

# The Single Plan for Student Achievement

**School:** Mendota Junior High School  
**CDS Code:** 10-75127-6006977  
**District:** Mendota Unified School District  
**Principal:** Mr. Randy Jarrett  
**Revision Date:** February 5, 2018

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

Instructions from the Local Control Accountability Plan (LCAP) template state that school-specific goals related to the state and local priorities from the SPSA should be aligned and incorporated with the district's LCAP. Furthermore, to facilitate alignment between school-site and district-level goals and actions, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable.

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

**Contact Person:** Randy Jarrett  
**Position:** Principal  
**Phone Number:** 559-655-4301  
**Address:** 1258 East Belmont Ave.  
Mendota, CA 93640-2049  
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**The District Governing Board approved this revision of the SPSA on .**

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Mathematics/Science</b>
<b>LEA GOAL:</b>
Increase Student Achievement
<b>SCHOOL GOAL #1:</b>
By June of 2018 results from SBAC exam we will increase by 10% growing from previous years 16% to this year's goal of 26% of students Meeting and/or Exceeding as measured by 2018 SBAC results. **All subgroups (EL's, Migrant, and Special Education Students) will increase by 10% as well.**
<b>Data Used to Form this Goal:</b>
Initial data used to establish this goal are based on the results of 2016-2017 SBAC assessment.
<b>Findings from the Analysis of this Data:</b>
Results from the SBAC exam indicate that the majority of our students struggled with the higher level Depth of Knowledge questions. Most students have an understanding of basic math concepts, such as fractions, integers, and order of operations, however application of these skills poses a challenge. Students also tend to need further instruction in constructed response type of questions.
<b>How the School will Evaluate the Progress of this Goal:</b>
SBAC Assessment 2017-2018 Benchmark data analysis PLC meetings COI with District Leadership Team S.B.A.C test scores Bimonthly formal assessments Common Formative Assessments Quick Checks

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Implementation of "Teach to One" Math Supplemental Program will be implemented with 90 to 100 of our students who need intervention in the area of Math.</p> <p>There will supplemental supplies and resources needed to aid in the support of these students such as supplemental materials and technology. (Replacement of supplemental Technology: Chromebooks, Promethean Boards, Microphones, Airliners, etc.)</p> <p>The addition of 3 Teaching Fellows will be added to help support the supplemental math program to ensure these students receive the additional support needed.</p>	July 1st 2017 to June 30th 2018	Principal, Counselor	<p>The math intervention portion of the math class is a built in extension of their regular core class. It will allow for RTI and time for students to receive individual help in the course work.</p>	4000-4999: Books And Supplies	Title I	2000.00
			<p>Supplemental Materials such as but not limited to manipulates, measurement devices, graph paper, whiteboards etc.</p>	4000-4999: Books And Supplies	Title I	2,802.00
			<p>Technology such as computers and tablets and updated and/or upgrade and replacement of technology materials and new software to enhance instruction.</p>	4000-4999: Books And Supplies	Title I	8,000.00
			<p>Contract with Teaching Fellows Foundation</p>	5000-5999: Services And Other Operating Expenditures	Title I	48,000
<p>Tutorial services will be provided to give students opportunities to increase proficiency in the Mathematics academic class. Tutorial will be conducted by credentialed teachers after the school day ends.</p>	July 1st 2017 to June 30th 2018	Principal Counselor Teachers Vice-Principal	Tutoring Salary	1000-1999: Certificated Personnel Salaries	Title I	25108.89
			Tutoring Benefits	3000-3999: Employee Benefits	Title I	4000.16
			Tutorial services will include supplemental technology, supplemental material, and supplemental instructional programs.	4000-4999: Books And Supplies	Title I	1250.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional Development will be provided to the Teachers, administration, and classified staff, in the areas of student need to help attain stated goal. Professional development workshops include but are not limited to Kagan structures, T-4 lesson design, and FCOE accessing grade level text.</p> <p>PLC Planning and Preparation Department Leads.</p> <p>Professional Development will also be provided for "Time To Teach" which will help decrease discipline and allow more time for instruction.</p>	July 1st 2017 to June 30th 2018	Principal Math Teachers	<p>Substitute teachers for teachers to attend Professional development seminars and workshops</p> <p>Certificated Benefits</p> <p>Professional Development Workshops/Travel/Consultation and related expenses</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p>	<p>1500.00</p> <p>300.00</p> <p>3000.00</p>
<p>Extended learning opportunities such as Fall, Winter, and Spring extended learning sessions to increase math proficiency for the students.</p>	July 1st 2017 to June 30th 2018	Teachers Principal Vice-Principal	<p>Winter School, Fall School, and Spring Session. Open to all students who express interest.</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I</p>	<p>655.00</p>
<p>Summer School: 3 to 4 week session. Opportunity for students who would like extra support in the area of Math, Science, and English Language Arts.</p>	June 2018	Teachers Principal Vice-Principal Academic Coach	<p>Summer School 3 to 4 week session</p> <p>Certificated Benefits</p> <p>Materials &amp; Supplies</p> <p>Classified Salaries</p> <p>Classified Benefits</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>4000-4999: Books And Supplies</p> <p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p>	<p>27,200.00</p> <p>4896.00</p> <p>4,425.00</p> <p>19,900.00</p> <p>3582.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Science Fair/Projects will be implemented as an extension to help support and grow our students understanding of how math and science work together.</p> <p>Science Teacher will lead, create, and run the implementation of Science Fair/Projects. He or She will be in charge of connecting with the county to enter students projects.</p> <p>STEM Workshop through Fresno County Superintendent of Schools. Pay for materials and supplies needed. Also pay the registration cost and staff wages to supervise/transport.</p>	July 1st 2017 to June 30th 2018	Teachers Principal Vice-Principal Academic Coach	Certificated Salaries	1000-1999: Certificated Personnel Salaries	Title I	1500.00
			Certificated Benefits	3000-3999: Employee Benefits	Title I	180.00
			Materials & Supplies	4000-4999: Books And Supplies	Title I	2000.00
			Cost of Workshops	5800: Professional/Consulti ng Services And Operating Expenditures	Title I	2795.00
Resources needed to support Title III Math Teacher with Migrant after school tutorial along with Math 180 intervention throughout the school day.	July 1st 2017 to June 30th 2018	Title III Teacher Principal Vice-Principal Academic Coach	Materials & Supplies	4000-4999: Books And Supplies	Title I	2000.00

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: English Language Arts</b>
<b>LEA GOAL:</b>
Increase Student Achievement
<b>SCHOOL GOAL #2:</b>
By June of 2018 ELA scores on the SBAC assessment will increase by 10% overall taking us from last years 26% to this years goal of 36% of students Meeting and/or Exceeding as measured by 2018 SBAC results. **All subgroups (EL's, Migrant, and Special Education Students) will increase by 10% as well.**
<b>Data Used to Form this Goal:</b>
Initial data used to establish this goal are based on the results of 2017-2018 SBAC assessment.
<b>Findings from the Analysis of this Data:</b>
Results from SBAC exams indicate that the majority of our students struggled with standards which involved in analysis of informational text and constructed response questions. Most students have reached proficiency in standards with lower levels of complex text but need further instruction in analysis of theme, point of view, and language structures as they relate to informational text. Students need further instruction in composing constructive responses.
<b>How the School will Evaluate the Progress of this Goal:</b>
2017-2018 SBAC Exam Classroom and Benchmark assessments. PLC meetings. Classroom observations COI with District Administration S.B.A.C test scores Quick Checks Common Formative Assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>All students will be placed in a ELA class with intervention components to supplement core ELA program and help students increase proficiency through re-teaching, pre-teaching, and use of supplemental materials and technology. (Replacement of supplemental Technology: Chromebooks, Promethean Boards, Microphones, Airliners, etc.)</p> <p>The intervention and supplemental instruction will be offered to all students and it will supplement instruction tied to the students core classes.</p>	July 1st 2017 to June 30th 2018	Principal Counselor Learning Director Teacher	Supplemental Materials not limited to but including post its, highlighters, whiteboards, flash cards, posters, paper for copiers.	4000-4999: Books And Supplies	Title I	9814.27
<p>Tutorial services will be provided to give students opportunities to increase proficiency in the core academic class. Tutorial services will be provided by core academic teachers and elective teachers after the school day.</p>	July 1st 2017 to June 30th 2018	Title III teacher ELA Teachers GIS Principal After School Tutors	<p>Tutorial services will include supplemental technology, supplemental materials, and supplemental instructional programs. Tutorial services will be provided after school by all credentialed teachers.</p> <p>Tutoring Salary (previously listed)</p> <p>Benefits for Certificated (previously listed)</p>	<p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	Title I  Title I	4180

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental materials will be used to help students increase proficiency levels. Supplemental materials will be used to increase proficiency in the core classroom and also in the ELD classes and tutoring classes. (Repeated in Goal 3)	July 1st 2017 to June 30th 2018	Principal ELD teachers Core Teachers Tutorial Teachers	Supplemental material will include not only materials but technology such as computers and tablets and updated and/or upgrade and replacement of technology materials. Materials will be used to differentiate and supplement the core programs and ELD programs. (Repeated in Goal 3)	4000-4999: Books And Supplies	Title I	
Professional development learning for teachers and instructional aides to enhance their ability to deliver and supplement instruction. Professional development including but not limited to Kagan Structures, T-4 Learning, and FCOE literacy skills.  PLC Planning and Preparation Department Leads.  Professional Development will also be provided for "Time To Teach" which will help decrease discipline and allow more time for instruction.	July 1st 2017 to June 30th 2018	Principal G.I.S. Academic Coach Teachers ELD Teachers	Substitute teachers for teachers to attend Professional development seminars and workshops (previously listed)  Certificated Benefits (previously listed)  Professional Development Registration fees/ Travel/ Consultations/ and related expenses (previously listed)	1000-1999: Certificated Personnel Salaries  3000-3999: Employee Benefits  5000-5999: Services And Other Operating Expenditures	Title I  Title I  Title I	4000.00  400.00  10250.00



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Title III supplemental tutorial services will be used during and after school to provide opportunities for supplemental services to our Title III students. Along with the help of the teacher, supplemental materials such as supplies and technology will be used to give students multiple resources to achieve goals.	July 1st 2017 to June 30th 2018	Title III Teacher Principal GIS Counselor	After school tutorial services provided by the Title III teacher will allow for a small group intervention for these students.	1000-1999: Certificated Personnel Salaries	Title I	2000
			Tutoring Benefits	3000-3999: Employee Benefits	Title I	260
Tutorial services will also include extended learning time such as Fall, Winter, and Spring sessions.	July 1st 2017 to June 30th 2018	Tutors Teachers Principals GIS Academic Coach	Spring Session, Winter Session, and Fall Session tutorial will be offered to all students who express interest.	1000-1999: Certificated Personnel Salaries	Title I	2500.00
			Tutoring Benefits	3000-3999: Employee Benefits	Title I	320.00
Summer School: 3 to 4 week session. Opportunity for students who would like extra support in the area of Math, Science, and English Language Arts.	June 2018	Principal G.I.S. Academic Coach Teachers	3 to 4 week session. (See Goal 1)	1000-1999: Certificated Personnel Salaries	Title I	
			Certificated Benefits (See Goal 1)	3000-3999: Employee Benefits	Title I	
			Materials and Supplies (See Goal 1)	4000-4999: Books And Supplies	Title I	
			Classified Salaries (See Goal 1)	2000-2999: Classified Personnel Salaries	Title I	
			Classified Benefits (See Goal 1)	3000-3999: Employee Benefits	Title I	

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: English Learner Goals</b>
<b>LEA GOAL:</b>
Increase Student Achievement
<b>SCHOOL GOAL #3:</b>
For the 2017-18 school year Mendota Junior High School will reclassify 12% of ELs. This will equate to 35 students.
<b>Data Used to Form this Goal:</b>
The use the Reclassification Criteria set by the district which is CELDT, District Benchmarks, GPA, Lexile Scores, F&P Scores, Teacher Recommendation, and Parent Approval.
<b>Findings from the Analysis of this Data:</b>
Results from the analysis of the ELA common formative assessment exam indicate similar deficiencies with the English language students however they are evident to a greater extent. Areas of need include further development of their English Language skills as well as increased intervention in the analysis of theme, point of view, constructed response questions, and language structures as they relate to informational text. This achievement will also assist in the sites AMAO's. The goals in ELA will also help this goal due to the fact that a large majority of the students are EL; therefore, actions and strategies are similar to accomplish both goals.
<b>How the School will Evaluate the Progress of this Goal:</b>
2016-2017 CELDT Assessment Data Benchmark Data PLC Teams COI with District Administration Common Formative Assessments S.B.A.C. Test Results 2017

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental instructional materials will be used to help EL students increase proficiency levels. Supplemental materials will be used in all the core classrooms as well as ELD, electives, and tutoring sessions. (Replacement of supplemental Technology: Chromebooks, Promethean Boards, Microphones, Airliners, etc.)	July 1st 2017 to June 30th 2018	Principal Vice-Principal Academic Coach	Supplemental instructional supplies will include not only materials, but technology such as computers and tablets and updated and/or upgrade and replacement of technology materials. These materials will be used to differentiate and reinforce instruction from the core programs. The materials will support the students English language proficiency through activities, projects, visuals, saide strategies, and tasks.	4000-4999: Books And Supplies	Title I	20,537.36
			Technology: Promethean Boards, Chromebooks, etc.	4000-4999: Books And Supplies	Title I	15,000
Teachers will be provided with professional development focused on Best Practices, English Learner Strategies, and student engagement strategies. Strategies will be used in the classroom to provide effective instruction to English Learner students.	July 1st 2017 to June 30th 2018	FCOE District Director of Curriculum and Instruction Principal	Professional Development seminars, webinars, training, and lectures.	5800: Professional/Consulting Services And Operating Expenditures	Title I	2000
			Certificated Salary to compensate employees when they attend Professional Development outside of the school day.	1000-1999: Certificated Personnel Salaries	Title I	1000
			Certificated Benefits	3000-3999: Employee Benefits	Title I	120

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Tutorial services will be provided to English Learner students opportunities to increase proficiency in the core academic class.	July 1st 2017 to June 30th 2018	Title III teacher Academic Coach V.P. Classified aide Teachers	Tutorial services will include supplemental technology, supplemental material, and supplemental instructional programs. (previously listed)	4000-4999: Books And Supplies	Title I	
			Extended learning time such as Fall, Winter, and Spring sessions will be conducted to give students added opportunities to succeed. (previously listed)	1000-1999: Certificated Personnel Salaries	Title I	
			Employee Benefits(Previously Listed)	3000-3999: Employee Benefits	Title I	
Centralized services through the Office of State and Federal Programs will assist in the progress monitoring of RFEP students and the initial CELDT testing of new students.	July 1st 2017 to June 30th 2018	District EL coordinator	District Supported Service			
Administrative training in curriculum and instruction on how to support ELD Students. (ACSA Academics)	July 1st 2017 to June 30th 2018	Principal	Training Provided to Administrators	5000-5999: Services And Other Operating Expenditures	Title I	3,000

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Parent Involvement</b>
<b>LEA GOAL:</b>
Provide safe schools with many opportunities for involvement.
<b>SCHOOL GOAL #4:</b>
By June 2018, the number of parents participating in school sponsored meetings to discuss categorical programs, site programs, conferences, and other events will increase by 10% as measured by sign in sheets collected during the 2017-2018 school year. In addition the number of parent participation events held at Mendota Junior High School will increase by at least three events when compared to the 2016-2017 school year.
<b>Data Used to Form this Goal:</b>
Previous years 2016-2017 sign in sheets and overview of parent participation. A list of parent participation of events held during the 2016-2017 school year.
<b>Findings from the Analysis of this Data:</b>
Data revealed an inadequate number of parents participating in school site meetings and events. Events such as band concerts, MESA night, and 8th grade parent meetings were well attended with over 100 parents participating while events such as School Site Council and Back to School Night averaged far fewer parents.
<b>How the School will Evaluate the Progress of this Goal:</b>
Quarterly evaluation of parent involvement and attendance at meetings and events based on sign in sheets. In August of 2017 the site administration will review the number of parent involvement nights hosted at Mendota Junior High School during the 2016-2017 school year and compare it to the number of events held during the previous school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To increase attendance, training services will be provided for the parents. These training services will be for Power School Student Website navigation instruction, Study Skills, and best practices for student achievement.	July 1st 2017 to June 30th 2018	Principal Vice-Principal Counselor	All materials needed such as computers, projectors, books, pamphlets, etc. will be funded through proper categorical funds.	4000-4999: Books And Supplies	Title I	1092.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Child care will be provided for the parents while they attend events and meetings.	July 1st 2017 to June 30th 2018	Principal Classified aides Vice-Principal	Compensation for child care will be funded through categorical funds as well as any material needed to keep children engaged during meetings. These materials include audio/visual equipment, books, colors, pencils, etc.	4000-4999: Books And Supplies	Title I	472.00
			Childcare supervision	2000-2999: Classified Personnel Salaries	Title I	500
			Classified Benefits	3000-3999: Employee Benefits	Title I	60
District approved snacks and drinks will be provided for the parents who attend the meetings.	July 1st 2017 to June 30th 2018	Principal Vice-Principal	District snacks such as trail mix, donuts, fruit, and other foods. Drinks include water, orange juice, and sodas.	4000-4999: Books And Supplies	Title I	531.32
Parent communication programs such as Blackboard Connect will be used to provide effective communication to the community.	July 1st 2017 to June 30th 2018	Principal Teachers Administrative staff	Blackboard Connect is an automatic notification system used by administration and staff to contact parents or guardians of the students. (District Supported Service)			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Counselor, Office Clerk, Vice-Principal will assist in personal phone calls home, and creation of notices and reminders of meetings, as well as the coordination of the meetings/events which involve parents.	July 1st 2017 to June 30th 2018	Vice-Principal Counselor Principal	Duties will include setting up meeting space, ordering snacks, composing agendas, contacting parents, Blackboard Connect, and general tasks associated with the events. (District Supported Service)			
PIQE Program Offered to parents over a 10 week period. *Home Learning Environment *Social and Emotional Development *K-12 System *Engaging and Collaborating with teachers, counselors, and principal. *A-G requirements/Transcripts *Graduation/Promotion	February 2018-May 2018	Vice-Principal Counselor Principal	Parent Involvement	5800: Professional/Consulting Services And Operating Expenditures	Title I	5,000
FCOE Parent Meetings: * Internet Safety * Instructional Support * Middle School Environment	November 2017-December 2017	Vice-Principal Counselor Principal	Parent Involvement	5800: Professional/Consulting Services And Operating Expenditures	Title I	2,000

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at <http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp>.

**Of the four following options, please select the one that describes this school site:**

<input type="checkbox"/>	<b>This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP)</b>
<input checked="" type="checkbox"/>	<b>This site operates a SWP but does not consolidate its funds as part of operating a SWP.</b>
<input type="checkbox"/>	<b>This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.</b>
<input type="checkbox"/>	<b>This site operates a SWP and consolidates all applicable funds as part of operating a SWP.</b>

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	250,131.00	0.00

Funding Source	Total Expenditures
Title I	250,131.00



## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

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

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on February 8, 2018.

Attested:

Mr. Randy Jarrett

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Verenis Ibarra

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date



# Mendota Junior High School

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Randy Jarrett, Principal



## Title I Parent Involvement Policy

### **Mendota Junior High School 2017-2018**

Mendota Junior High has developed a written Title I parent involvement policy with input from Title I parents. Parent input was provided during School Site Council meetings, ELAC meetings, and the District Title I meeting. Parents were given the opportunity to express their concerns concerning their involvement and the communication between school and home. The Title I Parent Involvement Policy to all parents of Title I students. The policy is distributed at School Site Council and ELAC meetings, at Parent Teacher Conferences, and through the mail. An electronic copy is also available through our website at [www.musdaztecs.com](http://www.musdaztecs.com). The policy describes the means for carrying out the following Title I parental involvement requirements.

#### Involvement of Parent in the Title I Program

To involve parents in the Title I program at Mendota Junior High School, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about the Title I requirements and about the right of parent to be involved in the Title I program. A district Title I meeting is held that gives the parents an overview of each sites use of Title I funds. During this meeting, parents are given the opportunity to provide feedback for the district and/or school Title I programs. A second similar meeting is held at the site level during School Site Council meetings.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning and evening. These meetings such as School Site Council and ELAC meetings are schedule to provide parents the best opportunity to attend. If parents are unable to attend these meetings, information is communicated upon request and questions can be answered by the school administrator.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvements of the school's Title I programs and the Title I parental involvement policy. During the review of the School Site Plan in the first School Site Council meeting, parents are provided the opportunity to not only be given information, but to take an active role in the development of both the site plan and the parent involvement policy. Parents are also provided the opportunity for input at the district wide Title I meeting. Notes are taken for any changes suggested and an updated version of the policy is brought for the next school site council meeting for approval.

- The school provides parents of Title I students with timely information about Title I programs. Information is communicated during school site council and ELAC meetings, during parent-teacher conferences, during back to school night, and also during the district wide Title I meeting. Flyers for any Title I activity are distributed and phone calls are made to the parents of Title I students to inform them of meetings and events.
- The School provides parents of Title I students with an explanation of curriculum used at the school, the assessments used to measure students' progress, and the proficiency levels students are expected to meet. The review of the curriculum and assessment results is given during the district wide Title I meeting and at all school site council and ELAC meetings. Data is presented that pertains to Title I students and an overview of the data's significance is explained. This information is also available upon request. During back to school night, an overview of curriculum and expectations is also provided for the parents as well as during parent-teacher conferences.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. All of our meetings are "active parent meetings" meaning we don't want parents to just sit and listen. We provide and expect feedback, good and bad, concerning *the education of their children. Agendas will always provide the opportunity for parent input and commentary in addition to sharing their concerns and expectations.*

*Mendota Junior High School* distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The following policy was developed in conjunction with various stakeholders of Mendota Junior High School. It is presented to parents in the MJHS student handbook and is made available during School Site Council Meetings and district Title III meetings. The Parent compact is also available on the district website.

### **MJHS Three Tier Compact**

As a staff we will:

1. Come to school on time, prepared, and ready to teach the district's standards using rigor, relevance, and a positive learning environment.
2. Strive to communicate regularly with parents about their children's progress.

3. Be accessible and encourage parents to be involved in school through conferences, visits, parent workshops, and volunteering opportunities.
4. Show respect to parents, teachers, and students through words and actions.

As a parent(s)/guardian(s) you will:

1. Ensure your child attends school on a regular basis and is punctual, ready to learn, and well-behaved.
2. Strive to take an active part in your child's educational process by contacting teachers regularly to check on your child's academic progress.
3. Respect teachers, students, and all staff through actions and words.
4. Update contact information when changes occur.
5. Make sure your child's homework is completed and returned on time.
6. Insist that your child understand and obey all school rules.

As a student I will:

1. Come each day prepared to learn, be on time to all classes, and do my best each day.
2. Take responsibility for my own actions and behaviors.
3. Show respect to others but most of all myself.
4. Listen, follow directions, and complete all assignments.
5. Finish and return all homework assignments.
6. Ask questions when I don't understand.
7. Follow all classroom rules, school rules, district rules, and those specified in the student handbook.

## **Building Capacity for Involvement**

Mendota Junior High School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
  - Parent education nights are held sponsored in English and Spanish through the Fresno County Office of Education.
  - During School Site Council meetings content standards, and various assessments are presented and discussed.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
  - Parent education nights are held sponsored in English and Spanish through the Fresno County Office of Education.
  - A school counselor is available to further parent education.

- With the assistance of Title I parents the school educates staff members about the value of parent contributions and in how to work with parents as equal partners.

## **Accessibility**

Mendota Junior High School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

- All school to parent communication via fliers are done in both English and Spanish.
- Automated parent phone contacts are done in both English and Spanish.
- Information is also shared with parents via the school mar
- Numerous English to Spanish translators are available throughout the school day on campus.
- MJHS is a Access OK zone for disabled students and parents alike.

# Mendota Junior High School Parent Involvement Policy Evaluation Tool 2016-17

## Section 1 – Awareness of Standards and Testing

<i>Answer each question in the following sections by selecting Yes, No, or Do not Know. All questions refer to the previous school year.</i>	Yes	No	Do not Know
<b>Did you receive information from your school or district about:</b>			
• The information used to determine whether your child moves to the next grade or repeats the same grade?	100%	0%	0%
• How you can work with teachers to help your child succeed?	100%	0%	0%
Did you receive information about <b>monitoring your child's progress?</b>	100%	0%	0%
Did you receive information about <b>working with teachers to improve your child's achievement?</b>	75%	25%	0%
<b>Did you go to an open house or a meeting where the goals and activities of the Title I program were discussed?</b>	75%	25%	0%

## Section 2 – Helping Your Child with School

<i>Answer each question in the following sections by selecting Yes, No, or Do not Know. All questions refer to the previous school year.</i>	Yes	No	Do Not Know
<b>Did you receive materials to help you work with your child to do better in school?</b>	100%	0%	0%
<b>Did someone show you how to use these materials?</b>	100%	0%	0%
Did you go to one or more <b>meetings (trainings, events, etc.) on this topic?</b>	75%	25%	0%
Did you help your child with their homework <b>at least once a week?</b>	50%	50%	0%

## Section 3 – Parents as Partners

<i>Answer each question in the following sections by selecting Yes, No, or Do not Know. All questions refer to the previous school year.</i>	Yes	No	Do not Know
Did you feel that teachers, principals, and other school staff are <b>willing to communicate with you?</b>	100%	0%	0%
Did your child's school value your suggestions for your child's learning?	100%	0%	0%
Do you feel respected by your child's school?	100%	0%	0%

## Section 4 – Communication

<i>Answer each question in the following sections by selecting Yes, No, or Do not Know. All questions refer to the previous school year.</i>	Yes	No	Do not Know
<b>Do you know how to contact your child's teacher?</b>	100%	0%	0%
Was the information from your child's school <b>given in a language that you understand?</b>	100%	0%	0%
If needed, were <b>translators available and able to help you at parent meetings and other school activities?</b>	100%	0%	0%

## Section 5 – Schools Open to Parental Involvement

<i>Answer each question in the following sections by selecting Yes, No, or Do not Know. All questions refer to the previous school year.</i>	<b>Yes</b>	<b>No</b>	<b>Do not Know</b>
<b>Did you ask for specific activities, meetings, or materials from your child's school?</b>			
If yes:	100%	0%	0%
Did the school respond quickly?	100%	0%	0%
Were you satisfied with the response? And did they explain it to you?	100%	0%	0%
Do you feel welcome at your child's school?	100%	0%	0%

*Thank you for your input!*

**MENDOTA JR. HIGH SCHOOL**  
**Mendota Unified School District**  
 District English Learner Advisory Committee (DELAC)

## ENGLISH LEARNER NEEDS ASSESSMENT SURVEY

1-Strongly Agree	2-Agree	3-Neutral	4-Disagree	5-Strongly Disagree	
<b><u>Question Results:</u></b>					
	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>	<b><u>4</u></b>	<b><u>5</u></b>
1. I feel that my child is in a safe school environment.	74%	14%	4%	4%	4%
2. I feel accepted and welcomed when I visit the school.	74%	17%	1%	3%	5%
3. I receive information in a language that I understand.	75%	17%	0%	3%	5%
4. I am informed of my child's academic progress.	75%	14%	3%	4%	4%
5. I am provided with information on how to help my child at home.	56%	27%	6%	5%	5%
6. I feel that my child's teacher listens to my concerns.	70%	16%	8%	3%	4%
7. I am invited to attend school functions such as the School Site Council and ELAC.	60%	23%	9%	4%	4%
8. I feel that the school offers intervention services for my child.	64%	21%	6%	6%	3%
9. The school provides me with an interpreter.	66%	16%	9%	4%	5%
10. I am informed of the programs and services available to my child.	57%	25%	6%	8%	4%
11. The school provides me with opportunities to participate in trainings that are of benefit to me and my student.	51%	22%	17%	6%	4%

Comments:

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# MENDOTA JR. HIGH SCHOOL

## Mendota Unified School District

Comité Asesor para la Educación de Alumnos que Aprenden Inglés del Distrito (DELAC)

### EVALUACIÓN DE NECESIDADES PARA LOS APRENDICES DE INGLES

1-Totalmente de acuerdo	2 - De acuerdo	3 - Natral	4 - No estoy de acuerdo	5 - Completamente de desacuerdo
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**Resultados:**

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
1. Siento que mi hijo/a está en un ambiente seguro.	74%	14%	4%	4%	4%
2. Me siento aceptado y bienvenido cuando visito la escuela.	74%	17%	1%	3%	5%
3. Recibo información en un lenguaje que entiendo.	75%	17%	0%	3%	5%
4. Estoy informado sobre el progreso académico de mi hijo/a.	75%	14%	3%	4%	4%
5. Recibo información para ayudarle a mi hijo/a en casa.	56%	27%	6%	5%	5%
6. Siento que el maestro de mi hijo/a escucha mis preocupaciones.	70%	16%	8%	3%	4%
7. Estoy invitado en las funciones de la escuela como el comité Consultivo y el Comité Consejero de Estudiantes de Inglés.	60%	23%	9%	4%	4%
8. Siento que la escuela ofrece servicios de intervención para mi hijo/a.	64%	21%	6%	6%	3%
9. La escuela me proporciona con un intérprete.	66%	16%	9%	4%	5%
10. Estoy informado sobre los programas y servicios que se ofrecen para mi hijo/a.	57%	25%	6%	8%	4%
11. La escuela me proporciona con oportunidades para participar en entrenamientos de beneficio para mí y mi alumno.	51%	22%	17%	6%	4%

Comentarios:

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*Semana de Conferencias: Oct. 17-21, 2016*