



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Nellie N. Coffman Middle School
Address	34603 Plumley Rd. Cathedral City, CA 92234-6326
County-District-School (CDS) Code	33-67173-6059091
Principal	Karen Dimick, Ed.D.
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/19 - 6/30/20
Schoolsite Council (SSC) Approval Date	10/09/19
Local Board Approval Date	November 26, 2019

X This certifies that updates to my SPSA are completed

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

School Vision

The purpose of NNCMS is to provide our students with a stimulating interactive learning environment in which to thrive. An integrated effort by all stakeholders will ensure that students become lifelong learners and reach their academic, social, and emotional potential. Through assessment, collaboration, interventions, and enrichment students will be provided with multiple opportunities for excellence and to find a pathway toward their goals. The mission of Nellie Coffman Middle School is to promote bilingualism, college to career readiness and the growth mindset all students need to persevere through their challenges.

School Profile

Nellie N. Coffman Middle School serves a diverse population of 1152 6th, 7th and 8th grade students. Situated on the boundaries of Cathedral City and Rancho Mirage, the campus boasts sweeping views of the surrounding mountains. NNC carries a proud tradition of academic excellence, pride in a bilingual student culture with strong connections to the community. Our efforts focus on assisting every student to reach their potential and to continuously improve our instructional approaches. We use district-approved curriculum to design instruction for our students in the California Common Core State Standards for their grade levels. We have a rich electives program designed to meet the adolescent learners need to explore. Students have multiple opportunities to experience a variety of integrated arts and fields of study that will lead them to high school academies that emphasize college and career readiness.

We provide Special Education services for students who qualify with special needs, including a program that teaches life skills and one that offers a 'Full Inclusion/Consult' delivery model that reflects grade level content and performance standards and ensures access to the core curriculum for all students. Students are then grouped for instructional purpose according to their assessed performance. Following assessment, students receive reading and/or mathematics instruction at their ability level utilizing a variety of service delivery models including small group instruction collaboration, and a variety of differentiated instructional strategies (Cooperative Learning, Direct Instruction, Peer Tutoring, Guided Reading/Lessons, etc.) Identified special education services are delivered through pull out programs or within the regular education classes through co-teaching, classroom support and/or consultation from special education personnel. The materials utilized for the collaboration model will be purchased jointly through the special education department and site funds.

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Comprehensive Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Nellie N. Coffman Middle School School Site Council (SSC) meets regularly during school year to review and update the school plan including proposed expenditures of Title I funds. School goals are based upon comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including interim assessments, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input and advice is solicited from school advisory committees including the ELAC and School Leadership team. The NNCMS School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

School Involvement in the SPSA and Annual Review and Update:

SSC Election Dates and Results:

- September 15th, 2018--1 new parent elected--Socorro Perez, 1 new teacher elected--Laura Garner, 2 new students elected--Aliyah Sosa and Amya Navarro Guzman; 1 new classified member elected--April Murphy.

SSC Meeting Dates and Topics:

September 27th--SSC Training followed by first meeting. Review of SSC bylaws, brief overview of current SPSA, CAASPP data presentation

October 9th--2nd review and approval of SSC bylaws, review of budget allocation adjustments, discussed and approved revisions to current plan, election of officers, review of preliminary dashboard data

March 28th--Overview of Comprehensive Support and Improvement (CSI), reflection/discussion/evaluation of services and actions funded through the SPSA

May 2nd--Continued evaluation of SPSA actions and services, approve revisions for the 2019-20 SPSA and budget

ELAC Meeting Dates and Topics:

September 28th--Met with ELAC to discuss and receive input regarding SPSA revisions

Feb 8th--Met with ELAC to review 2018 CA Dashboard. Discussed various actions and their impact and received input on modifications and additions

District Involvement in Supporting CSI Plan Development:

- March 20, 2019 - CSI District Planning Meeting - A CSI planning meeting was held for all CSI identified schools in the district. The meeting was facilitated by members of our district Ed. Services Dept. Present at our meeting was the superintendent and assistant superintendent of educational services. A team of 6 from NNC attended the planning meeting. Our team was comprised of the principal, assistant principal, one math teacher, one ELA teacher, one counselor, and one science teacher. At the meeting we reviewed the CSI identification process and expectations and procedures for CSI identified schools. A needs assessment protocol was introduced and we began working in collaborative team to analyze successes, barriers, and unaddressed needs aligned to our 2018-19 School Plan and associated summative and formative data. Two members of the Ed. Services Dept. were assigned to assist our team including the Asst. Supt. of Ed. Services and the Director of State and Federal Programs.
- March 28, 2019 - A SSC meeting was held. The Director of State and Federal Programs was present to discuss with council members and others in attendance the CSI identification process and procedures. Those in attendance learned of the additional CSI funding for our site. At the meeting we brainstormed and discussed possible actions to address our identified needs.
- April 1, 2019 - Our school team reconvened and we worked to complete the Needs Assessment Protocol. We began by completing the identification of successes, barriers, and unaddressed needs aligned with supporting data. We then identified the most significant problem for our site in each of the Dashboard Indicator areas and created problem statement for each area. We then brainstormed possible action items to address the identified needs, as well as monitoring measures associated with each item.
- April 8, 2019 - CSI District Planning Meeting - A follow-up CSI planning meeting with Ed. Services was held for all identified schools. Our CSI leadership team attended this meeting. At the meeting we worked to identify Resource Inequities. We discussed the importance of identifying evidence-based interventions to address student needs. Collaboratively with our Ed. Services support members we worked to identify strategies and actions to include in our School Plan including how we will be monitoring and evaluating the effectiveness of actions included in our School Plan.

- May 2, 2019 - A SSC meeting was held. Our proposed School Plan was discussed, including CSI related actions and expenditures.

Based on the above meetings and topics discussed, revisions to the SSC recommended for the 2019-2020 plan include:

- Professional development opportunities that have a targeted focus on social emotional learning. These trainings will include opportunities to learn about restorative practices and restorative circles trainings, Capturing Kids' Hearts, along with other trainings that promote the strengthening of SEL and school connectedness among classified and certificated staff.
- Resources for the Prevention Specialist to continue to monitor and address chronic absenteeism through the use of A2A as a conferencing tool.
- Additional mental health services (individual support once per week and small group support three times per week) will be purchased to provide designated and easily accessible mental health services specific to NNC.
- The addition of the Paraprofessional Behavior position will also incorporate a restorative component to best serve the needs of the students.
- The work that CSI middle schools will embark on with the Orenda consultant group will specifically address the needs outlined in ELA and math; these supports include Orenda summer institute, grade level planning and collaboration, targeted unit test data administered five time per year along with structured data reflection protocols.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.
English Learners

Currently in its early implementation phase, the AVID Excel program has been geared specifically to Long Term English Learners. 6th grade LTEL students have not yet had the opportunity to be exposed the highly structured program which focuses on building the literacy skills of English Learners. Next year, AVID Excel will be expanded to sixth graders to increase targeted LTEL support. Also, AVID strategies have been implemented by all members of the entire AVID team (content and elective teachers) but more consistency in implementation of WICOR strategies is needed for all students, schoolwide.

Special Education Students

Two new Special Education teachers (interns) were hired this school year due to unexpected staffing changes. The support these new teachers have been receiving has been critical to expanding their knowledge for both the development of IEPs and supporting instruction to meet the needs of Special Education. Since they are new to the profession, ongoing support is needed to strengthen their skills as they continue to work with Special Education students both self-contained and mainstream, co-teaching settings. Support for all Special Education teachers in both co-teaching strategies and rigorous academic strategies would address the inequities as outlined in the Students with Disabilities (SWD) subgroup for all indicators of the Ca Dashboard.

Academic Site Coaches

- Clear expectations/guidelines need to be communicated to all staff to outline the role of academic coaches with total support model being implemented during the school day for struggling students in English and math. Coaches will need to be trained in the Data Reflection protocol to maximize the support to all teachers through the collaboration with Orenda.

Needs Assessment – Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students.

Greatest Progress

Progress Area 1: ELA

For the English indicator, the overall distance from level 3 for the White student subgroup was 18.9 which demonstrated an increase of 3 points from the previous year. For the 2018-19, the school staff is most proud of the progress they have made in developing short cycle assessments which have been created, developed and implemented through the PLC model. Next year's work with Orenda will provide additional support for the instructional planning and data analysis component of the PLC process which will yield more consistent gains across student subgroups.

Progress Area 2: Chronic Absenteeism

In reference to the chronic absenteeism indicator, the English Learner (EL) student subgroup had the lowest rate of chronic absenteeism with 14.8%. Overall, all students scored in the "orange" range for this indicator since the rate was in the "maintained" category as there was no significant change from the previous year (16.3% overall). With the addition of a Prevention Specialist, targeted outreach and intervention will continue to be provided through home visits, the SART processing and the use of A2A as a conferencing tool.

Progress Area 3: ELPI

Although the ELPI dashboard indicator will be introduced for the upcoming spring 2018 scores, baseline data shows that out of 344 total English Learners, 16.6% received an ELPI score of "well-developed" and 35.8% earned a "moderately developed" score.

Plans to expand AVID EXCEL through targeted LTEL support will support future increases in ELPI.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

According to the California School Dashboard data, NNC is now a Comprehensive Support and Improvement (CSI) school since overall performance for all four indicators (i.e. ELA, math, chronic absenteeism, and suspension rate) fell within the "red" and "orange" categories. The following data highlights overall scores for each of the four indicators:
Chronic Absenteeism: "Orange" 16.3%
Suspension Rate: "Red" 16.5%
ELA: "Red" with -50.8 below df3 with a decline of -12.4 points
Math: "Red" with -101.6 below df3 with a decline of -8.5 points

Greatest Needs

NNC staff will be sent to professional development opportunities that have a targeted focus on social emotional learning. A team of teachers will attend Restorative Practices and Restorative Circles trainings. Other trainings that promote the strengthening of SEL and school connectedness such as Capturing Kids' Hearts are also part of future plans to get trained and share with entire staff. A Prevention Specialist was hired late in the fall of 2018 and his work has focused on monitoring and preventing chronic absenteeism through the use of A2A as a conferencing tool. Additional mental health services (individual support once per week and small group support three times per week) will be purchased to provide designated and easily accessible mental health services specific to NNC. The addition of the Paraprofessional Behavior position will also incorporate a restorative component to best serve the needs of the students. The work that CSI middle schools will embark on with the Orenda consultant group will specifically address the needs outlined in ELA and math; these supports include Orenda summer institute, grade level planning and collaboration, targeted unit test data administered five times per year along with structured data reflection protocols.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.2%	0.27%	0.46%	2	3	5
African American	2.2%	1.73%	1.83%	23	19	20
Asian	0.1%	0.09%	0.09%	1	1	1
Filipino	0.2%	0.36%	0.27%	2	4	3
Hispanic/Latino	91.1%	91.44%	92.32%	946	1004	1,010
Pacific Islander	0.1%	%	%	1		
White	5.2%	4.92%	3.56%	54	54	39
Multiple/No Response	%	%	%			
Total Enrollment				1,038	1098	1,094

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 6	358	378	338
Grade 7	341	366	383
Grade 8	339	354	373
Total Enrollment	1,038	1,098	1,094

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	328	394	401	31.6%	35.9%	36.7%
Fluent English Proficient (FEP)	374	374	371	36.0%	34.1%	33.9%
Reclassified Fluent English Proficient (RFEP)	59	43	42	16.5%	13.1%	10.7%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	358	374	353	345	367	343	345	367	343	96.4	98.1	97.2
Grade 7	351	369	393	341	360	381	341	359	381	97.2	97.6	96.9
Grade 8	343	352	365	333	340	351	333	340	351	97.1	96.6	96.2
All Grades	1052	1095	1111	1019	1067	1075	1019	1066	1075	96.9	97.4	96.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2488.	2474.	2489.	7.54	7.90	7.29	29.57	23.71	27.99	28.12	24.52	30.32	34.78	43.87	34.40
Grade 7	2519.	2507.	2509.	8.21	4.74	9.45	30.21	31.48	25.72	27.27	25.63	26.25	34.31	38.16	38.58
Grade 8	2520.	2514.	2514.	5.11	7.06	5.13	27.63	22.35	22.79	32.13	28.82	37.32	35.14	41.76	34.76
All Grades	N/A	N/A	N/A	6.97	6.57	7.35	29.15	25.89	25.49	29.15	26.27	31.16	34.74	41.28	36.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	13.04	13.08	13.41	48.70	40.87	42.86	38.26	46.05	43.73
Grade 7	17.94	12.26	15.22	42.94	45.96	40.16	39.12	41.78	44.62
Grade 8	11.14	10.88	12.54	44.88	40.00	44.16	43.98	49.12	43.30
All Grades	14.06	12.10	13.77	45.53	42.31	42.33	40.41	45.59	43.91

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	8.41	9.81	6.71	51.59	35.69	53.06	40.00	54.50	40.23
Grade 7	16.52	13.13	16.80	46.90	49.72	49.08	36.58	37.15	34.12
Grade 8	13.25	11.80	8.26	46.69	41.30	55.27	40.06	46.90	36.47
All Grades	12.70	11.56	10.79	48.43	42.20	52.37	38.88	46.24	36.84

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	12.46	11.17	11.08	58.84	55.86	65.31	28.70	32.97	23.62
Grade 7	8.53	7.80	7.09	62.65	57.66	61.15	28.82	34.54	31.76
Grade 8	8.13	7.06	7.12	65.96	61.47	62.11	25.90	31.47	30.77
All Grades	9.73	8.72	8.37	62.44	58.26	62.79	27.83	33.02	28.84

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	18.84	18.80	18.08	47.83	48.77	53.06	33.33	32.43	28.86
Grade 7	25.59	18.94	18.90	46.76	46.80	48.03	27.65	34.26	33.07
Grade 8	15.36	18.53	12.25	49.70	47.06	48.72	34.94	34.41	39.03
All Grades	19.96	18.76	16.47	48.08	47.56	49.86	31.96	33.68	33.67

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	358	374	354	353	370	349	352	370	349	98.6	98.9	98.6
Grade 7	351	368	393	339	360	384	339	360	385	96.6	97.8	97.7
Grade 8	343	352	365	329	338	359	328	338	359	95.9	96	98.4
All Grades	1052	1094	1112	1021	1068	1092	1019	1068	1093	97.1	97.6	98.2

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2473.	2461.	2480.	7.95	11.62	10.60	13.92	10.27	18.05	33.24	22.70	26.36	44.89	55.41	44.99
Grade 7	2475.	2460.	2477.	7.37	4.44	8.59	12.39	10.56	15.36	28.02	27.50	21.35	52.21	57.50	54.69
Grade 8	2465.	2473.	2456.	6.10	5.92	5.29	9.15	8.58	6.69	16.77	21.60	20.06	67.99	63.91	67.97
All Grades	N/A	N/A	N/A	7.16	7.40	8.15	11.87	9.83	13.37	26.20	23.97	22.53	54.76	58.80	55.95

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	14.49	16.49	17.48	28.41	20.27	28.94	57.10	63.24	53.58
Grade 7	10.98	9.44	14.84	26.41	21.94	20.31	62.61	68.61	64.84
Grade 8	7.65	7.69	5.57	16.82	21.60	22.28	75.54	70.71	72.14
All Grades	11.12	11.33	12.64	24.02	21.25	23.72	64.86	67.42	63.64

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	7.10	9.73	9.46	40.63	35.95	43.84	52.27	54.32	46.70
Grade 7	8.28	6.94	11.20	42.60	36.94	34.64	49.11	56.11	54.17
Grade 8	9.17	6.51	7.52	25.38	43.49	26.46	65.44	50.00	66.02
All Grades	8.16	7.77	9.43	36.38	38.67	34.89	55.46	53.56	55.68

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	9.38	10.81	13.47	45.74	31.62	39.26	44.89	57.57	47.28
Grade 7	9.50	5.56	10.16	49.55	53.33	50.26	40.95	41.11	39.58
Grade 8	6.42	8.28	5.85	40.98	41.72	40.95	52.60	50.00	53.20
All Grades	8.46	8.24	9.80	45.47	42.13	43.68	46.06	49.63	46.52

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1507.4		1498.9		1515.4		150	
Grade 7	1513.8		1507.4		1519.7		113	
Grade 8	1509.7		1501.7		1517.2		81	
All Grades							344	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	12.00		35.33		36.67		16.00		150	
7	22.12		33.63		30.09		14.16		113	
8	17.28		39.51		24.69		18.52		81	
All Grades	16.57		35.76		31.69		15.99		344	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	28.67		44.00		15.33		12.00		150	
7	40.71		31.86		16.81		10.62		113	
8	33.33		39.51		14.81		*		81	
All Grades	33.72		38.95		15.70		11.63		344	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	7.33		16.00		34.00		42.67		150	
7	*		22.12		35.40		33.63		113	
8	*		19.75		30.86		39.51		81	
All Grades	8.43		18.90		33.72		38.95		344	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	25.33		62.67		12.00		150	
7	30.09		52.21		17.70		113	
8	24.69		50.62		24.69		81	
All Grades	26.74		56.40		16.86		344	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	43.33		46.00		10.67		150	
7	55.75		32.74		11.50		113	
8	53.09		35.80		*		81	
All Grades	49.71		39.24		11.05		344	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	8.00		22.00		70.00		150	
7	10.62		24.78		64.60		113	
8	13.58		18.52		67.90		81	
All Grades	10.17		22.09		67.73		344	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		85.33		10.00		150	
7	10.62		77.88		11.50		113	
8	*		77.78		14.81		81	
All Grades	7.27		81.10		11.63		344	

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,098	94.5%	35.9%	0.3%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	394	35.9%
Foster Youth	3	0.3%
Homeless	112	10.2%
Socioeconomically Disadvantaged	1,038	94.5%
Students with Disabilities	119	10.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	19	1.7%
American Indian	3	0.3%
Asian	1	0.1%
Filipino	4	0.4%
Hispanic	1,004	91.4%
Two or More Races	13	1.2%
White	54	4.9%

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

#1 Full CCSS, NGSS Integrated and Designated ELD Instruction will be supported with ongoing professional development for teachers.

#2 ELA and Math onsite coaching will be provided through release time.

#4 Supplemental support resources and materials for CCSS, NGSS ELD Implementation, Social Studies Framework (DBQ Project)

5 Extended learning time for support in literacy.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<p>"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results.</p> <p>"Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group.</p> <p>"Orange" student groups: Meet targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group.</p> <p>"Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for ELA will be an increase of 20 or more points for each group.</p>	<p>California School Dashboard - Academic Indicator for English Language Arts (Color (DFM) - Status - Level - Change) All Students (ALL) Orange (-50.8) - Low- Declined - (- 12.4) English Learners (EL) Orange (-63.4) - Low- Declined - (-14.8) Hispanic (Hisp) Orange (-53.9) - Low- Declined - (-14.1) African American (AA) - N/A Socioeconomically Disadvantaged (SED) Orange (-53.2) - Low- Declined - (-11.4) Students with Disabilities (SWD) Red (-154.2) - Very Low- Declined - (- 15.1)</p>
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<p>"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results.</p> <p>"Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 results. Target growth for Mathematics will be an</p>	<p>California School Dashboard - Academic Indicator for Mathematics (Color (DFM) - Status - Level - Change) All Students (ALL) Red (-101.6) - Very Low- Declined - (-8.5) English Learners (EL) Red (-111.9) - Very Low- Declined - (-4.6) Hispanic (Hisp) Red (-104.5) - Very Low- Declined - (-10.0) African American (AA) N/A</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>increase of 5 to 15 points for each group.</p> <p>"Orange" student groups: Meet targets for the "Increased" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group.</p> <p>"Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 15 or more points for each group.</p>	<p>Socioeconomically Disadvantaged (SED) Red (-104.1) - Very Low-Declined - (-7.8)</p> <p>Students with Disabilities (SWD) Red (-214.5) - Very Low- Declined Significantly - (-35.7)</p>
California School Dashboard - English Learner Progress Indicator (ELPI)	<p>Upon release of ELPI in the Fall Dashboard:</p> <p>"Blue" or "Green" 2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the ELPI from 2017 results.</p> <p>"Yellow" 2017 result: Meet or exceed targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%.</p> <p>"Orange" 2017 result: Meet targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%.</p> <p>"Red" 2017 result: Meet targets for the "Increased Significantly" change column from 2017 results. Target growth for the ELPI will be an increase of 10% or more.</p>	<p>California School Dashboard - English Learner Progress Indicator Baseline Results:</p> <p>Level 4 (16.6%)</p> <p>Level 3 (35.8%)</p> <p>Level 2 (31.7%)</p> <p>Level 1 (16.0%)</p>
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	The English Learner RFEP Reclassification Rate will meet or exceed the Riverside County in 2017-2018.	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate 43 (13.1 %)
8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA)	Increase 8th grade Math SBAC proficiency by 4% from 2018 data. Increase EL, Hispanic, and Black/African American subgroup Math SBAC proficiency by 6% from 2018 level.	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) Level 4 (7.06%); Level 3 (22.35%); Level 2 (28.82%); Level 1 (41.76%)

Metric/Indicator	Expected Outcomes	Actual Outcomes
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)		English Learners (EL) Level 4 (0 %); Level 3 (0 %); Level 2 (7.79 %); Level 1 (92.21%) Hispanic (Hisp) Level 4 (5.86 %); Level 3 (8.47 %); Level 2 (21.17 %); Level 1 (64.50%) African American (AA) N/A Socioeconomically Disadvantaged (SED) Level 4 (5.90%); Level 3 (7.76 %); Level 2 (21.43 %); Level 1 (64.91%) Students with Disabilities (SWD) Level 4 (0 %); Level 3 (0 %); Level 2 (2.78 %); Level 1 (97.22%)
8th Grade Mathematics Interim Assessments All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Determine baseline performance on April 2018 Interim Test for "all students" and each student group	8th Grade Mathematics Interim Assessments Reports students scoring at standard met threshold on the April interim test. All Students (ALL) Level 4 (1.6 %); Level 3 (6.2 %); Level 2 (6.8 %); Level 1 (85.4%) English Learners (EL) Level 4 (0 %); Level 3 (0 %); Level 2 (2.2 %); Level 1 (97.8%) Hispanic (Hisp) Level 4 (1.7 %); Level 3 (5.7 %); Level 2 (6.4 %); Level 1 (86.1%) African American (AA) N/A Socioeconomically Disadvantaged (SED) N/A Students with Disabilities (SWD) Level 4 (0%); Level 3 (0 %); Level 2 (0 %); Level 1 (100%)
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook/Materials Compliance - 100%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Professional Development for teachers in CCSS, NGSS,ELD, Instructional Rounds, Literacy, AVID	Teachers representing the core academic departments along with AVID and AVID excel elective teacher attended the AVID Summer Institute to strengthen school wide AVID implementation and share best practices.	Professional Development Conferences and Trainings Title I 6,000.00	Professional Development Conferences and Trainings Title I 6000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Literacy Coach- 1.0 FTE, and a Math Coach .5 to support teachers in meeting the needs of all learners (especially ELL and SPED populations), support Carnegie implementation (Guaranteed and Viable Curriculum), and monitor student progression towards meeting standards.	1.0 FTE Literacy Coach and 0.5 Math Coach to provide teachers with support with instructional planning and delivery through the implementation of the Jim Knight coaching model. Coaches also provide support with the PLC process in facilitating data analysis of targets, claims and standards to support student learning.	Literacy Coach (1 FTE) Title I 101621 Fringes Title I 36,917 Math Coach (.5) Title I 56,632 Fringes Title I 20,134	Literacy Coach (1 FTE) Title I 101621 Fringes Title I 36,917 Math Coach (.5) Title I 56,632 Fringes Title I 20,134
Collaboration Time through release time and Instructional Rounds (ELA and Math). Teacher will continue to work on the Instructional Rounds model to improve school-wide consistency around high-impact strategies, common problems of practice, and a common instructional language. Teachers visit classroom with a specific focus (problem of practice), and engage collective inquiry around the problem of practice during a school-wide debrief. Problems of Practice are developed by teachers through an exploration of data.	Teachers collaborated during grade level release days, Carnegie math instructional rounds and coaching supported teachers in lesson plan, delivery and reflection; release time was provided for additional grade-level and content-specific collaboration	subs 1000-1999: Certificated Personnel Salaries Title I 8000	subs Title I 7600
Extended Day Learning Time (ELA and MATH) Mandatory tutoring for students who are not performing on district assessments (Key Data Systems), students will be identified after administration and rotate in for 4-6 weeks.	Schoolwide tutoring support was provided throughout the school year focusing on supporting students strengthen their math and ELA skills.	Staffing for after school tutoring- certificated hourly rate 1000-1999: Certificated Personnel Salaries Title I 17,043 3000-3999: Employee Benefits Title I	Staffing for after school tutoring- certificated hourly rate Title I 16,000 3000-3999: Employee Benefits

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		3,357	3000
Provide students with Academic Tutoring in Math and ELA through AVID tutorials	Students were provided with Academic Tutoring in Math and ELA through AVID tutorials.	Hourly pay for tutors 2000-2999: Classified Personnel Salaries Title I 3,578	Hourly pay for tutors 2000-2999: Classified Personnel Salaries Title I 3,578
		3000-3999: Employee Benefits Title I 560	3000-3999: Employee Benefits Title I 560
AVID Coordinator Stipend	An AVID Coordinator Stipend was provided to support the AVID Coordinator in her efforts and commitment in organizing student learning opportunities in and out of the classroom along with support for WICOR data collection and collaboration with teachers.	Stipend 1000-1999: Certificated Personnel Salaries Title I 2084	Stipend Title I 2084
		3000-3999: Employee Benefits Title I 416	3000-3999: Employee Benefits 416
Additional Sections for AVID EXCEL Elective for Long-Term English Language Learners.	Additional Sections for AVID EXCEL Elective for Long-Term English Language Learners.	additional .30 1000-1999: Certificated Personnel Salaries LCFF 16,665.	additional .30 1000-1999: Certificated Personnel Salaries LCFF 16,665.
		3000-3999: Employee Benefits LCFF 8,065.00	3000-3999: Employee Benefits LCFF 8,065.00
AVID EXCEL requires students to be exposed to College and Career exploration field trips. AVID EXCEL students are long term English Language Learners or those ELLs in danger of becoming long term English Language Learners.	AVID Excel materials and supplies such as binder materials for all students and organizational materials. AVID Excel college field trips were organized to provide students with foundation for college readiness.	AVID EXCEL Materials and Supplies 4000-4999: Books And Supplies LCFF 2100	AVID EXCEL Materials and Supplies 4000-4999: Books And Supplies LCFF 2100
		Student Admissions	Student Admissions
		5800: Professional/Consulting	5800: Professional/Consulting

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Services And Operating Expenditures LCFF 1500	Services And Operating Expenditures 1500
		AVID Site Visits 5800: Professional/Consulting Services And Operating Expenditures LCFF 450	AVID Site Visits 5800: Professional/Consulting Services And Operating Expenditures LCFF 450
Increase Access to Technology. Funds will be used for technology replacement and to purchase additional classroom technology including room modernization.	Technology to support effective classroom instruction was purchased. These items included computers, document cameras, screens and projectors.	Technology 4000-4999: Books And Supplies LCFF 15000	Technology 4000-4999: Books And Supplies LCFF 15000
Certificated Professional Development: Including Advanced Learner Training and conferences, CABE to support teachers in meeting the needs of English Language Learners and develop parent capacity.	A teacher attended the national Advanced Learner Training to learn strategies for supporting all students, including advanced learners. Instead of CALSA/ASCD, money allocated and used for professional development on restorative circles training.	CABE/ASCD, 5000-5999: Services And Other Operating Expenditures LCFF 9000 CALSA/ASCD 5000-5999: Services And Other Operating Expenditures LCFF 2500	ASCD/Technology 5000-5999: Services And Other Operating Expenditures LCFF 9000 5000-5999: Services And Other Operating Expenditures LCFF 0
Student College and Career Field Trips, district intramural sports transportation, and CTE Pathway related industries.	Student bussing was provided for college AVID field trips, intermural sports transportation and CTE/SkillsUSA regional and state competitions.	student transportation 5000-5999: Services And Other Operating Expenditures LCFF 13010	student transportation 5000-5999: Services And Other Operating Expenditures LCFF 12000
Provide Instructional Materials to support Literacy (AVID Weekly, etc)	Instructional materials focusing on informational text provided students with literacy support.	Materials 4000-4999: Books And Supplies Title I 1,260	Materials 4000-4999: Books And Supplies LCFF 1050

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Collaborative instructional materials 4000-4999: Books And Supplies LCFF 2500	Collaborative instructional materials 4000-4999: Books And Supplies LCFF 2500
Enrichment field trips and academic events to support the real-life application of academic learning focusing on STEAM and literacy.	Enrichment field trips such as the Pathfinder Ranch science and STEM trip, SkillsUSA and band competitions, and academic events were offered to support the real-life application of academic learning focusing on STEAM and literacy.	Enrichment opportunities 5000-5999: Services And Other Operating Expenditures LCFF 20000	Enrichment opportunities 5000-5999: Services And Other Operating Expenditures LCFF 19600

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The on-site literacy coach provided on site coaching to ELA and Social Science teachers while facilitating training on AVID-based WICOR strategies such as Focused Note-taking and Costa's levels of questioning

The on-site math coach has served as the sixth grade math lead and supported math teachers of all grades 6-8 through coaching (Jim Knight model) and co-teaching/co-planning lessons. Additional sections for AVID Excel has been critical to the implementation of the fairly new AVID Excel program for 7th and 8th grade Long Term English Learners (LTELs)

Academic Tutoring is a service that is highly valued by parents, teachers and students. As the dashboard data for both ELA and math indicators both fall in orange and red categories, respectively, interventions and opportunities for extended day learning are important components of academic support for all students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Goal 1 actions have been efficiently aligned to estimated and actual budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Increased AVID Excel section expand LTEL support at the 6th grade level (in addition to existing 7th and 8th grade LTEL support). (0.3 to 0.5 FTE) found in the Goal 1 section of the 19-20 SPSA

Modified roles and duties for the on-site Literacy Coach and Math Coach as a result of feedback from stakeholders (i.e. SSC and CSI Planning Team). With changes in leadership (i.e. Principal change summer of 2018), one critical feedback that framed the need for clarity for all staff was that the roles and responsibilities of both coaches were not clearly outlined to all staff, especially those outside of the ELA, Social Science and math departments. Roles of coaches aligned to structured data reflection protocol and instructional practices/reflection using Orenda support services; these roles will be shared with all staff to ensure that all are aware of the positive instructional impact school wide. These changes in clearly articulating the roles of the coaches can also be found in Goal 1 of the 19 -20 SPSA.

Metrics/Ca Dashboard Indicators: ELA and math indicators from the CA Dashboard (goal of 4% growth in both math and ELA indicators)

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

- #2.1 Continue to develop and support Parent Resource Center
- #2.2 Develop and implement a Parent Education Plan based on parent assessed needs
- #2.3 Develop and implement a Parent Plan to improve attendance at Parent Education and Family events
- #2.4 Develop attendance incentives to decrease truancy and absenteeism
- #2.5 Monitor student attendance and short term independent study contracts/work

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance Rates All Students (ALL)	Improve overall and each student group attendance rates from 2016-2017 rates by 1% or maintain 95% attendance rate. Increase AA and SWD student group attendance rates by 2% from 2016-2017 rates.	Student Attendance Rates All Students (ALL) 88%
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Establish baseline California School Dashboard Performance Level for each student group from 2016-2017 data upon CDE release in 2017-2018.	Chronic Absenteeism Rates (Color (%) - Status - Level - Change) All Students (ALL) Orange (16.3%) - High - Maintained - (-0.1) English Learner (EL) Orange (14.8%) - High - Increased - (0.8) Hispanic (Hisp) Orange (15.5) - High - Maintained - (-0.2) African American (AA) N/A Socioeconomically Disadvantaged (SED) Orange (16.4%) - High - Maintained - (-0.3) Students with Disabilities (SWD) Red (28.5%) - Very High - Increased - (6.3)
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Elementary School Students (ES) Middle School Students (MS) High School Students (HS) English Learner (EL) Hispanic (Hisp) African American (AA)	Baseline for family connectedness will be determined using the Sense of Belonging (School Connectedness) measure of the district's family climate survey via the Panorama Education system.	Family School Connectedness via Panorama Family Climate Survey Baseline Results: All Students (ALL) 92% Elementary School Students (ES) Middle School Students (MS) 92% -- NNC High School Students (HS) English Learner (EL) Hispanic (Hisp) 94% African American (AA) 63%

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Increase Parent Participation and Involvement through the active recruitment of parents for advisory committees and the SSC. Work with parents to understand academic and socio-emotional demands of middle school. Ensure all school communications are in Spanish and English.	Increased parent awareness by having parent volunteers call other parents and inform them about parent events, opportunities to volunteer and attend ELAC meetings.		
Parent Center Resources and Technology: Ensure parent center has supplies and materials available to educate parents.	Educational resources such as informational flyers for parents regarding educational opportunities such as the Parent Technology workshop series.	Resources and supplies, licenses 4000-4999: Books And Supplies Title I Part A: Parent Involvement 700.00	Resources and supplies, licenses 4000-4999: Books And Supplies Title I Part A: Parent Involvement 500
Provide training and resources to parents, especially those serving on advisory committees, to include: content standards; academic achievement standards; academic assessment; parent involvement requirements; monitoring academic progress; working with teachers.	Training and resources for parents and preparation for the EL Family Institute offered in February 2019.	Parent Workshops- light refreshments 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Parent Involvement 300 Parent academic field trips- transportation 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Parent Involvement 500.00 Parent Forum, Family Night resources and materials None Specified	Parent Workshops- light refreshments 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Parent Involvement 150 Family Institute resources and materials 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Parent Involvement 500
Parent education plan: Six Types of Parent	Funded education workshops offered during Family Institute for	Conferences, workshops	Conferences, workshops

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Involvement Joyce Epstein.	English Learners (Spring 2019).	5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 2580.00	5000-5999: Services And Other Operating Expenditures 1000
		Childcare during parent workshops 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 582	Childcare during parent workshops 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 575
Providing parents with resources and education on the importance of school attendance; with a specific focus on parents of Chronically Absent students	Certificated extra duty support to facilitate parent evening meetings, translations during outreach and prevention meetings.	Certificated hourly 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 500.00	Certificated hourly 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 500.00
Classified translations to increase parent communication to support at-risk students regarding attendance and behavior	Classified translations during parent meetings to discuss chronic absenteeism, strategies to improve attendance which in turn improve academic performance and behavior.	Classified translations 2000-2999: Classified Personnel Salaries LCFF 2500	Classified translations 2000-2999: Classified Personnel Salaries LCFF 2000

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Resources and materials are essential to ensure that parents feel welcome at school when attending formal and informal parent meetings. Based on feedback from parents, they enjoy sharing materials and resources with new parents, encouraging more parents to attend or volunteer for event set up and organization (i.e. Cougar Picnic, trimester awards assemblies, end of year recognition, etc.). Funding was re-allocated to parent meetings and translations as there was a high need for for this service to effectively communicate with parents during academic along with attendance prevention and intervention meetings. Funds were allocated to Family EL Parent Institute, Parent technology workshops and AVID parent nights.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

CABE conference was paid for by the district as several parents who expressed interest also consistently attended the DELAC meetings which qualified them for the district-sponsored CABE conference. Funding was re-allocated to parent meetings and translations. Funds were allocated to Family EL Parent Institute, Parent technology workshops and AVID parent nights.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Additional funding for parent supplies as plans are in place for collaboration with the Parent Center for a parent education workshop series that will be offered at NNC. Feedback from ELAC parents indicated a need to continue with allocated funding for CAFE conference. as parents appreciate the motivational empowerment aspect of CAFE in addition to the themes and topics covered at the conference.

Panorama family survey highlights the importance of creating a learning environment and school culture that is welcoming for parents on a regular basis. LCAP priorities along with a strong district and state focus on the importance of parent involvement supports the goals for educational resources, materials and professional development opportunities for parents. These goals can be found in Goal 2 of the 19-20 SPSA.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

- #3.1 Update safety, emergency preparedness and response plans and supplies
- #3.2 Professional development for assessed school safety and student health needs (Cyber Safety, Drug, Tobacco, Alcohol Awareness, E Cigarettes, Cutting, Bullying, Sexual harassment, Equity, Diversity Training.
- #3.3 Monitoring of drug free campus (cameras, drug dogs,)
- #3.4 Security visibility at after school events and family nights.
- #3.5 Addition of a intervention course to address student safety and social/emotional needs.
- #3.6 Develop and initiate school wide tolerance initiative to educate students on issues of racial bias, religious intolerance and sexual orientation, etc.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<p>"Blue" or "Green" 2016-2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Suspension Rate Indicator.</p> <p>"Yellow" 2016-2017 result: Meet or exceed targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%.</p> <p>"Orange" 2016-2017 result: Meet targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%.</p> <p>"Red" 2016-2017 result: Meet targets for the "Declined Significantly" change column. Target growth for Suspension Rate will be a decrease of 2.0% or more.</p>	<p>Suspension Rates: (Color (%) - Status - Level - Change)</p> <p>All Students (ALL) Red (16.5%) - Very High - Increased Significantly - (+6.3%)</p> <p>English Learner (EL) Red (15.8%) - Very High - Increased Significantly - (+4.3%)</p> <p>Hispanic (Hisp) Red (16%) - Very High - Increased Significantly - (+5.7%)</p> <p>African American (AA) N/A</p> <p>Socioeconomically Disadvantaged (SED) Red (16.8%) - Very High - Increased Significantly - (+10.7%)</p> <p>Students with Disabilities (SWD) Red (34.4%) - Very High - Increased - (+14.8%)</p>
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<p>Expulsion Rate Targets</p> <p>ALL: maintain under 0.5%</p> <p>EL: maintain under 0.5%</p> <p>Hisp: maintain under 0.5%</p> <p>AA: decline to under 0.5%</p> <p>SED: maintain under 0.5%</p> <p>SWD: decline to under 0.5%</p>	<p>Expulsion Rates</p> <p>All Students (ALL) 0.26 %</p> <p>English Learner (EL) 0</p> <p>Hispanic (Hisp) 0.19%</p> <p>African American (AA) 0</p> <p>Socioeconomically Disadvantaged (SED) 0</p> <p>Students with Disabilities (SWD) 0</p>
Panorama Survey - School Connectedness All students: EL:	<p>Baseline data will be collected and reported for school connectedness and growth targets will be set</p>	<p>Panorama Survey - School Connectedness</p> <p>Baseline Data: All students: 60%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
AA: Hisp: SED:		EL: 63% AA: 52% Hisp: 61% SED: 61%
Panorama Survey - School Safety All students: EL: AA: Hisp: SED:	Baseline data will be collected and reported for school safety and growth targets will be set.	Panorama Survey - School Safety Baseline Data: All students: 64% EL: 65% AA: 51% Hisp: 64% SED: 64%
Williams Facilities Inspection Results	Maintain 100% Williams Facilities Compliance	Williams Facilities Inspection Results

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Develop a college going, career oriented culture through College visits and exposure to postsecondary opportunities.	Students from the AVID program attended college visits to learn about college readiness and promote a college going culture.	Busses 5800: Professional/Consulting Services And Operating Expenditures LCFF 3500	5800: Professional/Consulting Services And Operating Expenditures 3500
Create a culture of high expectations and career exploration through exposing students to outdoor education opportunities.	Provided students with outdoor education opportunities for math and science enrichment (i.e. Whitewater field trips, math competitions and Kid Wind competitions)	Student Admission Fees 6000-6999: Capital Outlay LCFF 6000	Student Admission Fees 6000-6999: Capital Outlay LCFF 6000
		Transportation 5800: Professional/Consulting Services And Operating Expenditures LCFF 3000	Transportation 5800: Professional/Consulting Services And Operating Expenditures LCFF 2000
Increasing security visibility for after school events, family nights, Saturday school	Increased security visibility for after school events such as intermural sports, dances, family movie nights, and Saturday school	Additional security hours 2000-2999: Classified Personnel Salaries LCFF 1905	Additional security hours 2000-2999: Classified Personnel Salaries 1800

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		3000-3999: Employee Benefits LCFF 534	3000-3999: Employee Benefits LCFF 475
Increase Parent attendance at events (family nights, performances, etc)	Provided food, materials and supplies to increase parent attendance at events (i.e.family nights, performances, etc.)	materials and supplies (including food) 5000-5999: Services And Other Operating Expenditures LCFF 2500	
Provide students with alternatives to suspension, and social emotional education through Saturday school interventions.	Offered Saturday school interventions throughout the school year as an other means of correction and to strengthen social emotional learning for student attendees.	Certificated Salary 1000-1999: Certificated Personnel Salaries LCFF 5178 Fringes 3000-3999: Employee Benefits LCFF 2156	Certificated Salary 1000-1999: Certificated Personnel Salaries LCFF 5000 Fringes 3000-3999: Employee Benefits LCFF 1800
School-wide Organizational Tools (Agendas) provide students with character development lessons, promote tolerance and diversity, organize student assignments, School-wide agendas list school rules and discipline consequences. These include dress code, drug policies, district discipline policies, and sexual harassment policies.	Purchased school-wide organizational planners (Agendas) for all students to promote academic success and support students in understanding behavioral expectations.	Student Agendas- REPO graphics 1200 @ 2.50 5000-5999: Services And Other Operating Expenditures LCFF 2500	Student Agendas- REPO graphics 1200 @ 2.50 5000-5999: Services And Other Operating Expenditures LCFF 2500
Attendance Monitoring and Incentives to reduce chronic absenteeism and provide attendance incentives for students.	Offered student incentives for improved attendance and improved academic performance. Prizes included field day activities and prizes to reward students for positive behavior.	Student Incentives 4000-4999: Books And Supplies LCFF 2500	Student Incentives 4000-4999: Books And Supplies LCFF 2500
Material and Supplies to support extra curricular	Provided students with additional opportunities	Material and Supplies	Materials and Supplies

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
clubs including Skills USA (Engineering and Science), Young Interpreters (Bilingual education), Digicom Club (21st Century Learning), Girls Club (Math), Math Club (RCOE MATH Field DAY), AVID (College and Career ready), Debate (Speech and English Language Arts), Dance (Physical Education & Social Emotional development). Provide all students with access to music instruments to support Band Program	for extra curricular involvement, supplies purchased for clubs, incentives purchased for clubs and increased student access to music instruments through the purchasing and repair of instruments to support the band program.	4000-4999: Books And Supplies LCFF 46,634	4000-4999: Books And Supplies LCFF 40,000
Provide a safe and secure environment by updating and adding additional cameras, currently multiple parts of campus do not have adequate surveillance.	A team of six teachers and one classified member attended restorative practices professional development to learn basic restorative practices and how to facilitate restorative circles.	Additional cameras and installation 5800: Professional/Consulting Services And Operating Expenditures LCFF 6,000	Restorative Practices Training 5800: Professional/Consulting Services And Operating Expenditures LCFF 6000

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

College exploration field trips (AVID)

The college field trips that 7th and 8th grade students have attended this school year has been effective in establishing a college-going culture while also motivating students who are involved in the AVID program.

Materials and supplies to support extracurricular programs

The importance of providing students with a cadre of ways to get involved and connected to the school is of utmost importance to supporting students social emotional needs. For example, students from SkillsUSA have competed at

School-wide organizational tools are referenced by teachers, counselors, parents and students. Agendas are used as a tool for organization which aligns with the WICOR AVID methodology.

While the above activities address school connectedness through funding that serves to reduce resource inequities for extracurricular, additional actions focusing on behavior prevention along with strategies to bolster SEL in students is needed (i.e. changes addressed in the section below).

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Camera surveillance replacement was not done this year as the assessment and repair of certain cameras is more time intensive than initially planned. School administration will collaborate with the District Security Manager for effective ways to address this issue in the future. Plans are in place to train the administrative staff in safety and behavior preventive strategies through a 4-day Restorative Practices, Restorative Circles and Restorative Conferences with the remaining funds along with sending a team of 6 teachers and 1 ISSS person to Restorative Practices and Circles training.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the California dashboard data, an overall suspension rate of 16.5% and overall chronic absenteeism rate of 16.3% indicate that not enough significant progress has been made to adequately address these two indicators. In light of this data review, new actions will be added for implementation in the 2019-20 SPSA. These new actions include the following:

- Mental Health Individual Support Services

Additional services will be purchased to provide one day per week of mental health support specifically designated to NNC students who need additional support services.

- Mental Health Small Group Services

Additional services purchased to offer three small group sessions per week for the 2019-2020 school year

Addition of the Paraprofessional Behavior position

- The addition of this new classified position will lend itself to a restorative practice/justice approach that is prevention based to support students in understanding the impact and outcome of their behaviors and actions

The data from the student Panorama survey (specifically the above mentioned surveys on school connectedness and school safety) call for new goals and actions that address the SEL needs of students with an emphasis on the

restorative aspect of behavior prevention/intervention along with the need for additional mental health services. These additional actions and goals (Mental Health services and the new Paraprofessional Behavior position can be found in Goal 3 of the 19-20 SPSA.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

All students at NNC will be provided with rigorous instruction with the necessary scaffolds embedded in best first instruction to access and master content in all subjects, especially math and English.

LCAP Goal

All students will graduate high school prepared with the academic and technical skills necessary for college and career readiness.

Identified Need

Data from Ca Dashboard and Implications:

ELA Achievement - The distance from level 3 data (-50.8 all students vs. -154.2 SWD) addressing the SWD support in content team taught classes.

Math Achievement - The distance from level 3 (-101.6) indicates students need additional support in claim level understanding (mathematical procedures, number sense, foundational math applications)

ELPI - ELPI level 3 was 35.8% and level 4 was 16.6% of students; goals for next year's ELPI is to meet or exceed the previous year's rates.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	California School Dashboard - Academic Indicator for English Language Arts (Color (DFM) - Status - Level - Change) All Students (ALL) Orange (-50.8) - Low- Declined - (-12.4) English Learners (EL) Orange (-63.4) - Low- Declined - (-14.8) Hispanic (Hisp) Orange (-53.9) - Low- Declined - (-14.1) African American (AA) - N/A Socioeconomically Disadvantaged (SED) Orange (-53.2) - Low- Declined - (-11.4) Students with Disabilities (SWD) Red (-154.2) - Very Low- Declined - (-15.1)	California School Dashboard - Academic Indicator for English Language Arts (Color (DFM) - Status - Level - Change) All Students (ALL) - (-47.8); +3 point growth English Learners (EL) --(-60.4) +3 point growth Hispanic (Hisp) - (-53.9) +3 point growth African American (AA) --N/A Socioeconomically Disadvantaged (SED) -- (-48.4) +3 point growth Students with Disabilities (SWD)--(-139.2) +15 point growth
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	California School Dashboard - Academic Indicator for Mathematics (Color (DFM) - Status - Level - Change) All Students (ALL) Red (-101.6) - Very Low- Declined - (-8.5) English Learners (EL) Red (-111.9) - Very Low- Declined - (-4.6)	California School Dashboard - Academic Indicator for Mathematics (Color (DFM) - Status - Level - Change) All Students (ALL) - (-98.6); +3 point growth English Learners (EL) --(-103.9) +3 point growth

Metric/Indicator	Baseline	Expected Outcome
Students with Disabilities (SWD)	Hispanic (Hisp) Red (-104.5) - Very Low- Declined - (-10.0) African American (AA) N/A Socioeconomically Disadvantaged (SED) Red (-104.1) - Very Low- Declined - (-7.8) Students with Disabilities (SWD) Red (-214.5) - Very Low- Declined Significantly - (-35.7)	Hispanic (Hisp) --(-101.5) +3 point growth African American (AA) --N/A Socioeconomically Disadvantaged (SED) --(-103.1);+3 point growth Students with Disabilities (SWD)--(-199.5);+15 point growth
California School Dashboard - English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator Baseline Results: Level 4 (16.6%) Level 3 (35.8%) Level 2 (31.7%) Level 1 (16.0%)	California School Dashboard - English Learner Progress Indicator (ELPI) Goal is to meet or exceed the rates below: Level 4 (16.6%) Level 3 (35.8%) Level 2 (31.7%) Level 1 (16.0%)
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate 43 (13.1 %)	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate 14.1%
8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) Level 4 (7.06%); Level 3 (22.35%); Level 2 (28.82%); Level 1 (41.76%) English Learners (EL) Level 4 (0 %); Level 3 (0 %); Level 2 (7.79 %); Level 1 (92.21%) Hispanic (Hisp) Level 4 (5.86 %); Level 3 (8.47 %); Level 2 (21.17 %); Level 1 (64.50%) African American (AA) N/A Socioeconomically Disadvantaged (SED) Level 4 (5.90%); Level 3 (7.76 %); Level 2 (21.43 %); Level 1 (64.91%) Students with Disabilities (SWD) Level 4 (0 %); Level 3 (0 %); Level 2 (2.78 %); Level 1 (97.22%)	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) --4% growth English Learners (EL) --6% growth Hispanic (Hisp) --6% growth African American (AA) --6% growth Socioeconomically Disadvantaged (SED) --4% growth Students with Disabilities (SWD)--4% growth
8th Grade Mathematics Interim Assessments All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	8th Grade Mathematics Interim Assessments Reports students scoring at standard met threshold on the April interim test. All Students (ALL) Level 4 (1.6 %); Level 3 (6.2 %); Level 2 (6.8 %); Level 1 (85.4%) English Learners (EL)	8th Grade Mathematics Interim Assessments (Percent of Students who Met or Exceeded Standard) All Students (ALL) --4% growth English Learners (EL) --6% growth Hispanic (Hisp) --6% growth African American (AA) --6% growth

Metric/Indicator	Baseline	Expected Outcome
	Level 4 (0 %); Level 3 (0 %); Level 2 (2.2 %); Level 1 (97.8%) Hispanic (Hisp) Level 4 (1.7 %); Level 3 (5.7 %); Level 2 (6.4 %); Level 1 (86.1%) African American (AA) N/A Socioeconomically Disadvantaged (SED) N/A Students with Disabilities (SWD) Level 4 (0%); Level 3 (0 %); Level 2 (0 %); Level 1 (100%)	Socioeconomically Disadvantaged (SED) --4% growth Students with Disabilities (SWD)--4% growth?
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance- 100%	Williams Textbook/Materials Compliance - 100%

Planned Strategies/Activities

Strategy/Activity 1

Professional Development for teachers in CCSS, NGSS,ELD, Instructional Rounds, Literacy, AVID

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/19 - 6/30/20

Person(s) Responsible

Principal
AP's,Department leads

Proposed Expenditures for this Strategy/Activity

Amount	5,000.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	AVID SI and AVID related workshops
Amount	2000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries

Description

Learning visits/instructional rounds to observe best practices and AVID strategies schoolwide

Strategy/Activity 2

Literacy Coach- 0.8 FTE, and a Math Coach .5 to support teachers in meeting the needs of all learners (especially ELL and SPED populations), support Carnegie implementation (Guaranteed and Viable Curriculum), and monitor student progression towards meeting standards.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/19 - 6/30/20

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	79,200.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Literacy Coach (0.8 FTE)
Amount	30,380.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Fringes
Amount	52,632.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Math Coach (.5)
Amount	19,133.50
Source	Title I
Budget Reference	3000-3999: Employee Benefits

Strategy/Activity 3

Contract with Orenda (Consulting Group) to work with math and ELA teachers and administrators to increase academic achievement through a data-driven approach involving common planning, collaboration and assessments.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/19-6/30/20

Person(s) Responsible

Principal, Assistant Principals, math and ELA teachers, district leadership, Orenda consultants

Proposed Expenditures for this Strategy/Activity

Amount	16500
Source	CSI Funding
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	18-19 Orenda Contract
Amount	87334
Source	CSI Funding
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	19-20 Orenda Contract
Amount	19740
Source	CSI Funding
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	18-19 Summer Institute Cost--12 teachers (\$329 x 5 = \$1645)
Amount	13160
Source	CSI Funding
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	18-19 Summer Institute Cost--8 teachers (\$329 x 5 = \$1645)
Amount	5000
Source	CSI Funding
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Orenda PLC grade level collaboration

Strategy/Activity 4

Provide additional planning time to collaborate during Comprehensive Support and Improvement (CSI) Team planning days

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/19-6/30/20

Person(s) Responsible

Principal, Assistant Principals, CSI Planning Team

Proposed Expenditures for this Strategy/Activity

Amount	1465
Source	CSI Funding
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	CSI Leadership Team Collaboration

Strategy/Activity 5

Provide students with Academic Tutoring in Math and ELA through AVID tutorials

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/19 - 6/30/20

Person(s) Responsible

AVID Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	3,578
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Hourly pay for tutors
Amount	560
Source	Title I
Budget Reference	3000-3999: Employee Benefits

Strategy/Activity 6

Extended Day Learning Time (ELA and MATH) Mandatory tutoring for students who are not performing on district assessments (School City, Orenda unit tests), students will be identified after administration and rotate in for 4-6 weeks.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/19-6/30/20

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	17,683
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Staffing for after school tutoring- certificated hourly rate
Amount	3,357
Source	Title I
Budget Reference	3000-3999: Employee Benefits

Strategy/Activity 7

Additional Sections for AVID EXCEL Elective for Long-Term English Language Learners.

Students to be Served by this Strategy/Activity

- ☒ English Learner
- ☒ Foster Youth
- ☒ Low Income
- ☒ Students with Disabilities

Timeline

7/1/19 - 6/30/20

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	29886.5
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	additional .50
Amount	14238
Source	LCFF
Budget Reference	3000-3999: Employee Benefits

Strategy/Activity 8

AVID EXCEL requires students to be exposed to College and Career exploration field trips. AVID EXCEL students are long term English Language Learners or those ELLs in danger of becoming long term English Language Learners.

Students to be Served by this Strategy/Activity

- ☒ English Learner
- ☒ Foster Youth
- ☒ Low Income
- ☒ Students with Disabilities

Timeline

7/1/18 - 6/30/19

Person(s) Responsible

AVID Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	2100
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	AVID EXCEL Materials and Supplies

Amount	185.17
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Scholastic Weekly to strengthen literacy skills

Strategy/Activity 9

Increase Access to Technology. Funds will be used for technology replacement and to purchase additional classroom technology including room modernization.

Students to be Served by this Strategy/Activity

- ☒ All

Timeline

7/1/19- 6/30/20

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	20000
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Source	LCFF
Budget Reference	4000-4999: Books And Supplies

Strategy/Activity 10

Certificated Professional Development (including trainings to support school implementation of social emotional learning (SEL) support systems and academic supports through AVID)

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/19 - 6/30/20

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	27000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	SEL professional development to include: Restorative Practices (IIRP), Capturing Kids' Hearts and academic professional development to strengthen student literacy skills across content areas.
Amount	6000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	AVID Summer Institute and AVID workshops

Strategy/Activity 11

Targeted intervention during the school day based on unit assessment data (math and ELA)

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/19 - 6/30/20

Person(s) Responsible

Principal, assistant principals, math and ELA teachers

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher prep buy outs for 2-3 week at a time to provide intervention based on unit assessment data

Strategy/Activity 12

Educational instructional program/software to support the needs of special education students and foster youth (math and ELA)

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/19 - 6/30/20

Person(s) Responsible

Principal, assistant principal, Special Education teachers

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Instructional materials/software to support math and ELA for Special Education students and foster youth

Strategy/Activity 13

Enrichment field trips and academic events to support the real-life application of academic learning focusing on STEAM and literacy.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/19 - 6/30/20

Person(s) Responsible

Administrators, teachers and counselors

Proposed Expenditures for this Strategy/Activity

Amount	12000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures

Description	Enrichment opportunities
Amount	8000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Transportation

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

NNC will continue to collaborate with parents by offering additional opportunities for parent involvement. Parent educational opportunities will include resources on chronic absenteeism and its impact on student learning. Resources will continue to be shared with parents on how to strengthen their school to home connections.

LCAP Goal

Palm Springs Unified School District will collaborate with families and our local communities to ensure all students are actively engaged in learning and connected in meaningful ways to their school community.

Identified Need

The overall rate for family school connectedness based on parent/family respondents was 92%. Subgroup data indicates a wide gap between Hispanic and African American family responses (94% vs. 63%). This is important data to analyze while also examining chronic absenteeism rates which are very high for all subgroups (Note: African American subgroup was not listed for chronic absenteeism on the dashboard as it was not a significant subgroup).

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) 88%	Student Attendance Rates All Students (ALL) 90% or more
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates (Color - Status - Level - Change) All Students (ALL) Orange (16.3%) - High - Maintained - (-0.1) English Learner (EL) Orange (14.8%) - High - Increased - (0.8) Hispanic (Hisp) Orange (15.5) - High - Maintained - (-0.2) African American (AA) N/A Socioeconomically Disadvantaged (SED) Orange (16.4%) - High - Maintained - (-0.3) Students with Disabilities (SWD) Red (28.5%) - Very High - Increased - (6.3)	Chronic Absenteeism Rates (Color - Status - Level - Change) All Students (ALL) 15.8% (-0.5% or higher decline) English Learner (EL) 14.3% (-0.5% or higher decline) Hispanic (Hisp) 15.0% (-0.5% or higher decline) African American (AA) N/A Socioeconomically Disadvantaged (SED) 15.9% (-0.5% or higher decline) Students with Disabilities (SWD) 28.0% (-0.5% or higher decline)
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Elementary School Students (ES) Middle School Students (MS) High School Students (HS) English Learner (EL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) 92% Elementary School Students (ES) 92% Middle School Students (MS) 92% NNC High School Students (HS) English Learner (EL) Hispanic (Hisp) 94%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) 92% or above Elementary School Students (ES) 92% or above Middle School Students (MS) 92% or above NNC High School Students (HS) English Learner (EL) Hispanic (Hisp) 94% or above

Metric/Indicator**Baseline****Expected Outcome**

African American (AA) 63%

African American (AA) 63% or above

Planned Strategies/Activities**Strategy/Activity 1**

Increase Parent Participation and Involvement through the active recruitment of parents for advisory committees and the SSC. Work with parents to understand academic and socio-emotional demands of middle school. Ensure all school communications are in Spanish and English.

Students to be Served by this Strategy/Activity☒ All**Timeline**

7/1/19 - 6/30/20

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 2**

Parent Center Resources and Technology: Ensure parent center has supplies and materials available to educate parents.

Students to be Served by this Strategy/Activity☒ All**Timeline**

7/1/19 - 6/30/20

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1200.00
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Resources and supplies, licenses

Strategy/Activity 3

Provide training and resources to parents, especially those serving on advisory committees, to include: content standards; academic achievement standards; academic assessment; parent involvement requirements; monitoring academic progress; working with teachers.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/19 - 6/30/20

Person(s) Responsible

Principal , AP

Proposed Expenditures for this Strategy/Activity

Amount	300
Source	Title I Part A: Parent Involvement
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Parent Workshops- light refreshments
Amount	595.00
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified translations for parents
Budget Reference	None Specified
Description	Parent Forum, Family Night resources and materials

Strategy/Activity 4

Providing parents with resources and education on the importance of school attendance; with a specific focus on parents of chronically absent students

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/19 - 6/30/20

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	2580.00
Source	Title I Part A: Parent Involvement
Budget Reference	5000-5999: Services And Other Operating Expenditures

Description

Conferences, workshops

Strategy/Activity 5

Provide a family night focusing on resources to increase awareness of STEM and the district science fair.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/19 - 6/30/20

Person(s) Responsible

Principal, Administrators, Prevention Specialist, Science Fair Coordinator, Parent Volunteers

Proposed Expenditures for this Strategy/Activity

Amount	459
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Supplies and resources for Science Family Night

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

NNC will provide students with essential supports to strengthen their social emotional learning (SEL) and increase opportunities for school connectedness among students and staff members.

LCAP Goal

Palm Springs Unified will provide students with a clean, healthy, physically and emotionally safe learning environments.

Identified Need

Per the student Panorama survey results, only 60 percent of all students feel connected to school and 64 percent of all students feel safe at school.

Based on the California School Dashboard data:

Suspension rates for all students and significant student sub groups are all in the "Very High" red category.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Suspension Rates: (Color (%) - Status - Level - Change) All Students (ALL) Red (16.5%) - Very High - Increased Significantly - (+6.3%) English Learner (EL) Red (15.8%) - Very High - Increased Significantly - (+4.3%) Hispanic (Hisp) Red (16%) - Very High - Increased Significantly - (+5.7%) African American (AA) N/A Socioeconomically Disadvantaged (SED) Red (16.8%) - Very High - Increased Significantly - (+10.7%) Students with Disabilities (SWD) Red (34.4%) - Very High - Increased - (+14.8%)	Suspension Rates: (Color (%) - Status - Level - Change) All Students (ALL) 13.5% or lower (-3% decline) English Learner (EL) 12.8% or lower (-3% decline) Hispanic (Hisp) 13% or lower (-3% decline) African American (AA) N/A Socioeconomically Disadvantaged (SED) 13.8% (-3% decline) Students with Disabilities (SWD) 31.4% (-3% decline)
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Expulsion Rates All Students (ALL) 0.26 % English Learner (EL) 0 Hispanic (Hisp) 0.19% African American (AA) 0 Socioeconomically Disadvantaged (SED) 0	Expulsion Rates All Students (ALL) 0.26 % or lower English Learner (EL) 0 Hispanic (Hisp) 0.19% or lower African American (AA) 0 Socioeconomically Disadvantaged (SED) 0

Metric/Indicator	Baseline	Expected Outcome
Students with Disabilities (SWD)	Students with Disabilities (SWD) 0	Students with Disabilities (SWD) 0
Panorama Survey - School Connectedness All students: EL: AA: Hisp: SED:	Panorama Survey - School Connectedness All students: 60% EL: 63% AA: 52% Hisp: 61% SED: 61%	Panorama Survey - School Connectedness All students: 60% or above EL: 63% or above AA: 52% or above Hisp: 61% or above SED: 61% or above
Panorama Survey - School Safety All students: EL: AA: Hisp: SED:	Panorama Survey - School Safety All students: 64% EL: 65% AA: 51% Hisp: 64% SED: 64%	Panorama Survey - School Safety All students: 64% or above EL: 65% or above AA: 51% or above Hisp: 64% or above SED: 64% or above
Williams Facilities Inspection Results	Williams Facilities Inspection Results 100%	Williams Facilities Inspection Results 100%

Planned Strategies/Activities

Strategy/Activity 1

Develop a college going, career oriented culture through college visits and exposure to post-secondary opportunities.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/19-6/30/20

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Busses
Amount	3000
Source	LCFF
Budget Reference	6000-6999: Capital Outlay
Description	Student Admission Fees

Strategy/Activity 2

Increasing security visibility for after school events, family nights, Saturday school

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/19-6/30/20

Person(s) Responsible

Assistant Principal

Proposed Expenditures for this Strategy/Activity

Amount	1905
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Additional security hours
Amount	534
Source	LCFF
Budget Reference	3000-3999: Employee Benefits

Strategy/Activity 3

Increase parent attendance at events by increasing awareness through both informal and formal family events. Coffee with the Principal sessions would provide parents with a welcoming and casual opportunity to build home to school connections. During family movie nights, parent conferences, trimester awards assemblies and other events, parents volunteers will be available to distribute flyers and information on how to get parents and guardians connected through SSC, ELAC, Band boosters and other involvement opportunities.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/19-6/30/20

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	materials and supplies (including food)

Strategy/Activity 4

Provide students with alternatives to suspension, and social emotional education through Saturday school interventions.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/19-6/30/20

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	4715.50
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Salary
Amount	2156
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Fringes

Strategy/Activity 5

School-wide Organizational Tools (Agendas) provide students with character development lessons, promote tolerance and diversity, organize student assignments, School-wide agendas list school rules and discipline consequences. These include dress code, drug policies, district discipline policies, and sexual harassment policies.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/19-6/30/20

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	2500
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures

Description

Student Agendas- Reprographics 1200 @ 2.50

Strategy/Activity 6

Monitor attendance and recognize student progress through the use of Incentives to reduce chronic absenteeism and provide attendance incentives for students.

Students to be Served by this Strategy/Activity☒ All**Timeline**

7/1/19-6/30/20

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	3500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Student Incentives and Transportation

Strategy/Activity 7

Material and Supplies to support extra curricular clubs including Skills USA (Engineering and Science), Young Interpreters (Bilingual education), Digicom Club (21st Century Learning), Girls Club (Math), Math Club (RCOE MATH Field DAY), AVID (College and Career ready), Debate (Speech and English Language Arts), Dance (Physical Education & Social Emotional development). Provide all students with access to music instruments to support Band Program

Students to be Served by this Strategy/Activity☒ All**Timeline**

7/1/19-6/30/20

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	40000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Material and Supplies

Strategy/Activity 8

Purchase additional on-site mental health services to provide students with individual and small group mental health support.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/19-6/30/20

Person(s) Responsible

Principal; Mental Health staff members

Proposed Expenditures for this Strategy/Activity

Amount	22100
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	On-site individual mental health support provided once per week
Amount	21000
Source	CSI Funding
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	On-site group mental health support provided three times per week

Strategy/Activity 9

Addition of the Paraprofessional Behavior position to maximize support for students on the SEL level

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/19-6/30/20

Person(s) Responsible

Principal; Paraprofessional Behavior

Proposed Expenditures for this Strategy/Activity

Amount	5984.33
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salary to include the difference due to new position (step and column increase)

Amount	788
Source	Title I
Budget Reference	3000-3999: Employee Benefits

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program's goals and will be performed as a centralized services. Note: the total amount of each categorical program must be aligned with the Consolidated Application.

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Secondary Literacy Coach	July 1, 2019 - June 30, 2020	Onsite PD and support with evidence-based practices to build best first instruction in grades 6-12	15,270	Title I
Secondary Math Coach	July 1, 2019 - June 30, 2020	Onsite PD and support with evidence-based practices to build best first instruction in grades 6-12	18,856	Title I
Technology TOSAs	July 1, 2019 - June 30, 2020	Support the integration of technology into instruction for both staff and students	11,965	Title II
NGSS TOSA	July 1, 2019 - June 30, 2020	Onsite PD and support with evidence-based practices to build best first instruction	6,130	Title I
Supplemental Intervention Services - Extended day tutoring and extended school year academies	July 1, 2019 - June 30, 2020	Tutoring and extended school year opportunities	35,301	Title I
History/Social Science TOSA	July 1, 2019 - June 30, 2020	Onsite PD and support with evidence-based practices to build best first instruction in grades 6-12	17,821	Title IV

School Goal #2: Increase Parent and Community Partnerships				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Consider all appropriate dimensions (e.g., Teaching & Learning, Staffing, & Professional development)				

Note: Centralized services may include the following direct services:

- *Evidence-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After-school and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized Services do not include administrative costs.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$254,215
Total Federal Funds Provided to the School from the LEA for CSI	\$164,199
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$599,449.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	249,081	0.00
Title I Part A: Parent Involvement	5,134	0.00
LCFF	181,035	0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
CSI Funding	\$164,199.00
Title I	\$249,081.00
Title I Part A: Parent Involvement	\$5,134.00

Subtotal of additional federal funds included for this school: \$418,414.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$181,035.00

Subtotal of state or local funds included for this school: \$181,035.00

Total of federal, state, and/or local funds for this school: \$599,449.00

Expenditures by Funding Source

Funding Source	Amount
CSI Funding	164,199.00
LCFF	181,035.00
Title I	249,081.00
Title I Part A: Parent Involvement	5,134.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	191,117.00
2000-2999: Classified Personnel Salaries	12,062.33
3000-3999: Employee Benefits	71,146.50
4000-4999: Books And Supplies	68,944.17
5000-5999: Services And Other Operating Expenditures	103,945.00
5800: Professional/Consulting Services And Operating Expenditures	149,234.00
6000-6999: Capital Outlay	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	CSI Funding	39,365.00
5800: Professional/Consulting Services And Operating Expenditures	CSI Funding	124,834.00
1000-1999: Certificated Personnel Salaries	LCFF	34,602.00
2000-2999: Classified Personnel Salaries	LCFF	1,905.00
3000-3999: Employee Benefits	LCFF	16,928.00
4000-4999: Books And Supplies	LCFF	65,600.00
5000-5999: Services And Other Operating Expenditures	LCFF	57,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	2,000.00
6000-6999: Capital Outlay	LCFF	3,000.00
1000-1999: Certificated Personnel Salaries	Title I	156,515.00
2000-2999: Classified Personnel Salaries	Title I	9,562.33
3000-3999: Employee Benefits	Title I	54,218.50
4000-4999: Books And Supplies	Title I	1,685.17
5000-5999: Services And Other Operating Expenditures	Title I	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	22,100.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	595.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,659.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	2,580.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	300.00

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:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Karen Dimick	X				
April Murphy			X		
Sarah Bacher		X			
Ebony Dancy		X			
Vanessa Delgado		X			
Laura Garner		X			
Victoria Brenagh					X
Amya Navarro Guzman					X
Fernando Martin					X
Diana Benavides				X	
Alicia Gomez				X	
Socorro Perez				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 expenditures to the district governing board for approval and assures the board of the following:

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

Other:

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.

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.

This SPSA was adopted by the SSC at a public meeting on 10/09/19.

Attested:



Principal, Karen Dimick, Ed.D. on 10/28/19

SSC Chairperson, Karen Dimick, Ed.D. on 10/28/19