

SPSA Year 2017–18 2018–19 2019–20

School Plan for Student Achievement and Annual Evaluation (SPSA) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

School Name San Gorgonio Middle School

Contact Name and Title Drew Scherrer Principal

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THE STORY: Briefly describe the students and community and how the school serves them

San Gorgonio Middle School is located at 1591 Cherry Ave in the city of Beaumont, CA. We serve 1200 students with 94 employees (54 Credentialed and 40 classified).

School Profile

San Gorgonio Middle School, one of two middle schools in the Beaumont Unified School District, is committed to continual improvement of our school programs. AVID, Advancement Via Individual Determination, is a school-wide program with the goal of preparing all students for college readiness and success in a global society. When necessary, students receive extra instructional time in math and/or language arts along with specialized curriculum to accelerate students to grade-level standards. We provide a well-rounded program including art, drama, music, interscholastic athletics, Robotics, STEAM Engineering/Science and academic competitions such as Speech & Debate, History Bee, Spelling Bee, SeaPerch, etc. In addition to our academic programs we strive to teach students to be good all around citizens through the implementation of PBIS, Positive Behavioral Interventions and Support, which teaches how to behave in certain situations and in various locations, and CharacterStrong, which teaches the value of kindness, service, and empathy. Our goal is for our students to achieve at the highest levels both academically and socially.

Our school demographics are as follows:

Race & Ethnic Groups: 60% Hispanic, 24% white, 7% African America, 5% Asian, 2% two or more races, and 2% other.

Students on Free and/or Reduced lunch program: 64%

Special Education Students: 13%

English Learners: 12%

San Gorgonio Middle School's Motto, Vision and Mission Statements:

SGMS Students will:
BE Safe

BE Respectful
 BE Responsible
 BE College and Career Ready

VISION:

Inspiring students to make the dream of COLLEGE and CAREER READINESS a reality.

MISSION:

Getting students COLLEGE and CAREER ready through the school-wide implementation of School-wide AVID and PBIS strategies.

San Gorgonio Middle school will strive to provide a high quality educational opportunity to all students in a safe and secure learning environment through a shared commitment between home, school and community.

- We will inspire students to make the dream of college and career a reality.
- We will get students college and career ready through the school-wide implementation of AVID strategies.
- We will successfully transition students from elementary school to middle school, and from middle school to high school, providing the organizational tools, emotional support; and goal setting strategies they require.
- We will continue the process of preparing students for success beyond secondary education by providing them with the academic and social tools they need in order to become accomplished members of society.
- We will teach students the importance of using technology responsibly and proficiently.
- We will supply academic support to assist all students in achieving proficiency on the state standards.
- We will continually analyze school wide needs, providing students, parents, and staff with opportunities to strengthen the academic programs, provide for social growth, and a positive school climate.
- We will provide resources to all students to aid them in their emotional, academic and physical growth.
- We will provide a safe and secure learning environment, with emphasis on: the dangers of drug, alcohol, and tobacco abuse; bullying and conflict resolution; and violence prevention.

SPSA HIGHLIGHTS: Identify and briefly summarize the key features of this year's SPSA

The SGMS Single Plan for Student Teacher for 2018-2019 will focus on the following areas:

LCAP GOAL 1: Beaumont USD will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont and the larger community.

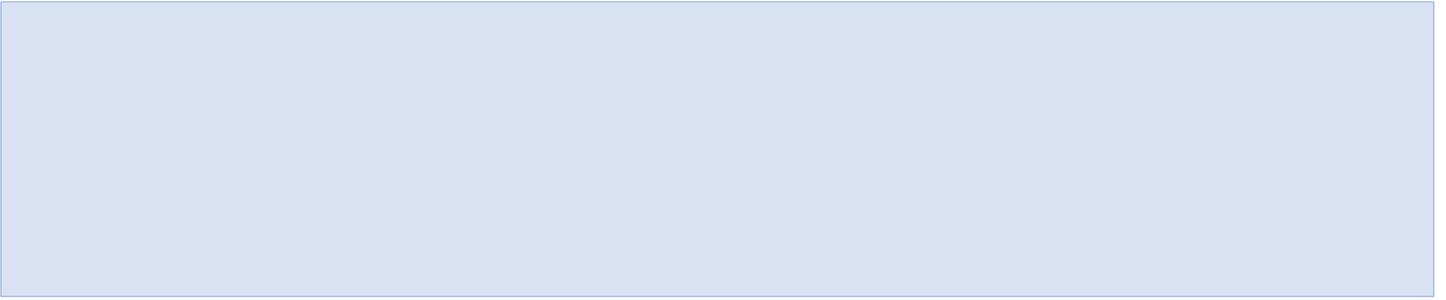
1. Professional development for staff on how to improve school culture and climate. We will send staff to the CADA, California Association of Directors of Activities, conference in Feb 2019 to improve staff skills.
2. Student Activities - examples: field-trips, athletic events, academic competitions, SeaPerch, etc.

LCAP GOAL 2: Beaumont USD will ensure a viable 21st century learning environment for all students that includes full access and success in CA State Standards & college and career preparatory courses.

1. Professional development for staff on best practices for instruction. SGMS is a school-wide AVID school so we will send teachers to the AVID Site-Team Conference and AVID Summer Institute in 2018-2019. We will also send teachers and staff to training's to help our students succeed.
2. Extra support (tutoring, intervention classes taught by a .4 FTE intervention teacher, etc) will be provided for students who demonstrate the need through CAASPP, iReady and/or grades.
3. .6 FTE equivalent of Site Instructional Coaches will be hired to co-plan/co-teach to increase teacher instructional competency in the implementation of CA State Standards

LCAP GOAL 3: Beaumont USD will provide an optimum learning and working environment by employing, developing, and retaining highly-qualified and diverse certificated, classified and substitute employees and maintaining the district facilities for the benefit of the students.

1. SGMS will work with Human Resources to hire and retain the most highly qualified staff for every position from teachers, clerical, custodial, instructional assistances, etc.



NEEDS ASSESSMENT – REVIEW OF PERFORMANCE

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

The implementation of iReady as a diagnostic tool has proven to provide valuable information about student progress to students, families and staff. The results are being used to place students in intervention classes that we started in February 2018, with a .5 FTE intervention teacher that was hired. We are tracking student progress and we anticipate a gain on iReady and CAASPP results for these students.

GREATEST PROGRESS

AVID School-wide implementation has been successful. There is evidence of AVID in nearly all classrooms.

Culture/Climate - Decrease in suspensions and increase in attendance rates. The new ATS, Alternative to Suspension, program has helped reduce the number of suspensions and increase attendance.

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

Based on the CA Dashboard the greatest needs at SGMS are:

* Overall - ELA and Math are ORANGE

To address these needs SGMS will do the following:

- 1) Hire .4 FTE intervention teacher will be hired to work with students who are performing in the ORANGE and RED levels in Math and ELA in a pull-out model.
- 2) Hire equivalent of a .6 FTE teacher to be an on-site coach for other teachers. This on-site coach will Co-Plan/Co-Teach, model lessons, lead Professional Development, and do learning walks with staff. The goal is to increase staff's ability to teach in a way that helps kids learn.
- 3) Continue to implement AVID school-wide and increase our AVID class offerings. AVID professional development will be continued through Summer Institute and AVID PATHWAY training.
- 4) Implement CharacterStrong, which teaches the value of kindness, service, and empathy. We believe that building a strong culture of caring will improve student achievement. Professional development regarding culture and climate will be offered, specifically CADA.

GREATEST NEEDS

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Based on the CA Dashboard the following groups have performance gaps:

- * ELA - English Learners is ORANGE
- * Socioeconomically Disadvantaged (SED) - ELA and Math are ORANGE
- * Students with Disabilities - ELA and Math are RED
- * African American - ELA is ORANGE and Math is RED

PERFORMANCE GAPS

To address these needs SGMS will do the following:

- 1) Hire .4 FTE intervention teacher will be hired to work with students who are performing in the ORANGE and RED levels in Math and ELA in a pull-out model.
- 2) Hire equivalent of a .6 FTE teacher to be an on-site coach for other teachers. This on-site coach will Co-Plan/Co-Teach, model lessons, lead Professional Development, and do learning walks with staff. The goal is to increase staff ability to teach in a way that helps kids learn.
- 3) Continue to implement AVID school-wide and increase our AVID class offerings. AVID professional development will be continued through Summer Institute and PATHWAYS.
- 4) Implement CharacterStrong, which teaches the value of kindness, service, and empathy. We believe that building a strong culture of caring will improve student achievement. Professional development regarding culture and climate will be offered, specifically CADA.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth.

SGMS will increase or improve services to low-income, English learners and foster youth students by:

- * Offering intervention classes during school holidays (February and March breaks)
- * Hire an intervention teacher that will provide additional academic support through pull-out of elective classes
- * Providing school assemblies for students that focus on Culture and Climate.....1) "Breaking Down the Barriers" in September 2017
2) Tyler Durham in January 2018
- * Provide after school tutoring two days a week after school

Annual Update 2017-18 SPSA Year Reviewed: 2017-18

[LCFF Evaluation Rubrics](#): Essential data to support completion of this SPSA. Please analyze the school’s full data set; specific links to the rubrics are also provided within the template.

Goal 1

DISTRICT GOAL:
 Beaumont USD will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont and the larger community.

SITE GOAL:
 Engagement: Increase student engagement in school activities, improve school climate and increase parental involvement.

1 2 3 4 5 6 7 8

ANNUAL MEASURABLE OUTCOMES

EXPECTED

SITE:
 This will be assessed through:

- > annual student / parent surveys about school climate
- > bi-annual CA Healthy Kids Survey - 7th graders - (2015-2016; 2017-2018; etc)
- > number of students involved in activities
- > suspension, expulsion rates
- > attendance rates

ACTIONS / SERVICES

Action **1**

Actions/Services

PLANNED
 Professional Development
 Professional development opportunities will be provided to teachers, counselors, administrators, and support staff. Activities include attending conferences (AVID, PBIS, CADA, Cadet Corp, Foster Youth, etc,...) and workshops.

ACTUAL
 Professional development was provided to teachers, counselors, administrators, and support staff. Activities include attending conferences (AVID, PBIS, CADA, Cadet Corp, Foster Youth, etc,...) and workshops.

Expenditures

BUDGETED
 Conference Registration
 Substitute Costs
 Travel Expenses - transportation, accommodations, etc
 Materials
 3010 Title I \$21000
 Conference Registration
 Substitute Costs
 Travel Expenses - transportation, accommodations, etc
 Materials
 0707 LCFF S/C \$16000

ESTIMATED ACTUAL
 Conference Registration
 Substitute Costs
 Travel Expenses - transportation, accommodations, etc
 Materials
 3010 Title I \$21000
 Conference Registration
 Substitute Costs
 Travel Expenses - transportation, accommodations, etc
 Materials
 0707 LCFF S/C \$16000
 15 staff members trained on a character program called CharacterStrong. The training will provide resources that we can use school-wide to teach students to learn the value of kindness, service, and empathy; students won't just walk out of SGMS being competent at math and science - they walk away being capable, compassionate people. This is the next step of our PBIS program. 3010 Title I \$7000

Action **2**

Actions/Services

PLANNED
 Support for planning and monitoring of parental activities
 Provide extra duty for certificated and classified staff to plan and monitor parent activities.

ACTUAL
 We held an AVID parent night and a math night. Both were great successes.
 We host a bi-monthly student of the month celebration to bring families to campus. Each teacher selects 2 to 3 students per event to honor. We honor kids for a variety of reasons such as: academics, kindness, improvement, attendance, etc

Expenditures

BUDGETED

ESTIMATED ACTUAL

Extra Duty and Supplies 3010 Title I \$2000

Extra Duty and Supplies 3010 Title I \$2000

Action **3**

Actions/Services

PLANNED
 Extended learning opportunities for students
 Provide extended learning opportunities for students, such as after school co-curricular clubs and activities, field trips, leadership, assemblies, academic competitions (SeaPerch, Robotics, Cadet Corp, Speech & Debate, etc.), drum-line consultant and athletics.

ACTUAL
 We were able to complete all of these except we were unable to hire a drum-line consultant.

Expenditures

BUDGETED
 Advisor Stipends
 Substitute Costs
 Transportation
 Extra Duty: Certificated & Classified
 Registration Costs
 3010 Title I \$6629
 Advisor Stipends
 Substitute Costs
 Transportation
 Extra Duty: Certificated & Classified
 Registration Costs
 0707 LCFF S/C \$22500

ESTIMATED ACTUAL
 Advisor Stipends
 Substitute Costs
 Transportation
 Extra Duty: Certificated & Classified
 Registration Costs
 3010 Title I \$6629
 Advisor Stipends
 Substitute Costs
 Transportation
 Extra Duty: Certificated & Classified
 Registration Costs
 0707 LCFF S/C \$22500

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

San Geronio Middle School has focused on culture and climate of the entire school. We have a had a great year implementing all the actions described above. We have increased student connectedness to school through all the various opportunities we offer students. Parent presence on campus has increased with our additional evening events such as Student of the Month, AVID Family Night and Family Math Night.

Students were able to attend various field-trips such as:

- * College trips
- * CA Science Center
- * Ocean Institute
- * Museum of Tolerance
- * Art Museums
- * Drama productions

Students were able to compete in the following competitions:

- * SeaPerch - underwater robotics

- * Robotics
- * History Bee
- * Archery
- * Middle School Athletic League

We were unable to hire a drum-line instructor. That will be a goal moving forward.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.

As a school we feel we accomplished what we set out to do, make kids love their school and feel safe.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in Budgeted and Estimated Actual expenditures include:

- * not being able to hire a drum-line instructor meant that money was not spent.
- * 15 staff members were trained on a program called CharacterStrong. The program included materials for school-wide implementation of the program. The cost was \$7000.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the CA School Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Though the analysis of this goal we plan to continue:

- * With culture and climate as a major focus for our school. We will continue to train staff on culture and climate and how it effects student outcomes. A number of staff will be attend the CADA conference in February 2019 to find ideas and learn how to connect more kids to school and to motivate them.
- * Implementation of CharacterStrong school-wide through homeroom, elective and leadership classes
- * To ensure all kids are involved with at least one extra-curricular activity (sports, clubs, dances, etc...). As a metric to account for the number of extra-curricular activities a student is involved with we will look for a good tracking system to accomplish this goal. 5-Star is one such system that we will research that might meet this need.
- * We will offer academic field-trips to our students. We believe that exposure to different cultural experiences will increase their chances of success long-term.
- * Offering STEAM, Science, Technology, Engineering, Arts, and Math, opportunities and extra-curricular competitions to our students

We do NOT plan on stopping any of these actions in goal 2.



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Goal 2

DISTRICT GOAL:
Beaumont USD will ensure a viable 21st century learning environment for all students that includes full access and success in CA State Standards & college and career preparatory courses.

SITE GOAL:
Implementation of CSS for all students. Provide access to College and Career Readiness opportunities and classes. Raise student achievement on all standardized assessments, including CAASPP and iReady. Increase the number of students that are college and career ready. Increase the reclassification rate for English Learners. Implement Standards Based Grading in ALL Core subjects in order to accurately communicate with student and parents regarding students academic acquisition of state standards.

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ANNUAL MEASURABLE OUTCOMES

EXPECTED

SITE:
Students will be assessed using on-going Instructional Rounds 2.0, Standards-Mastery measured by SBG, CAASPP, CAA, CAPA, ELPAC, iReady and curriculum embedded progress monitoring.

ACTIONS / SERVICES

Action **1**

Actions/Services

PLANNED
 Professional development opportunities will be provided to teachers, counselors, administrators, and support staff to increase knowledge and skills of CSS and NGSS. Activities include attending conference (AVID, RCOE CSS, EL/LTEL, ELPAC, Cadet Corp,etc,...),workshops and the practice of Instructional Rounds.

ACTUAL
 Teachers have done the described professional development.

Expenditures

BUDGETED
 Conference Registration
 Substitute Costs
 Travel Expenses
 Material
 3010 Title I \$21000
 Conference Registration
 Substitute Costs
 Travel Expenses
 Material
 0707 LCFF S/C \$16000

ESTIMATED ACTUAL
 Conference Registration
 Substitute Costs
 Travel Expenses
 Material
 3010 Title I \$21000
 Conference Registration
 Substitute Costs
 Travel Expenses
 Material
 0707 LCFF S/C \$16000

Action **2**

Actions/Services

PLANNED
 Supplemental Academic Support
 Provide additional support materials and programs to meet the needs of students. Provide before/after school support classes, PSAT, prep, ELPAC , English Language Proficiency Assessments for California, support classes, and intervention classes during school holidays.

ACTUAL
 We have offered and had many students attend the additional opportunities.
 During the February break 56 students attended intervention classes.
 During the March break 70 students attended intervention classes.

Expenditures

BUDGETED
 Extra duty for teachers to plan and teach the support classes.
 Extra duty paid to instructional assistants to help with student need during support classes.
 Materials
 3010 Title I \$12000
 Extra duty for teachers to plan and teach the support classes.
 Extra duty paid to instructional assistants to help with student need during support classes.
 Materials
 0707 LCFF S/C \$17000

ESTIMATED ACTUAL
 Extra duty for teachers to plan and teach the support classes.
 Extra duty paid to instructional assistants to help with student need during support classes.
 Materials
 3010 Title I \$12000
 Extra duty for teachers to plan and teach the support classes.
 Extra duty paid to instructional assistants to help with student need during support classes.
 Materials
 0707 LCFF S/C \$17000

Hire .5 FTE Intervention to plan and teach students who were identified through iReady Diagnostic tests as needing extra support in math and ELA. 3010 Title I \$20000

Action **3**

Actions/Services

PLANNED
 Library Materials
 Purchase additional materials for the library to be a supplemental resource for CSS and student engagement.

ACTUAL
 Additional materials were purchased for the library.

Expenditures

BUDGETED
 Books
 Technology
 Maker Space Materials
 3010 Title I \$5000

ESTIMATED ACTUAL
 Books
 Technology
 Maker Space Materials
 3010 Title I \$5000

Action **4**

Actions/Services

PLANNED
 Technology
 Purchase additional technology to supplement the needs of the 21st century classrooms

ACTUAL
 Purchased additional technology to supplement the needs of the 21st century classrooms

Expenditures

BUDGETED
 Purchase: computers, tablets, software, 3D printers, etc 3010 Title I \$12000

ESTIMATED ACTUAL
 Purchase: computers, tablets, software, 3D printers, etc 3010 Title I \$12000
 Purchased 10 iMac computers to meet the needs of the video production class 0707 LCFF S/C \$20000

Action **5**

Actions/Services

PLANNED
 Supplemental Services to English Learners
 Provide additional services through certificated and classified extra duty.

ACTUAL
 Provided additional services through certificated and classified extra duty.

Expenditures

BUDGETED
 Extra Duty: Certificated and Classified 3010 Title I \$3000
 Extra Duty: Certificated and Classified 0707 LCFF S/C \$18000

ESTIMATED ACTUAL
 Extra Duty: Certificated and Classified 3010 Title I \$3000
 Extra Duty: Certificated and Classified 0707 LCFF S/C \$18000

Action **6**

Actions/Services

PLANNED
 College and Career Readiness Promotion

ACTUAL
 Students at SGMS took trips to colleges, saw motivational speakers during assemblies, and we exposed to multiple

Possible expenses are: trips to colleges, bring in motivational speakers for assemblies, buy materials to promote college and career readiness

college and career readiness materials such as posters, pennants etc..

Expenditures

BUDGETED
 Extra Duty: Certificated & Classified
 Substitute teacher costs
 Student expenses...admission, etc
 Transportation
 3010 Title I \$16000
 Extra Duty: Certificated & Classified
 Substitute teacher costs
 Student expenses...admission, etc
 Transportation
 0707 LCFF S/C \$16000

ESTIMATED ACTUAL
 Extra Duty: Certificated & Classified
 Substitute teacher costs
 Student expenses...admission, etc
 Transportation
 3010 Title I \$16000
 Extra Duty: Certificated & Classified
 Substitute teacher costs
 Student expenses...admission, etc
 Transportation
 0707 LCFF S/C \$16000

Action **7**

Actions/Services

PLANNED
 Supplemental STEAM/CSS Support
 Provide students supplemental opportunities in STEAM activities such as LEGO Robotics, SeaPerch, NGSS Activities, etc,...

ACTUAL
 All students experienced multiple opportunities in STEAM activities such as LEGO Robotics, SeaPerch, NGSS Activities, etc,...

Expenditures

BUDGETED
 Extra Duty: Certificated & Classified
 Materials
 Supplies
 Transportation
 3010 Title I \$12000
 Extra Duty: Certificated & Classified
 Materials
 Supplies
 Transportation
 0707 LCFF S/C \$10000

ESTIMATED ACTUAL
 Extra Duty: Certificated & Classified
 Materials
 Supplies
 Transportation
 3010 Title I \$12000
 Extra Duty: Certificated & Classified
 Materials
 Supplies
 Transportation
 0707 LCFF S/C \$10000

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall the implementation of these actions/services were accomplished. Teachers were trained in AVID, iReady, NGSS, ELPAC, Standards Based Grading, etc.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.

The actions we took to meet this goal were successful. The success of these were realized through increased scores in iReady from Diagnostic #1 to Diagnostic #2 and in a reduction of suspensions while increasing attendance rates. We are teaching students AVID skills that will be useful to them as they navigate through high school, college and career. San Geronio Middle School was recognized in 2017-2018 as an AVID Site of Distinction which means we are meeting the requirements of a true AVID school. Only 28 out of 250 eligible schools in RIMS AVID received this honor. Over 80% of all staff have been trained in AVID instructional strategies.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in Budgeted and Estimated Actual expenditures include:

- * A part-time .5 FTE intervention was added in January 2018 to address the needs that we noticed through the iReady Diagnostic results. We had not originally planned to employ an intervention teacher.
- * iMac's were purchased for the video production class due to meet the needs of the class to meet industry standards.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the CA School Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Though the analysis of this goal we plan to continue:

- * AVID - school-wide AVID instruction, AVID training, and field-trips to colleges
- * Intervention teacher - .4 FTE intervention teacher to give extra support to students who demonstrate need through iReady Diagnostics
- * Professional development in the areas of instruction and culture/climate to improve staff skills to help students succeed
- * Continue offering STEAM and extra-curricular activities to students

We plan to add 3 periods of Co-plan/Co-teach content experts next year to help our staff be the best they can be. Our goal will be to release an exceptional ELA/SS teacher 1 period; an exceptional Math teacher 1 period, and an exceptional Science teacher 1 period. They will be expected to Co-plan/Co-teach with site teachers 2 times a month, conduct learning walks with peers once per week and have their classrooms open and welcoming to visitors who want to see high effective strategies in action.

Annual Update 2017-18 SPSA Year Reviewed: 2017-18

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Goal 3

DISTRICT GOAL:

Beaumont USD will provide an optimum learning and working environment by employing, developing, and retaining highly-qualified and diverse certificated, classified and substitute employees and maintaining the district facilities for the benefit of the students.

SITE GOAL:

Create an environment welcoming to all stakeholders in the educational process: parents, students, staff and the community at-large etc. SGMS will train staff in various areas (PBIS, AVID, Project Based Learning, etc.) to increase their skill-set to benefit our students.

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ANNUAL MEASURABLE OUTCOMES

EXPECTED

SITE:
SGMS will have a great feel, be clean, have great teachers, and teachers will have all the instructional supplies they need to teach our students.

ACTIONS / SERVICES

Action **1**

Actions/Services

PLANNED
Aesthetic improvements

ACTUAL
Aesthetic improvements
Trash Cans
Signage

Expenditures

BUDGETED
0000 LCFF Base \$6000

ESTIMATED ACTUAL
0000 LCFF Base \$6000

Action **2**

Actions/Services

PLANNED
Copiers Lease/Maintenance Agreement

ACTUAL
Copiers Lease/Maintenance Agreement

Expenditures

BUDGETED
0000 LCFF Base \$18000

ESTIMATED ACTUAL
0000 LCFF Base \$18000

Action **3**

Actions/Services

PLANNED
Instructional Supplies

ACTUAL
Instructional Supplies

Expenditures

BUDGETED
0000 LCFF Base \$41040

ESTIMATED ACTUAL
0000 LCFF Base \$41040

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The implementation of these actions has gone well. The school looks and feels clean. We have ample copy machines and instructional supplies.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.

The school feels and looks clean. We added signage and new trash cans to the site. We added a copy machine to room 110 so teachers would not have to walk so far to accomplish their tasks. Teachers are given all the necessary instructional supplies.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was no material differences between budgeted and estimated expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the CA School Dashboard, as applicable. Identify where those changes can be found in the SPSA.

We will continue with all actions in this goal.
We may have to remove a copier due to a lack of available rooms.

Stakeholder Engagement

SPSA Year

2018–19

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

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

SGMS staff consults on the SPSA at multiple settings. Here is a list:

1. SSC meets monthly. We discuss SPSA at every meeting. We evaluated the plan in September 2017 and again in April of 2018. ELAC is part of SSC so they hear the same information as SSC.
2. As Principal I meet monthly with various students (different student each month) to do what we call a "Culture Check." I share ideas from our SPSA with them and they give me input on how they think we are doing in implementation and they express what they feel needs to be addressed.
3. We have bi-monthly Student of the Month awards at 6pm. On those nights at 5pm we have "Refreshments with Administration" where we encourage parents to come talk with us about any concerns or ideas they may have.
4. Counselors do a monthly "Coffee with Counselors" where administration stops by and ask parents if they have ideas or concerns for SGMS and shares the SPSA draft.

IMPACT ON SPSA AND ANNUAL UPDATE

How did these stakeholders impact the SPSA for the upcoming year?

1. The stakeholders are critical in the direction the school takes with initiatives. One example is the idea that safety is at the very top of parents concerns therefore culture and climate become our 1st priority. With this input we had two student assemblies/trainings on how we treat each other, how we treat ourselves and how do we break down barriers that divide us.
2. "Culture checks" with students had a very positive impact on the SPSA. Monthly students would give the Principal insight into how they were feeling. One example is they expressed concern for safety in the restrooms. This lead to SSC to recommend additional security staff which allowed us to monitor the bathrooms more effectively.
3. "Refreshments with Administration" gave parents another avenue to communicate their concerns to administration. Safety and culture/climate is a priority for them. They support our efforts to have staff and students trained to better build our culture.
4. "Coffee with Counselors" is an event where counselors discuss topics that parents want information about such as middle school success, high school graduation requirements, paying for college, internet safety, etc.. Administration always stops by and asks parents if they have any concerns. Administration hears their concerns and brings those back to SSC meetings.

Goals, Actions, & Services 2018-19

[LCFF Evaluation Rubrics](#): Essential data to support completion of this SPSA. Please analyze the school’s full data set; specific links to the rubrics are also provided within the template.

<h2><u>Goal 1</u></h2>	DISTRICT GOAL: Beaumont USD will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont and the larger community.								
	SITE GOAL: Engagement: Increase student engagement in school activities, improve school climate and increase parental involvement.								
State and/or Local Priorities Addressed by this Goal	STATE	1	2	X 3	4	X 5	X 6	7	8
	COE	9	10						
Identified Need from the Annual Evaluation and Analysis	Increase student connectedness to school.								

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Suspension Rates	ALL: Green EL: Green FY: 17.2% - group is only 29 kids so not a subgroup so no color on dashboard HY: Blue SED: Green SWD: Yellow AA: Yellow H: Green W: Green Overall -17-18 suspension will be about 20 students	ALL: Maintain Green or Improve to BLUE EL: Maintain Green or Improve to BLUE FY: Reduce to 13% or less HY: Maintain BLUE SED: Maintain Green or Improve to BLUE SWD: Maintain Green or Improve to BLUE AA: Maintain Green or Improve to BLUE H: Maintain Green or Improve to BLUE W: Maintain Green or Improve to BLUE	ALL: Maintain Green or Improve to BLUE EL: Maintain Green or Improve to BLUE FY: Reduce to 12% or less HY: Maintain BLUE SED: Maintain Green or Improve to BLUE SWD: Maintain Green or Improve to BLUE AA: Maintain Green or Improve to BLUE H: Maintain Green or Improve to BLUE W: Maintain Green or Improve to BLUE	ALL: Maintain Green or Improve to BLUE EL: Maintain Green or Improve to BLUE FY: Reduce to 11% or less HY: Maintain BLUE SED: Maintain Green or Improve to BLUE SWD: Maintain Green or Improve to BLUE AA: Maintain Green or Improve to BLUE H: Maintain Green or Improve to BLUE W: Maintain Green or Improve to BLUE
Chronic Absenteeism Rate	ALL: 9.1% EL: 6.1% FY: 13.8% HY: 14.3%	ALL: Maintain less than 10% EL: Maintain less than 10% FY: Reduce to 11.5% or less HY: Reduce to 11% or less	ALL: Maintain less than 10% EL: Maintain less than 10% FY: Reduce to 10% or less HY: Reduce to 10% or less	ALL: Maintain less than 10% EL: Maintain less than 10% FY: Reduce to 10% or less HY: Reduce to 10% or less

	<p>SED: 10.2% SWD: 16.2% AA: 9.5% H: 8.7% W: 11.1%</p>	<p>SED: Maintain less than 10% SWD: Reduce to 12% or less AA: Maintain less than 10% H: Maintain less than 10% W: Maintain less than 10%</p>	<p>SED: Maintain less than 10% SWD: Reduce to 10% or less AA: Maintain less than 10% H: Maintain less than 10% W: Maintain less than 10%</p>	<p>SED: Maintain less than 10% SWD: Reduce to 10% or less AA: Maintain less than 10% H: Maintain less than 10% W: Maintain less than 10%</p>
Attendance Rates	<p>All Students: Reg Ed: 96.256% Spec Ed: 93.402% Overall: 96.167%</p> <p>White: Reg Ed: 95.847% Spec Ed: 94.218% Overall: 95.788%</p> <p>African American: Reg Ed: 96.369% Spec Ed: 89.244% Overall: 96.225%</p>	<p>All Students: Reg Ed: maintain Spec Ed: increase to 95% Overall: maintain</p> <p>White: Reg Ed: maintain Spec Ed: increase to 95% Overall: maintain</p> <p>African American: Reg Ed: maintain Spec Ed: increase to 93% Overall: maintain</p>	<p>All Students: Reg Ed: maintain Spec Ed: maintain Overall: maintain</p> <p>White: Reg Ed: maintain Spec Ed: maintain Overall: maintain</p> <p>African American: Reg Ed: maintain Spec Ed: increase to 95% Overall: maintain</p>	<p>All Students: Reg Ed: maintain Spec Ed: maintain Overall: maintain</p> <p>White: Reg Ed: maintain Spec Ed: maintain Overall: maintain</p> <p>African American: Reg Ed: maintain Spec Ed: maintain Overall: maintain</p>
CA Healthy Kids Survey	<p>Participation rate: 90% 10-15% of students do not feel connected at school or to any adult at school.</p>	<p>Participation rate: increase to 93% Reduce the number of students that do not feel connected at school or to any adult at school to less than 9%.</p>	<p>Participation rate: increase to 94% Reduce the number of students that do not feel connected at school or to any adult at school to less than 8%.</p>	<p>Participation rate: increase to 95% Reduce the number of students that do not feel connected at school or to any adult at school to less than 7%.</p>
Student Participation in School Activities beyond the school days	<p>50% of students participate in school activities outside of school day</p>	<p>Increase the number students participating in activities beyond the school to 65%</p>	<p>Increase the number students participating in activities beyond the school to 75%</p>	<p>Increase the number students participating in activities beyond the school to 85%</p>

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	X All	Students with Disabilities	[Specific Student Group(s)]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

ACTIONS/SERVICES

Extended learning opportunities for students
Provide extended learning opportunities for students, such as after school co-curricular clubs and activities, field trips, leadership, assemblies, academic competitions (SeaPerch, Robotics, Cadet Corp, Speech & Debate, etc.), drum-line consultant and athletics.

Principal

ongoing

\$30000 0707 LCFF S/C

Goals, Actions, & Services 2018-19

[LCFF Evaluation Rubrics](#): Essential data to support completion of this SPSA. Please analyze the school’s full data set; specific links to the rubrics are also provided within the template.

Goal 2

DISTRICT GOAL:

Beaumont USD will ensure a viable 21st century learning environment for all students that includes full access and success in CA State Standards & college and career preparatory courses.

SITE GOAL:

Implementation of CSS for all students. Provide access to College and Career Readiness opportunities and classes. Raise student achievement on all standardized assessments, including CAASPP and iReady. Increase the number of students that are college and career ready. Increase the reclassification rate for English Learners. Implement Standards Based Grading in ALL Core subjects in order to accurately communicate with student and parents regarding students academic acquisition of state standards.

State and/or Local Priorities Addressed by this Goal

STATE	1	X 2	3	X 4	X 5	6	X 7	X 8
COE	9	10						

Identified Need from the Annual Evaluation and Analysis

All student groups need to progress towards proficiency as measured by CAASPP and iReady.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
CAASPP results in ELA	ALL: Orange EL: Orange FY: only 8 students in group HY: 49.1 points below level 3 SED: Orange SWD: Red AA: Orange H: Orange W: Green	ALL: improve to Green EL: improve to Green FY: only 8 students in group HY: Improve to 30 points below level 3 SED: improve to Green SWD: improve to Yellow AA: improve to Green H: Improve to Green W: Maintain Green or Improve to BLUE	ALL: Maintain Green or Improve to BLUE EL: Maintain Green or Improve to BLUE FY: only 8 students in group HY: Improve to 20 points below level 3 SED: Maintain Green or Improve to BLUE SWD: improve to Green AA: Maintain Green or Improve to BLUE H: Maintain Green or Improve to BLUE W: Maintain Green or Improve to BLUE	ALL: Maintain Green or Improve to BLUE EL: Maintain Green or Improve to BLUE FY: only 8 students in group HY: Improve to 10 points below level 3 SED: Maintain Green or Improve to BLUE SWD: Maintain Green or Improve to BLUE AA: Maintain Green or Improve to BLUE H: Maintain Green or Improve to BLUE W: Maintain Green or Improve to BLUE

CAASPP results in Math	ALL: Orange EL: Yellow FY: only 8 students in group HY: 88.3 points below level 3 SED: Orange SWD: Red AA: Red H: Orange W: Orange	ALL: improve to Green EL: Maintain Green or Improve to BLUE FY: only 8 students in group HY: 70 points below level 3 SED: improve to Green SWD: improve to Yellow AA: improve to Yellow H: improve to Green W: improve to Green	ALL: Maintain Green or Improve to BLUE EL: Maintain Green or Improve to BLUE FY: only 8 students in group HY: 60 points below level 3 SED: Maintain Green or Improve to BLUE SWD: improve to Green AA: improve to Green H: Maintain Green or Improve to BLUE W: Maintain Green or Improve to BLUE	ALL: Maintain Green or Improve to BLUE EL: Maintain Green or Improve to BLUE FY: only 8 students in group HY: 50 points below level 3 SED: Maintain Green or Improve to BLUE SWD: Maintain Green or Improve to BLUE AA: Maintain Green or Improve to BLUE H: Maintain Green or Improve to BLUE W: Maintain Green or Improve to BLUE
English Learner Progress	Blue	maintain Blue	maintain Blue	maintain Blue
iReady Diagnostic #1, #2, & #3 in ELA & Math	Scaled Score from Diagnostic #1 to #2 Math: 6th grade: +12 7th grade: +12 8th grade: +11 ELA: 6th grade: +19 7th grade: +20 8th grade: +18	Scaled Score from Diagnostic #1 to #2 Math: 6th grade: +15 7th grade: +15 8th grade: +15 ELA: 6th grade: +20 7th grade: +20 8th grade: +20	Scaled Score from Diagnostic #1 to #2 Math: 6th grade: +15 7th grade: +15 8th grade: +15 ELA: 6th grade: +20 7th grade: +20 8th grade: +20	Scaled Score from Diagnostic #1 to #2 Math: 6th grade: +15 7th grade: +15 8th grade: +15 ELA: 6th grade: +20 7th grade: +20 8th grade: +20
AVID WICOR strategies in all classrooms	AVID WICOR in 60% of classrooms as measured by Learning Walks and documented in Progress Adviser	AVID WICOR in 70% of classrooms as measured by Learning Walks and documented in Progress Adviser	AVID WICOR in 75% of classrooms as measured by Learning Walks and documented in Progress Adviser	AVID WICOR in 80% of classrooms as measured by Learning Walks and documented in Progress Adviser
6th Grade U or F in all subjects	142 out of 420 6th graders received a F or U 1st semester = 33.8%	Improve failure rate for 6th graders to 30%	Improve failure rate for 6th graders to 25%	Improve failure rate for 6th graders to 20%
Implementation of new ELA and Math Curriculum	100% of ELA and Math classes will utilize new curriculum as measured through progress adviser walk throughs	100% of ELA and Math classes will utilize new curriculum as measured through progress adviser walk throughs	100% of ELA and Math classes will utilize new curriculum as measured through progress adviser walk throughs	100% of ELA and Math classes will utilize new curriculum as measured through progress adviser walk throughs

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	Students with Disabilities	<u>[Specific Student Group(s)]</u>
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
---------------------------------------	--	--	--

ACTIONS/SERVICES

Professional development opportunities will be provided to teachers, counselors, administrators, and support staff to increase knowledge and skills of CSS and NGSS. Activities include attending conferences (AVID, RCOE CSS, EL/LTEL, ELPAC, Cadet Corp,etc,...),workshops, release time for planning, and the practice of Instructional Rounds.	Principal	ongoing	\$25000 0707 LCFF S/C \$3254 3010 Title I
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Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	Students with Disabilities	<u>[Specific Student Group(s)]</u>
---------------------------------------	---	----------------------------	------------------------------------

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
---------------------------------------	--	--	--

ACTIONS/SERVICES

Supplemental Academic Support Provide additional support materials and programs to meet the needs of students.	Principal Asst. Principal	ongoing	\$9000 0707 LCFF S/C
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> Provide before/after school support classes, PSAT prep, ELPAC support classes, and intervention classes during school holidays.

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	Students with Disabilities	[Specific Student Group(s)]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
---------------------------------------	--	--	--

ACTIONS/SERVICES

Hire .4 FTE Intervention to plan and teach any students who were identified through iReady Diagnostic tests as needing extra support in math and ELA.

Principal
Assistant Principal
EL Coordinator

ongoing

\$29674 3010 Title I

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	Students with Disabilities	[Specific Student Group(s)]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> English Learners	Foster Youth	Low Income
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ACTIONS/SERVICES

Supplemental Services to English Learners
Provide additional services through certificated and classified extra duty.

Principal
Assistant Principal
EL Coordinator

ongoing

\$8000 3010 Title I

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	Students with Disabilities	<u>[Specific Student Group(s)]</u>
---------------------------------------	---	----------------------------	------------------------------------

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
---------------------------------------	--	--	--

ACTIONS/SERVICES

<p>Hire .4 FTE Co-plan/Co-teach content experts next year to work with staff. Our goal will be to release an exceptional ELA/SS teacher 1 period; an exceptional Math teacher 1 period, and pay an exceptional Science teacher 3 extra duty hours per week to work Science teachers during their prep time. They will be expected to Co-plan/Co-teach with site teachers 2 times a month, conduct learning walks with peers once per week and have their classrooms open and welcoming to visitors who want to see high effective strategies in action.</p>	<p>Principal</p>	<p>ongoing</p>	<p>\$51290 3010 Title I</p>
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Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	Students with Disabilities	<u>[Specific Student Group(s)]</u>
---------------------------------------	---	----------------------------	------------------------------------

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
---------------------------------------	--	--	--

ACTIONS/SERVICES

<p>College and Career Readiness Promotion Possible expenses are: trips to colleges, bring in motivational speakers for assemblies, buy</p>	<p>Principal</p>	<p>ongoing</p>	<p>\$10000 3010 Title I 6000 0707 LCFF S/C</p>
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materials to promote college and career readiness.

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All

Students with Disabilities

[\[Specific Student Group\(s\)\]](#)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners

Foster Youth

Low Income

ACTIONS/SERVICES

Supplemental STEAM/CSS Support

Principal

ongoing

\$25000 0707 LCFF S/C

Provide students supplemental opportunities in STEAM activities such as LEGO Robotics, SeaPerch, NGSS Activities, etc,...

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All

Students with Disabilities

[\[Specific Student Group\(s\)\]](#)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners

Foster Youth

Low Income

ACTIONS/SERVICES

Technology

Principal

ongoing

\$5000 3010 Title I

Purchase additional technology to supplement the needs of the 21st century classrooms

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	Students with Disabilities	<u>[Specific Student Group(s)]</u>
---------------------------------------	---	----------------------------	------------------------------------

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
---------------------------------------	--	--	--

ACTIONS/SERVICES

Library Materials
 Purchase additional materials
 for the library to be a
 supplemental resource for
 CSS and student engagement.

\$2500 3010 Title I

Goals, Actions, & Services 2018-19

LCFF Evaluation Rubrics: Essential data to support completion of this SPSA. Please analyze the school's full data set; specific links to the rubrics are also provided within the template.

Goal 3

DISTRICT GOAL:

Beaumont USD will provide an optimum learning and working environment by employing, developing, and retaining highly-qualified and diverse certificated, classified and substitute employees and maintaining the district facilities for the benefit of the students.

SITE GOAL:

Create an environment welcoming to all stakeholders in the educational process: parents, students, staff and the community at-large etc. SGMS will train staff in various areas (PBIS, AVID, PBL, etc.) to increase their skill-set to benefit our students.

State and/or Local Priorities Addressed by this Goal

STATE	X	1	2	3	4	5	6	7	8
COE		9	10						

Identified Need from the Annual Evaluation and Analysis

Hire the best staff for all positions at our school and to keep the campus clean and inviting.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2018-19

2019-20

2020-21

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

X All

Students with Disabilities

[Specific Student Group(s)]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

X English Learners

X Foster Youth

X Low Income

ACTIONS/SERVICES

All pupils have required instructional materials

Principal

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All

Students with Disabilities

[\[Specific Student Group\(s\)\]](#)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners

Foster Youth

Low Income

ACTIONS/SERVICES

Site is maintained in good repair

Principal
Maintenance & Operations

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All

Students with Disabilities

[\[Specific Student Group\(s\)\]](#)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners

Foster Youth

Low Income

ACTIONS/SERVICES

Teachers have the required credentials and are assigned appropriately

Human resources

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in

SCHOOL GOAL #1:

Engagement: Increase student engagement in school activities, improve school climate and increase parental involvement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Allocate the school's Parent and Family Engagement Reservation to support the district-wide Parent Academies.	Ongoing	Coordinator of Parent Engagement and Expanded Learning	Parent Academy		Title I	2000

SAN GORGONIO MIDDLE SCHOOL PARENT, STUDENT, STAFF PLEDGE

(School-Parent-Student Compact)

Staff Section

We understand the importance of the school experience to every student and our role as educators and models. Therefore, we agree to carry out the following responsibilities to the best of our ability.

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the state standards.
- Teach approved grade level skills and concepts
- Strive to address the individual needs of your student
- Communicate with you regarding your student's progress
- Provide a safe, positive and healthy learning environment for your student
- Communicate homework and class work expectations
- Provide appropriate work for extended absences
- _____

* * * * *

Student Section

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability.

- Get to class on time every day, prepared with all necessary materials
- Record assignments daily
- Complete homework and classwork on time
- Be responsible for my own behavior
- Be a cooperative learner
- Ask for help when needed
- _____

* * * * *

Parent Section

I understand that my participation in my student's education will help his/her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability.

- Encourage my student to complete his/her homework/classwork
- Review all school communications and the weekly assignment calendar
- Attend Back to School Event and other school events.
- Encourage my student to engage in reading activities for at least 15 minutes each day
- Provide a quiet place/time for my student to do homework
- Make sure my student gets adequate sleep and has a healthy diet
- Support the school's/district's homework, discipline and attendance policies
- Request work from the school in the event of extended absence
- Assume the primary responsibility of communicating with teacher
- _____

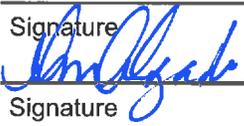
SSC Approved



Recommendations and Assurances

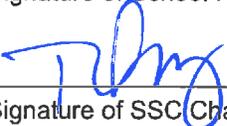
The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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 May 3, 2018.

Attested:

<u>Drew Scherrer</u>		<u>5/3/18</u>
Typed Name of School Principal	Signature of School Principal	Date
<u>Tiffany Meis</u>		<u>5.3.18</u>
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Title I School-Level Parental Involvement Policy San Gorgonio Middle School

San Gorgonio Middle School has developed a written Title I parental involvement policy with input from Title I parents. San Gorgonio Middle School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its schoolwide plan:

- San Gorgonio's School Site Council, including parents, students, and school staff members, will provide ongoing evaluation and implement updates to the School Parental Involvement Policy.
- San Gorgonio's counseling team will hold monthly Coffee with the Counselors to discuss various topics of interest to parents including the parental-involvement policy.

The policy was distributed in the following ways:

- copies sent home with students
- placed on the school website
- sent digitally through PeachJar.

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at San Gorgonio Middle School, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
 - San Gorgonio Middle School will inform parents of the following at its annual Back to School Night meeting
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
 - Coffee with Counselors scheduled in mornings, monthly
 - Refreshments with Principal's scheduled in afternoon
 - Parent information meetings in evening
 - SCC is after school @ 3:15
 - Back to School/Open House in Evening
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review*, and improvement of the school's Title I programs and the Title I parental involvement policy.**
 - Annually the Title 1 plan and parental involvement policy will be reviewed and updated at the 1st SSC meeting of the year and reviewed at least twice once in the Winter and in the Spring during SSC
- The school provides parents of Title I students with timely information about Title I programs. Parents notified via:
 - Hard copies sent home

- School website
- sent digitally through PeachJar.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
 - San Gorgonio Middle School communicate this information at our annual Back to School Night meeting and in regular mailings or via the school website as applicable.
- 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. San Gorgonio will provide the following opportunities for parents to participate:
 - Coffee with Counselors scheduled in mornings, monthly
 - Refreshments with Principal's scheduled in afternoon
 - Parent information meetings in evening
 - SCC is after school @ 3:15

*It may be helpful to include the parental involvement policy review in the annual review of the Single Plan for Student Achievement.

**The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318 Section 1118(c)(3)]

School-Parent Compact

San Gorgonio Middle 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
 - Annually the school-parent compact will be reviewed and updated at the 1st SSC meeting of the year and reviewed at least twice once in the Winter and in the Spring during SSC. Parents will receive the school-parent compact via:
 - Hard copies sent home

- School website
- Sent digitally through PeachJar

Building Capacity for Involvement

San Gorgonio Middle 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.
 - Coffee with Counselors scheduled in mornings, monthly
 - Refreshments with Principal's scheduled in afternoon
 - Parent information meetings in evening
 - SCC is after school @ 3:15
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
 - Coffee with Counselors scheduled in mornings, monthly
 - Refreshments with Principal's scheduled in afternoon
 - Parent information meetings in evening
 - SCC is after school @ 3:15
- 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.
 - Professional Development will be provided to all staff at our 1st staff meeting of the school year
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
 - In cooperation with district programs, provide periodic workshops for parents, including internet safety, personal safety, and parenting exceptional learners.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
 - All information provided to students and families will be translated into languages they can understand. Translation will happen on site or through a translation service.
- The school provides support for parental involvement activities requested by Title I parents.
 - Continuing to encourage parental volunteering at San Gorgonio both in the classroom and at extracurricular activities.

Accessibility

San Gorgonio Middle 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 information provided to students and families will be translated into languages they can understand. Translation will happen on site or through a translation service.

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the San Gorgonio School Site Council.

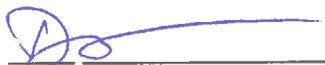
This policy was adopted by San Gorgonio Middle School's School Site Council and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children and to the community on or before September 30, 2017. San Gorgonio Middle School's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

I can verify that this plan has been reviewed and approved by the School Site Council.



SSC Chairperson

9.7.17
Date



Principal

9-7-17
Date