

# The School Plan for Student Achievement

**School:** McClellan High School  
**CDS Code:** 34 73973 3430451  
**District:** Center Joint Unified School District  
**Principal:** David L. French  
**Revision Date:** May, 2018

The School 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 .**

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## School Vision and Mission

### McClellan High School's Vision and Mission Statements

**Mission:** McClellan students will achieve academic and personal success and become responsible, productive citizens. They will develop knowledge and skills that will prepare them for success in a variety of post-graduation options in their adult lives.

**Motto:** Developing integrity, responsibility, and respect - for now and for the future.

**Vision:** The staff of McClellan High School commits to the following vision for our school and ourselves:

- We will develop and maintain a safe, nurturing family environment, supporting our diverse population of staff and students.
- We will build positive connections with students to help them achieve independence and success academically, socially, physically, and emotionally.
- We will provide challenging, engaging academic courses based on current standards and focused on student learning.
- We will provide a variety of extracurricular opportunities, facilitating student connection to school and student growth.
- We will direct students to a broad variety of post-graduation options, and we will equip them with the knowledge and skills they need to achieve success.
- We will be highly qualified in our positions, continuously learning and improving our skills.

## School Profile

### School Profile

McClellan High School is a continuation school, serving students in the 10th through 12th grades. Students typically come to McClellan when they become too deficient in credits to graduate by the end of their senior year.

McClellan High School operates on a trimester system, allowing students to earn 90 or more credits a year, in contrast to students at comprehensive high schools, who are able to earn only 60-80 credits a year.

McClellan High School has 4 teachers (math, English, science, and social studies/history), all of whom teach at least one elective course in addition to their core classes. McClellan also has one part-time counselor, a school secretary, an attendance clerk, a custodian, a campus monitor, and a principal. The district independent study program is housed at McClellan, and the independent study teacher also teaches a class for the high school. In addition to the high school program, the district also houses an inclusion preschool at the McClellan site, combining a special needs preschool program with a parent preschool cooperative, and the district's adult education program also uses a classroom at the McClellan campus for online GED and high school diploma programs.

Enrollment at McClellan High School is capped at 100 students, allowing the regular teaching staff of 4 to see a maximum of 25 students in a class. While we have had up to 100 students, typical enrollment at any one time is 80-90 students. Demographic breakdowns of our population are found later in this document.

Students are scheduled into classes based on need, not on grade level, so classes contain students at different grade levels. Teachers at McClellan High School adapt their curriculum to meet the needs of students at all levels of achievement, providing any needed remediation while working to bring students up to grade-level standards in math, English, social studies/history, science, and electives.

McClellan High School has a somewhat fluid population of students. Many come to the school as sophomores and remain through graduation, but a large portion also come in their junior or senior years. Due to challenges outside the school system, students' families may be somewhat transient, and so a portion of our population moves away from our school each year. Because students are making up credits faster than they could at a traditional high school, many finish their requirements and graduate prior to the end of the year.

Our focus at McClellan has always been to work together as a "family", helping students develop integrity, responsibility, and respect, as well as confidence in their own abilities. Our aim is not only to facilitate students earning a high school diploma, but also to prepare them for a successful life after high school.

## Comprehensive Needs Assessment Components

### Data Analysis

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

### Surveys

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

We have sent surveys to parents to confirm contact information, find best ways to contact families, and to get feedback on possible activities that would generate more parental involvement. In general, parents are best contacted through email or personal phone call. They are interested in activities that allow them to visit school and eat with their children. We will administer safety surveys to staff, students, and parents during the school year.

### Classroom Observations

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

The staff at McClellan High School is committed to continuous improvement of teaching and learning. To this end, the principal makes walk-through observations of each class at least twice each six-week grading period and provides both oral and written feedback to teachers about what is working well and what could be made better. District administrative staff also visit classrooms on a monthly basis and discuss these observations with the principal. Overall, observations bear out that students are at or progressing toward grade-level standards in all classes, and that teachers in all classes present clear, standards-based objectives, use clear routines to present material, and give a variety of assignments to facilitate learning.

### Analysis of Current Instructional Program

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

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

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

### Standards, Assessment, and Accountability

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

Teachers are informed of state assessment results when they become available. Teachers are also offered professional development opportunities to modify instruction and improve student performance on state assessments.

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

Teachers modify instruction based on student achievement and progress on curricular assessments. Data from schoolwide assessments in English and math is used to assess student abilities and place students in support classes when indicated. Data from these assessments also is used to monitor student progress and to exit students from support programs.

## Staffing and Professional Development

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

All teachers at McClellan High School meet the requirements for highly qualified staff and are well-experienced in working with credit-deficient students.

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

All teachers are adequately credentialed. Our English teacher has piloted and implemented a variety of board-approved programs. Our math teacher has worked with other district teachers to utilize the instructional materials available for our students. Our history and science teachers have utilized board-approved materials for their courses for many years. All staff are encouraged to attend professional development opportunities on their own, and funding is provided from appropriate sources to reimburse staff for costs of training and travel.

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

Teachers give input on professional development needs, and the principal develops a school plan for professional development that aligns to content standards, reflects teacher requests and addresses needs revealed in classroom observations and student performance needs. Teachers are also encouraged to pursue professional development opportunities individually, and funding is provided for the costs of these trainings.

McClellan High School certificated staff is developing as a Professional Learning Community with the aim of improving student learning in all classes. Our PLC team will evaluate student learning and work together to refine and improve instruction, curriculum, and assessment. The PLC process will also give direction on professional development.

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

As noted above, certificated staff at McClellan is engaging in the PLC process with the aim of improving student learning. This will include staff coaching each other and the use of outside sources when needed. Administration regularly forwards articles on effective teaching practices and announcements of professional development opportunities to staff.

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

McClellan High School has only one teacher per subject area, so collaboration is done across curricular areas and grade levels. Our staff laid the groundwork for a Professional Learning Community in the spring of 2018. We will continue this effort, building our guidelines and capacity for collaboration, so that we may examine and give input to improve each other's instruction, curriculum, and assessment.

## Teaching and Learning

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

All curriculum is aligned to state standards for each subject area. Students are tested in literacy through the Achieve 3000 program, and in mathematical ability through the NWEA Measures of Academic Progress program. Results from these tests will be used to place students in support classes when appropriate, and will inform instruction.

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

N/A - McClellan High School has only grades 10-12.

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

N/A - McClellan High School has only grades 10-12.

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

All students have access to appropriate, standards-based materials. Much of our curriculum is delivered online, and students can access this both at school and at home. Students are given access to text-based materials at school and are allowed to take copies home when needed.

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

Core and intervention course materials are aligned to state standards and use SBE-adopted materials. Courses are designed to allow students to meet grade-level state standards.

Opportunity and Equal Educational Access

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

The regular program at McClellan High School is designed to help previously under-performing students reach grade-level standards. Applied Math and Applied English courses are provided to help very low-skilled students perform at appropriate grade levels in math and English. Students needing additional time to keep up with classes may be assigned to Success class, where they are given time and teacher support to complete work for their classes.

14. Research-based educational practices to raise student achievement

McClellan High School teachers implement research-based practices to raise student achievement. In prior years, staff received training and coaching on High Quality First Instruction and Depth of Knowledge lesson design, and staff will begin collaboration to create and revise lessons this year as well.

Parental Involvement

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

McClellan administration and staff communicate with parents regularly regarding grades, attendance, and student performance. We utilize parent volunteers, vetted through our district transportation office, for driving students to athletic and other extra-curricular events. Our counselor and staff recruit guest speakers whenever possible to address our students on a wide range of topics, from college and career planning to healthy living and thinking principles. We also invite representatives from the military branches and from local colleges and training institutions to come to campus to inform students of possible future choices.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Our school site council is comprised of classified and certificated staff, parents, and students plans, implements, and evaluates use of funds through the Single Plan for Student Achievement and our Schoolwide Title One Plan.

## Funding

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

Title One funds are used to provide additional curriculum and support for students and professional development for staff to facilitate bringing all students to grade-level standards. This has included purchase and implementation of technology, purchase and implementation of curriculum to assess and support student learning, and professional development for staff. Title One funds are also used to provide extra hours for our counselor to support students in meeting graduation requirements and in support of our Get Focused, Stay Focused program. This program, comprised of an elective class assigned to all 10th grade students and follow-up modules for 11th & 12th grade students, facilitates students creating and updating a plan for the next 10 years of their lives. It has been funded through a grant administered through the Los Rios Community College District providing curricular materials and training for the course instructor and counselor. Lottery funds are used to purchase appropriate curriculum and instructional supplies for students. The district provides funds for textbook replacement when needed. The district also provides a visiting resource teacher to support our few students who have an IEP. Additionally, district psychologists, behaviorists, and other personnel are available to assess and evaluate students identified as potentially needing extra intervention to reach grade-level academic and behavioral standards.

### 18. Fiscal support (EPC)

Our Title One Schoolwide Plan and Single Plan for Student Achievement describe the goals and uses of funds. Expenditure of these funds is subject to approval from our School Site Council and district governance.

## **Description of Barriers and Related School Goals**

Our comprehensive needs assessment revealed four areas to target for improvement: English, math, overall GPA, and attendance. Scores from CAASPP testing, student grades and credit completion rates, and various on-site assessments reveal a need to raise the percentage of students meeting or exceeding grade-level standards in English and math. Low percentages of students earning a GPA of 2.00 or higher show a need to increase support for students to raise their grade point averages. Average attendance rates and habitual truancy rates indicate a need for strategies to improve attendance for McClellan High School Students.

To facilitate students achieving greater success in English, our school goals call for continuing several strategies. The ELA teacher, counselor, and principal work together to identify students with deficiencies in ELA. We are utilizing Achieve 3000 to test all students' literacy abilities. Students who are significantly behind grade level, based on teacher recommendation and test data are placed in an Applied English course, where work is scaffolded to allow students to achieve grade-level standards in their work. Working toward improved student learning in math follows the same guidelines. The math teacher, counselor, and principal work together to identify students needing more support in math. We are using the NWEA MAP testing program to assess math abilities in students still needing math credits. Students found to be significantly below grade level are placed in an Applied Math class and given scaffolded work that allows them to achieve grade-level standards in math. As noted above, all staff are encouraged to attend professional development opportunities.

We are taking several steps to increase students' overall GPA. Beginning 2 weeks into each grading period, teachers note students with grades below 70% on our "At-Risk List". Families of these students receive at least one phone call a week, informing them of their children's low grades. Teachers also may bring students in at lunch or assign before/after school detention to give them time to make up work. We change our schedule during the middle week of each grading period and at the last week of each grading period to allow an hour-long study hall for students with grades below 70% to make up work. Students whose grades are all above 70% are rewarded with a movie and refreshments during this time. Students with grades of 70% and above in all classes are also entered into a raffle each week for prizes. Students who fail two or more classes in one grading period are given only 4 classes the following grading period, allowing them to focus on fewer assignments and have more chance to succeed. If they pass all 4 classes, they are restored to a 6-period schedule. The counselor may also schedule struggling students into a Success class, which gives them a study hall period to keep up with work in other classes. Several staff meetings each grading period are devoted to discussing student concerns and student successes. For students who are struggling, staff brainstorm strategies to help them succeed. For students who are doing well, staff recognizes their achievements, writing comments on "Soaring Eagle Award" certificates that are then given to the students during classes. We also recognize student success at honor roll assemblies, held after the end of each grading period. Students who have earned a 3.00 GPA and above are given awards and prizes. We also facilitate field trips to area colleges and bring in guest speakers to address post-high school plans with students. Additionally, our counselor and principal work with individual students to discern and overcome obstacles impeding their achievement of graduation requirements.

In order to improve attendance, our attendance secretary tracks student truanancies and mails notifications and schedules SART meetings with students who have 6 or more truanancies. Students who continue to be truant can be referred to the SARB process in our district. Our attendance secretary also makes direct calls to parents regarding student absences. Students with excellent attendance are recognized weekly with prizes and entries into a raffle. Students who maintain excellent attendance throughout the grading period are recognized with certificates and prizes at our honor roll assemblies.

After completing a FIA (Fidelity Integrity Assessment) review, staff identified two target areas for improvement during the 2017-2018 school year. A lack of parental engagement with the school and with students' education is a barrier to student attendance, achievement, and discipline. One goal is to find more effective ways to communicate with parents. In conjunction with meeting that goal, we want to compile further data to give a more accurate picture of the extent of parental involvement and engagement with their children's education. To this end, we sent home surveys to parents regarding best means of communication and activities in which they may be interested. We used parent responses to improve communication with those families who responded.

The second barrier identified through the FIA process is a lack of subjective data on student achievement. Our goals here are simple: to develop or find and implement assessments in core curricular areas that will give an accurate picture of student achievement at multiple times during the year. Such data will form the basis for decisions about changes in instruction, curriculum, and student placement. As noted above, we have purchased and are implementing programs to assess student abilities and progress in English and math, and we are using this data to place students in need of support into math and English classes designed to bring them up to grade level. In social studies and science, teachers are using curriculum-embedded assessments to gather data. These assessments will give information on the effectiveness of our instruction and curriculum in these subjects.

For 2018-2019, we will continue the FIA process, evaluating our progress on the above-mentioned goals and determining our focus goals for the school year.



## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	41	38	37	31	35	34	31	35	34	75.6	92.1	91.9
All Grades	41	38	37	31	35	34	31	35	34	75.6	92.1	91.9

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2503.5	2493.7	2528.9	0	0.00	8.82	16	17.14	20.59	26	31.43	38.24	58	51.43	32.35
All Grades	N/A	N/A	N/A	0	0.00	8.82	16	17.14	20.59	26	31.43	38.24	58	51.43	32.35

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	3	8.57	20.59	45	45.71	44.12	52	45.71	35.29
All Grades	3	8.57	20.59	45	45.71	44.12	52	45.71	35.29

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	6	2.86	11.76	42	22.86	35.29	52	74.29	52.94
All Grades	6	2.86	11.76	42	22.86	35.29	52	74.29	52.94

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	6	2.86	14.71	58	74.29	58.82	35	22.86	26.47
All Grades	6	2.86	14.71	58	74.29	58.82	35	22.86	26.47

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	3	0.00	5.88	65	37.14	55.88	32	62.86	38.24
All Grades	3	0.00	5.88	65	37.14	55.88	32	62.86	38.24

**Conclusions based on this data:**

1. 1. McClellan High School students perform well below the state and district averages in ELA on the CAASPP Test. Our students do perform at the same level or better than students in similar continuation settings throughout the Sacramento area. We see a compelling need to take steps to raise our students to grade-level abilities in ELA. We are taking several steps, outlined below, to support our students in reaching grade-level achievement in ELA.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	41	38	37	31	35	34	31	35	34	75.6	92.1	91.9
All Grades	41	38	37	31	35	34	31	35	34	75.6	92.1	91.9

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2475.4	2459.1	2461.0	0	0.00	0.00	0	0.00	0.00	13	14.29	11.76	87	85.71	88.24
All Grades	N/A	N/A	N/A	0	0.00	0.00	0	0.00	0.00	13	14.29	11.76	87	85.71	88.24

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	0.00	0.00	13	5.71	5.88	87	94.29	94.12
All Grades	0	0.00	0.00	13	5.71	5.88	87	94.29	94.12

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	0.00	0.00	39	37.14	32.35	61	62.86	67.65
All Grades	0	0.00	0.00	39	37.14	32.35	61	62.86	67.65

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	0.00	0.00	48	45.71	58.82	52	54.29	41.18
All Grades	0	0.00	0.00	48	45.71	58.82	52	54.29	41.18

**Conclusions based on this data:**

1. McClellan High School students perform well below the state and district averages in math on the CAASPP Test. Our students do perform at the same level or better than students in similar continuation settings throughout the Sacramento area. We see a compelling need to take steps to raise our students to grade-level abilities in math. We are taking several steps, outlined below, to support our students in reaching grade-level achievement in math.

## School and Student Performance Data

### ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

### Conclusions based on this data:

1.

## Planned Improvements in Student Performance

### School Goal #1

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

<b>SUBJECT: English</b>
<b>LEA/LCAP GOAL:</b>
Center JUSD students will be challenged and supported to achieve academic success in a clean, safe environment through Multi-Tiered Systems of Support (MTSS).
<b>SCHOOL GOAL #1:</b>
English/Language Arts - For the 2018-2019 school year, we will use data from last year's SBAC/CAASPP, schoolwide English assessments, and student grade and credit data to place students in English intervention classes designed to raise the percentage of students meeting and/or exceeding grade-level Common Core English Language Arts Standards.
<b>Data Used to Form this Goal:</b>
Spring 2017 CAASPP results Achieve 3000 English assessments results Student grades and credit completion rates Publisher-created assessments from adopted curriculum in English classes Writing samples and teacher-created assessments generated at MHS
<b>Findings from the Analysis of this Data:</b>
Overall 2017 CAASPP results for 11th grade McClellan students show 17% meeting or exceeding the standard ELA achievement level. This breaks down to the following 4 claims areas assessed by the CAASPP: <ul style="list-style-type: none"><li>• Reading – 55% near, at, or exceeding standard</li><li>• Writing – 26% near, at, or exceeding standard</li><li>• Listening – 77% near, at, or exceeding standard</li><li>• Research/Inquiry – 37% near, at, or exceeding standard</li></ul> Analysis of student grades identified 10 current students who had failed English classes 2 or more times in past years.  Analysis of student credit completion rates identified 14 current students who had failed to complete 22% or more of the credits they had attempted.  Current classroom assignments show that students have knowledge of the basic skills for English / Language Arts (basic grammar, spelling, punctuation, sentence structure, reading comprehension, writing, etc.) Students do struggle with more complex topics such as writing complex sentences, supporting writing with evidence, text dependent questioning, reading more complex writings (those with a higher lexicon level), and writing higher level essays.

**How the School will Evaluate the Progress of this Goal:**

Daily, weekly, and at the end of each trimester, students will be monitored and evaluated for progress towards meeting or exceeding Common Core ELA Standards. Achieve 3000 assessment test will be administered to all students at least 3 times during the school year: September, January, and May. Students are assessed formally and informally throughout their English classes. 11th grade students take the CAASPP tests in April/May.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Enroll identified students in Applied English classes for additional instruction to bring them up to grade level standards <ul style="list-style-type: none"> <li>English teacher will test all students with Achieve 3000 program to identify students needing additional support to bring them to grade level standards</li> <li>Identified students will be enrolled in Applied English class</li> <li>Utilize appropriate English intervention strategies/materials for at-risk students</li> <li>Implement other English interventions and supports to meet at-risk students' needs</li> </ul>	August 2018-May 2019	English teacher Principal Counselor	English Teacher (costs included in total teacher expenditures below)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Principal	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	100,558
			Counselor	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	27,286
			Counselor	1000-1999: Certificated Personnel Salaries	Title I	10,422
			Principal and Counselor taxes and health benefits	3000-3999: Employee Benefits	LCFF - Supplemental	39,269
			Counselor taxes	3000-3999: Employee Benefits	Title I	2,032

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Engage in professional development activities to support student achievement <ul style="list-style-type: none"> <li>School staff are encouraged to seek out professional development opportunities related to improving student achievement.</li> <li>Principal will review these for appropriate connection with school goals before approving.</li> </ul>	August 2018-May 2019	Principal Teachers Classified Staff Counselor	Principal (Costs noted above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Teachers	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	410,202
			Classified staff	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	124,964
			Counselor (Costs noted above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Counselor (Costs noted above)	1000-1999: Certificated Personnel Salaries	Title I	0
			Professional development activities	5800: Professional/Consulting Services And Operating Expenditures	Title I	3000
			Substitutes for teachers (Costs included in total for Professional development activities above)	1000-1999: Certificated Personnel Salaries	Title I	0
			Classified staff taxes & health benefits	3000-3999: Employee Benefits	LCFF - Supplemental	62,068
			Certificated staff taxes & health benefits	3000-3999: Employee Benefits	LCFF - Supplemental	148,326



## Planned Improvements in Student Performance

### School Goal #2

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

<b>SUBJECT: Mathematics</b>
<b>LEA/LCAP GOAL:</b>
Center JUSD students will be challenged and supported to achieve academic success in a clean, safe environment through Multi-Tiered Systems of Support (MTSS) actions and services.
<b>SCHOOL GOAL #2:</b>
Math - For the 2018-2019 school year, we will use data from last year's SBAC/CAASPP, schoolwide math assessments, and student grade and credit data to place students in math intervention classes designed to raise the percentage of students meeting and/or exceeding grade-level Common Core Math Standards.
<b>Data Used to Form this Goal:</b>
Spring 2017 CAASPP Results Student grades and credit completion rates NWEA/MAP Assessment in mathematics Publisher-created assessments from Pearson, Prentice Hall, Glencoe, CPM Teacher-created assessments generated at MHS Other assessment tools selected during the school year
<b>Findings from the Analysis of this Data:</b>
Overall 2017 CAASPP results for 11th grade McClellan students show 0% meeting or exceeding the standard math achievement level. This breaks down to the following 4 claims areas assessed by the CAASPP: <ul style="list-style-type: none"><li>• Concepts and Procedures – 6% near, at, or exceeding standard</li><li>• Problem Solving &amp; Modeling/Data Analysis – 37% near, at, or exceeding standard</li><li>• Communicating Reasoning – 46% near, at, or exceeding standard</li></ul> Analysis of student grades identified 11 current students who had failed math classes 2 or more times in past years.  Analysis of student credit completion rates identified 14 current students who had failed to complete 22% or more of the credits they had attempted.  Current classroom assignments show that students have a satisfactory level of understanding of basic math operations (addition, subtraction, multiplication, & division), although they lack automaticity in calculations. Students struggle carrying out multiple-step math problems and retaining the rules necessary to justify the steps they use to solve these problems involving proportions, single-variable equations, x/y coordinates on a plane, and inequalities.

**How the School will Evaluate the Progress of this Goal:**

Daily, weekly, and at the end of each trimester, students will be monitored and evaluated for progress towards meeting or exceeding Common Core Math Standards NWEA/MAP Assessment will be administered to all students 3 times during the school year: August, January, and May.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Enroll identified students in Applied Math class for additional instruction to bring them up to grade level standards <ul style="list-style-type: none"> <li>Math teacher will use NWEA/MAP testing to identify students needing additional support to bring them to grade level standards</li> <li>Identified students will be enrolled in Applied Math class</li> <li>Utilize appropriate math intervention strategies/materials for at-risk students</li> <li>Implement other math interventions and supports to meet at-risk students' needs</li> </ul>	August 2018-May 2019	Math Teacher Principal Counselor	Math Teacher (costs included in total teacher expenditures in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Principal (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Counselor (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Counselor (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	Title I	0
			Certificated staff taxes and health benefits (Costs noted in Goal #1 above)	3000-3999: Employee Benefits	LCFF - Supplemental	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Engage in professional development activities to support student achievement <ul style="list-style-type: none"> <li>School staff are encouraged to seek out professional development opportunities related to improving student achievement.</li> <li>Principal will review these for appropriate connection with school goals before approving.</li> </ul>	August 2018-May 2019	Principal Teachers Classified Staff Counselor	Principal (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Teachers (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Counselor (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Counselor (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	Title I	0
			Certificated Staff Taxes and Health Benefits (Costs noted in Goal #1 above)	3000-3999: Employee Benefits	LCFF - Supplemental	0
			Substitutes for Teachers (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	Title I	0
			Classified Staff (Costs noted in Goal #1 above)	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	0
			Classified staff taxes and health benefits (Costs noted in Goal #1 above)	3000-3999: Employee Benefits	LCFF - Supplemental	0
			Professional development activities (Costs noted in Goal #1 above)	5800: Professional/Consulting Services And Operating Expenditures	Title I	0

## Planned Improvements in Student Performance

### School Goal #3

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

<b>SUBJECT: Grade Point Average (GPA)</b>
<b>LEA/LCAP GOAL:</b>
Center JUSD students will be challenged and supported to achieve academic success in a clean, safe environment through Multi-Tiered Systems of Support (MTSS) actions and services.
<b>SCHOOL GOAL #3:</b>
GPA - 70% students will earn 2.00 or higher cumulative GPA at the end of each trimester.
<b>Data Used to Form this Goal:</b>
Site GPA records from school years 2012-13, 2013-14, 2014-15, 2016-17, 2017-18
<b>Findings from the Analysis of this Data:</b>
2013-2014 – 71% above 2.00 GPA 2014-2015 – 55% above 2.00 GPA 2015-2016 – 47% above 2.00 GPA 2016-2017 – 43% above 2.00 GPA 2017-2018 – 50% above 2.00 GPA (through trimester 3A)
<b>How the School will Evaluate the Progress of this Goal:</b>
Each trimester, school will analyze GPA data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Beginning two weeks into each grading period, teachers will note students below 70% on a D/F list. This is updated weekly.	August 2018-May 2019	Teachers	Teachers (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Certificated staff taxes & benefits (Costs noted in Goal #1 above)	3000-3999: Employee Benefits	LCFF - Supplemental	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
After the D/F list is established, students with less than a 70% in any class may be directed to go to an open classroom before school, at lunch, or after school to make up work.	August 2018-May 2019	Principal Teachers Campus Monitor	Principal (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Teachers (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Campus Monitor (Costs noted in Goal #1 above)	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	0
			Certificated staff taxes & benefits (Costs noted in Goal #1 above)	3000-3999: Employee Benefits	LCFF - Supplemental	0
			Classified staff taxes & benefits (Costs noted in Goal #1 above)	3000-3999: Employee Benefits	LCFF - Supplemental	0
Teachers will select the students who need to be in detention to make up work, and they will work out times for these students to attend detention before or after school or at lunch.	August 2018-May 2019	Teachers	Teachers (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Certificated staff taxes & benefits (Costs noted in Goal #1 above)	3000-3999: Employee Benefits	LCFF - Supplemental	0
Families will be notified when students are earning less than 70% in any class; teacher will program auto dialer each week to call homes of students earning less than 70% in any one class. Contact may also go through email and text message.	August 2018-May 2019	English teacher	English teacher (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Certificated staff taxes & benefits (Costs noted in Goal #1 above)	3000-3999: Employee Benefits	LCFF - Supplemental	0
At the start of each trimester, counselor will schedule students who have failed classes into Success class, as fitting with class availability and students' credit needs.	August 2018, November 2018, February 2019	Counselor	Counselor (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Counselor (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	Title I	0
			Certificated staff taxes & benefits (Costs noted in Goal #1 above)	3000-3999: Employee Benefits	LCFF - Supplemental	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students who fail 2 classes or more will lose afternoon classes for the following grading period <ul style="list-style-type: none"> <li>Class load for students who fail will be reduced from 6 to minimum 4 to allow them to focus on passing remaining classes and to provide incentive to pass all classes.</li> <li>Students may earn afternoon classes back the next grading period if they pass all 4 classes on reduced schedule.</li> </ul>	August 2018, September 2018, November 2018, January 2019, February 2019, March 2019	Counselor	Counselor (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Counselor (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	Title I	0
			Certificated staff taxes & benefits (Costs noted in Goal #1 above)	3000-3999: Employee Benefits	LCFF - Supplemental	0
Students who have lost classes will be given opportunity to keep up with work in current classes. <ul style="list-style-type: none"> <li>If these students are still falling behind in their remaining classes, teachers may require these students to stay for the last 2 periods after lunch to make up work.</li> <li>These students may also be scheduled into an afternoon class focused on keeping up with classwork.</li> </ul>	September 2018-May 2019	Teachers Counselor	Teachers (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Counselor (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Counselor (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	Title I	0
			Certificated staff taxes & benefits (Costs noted in Goal #1 above)	3000-3999: Employee Benefits	LCFF - Supplemental	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Selected students will be placed on Check In-Check Out contracts : <ul style="list-style-type: none"> <li>Principal will identify low-performing students with little other support.</li> <li>These students will be required to check in each morning and predict classroom performance.</li> <li>Teachers will verify student performance on contract form.</li> <li>Students' parents/guardians will sign form weekly.</li> <li>Data on student performance will be recorded and rewarded.</li> </ul>	September 2018-May 2019	Principal Teachers Counselor	Principal (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Teachers (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Counselor (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Counselor (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	Title I	0
			Certificated staff taxes & benefits (Costs noted in Goal #1 above)	3000-3999: Employee Benefits	LCFF - Supplemental	0
Teachers and administration will discuss student concerns on a regular basis <ul style="list-style-type: none"> <li>Designated staff meetings (Mondays are staff meeting days) will be student-focused meetings, where teachers will discuss student concerns with the principal and counselor.</li> <li>Appropriate action steps and persons responsible will be determined.</li> </ul>	August 2018-May 2019	Principal Teachers Counselor	Principal (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Teachers (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Counselor (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Counselor (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	Title I	0
			Certificated staff taxes & benefits (Costs noted in Goal #1 above)	3000-3999: Employee Benefits	LCFF - Supplemental	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Expose students to post-high school opportunities, pathways, and information to encourage improved academic performance in high school. <ul style="list-style-type: none"> <li>Coordinate field trips to local colleges</li> <li>Seek out opportunities to expose students to other post-high school pathways</li> <li>Seek out guest speakers to address post-high school plans with students</li> </ul>	August 2018-May 2019	Principal Teachers Counselor	Principal (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Teachers (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Counselor (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Counselor (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	Title I	0
			Certificated staff taxes & benefits (Costs noted in Goal #1 above)	3000-3999: Employee Benefits	LCFF - Supplemental	0



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Teachers and administration will recognize student academic success on a regular basis.</p> <ul style="list-style-type: none"> <li>Designated staff meetings (Mondays are staff meeting days) will be student-focused meetings, where teachers will discuss student successes with the principal and counselor.</li> <li>Teachers will fill out award certificates for students recognized as performing successfully.</li> <li>Principal and/or counselor will present these awards to students during class.</li> <li>After each trimester ends, an award assembly will be held to recognize students performing well academically.</li> <li>Students on the honor roll will be entered into a drawing for rewards.</li> <li>Students not on the D/F list given weekly rewards and entered into drawing for prizes.</li> <li>Staff will develop more ways of recognizing students for doing well.</li> </ul>	August 2018-May 2019	Principal Teachers Counselor	Principal (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Teachers (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Counselor (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Counselor (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	Title I	0
			Certificated staff taxes & benefits (Costs noted in Goal #1 above)	3000-3999: Employee Benefits	LCFF - Supplemental	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Students not meeting grade-level standards or graduation requirements will be identified and placed in intervention classes and given additional counseling support</p> <ul style="list-style-type: none"> <li>Identify students who are not meeting grade level standards in English and/or math, who are not meeting literacy standards in history/social studies and/or science, and/or who are not meeting graduation standards.</li> <li>These students will be recommended to Applied English and Math classes.</li> <li>These students may also receive additional support and guidance from our counselor in meeting graduation requirements.</li> </ul>	August 2018-May 2019	Principal Teachers Counselor	Principal (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Teachers (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Counselor (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Counselor (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	Title I	0
			Certificated staff taxes & benefits (Costs noted in Goal #1 above)	3000-3999: Employee Benefits	LCFF - Supplemental	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Engage in professional development activities to support student achievement <ul style="list-style-type: none"> <li>School staff are encouraged to seek out professional development opportunities related to improving student achievement.</li> <li>Principal will review these for appropriate connection with school goals before approving.</li> </ul>	August 2018-May 2019	Principal Teachers Classified staff Counselor	Principal (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Teachers (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Counselor (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Counselor (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	Title I	0
			Certificated staff taxes & benefits (Costs noted in Goal #1 above)	3000-3999: Employee Benefits	LCFF - Supplemental	0
			Classified Staff (Costs noted in Goal #1 above)	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	0
			Classified staff taxes and health benefits (Costs noted in Goal #1 above)	3000-3999: Employee Benefits	LCFF - Supplemental	0
			Professional development activities (Costs noted in Goal #1 above)	5800: Professional/Consulting Services And Operating Expenditures	Title I	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Encourage parent attendance and involvement at Student Site Council meetings and school events <ul style="list-style-type: none"> <li>Principal will recruit parent involvement through emails, newsletters, phone messages, and other means</li> <li>Teachers will also contact parents personally to inform and invite them to school events</li> <li>Provide refreshments for parents at School Site Council meetings and school events</li> </ul>	September 2018-May 2019	Principal Teachers	Principal (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Teachers (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Certificated staff taxes & benefits (Costs noted in Goal #1 above)	3000-3999: Employee Benefits	LCFF - Supplemental	0
			Refreshments	0001-0999: Unrestricted: Locally Defined	Title I	213

## Planned Improvements in Student Performance

### School Goal #4

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

<b>SUBJECT: Attendance</b>
<b>LEA/LCAP GOAL:</b>
Center JUSD students will be engaged in their educational process and opportunities.
<b>SCHOOL GOAL #4:</b>
Attendance – Students will have an average daily attendance rate of 90%. Suspension rate will decrease from prior years. Habitual truancy rate will decrease from prior years. (Habitual Truancy = 9 or more unexcused absences in the year)
<b>Data Used to Form this Goal:</b>
Site attendance records from 2013-2018 Site suspension rates from 2013-2018 Site habitual truancy rates from 2013-2018 (9 or more unexcused absences in the year)
<b>Findings from the Analysis of this Data:</b>
2012-13 - Max Enrollment = 97; Attendance average 90%; Habitually Truant Students = 20 (21%); Incidents of Suspension = 135; Individual Students Suspended = 63 (65%)  2013-14 - Max Enrollment = 94; Attendance average 86%; Habitually Truant Students = 21 (22%); Incidents of Suspension = 86; Individual Students Suspended = 42 (47%)  2014-15 - Max Enrollment = 88; Attendance average 84%; Habitually Truant Students = 22 (25%); Incidents of Suspension = 81; Individual Students Suspended = 39 (44%)  2015-16 - Max Enrollment = 116; Attendance average 80%; Habitually Truant Students = 17 (15%); Incidents of Suspension = 84; Individual Students Suspended = 41 (35%)  2016-17 - Max Enrollment = 120; Attendance average 86%; Habitually Truant Students = 18 (15%); Incidents of Suspension = 89; Individual Students Suspended = 41 (34%)  2017-18 - Max Enrollment = 98; Attendance average 82%; Habitually Truant Students = 14 (14%); Incidents of Suspension = 37; Individual Students Suspended = 19 (19%)
<b>How the School will Evaluate the Progress of this Goal:</b>
Attendance, suspension, and absenteeism rates can be measured throughout year using data from Aeries.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify students who are frequently absent or who are habitually truant. <ul style="list-style-type: none"> <li>Monitor attendance records in Aeries</li> <li>Print &amp; mail truancy letters to parents/guardians</li> <li>Conduct SART meetings with students who are habitually truant</li> <li>Recommend students who continue to be truant to the SARB process.</li> </ul>	August 2018-May 2019	Attendance Secretary Principal	Attendance Secretary (Costs noted in Classified Staff expenditures in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Principal (Costs noted in Goal #1 above)	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	0
			Classified staff taxes & benefits (Costs noted in Goal #1 above)	3000-3999: Employee Benefits	LCFF - Supplemental	0
			Certificated staff taxes & benefits (Costs noted in Goal #1 above)	3000-3999: Employee Benefits	LCFF - Supplemental	0
Provide incentives for students to maintain good attendance <ul style="list-style-type: none"> <li>Students with excellent attendance each week are given rewards and entered into a raffle for additional prizes.</li> <li>After each trimester ends, students with excellent attendance will be recognized at an award assembly.</li> </ul>	August 2018-May 2019	Attendance Secretary Principal	Attendance Secretary (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Principal (Costs noted in Goal #1 above)	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	0
			Classified staff taxes & benefits (Costs noted in Goal #1 above)	3000-3999: Employee Benefits	LCFF - Supplemental	0
			Certificated staff taxes & benefits (Costs noted in Goal #1 above)	3000-3999: Employee Benefits	LCFF - Supplemental	0
			Incentives for Students	0001-0999: Unrestricted: Locally Defined	Title I	300

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers and administration will discuss student attendance concerns on a regular basis <ul style="list-style-type: none"> <li>Every other staff meeting (Mondays are staff meeting days) will be a student-focused meeting, where teachers will discuss student concerns with the principal and counselor.</li> <li>Action steps and persons responsible will be determined</li> <li>In addition to discussions at student-focused meetings, staff will discuss programs and methods to improve student attendance.</li> </ul>	August 2018-May 2019	Teachers Principal Counselor	Teachers (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Principal (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Counselor (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Counselor (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	Title I	0
			Certificated staff taxes & benefits (Costs noted in Goal #1 above)	3000-3999: Employee Benefits	LCFF - Supplemental	0
Staff will reach out to students and parents to encourage excellent attendance. <ul style="list-style-type: none"> <li>Attendance information sent to parents on a regular basis, including articles on the importance of attendance and regular reports on school attendance percentages</li> <li>Phone calls made to parents/students regarding attendance</li> </ul>	August 2018-May 2019	Principal Attendance Secretary	Principal (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Attendance Secretary (Costs noted in Goal #1 above)	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	0
			Attendance Secretary - additional hours	2000-2999: Classified Personnel Salaries	Title I	500
			Certificated staff taxes & benefits (Costs noted in Goal #1 above)	3000-3999: Employee Benefits	LCFF - Supplemental	0
			Classified staff taxes & benefits (Costs noted in Goal #1 above)	3000-3999: Employee Benefits	LCFF - Supplemental	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Engage in other professional development activities to support student attendance <ul style="list-style-type: none"> <li>School staff are encouraged to seek out professional development opportunities related to improving student achievement.</li> <li>Principal will review these for appropriate connection with school goals before approving.</li> </ul>	August 2018-May 2019	Principal Teachers Classified staff Counselor	Principal (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Teachers (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Classified Staff (Costs noted in Goal #1 above)	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	0
			Counselor (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Counselor (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	Title I	0
			Certificated staff taxes & benefits (Costs noted in Goal #1 above)	3000-3999: Employee Benefits	LCFF - Supplemental	0
			Classified staff taxes & benefits (Costs noted in Goal #1 above)	3000-3999: Employee Benefits	LCFF - Supplemental	0
			Substitutes for Teachers (Costs noted in Goal #1 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			Professional Development Activities (Costs noted in Goal #1 above)	5800: Professional/Consulting Services And Operating Expenditures	Title I	0



## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Supplemental	912,673.00
Title I	16,467.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	513.00
1000-1999: Certificated Personnel Salaries	548,468.00
2000-2999: Classified Personnel Salaries	125,464.00
3000-3999: Employee Benefits	251,695.00
5800: Professional/Consulting Services And Operating	3,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	538,046.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	124,964.00
3000-3999: Employee Benefits	LCFF - Supplemental	249,663.00
0001-0999: Unrestricted: Locally Defined	Title I	513.00
1000-1999: Certificated Personnel Salaries	Title I	10,422.00
2000-2999: Classified Personnel Salaries	Title I	500.00
3000-3999: Employee Benefits	Title I	2,032.00
5800: Professional/Consulting Services And	Title I	3,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	928,127.00
Goal 2	0.00
Goal 3	213.00
Goal 4	800.00

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
David L. French	X				
Kim Baioni		X			
Carla Guerguy			X		
Lin Jones			X		
Roger Clark-Goins					X
Shon Davis					X
Chris Sill (Alternate)					X
Veronica Clark- Goins				X	
Kendra Sill				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>

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

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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 School 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

\_\_\_\_\_  
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

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

All school staff

\_\_\_\_\_  
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 .

Attested:

David L. French

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

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

\_\_\_\_\_  
Date

David L. French

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

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

\_\_\_\_\_  
Date