughout the district. The DELAC group makes recommendations to the governing board on the programs and services that will best benefit meet the needs of our English Learner students. In addition, an ELAC and Booster parent have a permanent seat on the School Site Council to provide updates to members.

PVHS has an enrollment of 2,736 students and has 130 certificated staff members and 88 classified staff. We have a strong network of professionals who offer a range of academic and social services for students needing support.

WASC Accreditation History
PVHS received a six-year accreditation in June, 2014 that lasts through June, 2020. A mid-term one day visit was held March 6, 2017.

Status of School

As with all schools across the state, Pioneer Valley is adjusting and aligning curriculum to meet the Smarter Balanced standardized testing requirements that incorporate common core teaching. In Spring of 2016, approximately 600 11th graders tested electronically. Pioneer Valley scored exceptionally well in the English Language Arts portion of the test with 55% of our 11th graders scoring Proficient. Math scores were the second in the district, but had only at 23% of students demonstrating proficiency. When comparing scores across our county, PV exceeded in English and was comparable to most other schools in Math. We continue to strive for improvement in Mathematics and English.

California Assessment of student performance and progress CAASP

PVHS is a school-wide Title I school. Title I parents are invited to informational meetings twice per year (Fall and Spring) where they are provided with the intervention programs in which their students may be enrolled at no charge. Title I funds are directed to support English Language Arts and mathematics intervention programs and strategies.

Special Education services are provided to students by 11 special education teachers, a part-time special education coordinator, a full-time psychologist, a speech pathologist, a full-time school support secretary and 20 instructional assistants.

Eight certificated counselors schedule classes for students and three guidance technicians offer additional support with focus to attendance, parent conferences and support services. Counselors and guidance technicians work together to establish high expectations, increase the A-G transfer rate, and stay informed regarding student performance. The Students are encouraged to take Advanced Placement (AP) and honors courses in English, math, science, international languages, and social science. They may take AP exams for college credit. PVHS offers thirteen AP courses. Students are encouraged to take the PSAT as sophomores in preparation for the SAT test. In addition, Pioneer Valley articulates with Allan Hancock College and offers two courses concurrently for dual high school and college credit. There are more classes scheduled to be offered through this program in the Spring of 2016.

The Advancement Via Individual Determination program (AVID) currently has over 180 students in the program, and has one dedicated counselor to provide services to those and all college-bound students. AVID Region 8 provides a strong staff development program for the teachers and assists students in preparing for their post-secondary futures. Students also have the opportunity to participate in Upward Bound and Educational Talent Search, all of which assist students in preparing for college.

School Safety, Cleanliness and Facilities
PVHS is a closed campus and all visitors must register with the office prior to entering the campus. We hold periodic fire, earthquake, and disaster drills. The Safety Plan is updated at the beginning of each new school year and is adjusted throughout the year. The Safety Committee holds monthly meetings to review the School Safety Plan. Campus security assistants are assigned to the campus from 7:00 a.m. to 4:00 p.m. with a full time school resource officer.

Staff Development
We determine staff development needs by reviewing student test results. Schoolwide goals are aligned with the district goals established in the LCAP plan. These goals are included in the School Site Plan. Teachers may request to attend conferences that align with the school's goals. The on-site Teachers on Special Assignments (TOSA) provide ongoing staff development for all teachers who instruct the intervention courses in English and math.

There are three on-site staff development days throughout the school year. A continuous focus of these days is aligning the school curriculum with Smarter Balanced Assessment Testing and developing appropriate assessments and instructional techniques. Our district also implemented a 1:1 tablet rollout for all students and certificated staff so technology is an ongoing focus.

Co-Curricular Activities

PVHS offers a wide variety of extra-curricular activities. Any student who maintains a grade-point average of 2.0 is eligible to participate in these activities. The campus currently has over 40 clubs. Our Student Council (ASB) is very active sponsoring and organizing year-round functions such as: rallies, school elections, Peace Week, Red Ribbon Week, dances, Homecoming, Festival of Nations days, Academic Awards Nights, Parent-Teacher Nights, Inter-Club Council, student representation on the SMJUHSD school board and School Site Council. The Student Council also participates in over 16 community service projects each year. Special events include yearly food drives, partnerships with local food banks and shelters, and the annual Senior Citizen's Halloween Ball which is solely organized and sponsored by the students. Other active clubs include: FFA, Marching Band, Choir, Cheer and Song Leaders, Ballet Folklorico, Key Club and CSF. Panther Pals is a club that fosters participation for students with disabilities. Over 60 percent of the PVHS staff is involved in co-curricular activities with students.

School Financial Support
General funds for SMJUHSD are based on average daily attendance (ADA). PVHS receives categorical monies that are overseen through the Single School Plan for Student Achievement (SSPSA) and the School Site Council.

Student Performance Data
All PVHS teachers have access to individual student scores for all standardized testing. Every student who speaks a language other than English must take the California English Language Development Test (CELDT). We administer all mandated testing to our students with disabilities annually and use the results to help establish their Individualized Educational Plans (IEPs). To measure the student with special needs growth, the Multi-level Academic Survey Test (MAST) is administered to all incoming 9th grade students to determine intervention needs in reading and math. Additional testing is given to all students who fall below 6.0 grade reading level. Teachers use a variety of methods to assess academic progress in the classroom, including common formative benchmark assessments, written tests, project-based evaluations, oral questioning, and homework assignments. Students receive Progress Reports four times per year and the report card is mailed home at the end of each semester. Parents are invited to Back-to-School night in September and regular parent informational nights are held monthly. These meeting are specific to the grade level and provide relevant information to parents. A parent may request a meeting with a teacher, college counselor, guidance technician or assistant principal.

Disaggregated results for many of these assessments, as well as the state and federal accountability measures are presented in this document.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The School Site Council made decisions for expenditures based on the overall impact schoolwide. Focus is given to data reports of Smarter Balanced Assessment data, CAASP data, attendance rates, graduation rates, UC A-G completion rates and ELAC and other parent surveys. School decisions support the District Strategic Plan and LCAP goals. The District Strategic Plan incorporates stakeholders with equal representation from parents, students, community members, certificated teachers, classified members and administration. This input determined priorities and needs and established the core values, vision statement and overall focus areas of our district and schools.

Classroom Observations

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

Classroom observations are conducted by administration on a regular basis. Weekly "walk through" visits by administration through classrooms allow for short, brief, exposure to current lessons in departments and interaction Formal evaluations are done via the certificated contract every other year or by arrangement as needed. Certificated evaluations are conducted in alignment with the certificated contract. Staff are evaluated every other year with attention to a)Pupil progress towards standards of expected achievement b)Instructional techniques/strategies c)Adherence to curricular objectives and d) suitable learning environment.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   The District Office provides the most recent high school standards-aligned textbooks for all students. Research-based programs are implemented in the ELA and math intervention classes. District-wide collaboration to create Curriculum Calendars and Common Formative Assessments in ELA, math, science, social science have been completed. Data Director and Renaissance Learning are assessment tools for progress monitoring and are used to monitor all English, math, special education and current intervention courses. All ninth graders are tested five times each year for progress monitoring and intervention classes have the option to test more frequently to measure growth. Testing is used for all students to place students in courses properly.

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

   Common formative assessments are done regularly in core classes to assess standardized test data. Support and elective departments incorporate integrated performance assessment and performance-based tasks for student growth. Teachers on special assignment monitor student progress in all English, math and special education intervention courses. Student progress is monitored every 4-6 weeks and class schedules are adjusted as needed. Intervention courses are offered as needed to teach concepts and bring students to grade level.

Staffing and Professional Development

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

   100% of the PVHS staff is credentialed to work with English Learners.

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

   PVHS is a Title I school, so 10% of all categorical dollars are pre-determined for staff development opportunities. Focus for the the 2015-2016 school year has included professional development in the areas of common core and the transition to computer based assessments and performance tasks.

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

   PVHS Departments meet monthly to refine and improve Common Formative Assessments (CFAs) and Curriculum Calendars. For the current year, all departments are using release time and Professional Learning Community time to align common practices in each course. PVHS teachers review CFAs, share best practices, and revisit pacing guides and curriculum.

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

Training for specific programs is offered by the District office and on site as needed. Example of schoolwide programs include Career Cruising, Read 180, website development, Tablet assistance support, Renaissance Learning and numerous other programs. In addition, as new curriculum is adopted, staff members take release days to share best practices, develop units and determine consistent expectations across departments. We have numerous staff members who attend trainings to become a trainer of trainers. With such a large staff, this practice helps us use staff development days in efficiently. This also allows for staff to interact and learn from one another.

Pioneer Valley has four Bilingual Instruction Aides that have a specific schedule throughout the six period day that partners them with the students who have the least English speaking ability. This additional layer of support offers assistance in the classroom and after school for tutoring. The aides have an established relationship with the students in their classes and are a valuable resource for the teachers. Tasks in the classroom specifically focus on academic assistance and language support.

Instructional aides are in every Special Education classroom with multiple aides in the severely handicapped classrooms. Many special education students have a 1:1 aide assigned to them to assist with various physical and emotional need and to align with their IEP.

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

PVHS staff continues to have yearly organized articulation with the junior high feeder schools and the local community college, Allan Hancock. Junior high articulation works with AVID, English, math, science, special education and counseling departments, and decisions are made to best ease the transition from middle to high school and to enhance communication regarding expectations at all levels. Our articulation with Allan Hancock continues to grow with meetings every 6-8 weeks for administrators and counselors.

Teaching and Learning

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

Certificated school staff attends professional learning opportunities to best prepare for the teaching and learning of Common Core and 21st century skills. District-wide collaboration created our current Curriculum Calendars and Common Formative Assessments in ELA, math, social science, and science. Since that time, there have been regular modifications to calendars and pacing guides at each school site, and revisions take place yearly as needed.

Data Director and Renaissance Learning are assessment data management tools used widely at PVHS. All provide data reports regarding student achievement and specific information regarding sub-group comparison such as English Learners and Special Education. Additionally, Renaissance Learning is software that provides opportunities for students to take regular tests in math, English and special education to track progress and identify strengths and weaknesses in our students. Progress monitoring testing is done in all remediation classes five times per year. TOSAs collect this data, meet with teachers, and share data with teachers and families.

Pioneer Valley is a 1:1 tablet initiative school with all staff and students having a wireless tablet to use at school. Students keep their tablet throughout their four years and are provided assistance with obtaining internet capability in their home if needed. The school is equipped with wireless capability throughout the campus and all students and staff have an email and storage account through the "cloud." A full time technology TOSA is assigned in the library to offer trainings to staff and support to students.

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

not applicable

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

not applicable

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

The District Office provides the high school standards-aligned textbooks for all students.

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

The SMJUHSD adheres to the Williams Act and all students have access to standards-aligned materials.

Opportunity and Equal Educational Access

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

PVHS offers remediation classes to all students as needed. Numerous levels of placement are offered for English and math and additional support classes are offered for Special Education and second language students. Support personnel include a school psychologist, an attendance specialist, community liaison, nurse, health technician, school resource officer, probation officer, six college counselors, a career technician, three guidance technicians, EAOPS counselor, part time ROP coordinator, and two Allan Hancock representatives who are on site several days per week. The Student Assistance Program (SAP) provides and avenue where staff can recognize that a student may need additional support and forms are turned in to an Assistant Principal where a formal meeting is held and needs are determined.

14. Research-based educational practices to raise student achievement

Counselors follow the required district course assignments for each grade. Students are encouraged to go above and beyond to meet A-G requirements and have a rigorous schedule all four years. Regular parent information meetings are held monthly and are tailored to be grade specific and relevant. For example, ninth grade focus is on the four year requirements, services offered and basic information while junior and senior meetings focus on college and financial aid information. Counselors meet weekly with their administrator to focus on registration, course changes, increase of student achievement and providing data to all stakeholders on site.

To meet graduation requirements and recover lost credits, support is provided through ELD courses, Direct Instruction, PASS Program, On-Track Credit Recovery (OTCR), REACH Program, and the PLATO Lab.

Parental Involvement

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

ELAC
DELAC
Parent/Teacher Night
Parent Institute for Quality Education
Parents on a MIssion
PIDA
Link Crew
AVID
Upward Bound
After School Tutoring
Cal-Soap
EAOPS counselor
Fighting Back outreach liaison
Homeless liaison
District Strategic Planning Committee / DSPC
School Site Council
PVHS Boosters
Educational Talent Search / ETS
LCAP/LCFF Steering Committee
Parent Portal
Website

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)

All stakeholders have an opportunity to provide input for the use of categorical funds allocated to the school through the School's Site Council. An annual evaluation is completed each year to review campus needs based on data analysis and ongoing program review. The information is available year round on the school website and all meeting dates, members, agendas and minutes are posted in a timely manner.

Funding

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

After-school tutoring
After-school writing lab
AVID training for teachers
Parent Institute for Quality Education
PIDA
Rosetta Stone for EL students (software to support language acquisition)
Junior High Articulation (ensure correct placement of 9th grade students)
Junior High testing and placement of ninth grade students
Professional development for teachers
On Track Credit Recovery for credit deficient students
College Counselors
Career Specialist

18. Fiscal support (EPC)

Pioneer Valley High School receives funding through ADA and is a Title I school. Title I funds are directed specifically toward math and ELA intervention programs and program strategies. Additional funding is provided for Special Education services.

Description of Barriers and Related School Goals

*PVHS has a significant percentage of students who qualify for the Free/Reduced Meals Program.
*PVHS has a significant number of parents who indicate an educational level of "not a high school graduate." Because of this, there may be a general lack of understanding of school processes and procedures and a lack of parental involvement.
*A high percentage of incoming ninth graders enter high school performing at least two grade levels below in math and English. This results in a high number of intervention courses and necessary remediation to reach graduation status.
*The socio-economic status of our community, and therefore our school, presents challenges in the supplemental services necessary for our student population.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	643			614			607			95.5		
All Grades	643			614			607			95.5		

* 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 11	2593.6			19			38			26			17		
All Grades	N/A	N/A	N/A	19			38			26			17		

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 11	22			55			24		
All Grades	22			55			24		

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 11	32			52			17		
All Grades	32			52			17		

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 11	15			67			17		
All Grades	15			67			17		

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 11	32			54			14		
All Grades	32			54			14		

Conclusions based on this data:

1. 55% of current 12th graders are proficient in English Language Arts. 44% are not proficient.
2. Pioneer Valley had the highest percentage of proficient students compared to our other district schools. Pioneer Valley also was ranked 7 out of 12 county schools. The highest scoring school was at 77%.
3. All areas of reading, writing, listening and research inquiry demonstrate that 50% or more of our students are at or near standard in ELA testing.

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 11	643			615			613			95.6		
All Grades	643			615			613			95.6		

* 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 11	2541.6			6			17			23			54		
All Grades	N/A	N/A	N/A	6			17			23			54		

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 11	14			26			60		
All Grades	14			26			60		

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 11	8			50			42		
All Grades	8			50			42		

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 11	8			60			32		
All Grades	8			60			32		

Conclusions based on this data:

1. 20% of current 12th graders are proficient in math. 80% are not proficient.

2. Pioneer Valley had the highest percentage of proficient students compared to our other district schools. Pioneer Valley was ranked 8 out of 12 county schools. The highest scoring school was a 55% proficient.
3. The area of concepts and procedures demonstrates that a large number of our students are below standards. Over 50% of our students are at or near standard in the area of problem solving and communicating reasoning.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	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
9	1	3		22	7		54	48		12	20		11	22	
10	8	1		43	23		30	50		8	14		11	13	
11	13	10		42	37		27	27		4	9		13	17	
12	4	5		37	35		26	20		10	6		23	34	
Total	8	5		37	26		34	36		8	12		13	21	

Conclusions based on this data:

1. Each year, the population of English Learners at a school can change dramatically. Top performing English Learners are reclassified to Fluent English Proficient and no longer take the CELDT. In their place, come a different group of English Learners just starting to progress toward proficiency.
2. This table combines all four skill areas covered on the CELDT (listening, speaking, reading and writing) into one overall proficiency level.
3. As explained in conclusion 1, scores cannot be tracked from year to year because of fluctuations in test population. However, professional development for staff provides opportunities to refine practices for English Learners, and positive trends can be seen in student performance.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	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
9	2	4		22	7		49	42		11	18		16	29	
10	9	1		41	21		29	46		8	13		13	19	
11	13	10		39	33		26	24		4	10		18	23	
12	4	5		36	35		24	20		9	6		27	34	
Total	8	5		35	24		32	34		8	12		17	26	

Conclusions based on this data:

1. This data combines students who were initially tested for the first time at PVHS, and those students who take the annual assessment for progress monitoring. Each year the population of English Learners at a school can change dramatically. Top performing English Learners are reclassified to Fluent English Proficient and no longer take the CELDT. In their place, come a different group of English Learners just starting to progress toward proficiency.
2. This table combines all four skill areas covered on the CELDT (listening, speaking, reading and writing) into one overall proficiency level.
3. As explained in conclusion 1, scores cannot be tracked from year to year because of fluctuations in test population. However, professional development for staff provides opportunities to refine practices for English Learners, and positive trends can be seen in student performance.

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	**All Students Performance**	**Total Student Groups**	**Student Groups in Red/Orange**
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		7	4
English Learner Progress (1-12)		1	1
Graduation Rate (9-12)		5	0
College/Career (9-12)	N/A	N/A	N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
Chronic Absenteeism	N/A	N/A	N/A	N/A

2016-17 Chronic Absenteeism by Subgroup			
Student Subgroup	**Cumulative Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rates**

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
Suspension Rate		2,890	Medium 3.5%	Increased +0.6%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**
All Students		2,890	Medium 3.5%	Increased +0.6%
English Learners		619	Medium 6%	Increased +1.9%
Foster Youth		8	*	*
Homeless		350	Medium 3.4%	Declined -0.8%
Socioeconomically Disadvantaged		2,348	Medium 3.8%	Increased +0.6%
Students with Disabilities		221	Medium 5.9%	Increased +1.7%
African American		23	High 8.7%	Increased +1.8%
American Indian		4	*	*
Asian		14	Very Low 0%	Maintained 0%
Filipino		107	Low 0.9%	Increased +0.9%
Hispanic		2,603	Medium 3.5%	Increased +0.5%
Pacific Islander		6	*	*
Two or More Races		20	High 10%	Increased Significantly +10%
White		109	Medium 3.7%	Maintained -0.1%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
English Learner		674	Medium 68.4%	Declined -9.9%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	**Students Performance**	**Status**	**Change**
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 6%	Increased +1.9%
English Learner Progress (1-12)		Medium 68.4%	Declined -9.9%
Graduation Rate (9-12)		Medium 87.6%%	Increased +4.1%
College/Career (9-12)	N/A	Low 12.5%	N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

Graduation Rate

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
Graduation Rate (9-12)		594	High 94.8%%	Increased +1.3%

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**
All Students		594	High 94.8%%	Increased +1.3%
English Learners		178	Medium 87.6%%	Increased +4.1%
Foster Youth		2	*	*
Homeless		206	Very High 95.1%%	Maintained +0.4%
Socioeconomically Disadvantaged		524	High 94.1%%	Increased +1.1%
Students with Disabilities		40	Low 75%%	Increased Significantly +7.3%
African American		9	*	*
Asian		6	*	*
Filipino		20	Very High 100%%	Increased Significantly +8.3%
Hispanic		527	High 94.5%%	Maintained +0.6%
Pacific Islander		0	*	*
Two or More Races		7	*	*
White		24	Very High 95.8%%	Increased Significantly +8.3%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

College/Career

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 College/Career Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
College/Career	N/A	591	Low 33.3%	N/A

This report shows the status level for student groups on the College/Career Indicator. A color-coded performance level will be reported for the first time in the fall of 2018.

Fall 2017 College/Career Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**
All Students	N/A	591	Low 33.3%	N/A
English Learners	N/A	176	Low 12.5%	N/A
Foster Youth	N/A	2	*	N/A
Homeless	N/A	205	Low 31.2%	N/A
Socioeconomically Disadvantaged	N/A	521	Low 31.3%	N/A
Students with Disabilities	N/A	37	Very Low 5.4%	N/A
African American	N/A	9	*	N/A
Asian	N/A	6	*	N/A
Filipino	N/A	20	Medium 40%	N/A
Hispanic	N/A	524	Low 33%	N/A
Two or More Races	N/A	7	*	N/A
White	N/A	24	Medium 37.5%	N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Assessment Performance Results

Assessment	Number of Students	Status	Change
English Language Arts (Grade 11)	598	15.8 points above level 3	+2.1 points

Assessment	Number of Students	Status	Change
Mathematics (Grade 11)	597	87.5 points below level 3	-4.9 points

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	**Number of Students**	**Status**	**Change**

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	**Number of Students**	**Level 1**	**Level 2**	**Level 3**

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	**Number of Students**	**Status**	**Change**

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	**Number of Students**	**Level 1**	**Level 2**	**Level 3**

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	**2016**	**2017**
English Learners	78.3%	68.4%

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	**Prepared**	**Approaching Prepared**	**Not Prepared**
Class of 2016	33.3%	24.7%	42%

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at http://www.cde.ca.gov/ta/ac/cm/.

Academic Indicators (Grades 3-8)		
Indicator	**2016**	**2017**
English Language Arts		
Mathematics		

Assessment Performance Results for Grade 11		
Indicator	**2016**	**2017**
English Language Arts	13.7 points above level 3	15.8 points above level 3
Mathematics	82.6 points below level 3	87.5 points below level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	**2016**	**2017**
Suspension	2.9% (82)	3.5% (101)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

Academic Engagement

Graduation			
Indicator	**2015**	**2016**	**2017**
Graduation	92.9%	95.7%	94.8%%

Conclusions based on this data:

1.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic	Suspension	English Learner	Graduation	English	Mathematic	College/Care
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: TECHNOLOGY
LCAP GOAL:
GOAL 1: SMJUHSD is committed to creating the conditions of learning which support high quality teaching and learning. Our focus will be on these four critical areas. *Hiring and retaining a high quality staff committed to continuous improvement. *Maintaining the fiscal solvency of the district and the physical infrastructures which support teaching and learning. *Strengthening the use of technology to support teaching and learning at school and home. *Providing strong professional development opportunities for our teachers, administrators, classified staff, and other employees. GOAL 3: SMJUHSD will develop and implement successful strategies for engaging all our students in the learning process and our parents and community in supporting their success. To do this requires that we: *Implement instructional strategies which engage students in their learning. *Employ effective strategies that enable us to communicate effectively, clearly, and respectfully with student, parents, and community. *Strengthen and grow the arts and co-curricular activities that engage students in common activities which support academic success, teamwork, and appreciation for diversity. *Strengthen our partnerships with higher education and community groups.
SCHOOL GOAL #1:
TECHNOLOGY: Each student will apply the appropriate technological skills needed to meet the challenges of today and the future.

Outcomes:

SBAC
CAASPP, CELDT, API and AYP
Department reports on CFA results
Renaissance Learning student progress monitoring for intervention courses
Reports to provide specific student/class progress reports
Master Board classes and availability for all students to have access
A-G completion rates
Graduation rate percentages
Attendance rates
Findings from students progressing from intervention to grade level courses
Professional development accountability report
Link Crew Involvement
Professional book studies by staff to determine best practices

Effectiveness of Strategies and Activities:

ELD Classes
Students are placed appropriately in classes
AYP/API is changing and has yet to be established by the state/federal
Availability of translators for parents
AVID enrollment has increased
Junior high articulation continues

Identify those strategies or activities that were minimally effective or minimally effective in improving student achievement:

Site CFA results
CAASPP, SBAC, AP and CELDT results
Enrollment in AHC concurrent courses
Student progress from intervention to college prep classes
Master board creation based on class requests
A-G completion rates
Grad rate percentages
Professional development accountability reports
Numbers of students involved in Link Crew
Decreased discipline rates
Higher involvement rate of students involved in activities / clubs / athletics
Academic Awards
Panther of the Term Awards
Increased Use of Positive Behavior Intervention System
Use of Ripple Effects in In School Intervention

Actions Stated to be Taken to Reach This Goal	Progress in Actions	Additions/Modifications for 2018/2019

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staffing	8/2018-6/2019	Site Principal	On Track Credit Recovery Teachers - 32 weeks for students after hours		Title I	3000
			Junior High evening registration, testing and placement involving certificated and classified staff		Title I	2854
Staff Development / Collaboration	8/2018-6/2019	Site Principal	10% of the total allocation of Title I monies is dedicated to staff development including travel/conference, training on common core, standards, benchmark and professional development books.		Title I	13838
			Professional books including cultural proficiency, common core, leadership materials 130 staff @ $30 each, Teach Standard Techniques		Title I	780
			Professional Learning Communities/PLCs are established in all departments. Teachers meet periodically throughout the year to develop and refine curriculum in progress toward common core.		Title I	10140

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Master Schedule Building Support - Department Chairs work collaboratively to create the master schedule each year. Funds support release time for subs and supplies.		Title I	1040
Classroom Support	8/2018-6/2019	Site Principal	Remediation/Intervention/ELD Support includes English/Math Flex Literacy materials, READ 180 materials, reference guides, Panther Pack class support including release days, sub costs progress monitoring testing, printers, supplementary ancillary texts for ELD, computer upgrades, licenses, software, smartboards, tablets, technical costs and staff development.		Title I	2400
			Campus technology upgrades / replacements including printers, LCD projectors, smartboards, speakers/sound bars, and DVD/VCR players		Title I	44070
			Math Support - SMART Technologies NB Software, calculators		Title I	1100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Provide an audio-video system in gymnasium that will support delivery of curriculum across multiple departments for multiple classes - PE health, English literary analysis and close reading review - SBAC test prep		Title I	34110
Program / Department Support	8/2018-6/2019	Site Principal	Support for campus/mobile labs to include wiring, licenses, infrastructure, memory upgrades, hardware replacement, keyboards, bulbs, paper, toner, PLATO support, printers, batteries for mobile laptop carts - supports 8 labs / 288 computers		Title I	6534
			Library multi-media station for student tablet support		Title I	15334
			College & Career Center and Library support will include Career Cruising Program, awards, medals, certificates, pins for recognition; evening event organization; forms and conferences, A-G educational posters		Title I	4400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			AVID - release days for planning, supplies, incentives, annual conference, yearly summer trainings, and junior high articulation.		Title I	1420
			Promotional items for community members, visitors, donors		Title I	400
			Support for standardized testing - AP (30 subs) / SAT (15 subs) / SBAC proctors (38 subs), test data goals posters, release days for data analysis and to adjust pacing guides, PSAT fees, test waivers		Title I	3958
Parent Involvement	8/2018-6/2019	Site Principal	CELDT, ELAC and BTS support including mailers, copies, incentives, translations, and parent notifications, POM, PIQE and PIDA support		Title I	2311

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: RESPONSIBILITY
LCAP GOAL:
GOAL 1: SMJUHSD is committed to creating the conditions of learning which support high quality teaching and learning. Our focus will be on these four critical areas. *Hiring and retaining a high quality staff committed to continuous improvement. *Maintaining the fiscal solvency of the district and the physical infrastructures which support teaching and learning. *Strengthening the use of technology to support teaching and learning at school and home. *Providing strong professional development opportunities for our teachers, administrators, classified staff, and other employees. GOAL 3: SMJUHSD will develop and implement successful strategies for engaging all our students in the learning process and our parents and community in supporting their success. To do this requires that we: *Implement instructional strategies which engage students in their learning. *Employ effective strategies that enable us to communicate effectively, clearly, and respectfully with student, parents, and community. *Strengthen and grow the arts and co-curricular activities that engage students in common activities which support academic success, teamwork, and appreciation for diversity. *Strengthen our partnerships with higher education and community groups.
SCHOOL GOAL #2:
RESPONSIBILITY: Each student will develop and apply practical life skills and civic responsibility with the purpose of positively impacting the community.
Outcomes:
Group data to be collected to measure academic gains: CAASPP, SBAC, CELDT, API and AYP Department reports on CFA results Renaissance Learning student progress monitoring for intervention courses Reports to provide specific student/class progress reports Master Board classes and availability for all students to have access A-G completion rates Graduation rate percentages Findings from students progressing from intervention to grade level courses Professional development accountability report Link Crew Involvement Professional book studies by staff to determine best practices

Effectiveness of Strategies and Activities:
ELD Classes Students are placed appropriately in classes AYP/API is changing and has yet to be establish by the state/federal Availability of translators for parents AVID enrollment has increased Junior high articulation continues
Identify those strategies or activities that were minimally effective or minimally effective in improving student achievement:
Site CFA results CAASPP, SBAC, AP and CELDT results Increased enrollment in AHC Concurrent courses Student progress from intervention to college prep classes Master board creation based on class requests A-G completion rates Grad rate percentages Professional development accountability reports Numbers of students involved in Link Crew Decreased discipline rates Higher involvement rate of students involved in activities / clubs / athletics Academic Awards Panther of the Term Awards Increased Use of Positive Behavior Intervention System Use of Ripple Effects in In School Intervention

Actions Stated to be Taken to Reach This Goal	Progress in Actions	Additions/Modifications for 2018/2019

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staffing	8/2018-6/2019	Site Principal	Tutoring Teachers - 111 days of after school tutoring for students		Title I	3334
			On Track Credit Recovery - 32 weeks for students after hours		Title I	3000
			Clerical Support for Site Council / Admin processes/ Classified attendance at parent events		Title I	5709
			Community Liaison - mileage, translations, home/hospital visits, extra hours to support evening events, free/reduced lunch apps, PIQE support		Title I	2000
			Junior High evening registration, testing and placement involving certificated and classified staff		Title I	2853
Staff Development / Collaboration	8/2018-6/2019	Site Principal	10% of the total allocation of Title I monies is dedicated to staff development including travel/conference, training on common core, standards, benchmark and professional development books.		Title I	13838

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Professional Learning Communities/PLCs are established in all departments. Teachers meet periodically throughout the year to develop and refine curriculum in progress toward common core		Title I	10140
			Master Schedule Build Support - Dept. Chairs work collaboratively to create the master schedule each year. Funds support release time for subs and supplies		Title I	1040
			Professional books including cultural proficiency, common core, leadership materials 130 staff @ $30 each, Teach Standard Techniques		Title I	780

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Classroom Support	8/2018-6/2019	Site Principal	Remediation/Intervention/ELD Support includes English/Math Flex Literacy materials, READ 180 materials, reference guides, Panther Pack class support including release days, sub costs progress monitoring testing, printers, supplementary ancillary texts for ELD, computer upgrades, licenses, software, smartboards, tablets, technical costs and staff development.		Title I	2400
Program / Department Support	8/2018-6/2019	Site Principal	Student Advisory Link Crew /Intramural Support / Pyramid of Intervention / Panther Pack includes release days for planning, supplies, incentives, conferences, student luncheons, motivational speaker, school improvement posters, team building field trips		Title I	3805
			School Safety Plan - folders, supplies, Xeroxing, training, ALICE conference, RFID cards, student ID system		Title I	3840

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Support for campus/mobile labs to include wiring, licenses, infrastructure, memory upgrades, hardware replacement, keyboards, bulbs, paper, toner, PLATO support, printers, batteries for mobile laptop carts - supports 8 labs / 288 computers		Title I	6534
			AVID - release days for planning, supplies, annual conference, yearly summer trainings, and junior high articulation		Title I	1420
			Bulletin boards for campus hallways to post student information		Title I	720
			Support for standardized testing - AP (30 subs) / SAT (15 subs) / SBAC proctors (38 subs), test data goals posters, release days for data analysis and to adjust pacing guides, PSAT fees, test waivers		Title I	3958
			College & Career Center and Library support will include Career Cruising Program, awards, pins for recognition, evening event organization, forms and conferences, A-G educational posters		Title I	4400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Promotional items for community members, guests, donors		Title I	400
Parent Involvement	8/2018-6/2019	Site Principal	CELDT, ELAC and BTS support including mailers, copies, incentives, translations, and parent notifications, POM, PIQE & PIDA support		Title I	2311

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: ANALYSIS
LCAP GOAL:
GOAL 3: SMJUHSD will develop and implement successful strategies for engaging all our students in the learning process and our parents and community in supporting their success. To do this requires that we: *Implement instructional strategies which engage students in their learning. *Employ effective strategies that enable us to communicate effectively, clearly, and respectfully with student, parents, and community. *Strengthen and grow the arts and co-curricular activities that engage students in common activities which support academic success, teamwork, and appreciation for diversity. *Strengthen our partnerships with higher education and community groups.
SCHOOL GOAL #3:
ANALYSIS: Each student will be able to process, analyze, and apply information in various contexts, using a variety of strategies and formats across content areas.
Outcomes:
CAASPP, SBAC, CELDT, API and AYP Department reports on CFA results Renaissance Learning student progress monitoring for intervention courses Reports to provide specific student/class progress reports Master Board classes and availability for all students to have access A-G completion rates Graduation rate percentages Findings from students progressing from intervention to grade level courses Professional development accountability report Link Crew Involvement Professional book studies by staff to determine best practices

Effectiveness of Strategies and Activities:
ELD Classes Students are placed appropriately in classes AYP/API is changing and has yet to be establish by the state/federal Availability of translators for parents AVID enrollment has increased Junior high and community college articulation continues
Identify those strategies or activities that were minimally effective or minimally effective in improving student achievement:
Site CFA results CAASPP, AP and CELDT results Student progress from intervention to college prep classes Master board creation based on class requests A-G completion rates Grad rate percentages Professional development accountability reports Numbers of students involved in Link Crew Decreased discipline rates Higher involvement rate of students involved in activities / clubs / athletics Academic Awards Panther of the Term Awards Increased Use of Positive Behavior Intervention System Use of Ripple Effects in In School Intervention

Actions Stated to be Taken to Reach This Goal	Progress in Actions	Additions/Modifications for 2018/2019

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staffing	8/2018-6/2019	Site Principal	On Track Credit Recovery Teachers - 32 weeks for students after hours		Title I	3000
			Tutoring Teachers - 111 days of after school for students		Title I	3333
			Junior High evening registration, testing and placement involving certificated and classified staff		Title I	2853
Staff Development / Collaboration	8/2018-6/2019	Site Principal	Professional Learning Communities/PLCs are established in all departments. Teachers meet periodically throughout the year to develop and refine curriculum in progress toward common core		Title I	10140
			Master Schedule Build Support - Dept. Chairs work collaboratively to create the master schedule each year. Funds support release time for subs and supplies		Title I	1040
			Professional books including cultural proficiency, common core, leadership materials 130 staff @ $30 each, Teach Standard Techniques		Title I	780

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Classroom Support	8/2018-6/2019	Site Principal	Remediation/Intervention/ELD Support includes English/Math Flex Literacy materials, READ 180 materials, reference guides, Panther Pack class support including release days, sub costs progress monitoring testing, printers, supplementary ancillary texts for ELD, computer upgrades, licenses, software, smartboards, tablets, technical costs and staff development.		Title I	2400
			Campus technology upgrades / replacements including printers, LCD projectors, smartboards, speakers/sound bars, and DVD/VCR players		Title I	35867
			Math Support - SMART Technologies NB Software		Title I	1100
Program / Department Support	8/2018-6/2019	Site Principal	Student Advisory Link Crew /Intramural Support / Pyramid of Intervention / Panther Pack includes release days for planning, supplies, incentives, conferences, student luncheons, motivational speaker, school improvement posters, team building field trips		Title I	3804

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Support for campus/mobile labs to include wiring, licenses, infrastructure, memory upgrades, hardware replacement, keyboards, bulbs, paper, toner, PLATO support, printers, batteries for mobile laptop carts - supports 8 labs / 288 computers		Title I	6533
			AVID - release days for planning, supplies, annual conference, yearly summer trainings, and junior high articulation		Title I	1420
			Library multi-media counters for student tablet support		Title I	15333
			Support for standardized testing - AP (30 subs) / SAT (15 subs) / SBAC proctors (38 subs), test data goals posters, release days for data analysis and to adjust pacing guides, PSAT fees, test waivers		Title I	3958
			College & Career Center and Library support will include Career Cruising Program, awards, pins for recognition, evening event organization, forms and conferences, A-G educational posters		Title I	4400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Promotional items for guests, donors, community		Title I	400
Parent Involvement	8/2018-6/2019	Site Principal	CELDT, ELAC and BTS support including mailers, copies, incentives, translations, and parent notifications, POM, PIQE and PIDA support		Title I	2311

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: COMMUNICATION
LCAP GOAL:
GOAL 3: SMJUHSD will develop and implement successful strategies for engaging all our students in the learning process and our parents and community in supporting their success. To do this requires that we: *Implement instructional strategies which engage students in their learning. *Employ effective strategies that enable us to communicate effectively, clearly, and respectfully with student, parents, and community. *Strengthen and grow the arts and co-curricular activities that engage students in common activities which support academic success, teamwork, and appreciation for diversity. *Strengthen our partnerships with higher education and community groups.
SCHOOL GOAL #4:
COMMUNICATION: Each student will develop the essential skills required to communicate effectively.
Outcomes:
Graduation rate and drop out information for each subgroup Group data to be collected to measure academic gains: CAASPP, API and AYP Department reports on CFA results Renaissance Learning student progress monitoring for intervention courses Data Director reports to provide specific student/class progress reports Master Board classes and availability for all students to have access A-G completion rates Graduation rate percentages Findings from students progressing from intervention to grade level courses Professional development accountability report Link Crew Involvement Professional book studies by staff to determine best practices Minutes from School Site Council, ELAC and Booster Club meetings

Effectiveness of Strategies and Activities:
Attendance meeting minutes and records for School Site Council, ELAC, DELAC and District Strategic Planning Committee Involvement in Boosters and school committees Attendance at Parent Teacher Nights Attendance at Title I events
Identify those strategies or activities that were minimally effective or minimally effective in improving student achievement:
Site CFA results CAASPP, AP and CELDT results Student progress from intervention to college prep classes Master board creation based on class requests A-G completion rates Grad rate percentages Professional development accountability reports Numbers of students involved in Link Crew Decreased discipline rates Higher involvement rate of students involved in activities / clubs / athletics Academic Awards Panther of the Term Awards Increased Use of Positive Behavior Intervention System Use of Ripple Effects in In School Intervention

Actions Stated to be Taken to Reach This Goal	Progress in Actions	Additions/Modifications for 2018/2019

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staffing	8/2018-6/2019	Site Principal	Clerical Support for Site Council / Admin Processes / Classified attendance at parent events		Title I	5708
			Community Liaison - mileage, translations, home/hospital visits, extra hours to support evening events, free/reduced lunch apps, PIQE support		Title I	2000
			Junior High evening registration, testing and placement involving certificated and classified staff		Title I	2853
Staff Development / Collaboration	8/2018-6/2019	Site Principal	Professional Learning Communities/PLCs are established in all departments. Teachers meet periodically throughout the year to develop and refine curriculum in progress toward common core		Title I	10140
			Master Schedule Build Support - Dept. Chairs work collaboratively to create the master schedule each year. Funds support release time for subs and supplies		Title I	1040

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Professional books including cultural proficiency, common core, leadership materials 130 staff @ $30 each, Teach Standard Techniques		Title I	780
Classroom Support	8/2018-6/2019		Remediation/Intervention/ELD Support includes English/Math Flex Literacy materials, READ 180 materials, reference guides, Panther Pack class support including release days, sub costs progress monitoring testing, printers, supplementary ancillary texts for ELD, computer upgrades, licenses, software, smartboards, tablets, technical costs and staff development.		Title I	2400
Program / Department Support	8/2018-6/2019	Site Principal	Student Advisory Link Crew /Intramural Support / Pyramid of Intervention / Panther Pack includes release days for planning, supplies, incentives, conferences, student luncheons, motivational speaker, school improvement posters, team building field trips		Title I	3804
			Bulletin boards for campus hallways to post student information		Title I	720

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Support for campus/mobile labs to include wiring, licenses, infrastructure, memory upgrades, hardware replacement, keyboards, bulbs, paper, toner, PLATO support, printers, batteries for mobile laptop carts - supports 8 labs / 288 computers		Title I	6533
			AVID - release days for planning, supplies, annual conference, yearly summer trainings, and junior high articulation		Title I	1420
			Support for standardized testing - AP (30 subs) / SAT (15 subs) / SBAC proctors (38 subs), test data goals posters, release days for data analysis and to adjust pacing guides, PSAT fees, test waivers		Title I	3958
			College & Career Center and Library support will include Career Cruising Program, awards, pins for recognition, evening event organization, forms and conferences, A-G educational posters		Title I	4400
			Promotional items for community, donors and guests		Title I	400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Involvement	8/2018-6/2019	Site Principal	CELDT, ELAC and BTS support including mailers, copies, incentives, translations, and parent notifications, POM, PIQE & PIDA support		Title I	2311

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: KNOWLEDGE
LCAP GOAL:
GOAL 1: SMJUHSD is committed to creating the conditions of learning which support high quality teaching and learning. Our focus will be on these four critical areas. *Hiring and retaining a high quality staff committed to continuous improvement. *Maintaining the fiscal solvency of the district and the physical infrastructures which support teaching and learning. *Strengthening the use of technology to support teaching and learning at school and home. *Providing strong professional development opportunities for our teachers, administrators, classified staff, and other employees. GOAL 2: SMJUHSD will implement the curriculum and instructional strategies which prepare all our students to be ready for success in college and career upon graduation. To do so requires that we have: *A consistent course sequence in all our schools that helps our students meet A-G requirements or the equivalent course that will prepare them for higher education. *Implement the curriculum and instructional strategies all our students require to meet the Common Core and new science standards. *Provided support to our ELL so that they meet the rigorous achievement standards established by the district. GOAL 3: SMJUHSD will develop and implement successful strategies for engaging all our students in the learning process and our parents and community in supporting their success. To do this requires that we: *Implement instructional strategies which engage students in their learning. *Employ effective strategies that enable us to communicate effectively, clearly, and respectfully with student, parents, and community. *Strengthen and grow the arts and co-curricular activities that engage students in common activities which support academic success, teamwork, and appreciation for diversity. *Strengthen our partnerships with higher education and community groups.
SCHOOL GOAL #5:
KNOWLEDGE: Each student will gain the knowledge necessary to graduate from high school and be college or career ready.

Outcomes:

Group data to be collected to measure academic gains:
CAASPP, CELDT, API and AYP
Department reports on CFA results
Renaissance Learning student progress monitoring for intervention courses
Data Director reports to provide specific student/class progress reports
Master Board classes and availability for all students to have access
A-G completion rates
Graduation rate percentages
Findings from students progressing from intervention to grade level courses
Professional development accountability report
Link Crew Involvement
Professional book studies by staff to determine best practices

Effectiveness of Strategies and Activities:

ELD Classes
Students are placed appropriately in classes
AYP/API is changing and has yet to be establish by the state/federal
Availability of translators for parents
AVID enrollment has increased
Junior high articulation continues

Identify those strategies or activities that were minimally effective or minimally effective in improving student achievement:

Site CFA results
CAASPP, AP and CELDT results
Student progress from intervention to college prep classes
Master board creation based on class requests
A-G completion rates
Grad rate percentages
Professional development accountability reports
Numbers of students involved in Link Crew
Decreased discipline rates
Higher involvement rate of students involved in activities / clubs / athletics
Academic Awards
Panther of the Term Awards
Increased Use of Positive Behavior Intervention System
Use of Ripple Effects in In School Intervention

Actions Stated to be Taken to Reach This Goal	Progress in Actions	Additions/Modifications for 2018/2019

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staffing	8/2018-6/2019	Site Principal	On Track Credit Recovery Teachers - 32 weeks for students after hours		Title I	3000
			Clerical Support / Site Council / Admin Processes / Classified attendance at parent events		Title I	5708
			Tutoring Teachers - 111 days after school tutoring for students2709		Title I	3333
			Community Liaison - mileage, translations, home/hospital visits, extra hours to support evening events, free/reduced lunch apps, PIQE support		Title I	2000
			Junior High evening registration, testing and placement involving certificated and classified staff		Title I	2853
Staff Development / Collaboration	8/2018-6/2019	Site Principal	10% of the total allocation of Title I monies is dedicated to staff development including travel/conference, training on common core, standards, benchmark and professional development books.		Title I	13837

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Professional books including cultural proficiency, common core, leadership materials 130 staff @ $30 each, Teach Standard Techniques		Title I	780
			Professional Learning Communities/PLCs are established in all departments. Teachers meet periodically throughout the year to develop and refine curriculum in progress toward common core.		Title I	10140
			Master Schedule Building Support - Department Chairs work collaboratively to create the master schedule each year. Funds support release time for subs and supplies.		Title I	1040

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Classroom Support	8/2018-6/2019		Remediation/Intervention/ELD Support includes English/Math Flex Literacy materials, READ 180 materials, reference guides, Panther Pack class support including release days, sub costs progress monitoring testing, printers, supplementary ancillary texts for ELD, computer upgrades, licenses, software, smartboards, tablets, technical costs and staff development.		Title I	2400
			Campus technology upgrades / replacements including printers, LCD projectors, smartboards, speakers/sound bars, and DVD/VCR players		Title I	1231
			Math Support - SMART Technologies NB Software		Title I	1100
Program / Department Support	8/2018-6/2019	Site Principal	Support for campus/mobile labs to include wiring, licenses, infrastructure, memory upgrades, hardware replacement, keyboards, bulbs, paper, toner, PLATO support, printers, batteries for mobile laptop carts - supports 8 labs / 288 computers		Title I	6533

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Library multi-media counters for student tablet support		Title I	15333
			College & Career Center and Library support will include Career Cruising Program, awards, medals, certificates, pins for recognition; evening event organization; forms and conferences, A-G educational posters		Title I	4400
			AVID - release days for planning, supplies, incentives, annual conference, yearly summer trainings, and junior high articulation.		Title I	1420
			Support for standardized testing - AP (30 subs) / SAT (15 subs) / SBAC proctors (38 subs), test data goals posters, release days for data analysis and to adjust pacing guides, PSAT fees, test waivers		Title I	3958
			Student Advisory Link Crew /Intramural Support / Pyramid of Intervention / Panther Pack includes release days for planning, supplies, incentives, conferences, student luncheons, motivational speaker, school improvement posters, team building field trips		Title I	3804

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Promotional items for community, guests and donors.		Title I	400
Parent Involvement	8/2018-6/2019	Site Principal	CELDT, ELAC and BTS support including mailers, copies, incentives, translations, and parent notifications.POM, PIDA and PIQE support		Title I	2311

Planned Improvements in Student Performance

School Goal #6

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

SUBJECT:		
LCAP GOAL:		
SCHOOL GOAL #6:		
Outcomes:		
Effectiveness of Strategies and Activities:		
Identify those strategies or activities that were minimally effective or minimally effective in improving student achievement:		
Actions Stated to be Taken to Reach This Goal	**Progress in Actions**	**Additions/Modifications for 2018/2019**

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

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

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

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	385,136	-67,755.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Title I	452,891.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	Title I	452,891.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	147,689.00
Goal 2	72,482.00
Goal 3	98,672.00
Goal 4	48,467.00
Goal 5	85,581.00

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
Shanda Herrera	X				
Danny Dearborn		X			
Katie Hays		X			
Roxana Maldonado		X			
Tami Barnum			X		
Guadalupe Garcia				X	
Maria Poore				X	
Arsenia Carandang				X	
Mayra Bautista					X
Michael Lainez					X
Savannah Smith					X
Numbers of members of each category:	**1**	**4**	**1**	**3**	**3**

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

Recommendations and Assurances

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

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

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

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

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on 1/29/18.

Attested:

Shanda Herrera		
Typed Name of School Principal	Signature of School Principal	Date
Savannah Smith		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date