

Single Plan for Student Achievement 2018-2019

Cesar Chavez Middle School



The Single Plan for Student Achievement 2018-2019

School: Cesar Chavez Middle School

District: New Haven Unified School District

County-District School (CDS) Code: 01-61242-6097679

Principal: Ramón Camacho

Date of this revision: October 23, 2018

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

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

| | |
|-------------------|---|
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The District Governing Board approved this revision of the SPSA on November 13, 2018.



Form A: Planned Improvements in Student Performance

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 academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Local Education Agency (LEA) GOAL:

Goal #1: We will ensure that all students are college, career and life ready.

Goal #2: We will personalize learning in order to engage all students.

Goal #3: We will provide equity and access to all students and families to support safe, caring and more personal learning environments.

Goal #4: We will provide basic services, ensuring students are taught by highly qualified teachers, have full access to standards-aligned instructional materials, and attend well-maintained school facilities

SECTION 1 – SCHOOL GOAL: ENGLISH LANGUAGE ARTS (ELA)

California Dashboard Academic Indicator - ELA

In 2018-19, Cesar Chavez Middle School (CCMS) will improve the status of the Academic Indicator in English Language Arts for “**All Students**” by the “Current Status” (Average Distance from Level 3) by 5.2 points from -39.8 to -34.6% points below Level 3 and the “Change (Difference Between Current Status and Prior Status)” from 2.6 to 5.2 points.

NWEA

NWEA school wide growth- English Language Arts- the percentage of students in grades 6 through grade 8 whomeet their NWEA growth target will increase by 5% from 54% to 59%.

By Spring of 2019, the individual student **GROWTH** percentage for 6th through 8th grade, as measured by the **NWEA for Reading**, will improve as follows :

- In 6th grade, the percentage of students meeting or exceeding their growth targets will increase by 7% from 48% to 55%.
- In 7th grade, the percentage of students meeting or exceeding their growth targets will increase by 5% from 54% to 59%.
- In 8th grade, the percentage of students meeting or exceeding their growth targets will increase by 5% from 59% to 64%.

SBAC

By Spring 2019, the percentage of students meeting or exceeding **PROFICIENCY** in 6th Grade through 8th Grade, as measured by **SBAC for Reading**, will improve as follows:

- In 6th grade, the percentage of students meeting or exceeding their proficiency will increase by 7% from 32% to 39%.
- In 7th grade, the percentage of students meeting or exceeding their proficiency will increase by 7% from 31% to 38%.
- In 8th grade, the percentage of students meeting or exceeding their proficiency will increase by 5% from 38% to 43%.

By Spring of 2019, our 6th grade students in the following sub groups will achieve these **PROFICIENCY** increases as measured by the **SBAC for Reading**:

- The percentage of African American students meeting or exceeding their proficiency in reading will increase by 5% from 19% to 24%.
- The percentage of Asian students meeting or exceeding their proficiency in reading will increase by 7% from 46% to 53%.
- The percentage of Filipino students meeting or exceeding their proficiency in reading will increase by 5% from 51% to 56%.
- The percentage of Hispanic students meeting or exceeding their proficiency in reading will increase by 5% from 27% to 32%.
- The percentage of Socio-economically Disadvantaged students meeting or exceeding their proficiency in reading will increase by 5% from 15% to 20%.
- The percentage of English Learner students meeting or exceeding their proficiency in reading will increase by 5% from 1% to 6%.
- The percentage of Students with Disabilities (speech or language impairment) meeting or exceeding their proficiency in reading will increase by 5% from 2% to 7%.

By Spring of 2019, our 7th grade students in the following sub groups will achieve these **PROFICIENCY** increases as measured by the **SBAC for Reading**:

- The percentage of African American students meeting or exceeding their proficiency in reading will increase by 10% from 0% to 10%.
- The percentage of Asian students meeting or exceeding their proficiency in reading will increase by 10% from 44% to 54%.
- The percentage of Filipino students meeting or exceeding their proficiency in reading will increase by 10% from 49% to 59%.
- The percentage of Hispanic students meeting or exceeding their proficiency in reading will increase by 10% from 22% to 32%.
- The percentage of Socio-economically Disadvantaged students meeting or exceeding their proficiency in reading will increase by 10% from 22% to 32%.
- The percentage of English Learner students meeting or exceeding their proficiency in reading will increase by 5% from 7% to 12%.
- The percentage of Students with Disabilities (speech or language impairment) meeting or exceeding their proficiency in reading will increase by 5% from 7% to 12%.

By Spring of 2019, our 8th grade students in the following sub groups will achieve these **PROFICIENCY** increases as measured by the **SBAC for Reading**:

- The percentage of African American students meeting or exceeding their proficiency in reading will increase by 5% from 24% to 29%.
- The percentage of Asian students meeting or exceeding their proficiency in reading will increase by 7% from 54% to 61%.
- The percentage of Filipino students meeting or exceeding their proficiency in reading will increase by 5% from 56% to 61%.
- The percentage of Hispanic students meeting or exceeding their proficiency in reading will increase by 5% from 29% to 34%.
- The percentage of Socio-economically Disadvantaged students meeting or exceeding their proficiency in reading will increase by 7% from 28% to 35%.
- The percentage of English Learner students meeting or exceeding their proficiency in reading will increase by 5% from 4% to 9%.
- The percentage of Students with Disabilities (speech or language impairment) meeting or exceeding their proficiency in reading will increase by 5% from 11% to 16%.

| | | |
|---|---|--|
| <p>What data did you use to form this goal? DATA to be used: (SBAC) CA standards Assessment Tests Results Report (ELA) school year, 2018 CELDT Re-designation Report School year 2017 NWEA — Spring 2018</p> | <p>What were the findings from the analysis of this data? NWEA Reading Spring 2017 Data: 43% of 6th grade students met growth goal in 2017 and 48% of 6th grade students met growth goal in 2018. That was a 5% increase. 61% of 7th grade students met growth goal in 2017 and 54% of 7th grade students met growth goal in 2018. That was an 11% decrease. 57% of 8th grade students met growth goal in 2017 and 59% of 8th grade students met growth goal in 2018. That was a 2% increase. Re-designation Report indicates 11 students reclassified under new reclassification criteria.</p> | <p>How will the school evaluate the progress of this goal? Staff, Instructional Leadership Team, and School Site Council will evaluate student growth based on data derived from the SBAC, NWEA, and Grade Reports. NWEA will be given three times a year.</p> |
|---|---|--|

STRATEGY: During the 2018-19 school year, CCMS will continue to focus on implementation of Reading Apprenticeship and Comprehension at the Core (Critical Literacy) with detailed professional development. Support to improve classroom instruction in order to raise student achievement in reading and writing will be provided. A school-wide Professional Development focusing on Academic Conversations will be provided. Core Teachers will be implementing our newly adopted instructional materials – Collections. Parent Institute nights will be presented so at-home reading is supported.

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source |
|---|---------------------------------------|--|--|
| Provide intervention support for students that are struggling in ELA and EL students. | Classroom Teachers, EL Literacy Coach | Provide in school support through clustered Cores and teachers support. | .4 FTE \$52,000 (\$26,000 Title I, \$26,000 LCAP) (1001) |
| Provide after school interventions: Reading | Site Admin, Teachers | After school support will be provided for students who have been identified as needing extra support to meet ELA goals. | \$4,044 Title I (1005) |
| Supplemental Support for ELA that is culturally relevant. | Site Admin | Site wide license to support ELA for grammar and writing genres. | \$2,000 LCAP (1004) |
| Provide Library Software | Media Specialist | Software that will identify the Lexile Score of our current library collection so students can better identify books at their reading level. | \$1,250 Title I (2001) |
| Release days for all grade level Core Teachers to plan for Designated EL Instruction | Site Admin | 3 release days for each Core grade level. Work with and develop lessons from Collections supplemental material. | \$8,200 LCAP (1001) |
| The Village Method (TVM) will provide tutoring on Monday and Wednesday after school. | Site Admin, TVM Staff | October through June | \$7,500 Title I (1005) |

LEA GOAL:

Goal #1: We will ensure that all students are college, career and life ready.

Goal #2: We will personalize learning in order to engage all students.

Goal #3: We will provide equity and access to all students and families to support safe, caring and more personal learning environments.

Goal #4: We will provide basic services, ensuring students are taught by highly qualified teachers, have full access to standards-aligned instructional materials, and attend well-maintained school facilities

SECTION 2 – SCHOOL GOAL: MATHEMATICS

California Dashboard Academic Indicator – Mathematics

In 2018-19, Cesar Chavez Middle School will improve the status of the Academic Indicator in Mathematics for Students with Disabilities by the “Current Status” (Average Distance from Level 3) by 11.1 points from -170.5% to -159.4% and the “Change (Difference Between Current Staus and Prior Status)” from -11.1 to 11.1.

In 2018-19, Cesar Chavez Middle School will improve the status of the Academic Indicator in Mathematics for African American Students by the Current Status” (Average Distance from Level 3) by 4.4 points from -130.7% to -126.3% and the Change (Difference Between Current Staus and Prior Status)” from -4.4 to 4.4.

In 2018-19, Cesar Chavez Middle School will improve the status of the Academic Indicator in Mathematics for Two or More Races by the Current Status” (Average Distance from Level 3) by 12.7 points from -35% to -22.3% and the Change (Difference Between Current Staus and Prior Status)” from -12.7 to 12.7.

In 2018-19, Cesar Chavez Middle School will improve the status of the Academic Indicator in Mathematics for English Learner students by the Current Status” (Average Distance from Level 3) by 6 points from -111.6% to -105.6% and the Change (Difference Between Current Staus and Prior Status)” from 5 to 6.

NWEA

NWEA growth – Math – School wide- the percentage of students in grade 6 through grade 8 will increase by 5% from 49% to 54%.

By Spring of 2019, the individual student **GROWTH** percentage for 6th through 8th grades, as measured by the **NWEA for Mathematics**, will improve as follows:

- In 6th grade, the percentage of students meeting or exceeding their growth targets will increase by 6% from 47% to 53%.
- In 7th grade, the percentage of students meeting or exceeding their growth targets will increase by 5% from 46% to 51%.
- In 8th grade, the percentage of students meeting or exceeding their growth targets will increase by 4% from 54% to 58%.

SBAC

By Spring 2019, the percentage of students meeting or exceeding **PROFICIENCY** in 6th Grade through 8th Grade, as measured by **SBAC for Mathematics**, will improve as follows:

- In 6th grade, the percentage of students meeting or exceeding their proficiency will increase by 5% from 23% to 28%.
- In 7th grade, the percentage of students meeting or exceeding their proficiency will increase by 5% from 26% to 31%.
- In 8th grade, the percentage of students meeting or exceeding their proficiency will increase by 5% from 25% to 30%.

By Spring of 2019, our 6th grade students in the following sub groups will achieve these **PROFICIENCY** increases as measured by the **SBAC for Mathematics**:

- The percentage of African American students meeting or exceeding their proficiency in math will increase by 10% from 15% to 25%.
- The percentage of Asian students meeting or exceeding their proficiency in math will increase by 5% from 42% to 47%.
- The percentage of Filipino students meeting or exceeding their proficiency in math will increase by 10% from 38% to 48%.
- The percentage of Hispanic students meeting or exceeding their proficiency in math will increase by 5% from 17% to 22%.
- The percentage of Socio-economically Disadvantaged students meeting or exceeding their proficiency in math will increase by 5% from 15% to 20%.
- The percentage of English Learner students meeting or exceeding their proficiency in math will increase by 5% from 1% to 6%.
- The percentage of Students with Disabilities (speech or language impairment) meeting or exceeding their proficiency in math will increase by 5% from 4% to 9%.

By Spring of 2019, our 7th grade students in the following sub groups will achieve these **PROFICIENCY** increases as measured by the **SBAC for Mathematics**:

- The percentage of African American students meeting or exceeding their proficiency in math will increase by 5% from 0% to 5%.
- The percentage of Asian students meeting or exceeding their proficiency in math will increase by 5% from 47% to 52%.
- The percentage of Filipino students meeting or exceeding their proficiency in math will increase by 5% from 38% to 43%.
- The percentage of Hispanic students meeting or exceeding their proficiency in math will increase by 5% from 18% to 23%.
- The percentage of Socio-economically Disadvantaged students meeting or exceeding their proficiency in math will increase by 5% from 13% to 18%.
- The percentage of English Learner students meeting or exceeding their proficiency in math will increase by 5% from 3% to 8%.
- The percentage of Students with Disabilities (speech or language impairment) meeting or exceeding their proficiency in math will increase by 5% from 2% to 7%.

By Spring of 2019, our 8th grade students in the following sub groups will achieve these **PROFICIENCY** increases as measured by the **SBAC for Mathematics**:

- The percentage of African American students meeting or exceeding their proficiency in math will increase by 5% from 12% to 17%.
- The percentage of Asian students meeting or exceeding their proficiency in math will increase by 5% from 47% to 52%.
- The percentage of Filipino students meeting or exceeding their proficiency in math will increase by 5% from 40% to 45%.
- The percentage of Hispanic students meeting or exceeding their proficiency in math will increase by 5% from 16% to 21%.
- The percentage of Socio-economically Disadvantaged students meeting or exceeding their proficiency in math will increase by 5% from 18% to 23%.
- The percentage of English Learner students meeting or exceeding their proficiency in math will increase by 5% from 7% to 12%.
- The percentage of Students with Disabilities (speech or language impairment) meeting or exceeding their proficiency in math will increase by 5% from 8% to 13%.

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| <p>What data did you use to form this goal? (SBAC) CA Standards Assessment Tests Results Report (Math) school year, 2018 NWEA Data (Math): School year 2018 Fall 2017 to Winter 2017 to Spring 2018</p> | <p>What were the findings from the analysis of this data? NWEA Math Spring 2018 Data: 44% of 6th grade students met growth goal in 2017 and 47% of 6th grade students met growth goal in 2018. The percentage increased by 3%. 51% of 7th grade students met growth goal in 2017 and 46% of 7th grade students met growth goal in 2018. That was an 5% decrease. 53% of 8th grade students met growth goal in 2017 and 54% of 8th grade students met growth goal in 2018. That was a 1% increase.</p> | <p>How will the school evaluate the progress of this goal? Instructional Leadership Team and School Site Council will evaluate (monthly) student growth based on data derived from the SBAC, NWEA, MDTP, Grade Reports, and Science CST.</p> |
|--|--|--|

STRATEGY: Throughout 2018-19 CCMS will continue to implement mathematics professional development by using Math Studio strategies. Additionally, CCMS will implement in classroom and outside of the classroom intervention strategies to improve student academic performance. Student scoring below basic will be the focus of interventions.

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source (Itemize for Each Source) |
|--|---------------------------------------|--|---|
| Provide intervention support for students struggling in Mathematics. After school Math interventions: tutoring | Math Teachers, Math Coach, Site Admin | Provide before and after school interventions for students that are performing at Basic and Below Basic in mathematics. | Hourly teacher pay \$8,100 Title I (1001) |
| Release days for grade levels to review student data results and adjust lessons and instruction as needed | Math Department, Site Admin | Continue to develop Math Studio and English Learner Development instructional strategies by providing 3 sub release days for each grade level. | \$4,000 Title I (1001) |
| TVM will provide tutoring on Monday and Wednesday after school. | Site Admin, TVM Staff | October through June | \$7,500 Title I (1005) |

LEA GOAL:
 Goal #1: We will ensure that all students are college, career and life ready.
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SECTION 3 – SCHOOL GOAL: ENGLIS LANGUAGE LEARNERS

California Dashboard Academic Indicator – English Language Learners: Not Available for 2018-19
 For 2018-19, English Language Learner goals are established through their progress through NWEA and SBAC. Please see above goals for this specific group of students.

| | | |
|---|--|--|
| <p>What data did you use to form this goal? DATA to be used: (SBAC) CA Standards Assessment Tests Results Report English Learners (ELA & Math) school year, 2018. Re-designation Report. School year, 2017. NWEA RIT scores for ELA</p> | <p>What were the findings from the analysis of this data? It revealed a need for targeted focus on English Learner students in both Core & Math classes. The number of students not proficient and not being reclassified is too high.</p> | <p>How will the school evaluate the progress of this goal? The CCMS Instructional Leadership Team along with the School Site Council will regularly evaluate growth based on data.</p> |
|---|--|--|

STRATEGY: Throughout 2018-19 school year, CCMS will continue to focus on implementation of Reading Apprenticeship and Comprehension at the Core (Critical Literacy), professional development and EL literacy coaching to improve classroom instruction in the Cores. We will develop Designated English Learner Instruction by implementing Collections and using supplemental EL materials in each grade level. An additional EL support classes including specialized curriculum for students with CELDT levels of 1 & 2. Maintain EL Coach position to support students and staff with implementation of EL Standards. We will work with the EL Coach to support instruction of EL students. Newcomer students are enrolled in EL support classes.

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source |
|--|-----------------------|--|---|
| Provide books and resources to support EL students | EL Teacher | Analyze classroom libraries and resource center materials that support the needs of EL students and Common Core Standards. Materials to enable access to grade level content for Science, Social Studies Math, and ELA teachers. | .4 FTE \$50,700 (\$25,350 Title I and \$25,350 LCAP) (1001) |
| Provide extra, supplemental materials for EL teachers: novels, readers, supplemental readers | EL Support Coach | Support teachers in content areas with English Learner Strategies. | \$20,231.00 Title I (1005) |
| Bilingual Stipend – classified support | Admin, Classified | Interpret and translate for Spanish speaking families. | \$708 Title I (1001) |
| Material, Supplies, Printing, Periodicals/Subscriptions | Admin, Classified | School wide resource for staff. | \$20,231 Title I (1001) |
| Professional Development | EL Admin, EL Coach | Release time for teachers to work directly with ELA coach and EL Admin. | \$8,200 LCAP (1003) |

LEA GOAL:
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 Goal #2: We will personalize learning in order to engage all students.
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SECTION 4 – SCHOOL GOAL: School Climate
 Planned Improvements in Student Performance in area of school climate: All students (Non-Academic Goal)

California Dashboard Academic Indicator - School Climate

In 2018-19, Cesar Chavez Middle School will improve their Suspension Indicator Status for **African American** students from "Very High" – 18% to "High" (15.2%) and the "Change" from +2.8% to -2.8%.

In 2018-19, Cesar Chavez Middle School will improve their Suspension Indicator Status for **English Learner** students from "Medium" – 7.2% to "Medium" (6.2%) and the "Change" from +0.3% to .1%.

In 2018-19, Cesar Chavez Middle School will improve their Suspension Indicator Status for **Asian** students from "Medium" – 2.4% to "Medium" (1.4%) and the "Change" from +0.7% to -1%.

In 2018-19, Cesar Chavez Middle School will improve their Suspension Indicator Status for **White** students from "Medium" – 7.9% to "Medium" (5.4%) and the "Change" from +2.5 to -2.5%.

Student Discipline

By Spring 2019, we will reduce the number of infractions and the number of students receiving multiple infractions.

- The number of student discipline referrals will be reduced from 941 to 800.
- The number of suspensions will be reduced from 198 to 150.
- Students receiving multiple suspensions will be reduced from 45 to 30.

Attendance

By Spring 2019, we will improve our annual student attendance rate from 96.24% to 97.00% positive attendance.

| What data did you use to form this goal? | What were the findings from the analysis of this data? | How will the school evaluate the progress of this goal? | | | | | | | | | | | | | | |
|---|--|---|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|--|--|
| <p>Suspension Data Student Survey Referral Data Attendance Reports Participation Logs SARB Letters</p> <p>Suspension Data</p> <table border="1" data-bbox="96 1029 487 1266"> <thead> <tr> <th>Year</th> <th># of Suspensions</th> </tr> </thead> <tbody> <tr> <td>2012-13</td> <td>242</td> </tr> <tr> <td>2013-14</td> <td>144</td> </tr> <tr> <td>2014-15</td> <td>116</td> </tr> <tr> <td>2015-16</td> <td>131</td> </tr> <tr> <td>2016-17</td> <td>129</td> </tr> <tr> <td>2017-18</td> <td>198</td> </tr> </tbody> </table> | Year | # of Suspensions | 2012-13 | 242 | 2013-14 | 144 | 2014-15 | 116 | 2015-16 | 131 | 2016-17 | 129 | 2017-18 | 198 | <p>Current disciplinary data revealed a decrease in the number of referrals and suspensions to date for 2017-18.</p> <p>According to the California Healthy Kids Survey 7th grade students reported: (Combined District Totals)</p> <p>82% Try hard on school work 5% truant more than a few times 49% feel part of the school 49% had been harassed or bullied at school 20% Experience chronic sadness</p> | <p>CCMS Instructional Leadership Team along with the School Site Council will regularly evaluate growth based on data derived from the CCMS School Disciplinary Reports.</p> <p>Suspension Data Student Survey Referral Data Attendance Data</p> |
| Year | # of Suspensions | | | | | | | | | | | | | | | |
| 2012-13 | 242 | | | | | | | | | | | | | | | |
| 2013-14 | 144 | | | | | | | | | | | | | | | |
| 2014-15 | 116 | | | | | | | | | | | | | | | |
| 2015-16 | 131 | | | | | | | | | | | | | | | |
| 2016-17 | 129 | | | | | | | | | | | | | | | |
| 2017-18 | 198 | | | | | | | | | | | | | | | |

STRATEGIES: During the 2018-19 school year, CCMS will continue to focus on Restorative Justice and implementing activities/ programs to continue to foster a positive school climate. Continue to offer incentives for creating a positive school environment.

CCMS will continue to offer counseling for students to prepare and encourage them to making better choices. We will also partner with various outside agencies to provide additional counseling to student in needs. CCMS will again implement a transition program WEB (Where Everybody Belongs) for entering 6th grade students.

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source |
|---|---|---|--|
| Provide Trauma Informed Curriculum | Administrator, Counselors, Social Worker | Counselors provide services focused on empowering students to make better choices. | \$2,000 LCAP (2003) |
| School Climate and Culture Social Worker | Administrator, Counselors, Social Worker | Provide staff with professional development to build capacity. | Funded by District (3003) |
| Provide "Parent Institute" Monthly Parent Education Classes/Family Nights/ Showcase | Administrator, Counselors | Implement monthly (9) parent education classes. Provide supplies for instruction. Hourly pay for curriculum development and instruction. | \$2,500 Title I (3002) |
| Provide 8 th Grade College Field Trip | 8 th Grade Core Teachers, Counselors | Take every 8 th grade student to visit a college campus | \$13,000 Title I (1005) |
| Continue to bring TVM | Consultant | Create an enrichment / afterschool program to support career / college culture for students | \$15,000 Title I (3003) |
| Student cohort | Social Worker | Trauma informed and Social Emotional Learning training for students during lunch and after school. Curriculum and snacks supplied. | \$2,500 Title I (3003) |
| Teacher cohort | Social Worker | Professional development for teachers to provide training in Trauma informed and Social Emotional Learning. Hourly pay for up to 10 teachers for 8 sessions through the school year. Resources and supplies | \$3,800 Title I (1003) \$1,000 Title I (1001) |
| Anti-Bullying Presenters for school wide assemblies and ongoing support | Admin, Activity Director | Assemblies and days of action | \$10,000 LCAP (2001) |
| Integrate Art Integration Strategies | Teacher | Teacher will learn to build in Art Integration strategies into the classroom. This will include using interactive notebooks. | \$1,500 LCAP (2003) |

| | | | | |
|--|--|---|---------|--------------------------------------|
| What data did you use to form this goal? Attendance, referral and suspension data. | What were the findings from the analysis of this data? We continue to improve our attendance rate every year and we need to focus on our referral and suspension rate. | How will the school evaluate the progress of this goal? The Staff, Instructional Leadership Team, and School Site Council will continue to review the data. | | |
| | | | Year | Overall Yearly Attendance Percentage |
| | | | 2013-14 | 96.29 |
| | | | 2014-15 | 96.32 |
| | | | 2015-16 | 95.87 |
| | | | 2016-17 | 95.82 |
| 2017-18 | 96.24 | | | |

STRATEGY: During the 2018-19 school year CCMS will recognize students for perfect and improved attendance to help increase attendance rates for the year by using incentives.

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source |
|------------------------------|-----------------------|---|-------------------------|
| Review attendance with staff | Administrator | In classrooms address issues that cause poor attendance. Provide incentives for attendance improvement. | \$500 LCAP (3003) |
| Reward positive attendance | Admin | Provide positive attendance incentives. | \$2,500 LCAP (3003) |

LEA GOAL:

Goal #1: We will ensure that all students are college, career and life ready.

Goal #2: We will personalize learning in order to engage all students.

Goal #3: We will provide equity and access to all students and families to support safe, caring and more personal learning environments.

Goal #4: We will provide basic services, ensuring students are taught by highly qualified teachers, have full access to standards-aligned instructional materials, and attend well-maintained school facilities

SECTION 5 – SCHOOL GOAL: PARENT ENGAGEMENT

California Dashboard Academic Indicator – ELA

By Spring of 2019 CCMS will increase the percentage of parent participation in: Parent Focused Workshops by 10, from 24 to 34. increase participation in Parent Surveys (see results from Nada), Collect baseline data on the number of parents who attend school wide Title I Parent Night.

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| <p>What data did you use to form this goal? Parent Survey Prior years parent involvement sign up sheets.</p> | <p>What were the findings from the analysis of this data? Although parents are attending more meetings and activities at CCMS, we want to expand our pool of parents and activities.</p> | <p>How will the school evaluate the progress of this goal? Measure number of parents at SSC, Back to School night, etc. Parent responses to newsletters</p> |
|---|---|--|

STRATEGY: During the 2018-19 school year, CCMS will continue to find ways to incorporate a variety of activities to increase parent involvement such as Parent Institute's, create monthly parent meetings on various topics through Coffee With The Principal and create seasonal newsletters.

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source |
|---|-----------------------|---|-------------------------|
| Conduct monthly Parent Information meeting ie. Parent Institute | Teacher | Provide inservice to parents on various academic and social topics. Additional speakers and presenters. Hourly pay for certificated staff and provide supplies for instruction. | \$1,528 Title I (3002) |
| Family Service Assistant (FSA) | FSA | Assistant aatned ongoing meetings with parents to address their needs at Coffee With The Principal, SSC, manage vision and hearing screenings, assist displaced families, dental screenings, truancy and chronic absenteeism. | \$33,000 Title I (3001) |

Additional information

1. School site staff is responsible for implementing this SPSA to help exit program improvement, with technical support provided by ESC staff based in part on guidance from the California State Department of Education.
2. Mentoring of teachers is provided through our coaching practices, and also (for new teachers) through the District's Beginning Teacher Induction program (BTSA).
3. Migrant Education
The district-wide Migrant Education Program (MEP) contacts qualified migrant families at the start of every year and teachers receive and complete needs assessments for every migrant student. Based on this information along with test scores and the consideration of "Priority for Service", the MEP identifies and targets migrant students for supplemental services such as homework tutoring, vision & dental screening, and direct academic intervention with highly qualified teachers.

Form B: Centralized Services for Planned Improvements in Student Performance

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

School Goal #:

| Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development) | Start Date ² Completion Date | Proposed Expenditures | Estimated Cost | Funding Source (itemize for each source) |
|--|--|--|--|--|
| <p>Services to homeless children.</p> <p>Staffing to oversee and support programs:</p> <ul style="list-style-type: none"> • Program administration and oversight • Curriculum and instructional activities • Professional development activities • Assessment and evaluation activities • Budget development • Materials acquisition • Support of district assessment implementation • Assistance to families and support services <p>New Hire Professional Development</p> <p>Grading and Assessment Task Force and Data Days</p> <p>Rigorous Curriculum Design Teacher Teams</p> | <p>July 2018- June 2019</p> | <p>Transportation</p> <p>Administrative staff at Educational Services Center, Assessment Team, Paraprofessionals</p> <p>Substitute Teachers and hourly</p> <p>Substitute teachers to release teachers for data analysis and planning, as well as determine guidelines and policies for grading and assessment practices</p> <p>Substitute teachers to release teachers for writing curriculum units aligned to the CCSS.</p> | <p>\$65,000</p> <p>\$295,000</p> <p>\$29,750</p> <p>\$80,000</p> <p>\$40,000</p> | <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> |

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

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:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

| State Programs | Allocation | Consolidated in the SWP |
|---|------------|--------------------------|
| <input type="checkbox"/> Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> LCFF – Concentration Grant Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English Learners | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas | \$ | <input type="checkbox"/> |

| | | | |
|--|---|-------------------|---|
| <input type="checkbox"/> | Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.) | \$ | <input type="checkbox"/> |
| Total amount of state categorical funds allocated to this school | | \$ | |
| Federal Programs | | Allocation | Consolidated in the SWP |
| <input checked="" type="checkbox"/> | Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs) | \$130,127 | <input checked="" type="checkbox"/> |
| | Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation). | \$ \$1,527 | <input checked="" type="checkbox"/> |
| | For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2) | \$ | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> | Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards | \$ | Title III funds may not be consolidated as part of a SWP ³ |
| <input type="checkbox"/> | Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement | \$ | <input type="checkbox"/> |

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

| | | |
|--|-----------|-------------------------------------|
| <input checked="" type="checkbox"/> Other federal funds – Title I Part A Carryover | \$ 22,667 | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> Other federal funds (list and describe) | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> Other federal funds (list and describe) | \$ | <input type="checkbox"/> |
| Total amount of federal categorical funds allocated to this school | \$ | |
| Total amount of state and federal categorical funds allocated to this school | \$152,794 | |

Note: Other Title I supported activities that are not shown on this page may be included in the SPSA Action Plan.

Form D: 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.⁴ The current make-up of the SSC is as follows:

| Names of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Student |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| Mr. Ramon Camacho | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mr. Arnel Calamba | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mr. Alexis Varela | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ms. Amity Defaii | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ms. Julie Ferrario | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Ms. Ouanza Ahanotu | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Ms. Vicky Kuhlmann | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Numbers of members in each category | 1 | 3 | 1 | 4 | 0 |

³⁶ 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. Their peer group must select members.

⁴ EC Section 52852

Form E: 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:

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
- English Learner Advisory Committee None _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education 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: October 23, 2018.

Attested:

Ramon Camacho
Typed name of School Principal

Ramon Camacho
Signature of School Principal

11/1/2018
Date

Julie Ferrario
Typed name of SSC Chairperson

Julie Ferrario
Signature of SSC Chairperson

11/1/2018
Date