

The Single Plan for Student Achievement

School: Los Cerritos Middle School
CDS Code: 56 73759 6093173
District: Conejo Valley Unified School District
Principal: Jason Klinger
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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School Vision and Mission

Los Cerritos Middle School's Vision and Mission Statements

The mission of Los Cerritos Middle School is to promote a safe, engaging, and academically demanding environment where all students challenge themselves to meet high personal and scholastic standards.

SCHOOL DESCRIPTION

We understand, value, and address the complex social, emotional, and physical needs of middle school students. Working as partners with their parents, we guarantee them a quality education through a varied, comprehensive, and rigorous curricular and extra-curricular program designed to nurture ethical citizens and life-long learners. We continually strive to improve the learning environment and programs for all students. Our standardized test scores and proficiency levels are among the top in English and Math in CVUSD and the county. Our school is unique among middle schools because it offers innovative programs specifically designed for the changing needs of our middle school students.

Our teachers believe in constant growth and development of the teaching practice. This belief is an integral part of the school as our teachers use collaboration time every Tuesday from 1:55 pm to 3:10 pm to work within their content area and with other content areas to develop the most innovative and engaging lessons for students. In addition, we are a Professional Development School (PDS) with California Lutheran University. This partnership benefits Los Cerritos Middle School in various ways. As we host Teacher Candidates during their middle school semester of student teaching, these Teacher Candidates work collaboratively with our teachers and become assistant teachers in the classroom. Additionally, we work with CLU Professors to remain on the cutting edge of the best practices that teachers are developing at the university level. This partnership, along with our site collaboration time, allows our school to develop effective, research based teaching methods including Problem Based Learning (PBL), Project ACT (active collaborative transformative teaching and learning), Stanford University Writing and Constructive Conversation Model, and other various differentiation techniques.

Our staff is committed to creating an educational environment that we would seek for our own children. In order to support the continued growth of the students at Los Cerritos, we have incorporated two cornerstone programs and adapted them to meet the needs of our students and families. We strive to know our students' strengths and areas for improvement and have formalized reporting mechanisms to help measure, monitor, and intervene to help all student reach their potential. Our Response-to-Intervention (RtI2) program offers targeted re-teaching of concepts for struggling students while offering enrichment opportunities and teacher directed study halls to those who are meeting curricular expectations. Each method enables us to diagnose individual student progress and school-wide progress to address the needs of individual students. The safety and security of our students is paramount. Our leadership team and teachers have incorporated the CHAMPS model to create a positive behavior support and management program based on teachers building and implementing a proactive and positive approach to classroom management, adopting common language among staff to address issues, and a focus on continuous improvement. The Ventura County Office of Education has named Los Cerritos a model program in our county based on our commitment to the CHAMPS program.

Los Cerritos Middle School intends to find a niche for every leopard. It is our desire to know every student and to offer a meaningful activity that addresses their natural propensities. Our performing arts program features an award winning choir, band, and orchestra encompassing over half our student body. The Los Cerritos Leadership Program showcases three unique classes allowing students an opportunity to develop student based activities while working to create a school environment that is supportive, nurturing, and fosters the "leopard" spirit. Opportunities for students to connect are widespread including a robotics club, the ski and snowboard club, Builder's service club, and many other organizations that allow our students to find a meaningful and positive school connection.

School Profile

The Conejo Valley Unified School District is located 50 miles northwest of Los Angeles and serves a suburban, largely middle to upper class community. The student population is drawn from the communities of Newbury Park, Thousand Oaks, and Westlake Village. The District's rich history has led to strong traditions leading us toward our vision of the future. This is a family orientated community with large parent involvement and support. The community is rich with cultural, linguistic, and socioeconomic diversity. Los Cerritos Middle School services 990 students from a variety of backgrounds and ethnicities mainly from the Thousand Oaks and Westlake areas. Our teaching staff is composed of 43 teachers along with other various office and student support personnel.

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).

District conducted LCAP Survey via district and school websites. Students in grades 7-8, 10-12, certificated and classified staff, as well as parents participated in the survey. Parents reported that food first teaching and their child's personal growth were the most important elements of their education. Parents believe the district should continue to keep class size low, add additional technology and were concerned with the quantity of homework assigned.

Classroom Observations

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

All teachers receive at least one formal observation by the site administrator. Probationary teachers receive at least two formal observations. Site administrators regularly conduct informal classroom observations and walk-throughs. All teachers meet with site administrators to discuss the observations and are given commendations regarding instructional practices and recommendations for future growth. Site and/or district based professional development is designed to address observation recommendations.

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)

Assessments are used to guide our instruction by ensuring they are aligned with the new standards and are being addressed on a daily basis in our classes.

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

Data will be analyzed to find patterns of strengths and weakness of all student populations to ensure that instruction and supports address the areas of need and support areas of success.

Staffing and Professional Development

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

We will work with school district personnel services to ensure that all teachers are or making progress toward being highly qualified.

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

We provide various professional development on site that are aligned with our single school plan goals as well as through our district and outside resources to ensure our teachers have the latest tools and strategies to ensure our students are being successful.

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

All staff development is configured to be aligned with our new standards, addresses specific content standards, and support the school's single school plan goals.

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

Our district provides various meetings and conferences through the use of instructional coaches and experts. This allows our teachers to take these ideas and implement them directly into the classroom.

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

We offer Common Planning Time four times a month every Tuesday. During this time, teachers collaborate as a department, by grade level, and by course to plan future lessons, analyze assessment data, and look for ways to support all students.

Teaching and Learning

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

Through district professional development, conferences, and department collaboration we ensure that all material being presented are aligned with school curricular goals while meeting all educational standard expectations.

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

Our bell schedule allots for an abundance of educational minutes that far exceeds the instructional minutes required.

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

We construct our master schedule to provide support courses while also keeping class sizes lower. These lower class sizes helps to ensure proper support for all students in the class. Our Response to Intervention (Rti) Program embeds support for all students into the traditional bell schedule. Students receive 50 minutes of targeted support/intervention/enrichment each week.

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

District provides a variety of resources and instructional materials that are aligned with the new standards to ensure all of our students are successful.

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)

District provides a variety of resources and instructional materials that are aligned with the new standards to ensure all of our students are successful.

Opportunity and Equal Educational Access

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

We provide lunch time, before and after school support for all our students. We also utilize a comprehensive Response to Intervention (Rti) Program that provides targeted instruction and support every Wednesday and Thursday to all underperforming students. In addition, we are able to keep class sizes lower to ensure that teacher and student interactions are increased.

14. Research-based educational practices to raise student achievement

We utilize Common Planning Time to ensure effective collaboration among staff members to ensure all standards are being met and practices being implement are effective. These practices are evaluated by analyzing student data on state and benchmark exams.

Parental Involvement

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

We utilize various resources from the community, district, and school to specifically target our under performing students. These resources come from a variety of resources including educational, health/welfare, and financial.

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 involves parents, staff, students, and community members through our School Site Council, PTSA, surveys, and monthly principal coffee meetings. These times of collaboration allow involvement by all parties in the planning process of our school.

Funding

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

District provides funds allocated specifically for our under performing students.

18. Fiscal support (EPC)

District provides funds to support our school on a facility, staff, and curriculum manner

Description of Barriers and Related School Goals

At Los Cerritos Middle School, we are proud of our past academic performances on state assessments and our commitment to prepare all students with the necessary skills to be successful in high school and college. Over the last few years, the LCMS staff has been diligent to implement the common core standards in all content areas. To provide assistance to our students, a comprehensive Response to Intervention Program (Rti) was developed to support all students move toward these new complex standards, however, these new interventions specifically targeted our under represented populations to reduce the achievement gap. Along with our intervention and enrichment programs, our staff continues to attend professional development conferences to equip ourselves with innovative and research based teaching practices that will increase critical thinking, literacy, improve retention and comprehension of complex texts, and improve our students' ability to articulate their claim and support in a written response. Our staff is also committed to the integration of technology to improve instruction and student engagement. With the recent funding increases, our teachers are focused on bringing in the right technology into our school and classrooms while attending conferences and seminars that will show us how to best use these tools. In addition to our focus on intervention and support programs, we must continue to focus to the social and emotional aspects of the students to provide a school environment/climate that is safe, welcoming, and supportive to all students.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	340	327	289	333	316	281	333	316	281	97.9	96.9	97.2
Grade 7	298	352	327	286	339	318	285	339	318	96.0	96.6	97.2
Grade 8	343	313	356	336	289	341	336	289	341	98.0	94.1	95.8
All Grades	981	992	972	955	944	940	954	944	940	97.3	95.9	96.7

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2557.3	2578.4	2571.8	26	35	30.60	38	40	42.70	23	17	17.79	13	9	8.90
Grade 7	2593.3	2596.5	2603.6	31	30	35.85	41	41	39.62	15	18	16.35	13	11	8.18
Grade 8	2591.6	2609.1	2608.1	23	24	29.33	43	47	38.42	18	19	22.29	15	10	9.97
All Grades	N/A	N/A	N/A	26	30	31.91	41	42	40.11	19	18	18.94	14	10	9.04

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 6	27	35	30.71	51	47	53.21	22	17	16.07	
Grade 7	31	39	43.08	51	44	43.08	18	17	13.84	
Grade 8	32	40	36.95	47	45	45.75	21	15	17.30	
All Grades	30	38	37.17	50	45	47.07	20	17	15.76	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	39	44	46.98	47	46	43.42	14	10	9.61
Grade 7	47	48	49.69	40	40	39.94	13	12	10.38
Grade 8	39	45	43.99	45	44	43.40	15	11	12.61
All Grades	41	46	46.81	44	43	42.23	14	11	10.96

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	22	24	25.62	68	67	64.41	9	9	9.96
Grade 7	23	24	22.96	67	67	64.78	10	9	12.26
Grade 8	14	19	26.69	71	74	67.74	14	7	5.57
All Grades	20	22	25.11	69	69	65.74	11	8	9.15

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	39	48	46.07	52	45	43.21	9	6	10.71
Grade 7	49	44	54.09	42	46	37.42	9	11	8.49
Grade 8	32	44	40.76	53	45	46.92	15	10	12.32
All Grades	40	45	46.86	49	45	42.60	11	9	10.54

Conclusions based on this data:

1. A review of the ELA overall achievement data shows that all grades levels showed a slight 1% increase in proficiency levels moving the number of students' proficient in English from 68% in 2014-15 to 71.4% in 2015-16 to 72.01%. Grade level data shows that all three grades had student proficiency over 68% ranking LCMS above the state, district and county averages by 3%. A three year longitudinal study shows that our current 8th grade class over the course of three CAASPP testing cycles improved overall achievement by 3.75% (64% to 71% 67.75%) and increased the mean scale score by 50 points while our current 7th grade class maintained proficiency levels at 75% with an increase in the mean scale score by 33.7 points.

Over the course of the school year, the LCMS leadership and teachers will continue to analyze all data including the disaggregated data in order to further evaluate the progress of our sub-groups including English learners, socio-economically disadvantaged, and special education students in order to develop a plan to narrow the clear achievement gap. Early analysis shows that all students are meeting or exceeding standards at 72% while SPED (18%), ELD (16%), and Low Income Students (47%) were significantly lower. More resources, professional development, and training are needed to narrow the achievement gap.

Based on the "cluster" data available, LCMS students are performing strongly in Writing and Research/Inquiry with 46.81% and 46.86% exceeding standards while showing deficits in Reading and Listening with 37.17% and 25.11% exceeding standards. Writing (.81%), Listening (3%), and Research 1.86%) all made small gains while Reading made a slight decline (.81%) Analysis of our current 8th class showed cluster improvements in Listening (+2%) and declines in Writing (-4%), Reading (-2%), and Research (+3%) while the current 7th grade class showed improvement in Reading (+8%), Writing (+5%), and Research (6%), however showed decline in Listening (-2%).

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	340	327	289	332	316	280	330	316	280	97.6	96.9	96.9
Grade 7	298	352	327	286	340	319	285	339	319	96.0	96.9	97.6
Grade 8	343	313	356	337	289	339	333	288	339	98.3	94.1	95.2
All Grades	981	992	972	955	945	938	948	943	938	97.3	96	96.5

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2557.3	2572.2	2575.2	30	35	35.71	25	25	29.64	26	27	20.00	18	14	14.64
Grade 7	2578.0	2599.3	2605.9	34	41	41.69	20	27	26.33	28	17	18.81	18	14	13.17
Grade 8	2602.7	2626.2	2638.3	36	42	48.97	23	27	23.89	20	19	14.45	20	13	12.68
All Grades	N/A	N/A	N/A	33	39	42.54	23	26	26.44	24	21	17.59	19	14	13.43

Concepts & Procedures												
Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17			
Grade 6	36	41	46.79	39	37	34.29	25	22	18.93			
Grade 7	39	50	51.10	36	30	30.09	25	19	18.81			
Grade 8	42	50	56.34	32	36	29.79	26	14	13.86			
All Grades	39	47	51.71	36	34	31.24	25	19	17.06			

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	34	36	35.71	46	46	45.71	20	18	18.57
Grade 7	35	46	47.02	48	42	40.13	17	11	12.85
Grade 8	32	41	47.49	52	45	37.46	16	14	15.04
All Grades	34	41	43.82	49	44	40.83	18	14	15.35

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	28	37	36.43	49	46	42.86	22	17	20.71
Grade 7	31	43	40.13	58	42	45.45	11	14	14.42
Grade 8	39	41	50.74	43	49	37.46	18	9	11.80
All Grades	33	41	42.86	49	46	41.79	18	14	15.35

Conclusions based on this data:

1. Overall performance levels in Mathematics shows that 68.98% of all grade levels met or exceeded the CAASPP standards ranking LCMS near the top as compared to the other comprehensive middle schools.

A review of the Mathematics overall achievement data shows that all grades levels grew by over 3% moving the number of students' proficient in Math from 57% in 2014-15 to 65.5% in 2015-16 to 68.98% in 2016-17. A three year longitudinal study shows that our current 8th grade class over the course of three CAASPP testing cycles improved overall achievement by 4.86% (56% to 68% to 72.86%) and increased the mean scale score by 81 points while our current 7th grade class grew by 8.22% from 60% to 68.22% with an increase in the mean scale score by 81 points.

Cluster data indicates a significant strength with 51.71% of students exceeding standards in Concepts & Procedures while 43.82% and 42.86% of students exceeded standards in both Problem Solving and Communicating Reason. When comparing cluster data for students from the 2015-16 school year, significant growth was made in all three areas including +4.71% (Concepts & Procedures), +2.82% (Problem Solving), and +1.86% (Communicating Reasoning). While additional support, resources, and adjustments in instructional strategies will be made to support our lowest performers, LCMS will also look to identify students who were close to moving up to the next achievement level.

Over the course of the school year, the LCMS leadership and teachers will continue to analyze all data including the disaggregated data in order to further evaluate the progress of our sub-groups including English learners, socio-economically disadvantaged, and special education students in order to develop a plan to narrow the clear achievement gap. Early analysis shows that all students are meeting or exceeding standards at 68.98% while SPED (14%), English Language Learners (36%), and Low Income Students (40%) were significantly lower. More resources, professional development, and training are needed to narrow the achievement gap.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	7	20	22	36	40	56	36	35	17	7	5		14		6
7	31	13	24	50	50	76	6	38		6			6		
8	26	36	38	58	36	25	5	27	25	5		13	5		
Total	22	23	26	49	41	58	14	33	12	6	3	2	8		2

Conclusions based on this data:

1. Due to the lack of new CELDT data, this chart is not significant or effective in providing program data that would drive instruction or curricular change.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	11	17	26	26	33	53	26	38	16	5	4		32	8	5
7	29	10	25	47	50	70	12	30		6		5	6	10	
8	27	22	30	50	33	20	5	28	30	5	11	10	14	6	10
Total	22	17	27	41	37	53	14	33	12	5	6	4	17	8	4

Conclusions based on this data:

1. Due to the lack of comparison data, this chart is not significant or effective in providing program data that would drive instruction or curricular change.

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:

SUBJECT:
LEA/LCAP GOAL:
Goal #1: Improve Learning for All Students Goal #1C: Provide professional development on State Standards, technology, and best practices Goal #1D: Continue to provide students and staff with appropriate texts and instructional materials Goal #1F: Support teacher collaboration around student data Goal #1G: Implement transition to state standards aligned instructional materials and practices Goal #2A: Provide focused academic intervention for any student below grade level standards Goal#2B: Implement consistent academic intervention programs across schools using a district framework
SCHOOL GOAL #1:
By June of 2018, all students will demonstrate improved ability in the area of writing and constructive conversation including creating claims; provide supporting evidence, and responding to prompts as measured by site and district benchmarks. Los Cerritos will measure student achievement by data results from benchmark assessments and state exams.
Data Used to Form this Goal:
Trimester benchmark assessments CAASPP Testing -- 2016 (Proficiency/Strands)

SUBJECT:

Findings from the Analysis of this Data:

CAASPP Overall Achievement Data (Comparison of 2016 and 2017 Data)

- 74.8 % of 6th Grade students met or exceeded standard in ELA (CCSS 2016)
- 73.6% of 6th Grade students met or exceeded standards in ELA (CCSS 2017)

- 71.4 % of 7th Grade students met or exceeded standard in ELA (CCSS 2016)
- 75.4% of 7th Grade students met or exceeded standards in ELA (CCSS 2017)

- 71.0 % of 8th Grade students met or exceeded standard in ELA (CCSS 2016)
- 67.7% of 8th Grade students met or exceeded standards in ELA (CCSS 2017)

CAASPP Literacy Area/Claim Achievement (Comparison of 2016 and 2017 Data)

- Reading (All Grades): 38% Above Standard and 45% At or Near Standard (CCSS 2016)
- Reading (All Grades): 37.2% Above Standard and 47.1% At or Near Standard (CCSS 2017)

- Writing (All Grades): 46% Above Standard and 43% At or Near Standard (CCSS 2016)
- Writing (All Grades): 46.9% Above Standard and 42.3% At or Near Standard (CCSS 2017)

- Research/Inquiry (All Grades): 45% Above Standard and 45% At or Near Standard (CCSS 2016)
- Research/Inquiry (All Grades): 25.1% Above Standard and 65.8% At or Near Standard (CCSS 2017)

- Listening (All Grades): 22.5% Above Standard and 69.2 At or Near Standard (CCSS 2016)
- Listening (All Grades): 46.9% Above Standard and 42.6% At or Near Standard (CCSS 2017)

How the School will Evaluate the Progress of this Goal:

- Benchmark Exams (English; Math; Social Science; Science)
- End-of-Course Exams (All Subjects)
- CAASPP Data (Proficiency/Strands)
- CAASPP Interim Assessment Data
- Intervention Tracking

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Teachers and administrators will be provided opportunities to attend PD seminars and conferences focusing on responding to prompts and developing arguments.	Throughout the 2017/2018 school year	Administration, Department Chairs, Teachers	Administration and Leadership will develop a PD model that provides teachers with concrete information, rubrics, and lesson delivery models to support students response to a prompt and the development of a claim. Teachers will utilize pre-assessments and initial formative assessments to analyze student progress in meeting goals.	1000-1999: Certificated Personnel Salaries	TPGR	2000
				1000-1999: Certificated Personnel Salaries	TPGR	1000
2. English teachers will utilize common grading/planning days each trimester to evaluate student data through collaboration, planning, and monitoring techniques to ensure student success.	Throughout the 2017/2018 school year	All department teachers	Utilize grading days to analyze student progress in meeting the goals of CCSS. This analysis will include the grading of trimester benchmark exams with a department wide rubric to ensure comprehension levels are consistent for all students regardless of teacher. Teachers will use grading days to assess student claims/responses using a department wide rubric to determine mastery levels of writing goals.	1000-1999: Certificated Personnel Salaries	OPGR	1750

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3. Department Chairs will be given a common department chair period to allow for critical evaluation of content area goals and communication about student progress across all disciplines.	Throughout the 2017/2018 school year	Administration	Administration will provide department chairs a common department chair period within the master schedule. During this common period, department chairs will collaborate across departments regarding student progress, evaluation of content area goals, and moving towards alignment with CCSS.	None Specified	None Specified	0
4. Science and Social Studies Departments will utilize department planning days to develop and refine benchmark assessments focusing on the development of skills to analyze multiple documents in order to develop a claim with supporting evidence.	Throughout the 2017/2018 school year	Administration Science Teachers Social Science Teachers	Teachers will work with department chairs to identify strategies that will develop a student's ability to analyze documents (Scope; 4 Read Strategy); create writing assignments and/or projects including the benchmark assessments to provide students an opportunity to develop a claim and provide supporting evidence; and develop rubrics to properly assess student's proficiency in meeting the goal.	1000-1999: Certificated Personnel Salaries	OPGR	4000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5. Provide an Intermediate Clerk Typist to assist all staff and students	Throughout the 2017/2018 school year	Administration Teachers Students Parents	Maintain clerk typist to assist all staff with instructional materials for students and coordinate the Student of the Month Program	1000-1999: Certificated Personnel Salaries	OCBG	12000
6. Departments will investigate, examine, and purchase appropriate materials, equipment, and curriculum in their content field that will support the implementation of the school wide goals.	Throughout the 2017/2018 school year	Administration Department Chairs Teachers	Department chairs will conduct a comprehensive review of all equipment and instructional materials on site, research for new and innovative teaching materials/equipment, and purchase items that will promote critical thinking, rigor, and hands-on activities in the classroom	4000-4999: Books And Supplies	OCBG	10494
				4000-4999: Books And Supplies	003R	700

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:

SUBJECT:
LEA/LCAP GOAL:
Goal #1: Improve Learning for All Students Goal #1C: Provide professional development on State Standards, technology, and best practices Goal #1D: Continue to provide students and staff with appropriate texts and instructional materials Goal #1F: Support teacher collaboration around student data Goal #2: Maximize Student Potential through Effective Intervention Goal #2A: Provide focused academic intervention for any student below grade level standards Goal #2C: Provide opportunities for academic enrichment and acceleration in intervention programs Goal #2E: Provide systems of support for English Learners, Socio-Economic Disadvantaged, Foster, Homeless, and Special Education Students Goal #3: Engage Students through Quality Student Activities Goal #3D: Increase school engagement and activities participation for targeted students
SCHOOL GOAL #2:
By June 2018, students designated as SPED, ELL, as well as low SES, will make significant growth in the core academics (especially English-Language Arts and Mathematics) as measured by site and district benchmarks. Los Cerritos will be measuring student achievement by progress on CCSS, CAASPP Interim Assessments, and trimester benchmarks in core content areas.
Data Used to Form this Goal:
<ul style="list-style-type: none">• 2017 Benchmark Assessments• CAASPP Testing (Overall Achievement and Content Stands)
Findings from the Analysis of this Data:
Data Analysis: CAASPP Overall Achievement Data (Comparison of 2016 and 2017 Data) (6th)

SUBJECT:

- 5 % of 6th Grade ELD students met or exceeded standard in English (CCSS 2016)
 - 28% of 6th Grade ELD students met or exceeded standard in English (CCSS 2017)
 - 22 % of 6th Grade ELD students met or exceeded standard in Mathematics (CCSS 2016)
 - 28% of 6th Grade ELD students met or exceeded standard in Mathematics (CCSS 2017)

 - 21 % of 6th Grade SPED students met or exceeded standard in English (CCSS 2016)
 - 6% of 6th Grade SPED students met or exceeded standard in English (CCSS 2017)
 - 4 % of 6th Grade SPED students met or exceeded standard in Mathematics (CCSS 2016)
 - 13% of 6th Grade SPED students met or exceeded standard in Mathematics (CCSS 2017)

 - 48 % of 6th Grade Economically Disadvantage Students met or exceeded standards in English (CCSS 2016)
 - 48 % of 6th Grade Economically Disadvantage Students met or exceeded standards in English (CCSS 2017)
 - 22 % of 6th Grade Economically Disadvantage Students met or exceeded standards in Mathematics (CCSS 2016)
 - 35 % of 6th Grade Economically Disadvantage Students met or exceeded standards in Mathematics (CCSS 2017)
- (7th)
- No Data Available for 7th Grade ELD students met or exceeded standard in English (CCSS 2016)
 - 20% of 7th Grade ELD students met or exceeded standard in English (CCSS 2017)
 - No Data Available for 7th Grade ELD students met or exceeded standard in Mathematics (CCSS 2016)
 - 35% of 7th Grade ELD students met or exceeded standard in Mathematics (CCSS 2017)

 - 14 % of 7th Grade SPED students met or exceeded standard in English (CCSS 2016)
 - 19 % of 7th Grade SPED students met or exceeded standard in English (CCSS 2017)
 - 12 % of 7th Grade SPED students met or exceeded standard in Mathematics (CCSS 2016)
 - 9% of 7th Grade SPED students met or exceeded standard in Mathematics (CCSS 2017)

 - 43% of 7th Grade Economically Disadvantage Students met or exceeded standards in English (CCSS 2016)
 - 47% of 7th Grade Economically Disadvantage Students met or exceeded standards in English (CCSS 2017)
 - 38 % of 7th Grade Economically Disadvantage Students met or exceeded standards in Mathematics (CCSS 2016)
 - 35% of 7th Grade Economically Disadvantage Students met or exceeded standards in Mathematics (CCSS 2017)
- (8th)
- 7 % of 8th Grade ELD students met or exceeded standard in English (CCSS 2016)
 - 0% of 8th Grade ELD students met or exceeded standard in English (CCSS 2017)
 - 35 % of 8th Grade ELD students met or exceeded standard in Mathematics (CCSS 2016)
 - 44% of 8th Grade ELD students met or exceeded standard in Mathematics (CCSS 2017)

 - 19 % of 8th Grade SPED students met or exceeded standard in English (CCSS 2016)
 - 29% of 8th Grade SPED students met or exceeded standard in English (CCSS 2017)
 - 12 % of 8th Grade SPED students met or exceeded standard in Mathematics (CCSS 2016)
 - 21% of 8th Grade SPED students met or exceeded standard in Mathematics (CCSS 2017)

SUBJECT:

- 30 % of 8th Grade Economically Disadvantage Students met or exceeded standards in English (CCSS 2016)
- 46% of 8th Grade Economically Disadvantage Students met or exceeded standards in English (CCSS 2017)
- 32 % of 8th Grade Economically Disadvantage Students met or exceeded standards in Mathematics (CCSS 2016)
- 51% of 8th Grade Economically Disadvantage Students met or exceeded standards in Mathematics (CCSS 2017)

How the School will Evaluate the Progress of this Goal:

- Benchmark exams
- Intervention Tracking
- ELD class placement
- CELDT Data
- IEP Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. A teacher will be assigned to be the ELL Coordinator for the school site. (by August 2017)	Ongoing throughout the 2017-18 school year	ELL Coordinator Counselor Administration	The ELL Coordinator will monitor the progress of our ELL , and low SES students on a bi-weekly basis; direct and guide the ELL team in strategies, communication, and tracking the progress our ELL students are making to meet our goal; provide data and information to teacher at staff meetings regarding learning and teaching strategies that will assist our ELL, SPED, and low SES students; and work with SPED department chair to ensure that the methods begging taught to staff our useful for our SPED student populations.	None Specified	None Specified	0
2. The ELL Coordinator and site leadership will purchase new technology, materials, and curriculum to assist our ELL and low performing students.	Ongoing throughout the 2017-2018 school year	Administration ELD Coordinator SPED Dept. Chair Teachers	ELL coordinator will work with Administration to investigate and purchase programs and technology to assist in building ELL and low SES student vocabulary and comprehension of the material being presented so students are able to grasp the concepts being taught.	4000-4999: Books And Supplies	EIA Funds	1200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3. Provide an intervention program for 6th grade ELD students before school	Ongoing throughout the 2017-2018 school year	Administration ELD Coordinator ELD Paraprofessional Counseling	ELD intervention program will provide academic and skill based support to students to help them develop their literacy skills, strengthen their academic and organization skills, and work toward meeting the ELD and content level standards.	1000-1999: Certificated Personnel Salaries	003R	3800
4. ELD Paraprofessional will work 2.5 hours per week more to support our 6th-8th grade ELD students in a morning support class.	Throughout the 2017/2018 school year	Administration Teachers ELD Paraprofessional ELD Teachers ELD Counselor	ELD paraprofessional will work 2.5 additional hours per week in order to support an 6th ELD support class (morning), ELD 1/2, and ELD 3 classes	2000-2999: Classified Personnel Salaries	EIA Funds	1700
5. Teachers and administrators will be provided opportunities to attend PD seminars and conferences focusing on ELL teaching strategies and standards	Ongoing throughout the 2017-18 school year	Administration Counselors ELL Teachers Teachers	Implement EL strategies and resources to support students in general education classes	1000-1999: Certificated Personnel Salaries	EIA Funds	460
6. Provide a weekly intervention class for at risk students to increase academic skills, student motivation, and work habits.	Ongoing throughout the 2017-18 school year	Administration Counselors Teachers	A teacher will provide academic and study skills support to at risk students as identified by counseling and administration.	1000-1999: Certificated Personnel Salaries	003R	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
7. A teacher will be assigned to serve as the Rti Coordinator for the school site (by August, 2017)	Ongoing throughout the 2017-18 school year	Administration Counselors Rti Coordinator Teachers	The Rti Coordinator will work with administration, department chairs, and teachers to implement our Rti /MTSS program. The coordinator will collect data and provide logistical support to ensure proper implementation.	1000-1999: Certificated Personnel Salaries	OTRM	3000
8. SPED department members will monitor the progress of Special Education students in general education and SPED classes.	Ongoing throughout the 2017-18 school year	SPED teachers	SPED case managers will monitor student progress in all academic areas including SPED and general education classes. SPED case managers will work with teachers to ensure that any available resources are being used to support the students	None Specified	None Specified	0
9. SPED teachers will utilize several common grading/planning days during the school year to collect and evaluate student data, collaborate, plan, and monitor techniques to ensure student success.	Ongoing throughout the 2017-18 school year	SPED teachers	Teachers will work individually or collectively to collect and analyze data, develop student goals, and develop instructional strategies to ensure all student goals are met.	1000-1999: Certificated Personnel Salaries	TPGR	1600

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:

SUBJECT:
LEA/LCAP GOAL:
Goal #1: Improve Learning for All Students Goal #1C: Provide professional development on state standards, technology, and instructional materials Goal #1E: Integrate technology into classroom instruction to improve learning
SCHOOL GOAL #3:
By 2018, teachers will use technology to help facilitate the student's ability to meet a wide variety of challenging education expectations including: research, analyze and evaluate data, work collaboratively with peers, produce projects to make connections and demonstrate understanding across content areas.
Data Used to Form this Goal:
2015 Benchmark Assessments CCSS Testing
Findings from the Analysis of this Data:
CAASPP - 2016 & 2017 Comparison <ul style="list-style-type: none">• 54.0% of all students were near or below standards in the following ELA category: Research/Inquiry: Investigate, analyzing, and presenting information (CCSS 2016)• 53.1% of all students were near or below standards in the following ELA category: Research/Inquiry: Investigate, analyzing, and presenting information (CCSS 2017)• 77.0% of all students were near or below standards in the following ELA category: Listening: Demonstrating effective communication skills (CCSS 2016)• 74.9% of all students were near or below standards in the following ELA category: Listening: Demonstrating effective communication skills (CCSS 2017)• 58.0% of all students were near or below standards in the following Math category: Problem solving and modeling data analysis: Using appropriate tools and strategies to solve real world and mathematical problems (CCSS 2016)• 56.2% of all students were near or below standards in the following Math category: Problem solving and modeling data analysis: Using appropriate tools and strategies to solve real world and mathematical problems (CCSS 2017)

SUBJECT:

How the School will Evaluate the Progress of this Goal:

Benchmark Exams
 CAASPP Testing Data
 Computer Lab Usage Data
 Teacher Inventory/Survey of Technology Use

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Teachers and administrators will be provided opportunities to attend PD seminars and conferences focusing on integration of technology to improve instruction	Ongoing throughout the 2017-18 school year	Administration Teachers	Implement new teaching strategies and resources to assist in the teaching of all subjects while incorporating technology	1000-1999: Certificated Personnel Salaries	TPGR	3720
2. Purchase, improve, and utilize technology to enhance instruction	Ongoing throughout the 2017-18 school year	Administration Leadership Team Teachers Technology Team	Continue to purchase technology and software/programs that will enhance student engagement and teacher instructional practices	4000-4999: Books And Supplies	OCBG	5000
3. Technology Committee will utilize a planning day to research and develop a list of technology skills that each students will need to know and be able to show proficiency by the end of middle school.	Ongoing throughout the 2017-18 school year	Administration Technology Committee Teachers	A group of teachers and administrators will conduct a comprehensive investigation of the technology skills a middle school student needs to know and show proficiency in to succeed in high school and beyond. A grade level list will be developed and a teacher's guide will be formed to help with implementation.	1000-1999: Certificated Personnel Salaries	OCBG	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. Install and use Lanschool Software in all computer labs and mobile carts	Ongoing throughout the 2017-18 school year	Administration Teachers	Lanschool software allows teachers to monitor all student devices during a class to keep students on task, communicate effectively with students, and showcase student work	5000-5999: Services And Other Operating Expenditures	OCBG	500
5. Maintain and repair existing technology for best use	Ongoing throughout the 2017-18 school year	Administration Teachers Site Tech	Maintain and repair LCD projectors, digital visualizers, document cameras, notebook computers, and appropriate interactive hardware and software to enhance content delivery and student learning	5000-5999: Services And Other Operating Expenditures	OCBG	1000

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:

SUBJECT:	
LEA/LCAP GOAL:	
Goal #1: Improve Learning for All Students Goal #1C: Provide professional development on State Standards, technology, and best practices Goal #1D: Continue to provide students and staff with appropriate texts and instructional materials Goal #1F: Support teacher collaboration around student data Goal #1G: Implement transition to state standards aligned instructional materials and practice	
SCHOOL GOAL #4:	
By June of 2018, all students (including ELL and SPED) will demonstrate improved ability in the area of number sense by measuring student achievement by progress on CCSS and end of year benchmarks.	
Data Used to Form this Goal:	
Trimester benchmark assessments CAASPP Testing -- 2016 (Proficiency/Strands)	
Findings from the Analysis of this Data:	
CAASPP - 2016 <ul style="list-style-type: none"> 59.7 % of 6th Grade students met or exceeded standard in Mathematics (CCSS 2016) Mathematics (CCSS 2017) 68.5 % of 7th Grade students met or exceeded standard in Mathematics (CCSS 2016) Mathematics (CCSS 2017) 68.3 % of 8th Grade students met or exceeded standard in Mathematics (CCSS 2016) Mathematics (CCSS 2017) 	CAASPP - 2017 65.3% of 6th Grade students met or exceeded standard in 68% of 7th Grade students met or exceeded standard in 73.1% of 8th Grade students met or exceeded standard in
How the School will Evaluate the Progress of this Goal:	
Benchmark Exams End-of-Course Exams CAASPP Data (Proficiency/Strands) CAASPP Interim Assessment Data	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Teachers and administration will be provided opportunities to attend PD seminars and conference focusing on number sense, innovative teaching strategies, and technology applications for math	Throughout the 2017/2018 school year	Administration Teachers	Math department will be provided with opportunities to attend conferences, seminars, and county/district trainings to enhance their individual instructional strategies and techniques to improve student's mathematical number sense	5000-5999: Services And Other Operating Expenditures	OTRM	4038
				1000-1999: Certificated Personnel Salaries	OCBG	500
2. Math teachers will utilize common planning days three times a year to grade benchmark exams, review data, and collaborate.	Throughout the 2017/2018 school year	Administration Teachers	Utilize grading days to analyze student progress in meeting the goals of CCSS. This analysis will include the grading of trimester benchmark exams with a department wide rubric to ensure comprehension levels are consistent for all students regardless of teacher. Teachers will use grading days to assess student results in order to plan for future instruction	1000-1999: Certificated Personnel Salaries	OPGR	1386

Planned Improvements in Student Performance

School Goal #5

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:

SUBJECT:
LEA/LCAP GOAL:
Goal 2: Maximize student achievement through highly effective instruction that includes opportunities for acceleration and intervention Goal 2B: Provide opportunities for academic enrichment and acceleration in all schools Goal 3: Engage students through quality student activities Goal 3B: Support students' opportunities to participate in various activities, programs, and extracurricular opportunities
SCHOOL GOAL #5:
By June of 2018, Los Cerritos Middle school will maintain and improve school culture through the use of a positive and proactive management approach (CHAMPS; Safe and Civil Schools), and increase student connection opportunities (Clubs, Athletics, Activities) while preserving a safe school environment.
Data Used to Form this Goal:
2016-17 California Dashboard Data 2016-17 LCAP Student and Parent Survey
Findings from the Analysis of this Data:
California Dashboard Data (Suspension Data): 2.8% Suspension Rate (All Students) which declined by .3% from 2015/16 5.8% Suspension Rate (Socioeconomically Disadvantaged) which declined by .3% from 2015/16 8.2% Suspension Rate (Special Education Students) which increased by .1% from 2015/16 LCAP Teacher, Student, and Parent Survey (School Climate): 66% Favorable Score: To what extent do you think that children enjoy going to your child's school? 75% Favorable Score: How well do administrators at your child's school create a school environment that helps children learn? 81% Favorable Score: Overall, how much respect do you think the children at your child's school have for the staff? 68% Favorable Score: How much of a sense of belonging does your child feel at his/her school? 56% Favorable Score: How well do the activities offered at your child's school match his/her interest? 83% Favorable Score: Given your child's cultural background, how good a fit is his/her school?

SUBJECT:

How the School will Evaluate the Progress of this Goal:

2017-18 California Dashboard Data
 2017-18 LCAP Student and Parent Survey
 2017-18 Healthy Kids Survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide enrichment opportunities for to all students including field trips, extension activities, and outside competitions.	Ongoing throughout the 2017-18 school year	Administration Teachers	Support programs, field trips, extension opportunities, and outside competitions for all student groups including Odyssey of the Mind, Music and Performing Arts, and Clubs	5000-5999: Services And Other Operating Expenditures	OTRM	3000
2. Provide opportunities for increased student connection to the LCMS community to enrich the learning environment	Ongoing throughout the 2017-18 school year	Administration Counseling Teachers Students		1000-1999: Certificated Personnel Salaries	OTRM	1000
3. LCMS staff will be provided opportunities to attend PD seminars and conferences focusing on CHAMPS: a proactive and positive approach to classroom management	Ongoing throughout the 2017-18 school year	Administration Classified Staff Campus Supervisors Teachers	Train all staff to implement the systematic approach and management practices of Safe and Civil Schools through the implementation of CHAMPS/STOIC in our classrooms, in our office, and outside where are students play.	1000-1999: Certificated Personnel Salaries	OTRM	2000
				5000-5999: Services And Other Operating Expenditures	OTRM	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. Provide campus supervisors and necessary safety equipment to enforce school rules and procedures while keeping school safe.	Ongoing throughout the 2017-18 school year	Administration Campus Supervisors	Campus supervisors help support administration to enforce school rules and policies in order to promote a safe and positive school environment	1000-1999: Certificated Personnel Salaries	School Safety and Violence Prevention Act	11000

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:
Provide Support Services to English Learners in order to Increase Language Acquisition.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Certificated Staff	8/23/2017 to 6/08/2018		Salary and Benefits		0860	2780.82
Support Staff	8/23/2017 to 6/08/2018		Salary and Benefits		0860	21725.34
Professional Development	8/23/2017 to 6/08/2018		Costs for speakers, supplies, teacher release, etc..		0860	1579.62

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
OCBG	30,994	0.00
OPGR	7136	0.00
TPGR	8320	0.00
OTRM	14038	0.00
EIA Funds	3360	0.00
003R	7500	0.00
School Safety and Violence Prevention	11000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
003R	7,500.00
OPGR	7,136.00
OTRM	14,038.00
EIA Funds	3,360.00
None Specified	0.00
OCBG	30,994.00
School Safety and Violence Prevention Act	11,000.00
TPGR	8,320.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	53,716.00
2000-2999: Classified Personnel Salaries	1,700.00
4000-4999: Books And Supplies	17,394.00
5000-5999: Services And Other Operating Expenditures	9,538.00
None Specified	0.00

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	003R	6,800.00
4000-4999: Books And Supplies	003R	700.00
1000-1999: Certificated Personnel Salaries	OPGR	7,136.00
1000-1999: Certificated Personnel Salaries	OTRM	6,000.00
5000-5999: Services And Other Operating	OTRM	8,038.00
1000-1999: Certificated Personnel Salaries	EIA Funds	460.00
2000-2999: Classified Personnel Salaries	EIA Funds	1,700.00
4000-4999: Books And Supplies	EIA Funds	1,200.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	OCBG	14,000.00
4000-4999: Books And Supplies	OCBG	15,494.00
5000-5999: Services And Other Operating	OCBG	1,500.00
1000-1999: Certificated Personnel Salaries	School Safety and Violence Prevention Act	11,000.00
1000-1999: Certificated Personnel Salaries	TPGR	8,320.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	31,944.00
Goal 2	14,760.00
Goal 3	11,720.00
Goal 4	5,924.00
Goal 5	18,000.00

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
Jason Klinger	X				
Brandy LaRue			X		
Kimberly Michaud			X		
Karen McCarthy			X		
Kourash Apfelthaler					X
Andrew Rosen					X
Samantha Wildman					X
Chris Capobianco					X
Emily Merjan					X
Avanthika Ramasamy					X
Georgi Harden (Boys/Girls Club)				X	
Kim Merjan (SSC Chair)				X	
Rocky Capobianco (PTSA)				X	
Dale Dooley (Parent Rep)				X	
Dian Langhorne (DAC and Parent)				X	
Sonia Dritz (Parent Rep)				X	
Cher Logan		X			
Dina McBride		X			
Betty Orzalli		X			
Kasjia Butcher		X			
Kim Budy		X			
Gina Sillers (SSC Secretary)			X		
Numbers of members of each	1	5	4	6	6

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.