The School Plan for Student Achievement

School: Los Cerritos Middle School

CDS Code: 56 73759 6093173

District: Conejo Valley Unified School District

Principal: Jason Klinger

Revision Date: 04/03/2019

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 May 7, 2019.

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School Vision and Mission

Los Cerritos Middle School's Vision and Mission Statements
MISSION STATEMENT

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)/MTSS 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 his or her 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 highlights 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 985 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).

The District conducted LCAP Surveys via district and school websites. Students in grades 7-8 and 10-12, certificated and classified staff, and 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.

<u>Staffing and Professional Development</u>

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.

<u>Teaching and Learning</u>

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 guarantee effective collaboration among staff members to ensure all standards are being met and practices being implemented 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 for students with disabilities, English Learners, socio-economically disadvantaged students, and homeless or foster students. 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**		
	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 6	327	289	360	316	281	354	316	281	354	96.6	97.2	98.3
Grade 7	352	327	302	339	318	297	339	318	296	96.3	97.2	98.3
Grade 8	313	356	341	289	341	333	289	341	333	92.3	95.8	97.7
All Grades	992	972	1003	944	940	984	944	940	983	95.2	96.7	98.1

* 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 6	2578.4	2571.8	2567.7	35	30.60	30.79	40	42.70	39.55	17	17.79	17.23	9	8.90	12.43
Grade 7	2596.5	2603.6	2588.8	30	35.85	29.05	41	39.62	39.53	18	16.35	19.93	11	8.18	11.49
Grade 8	2609.1	2608.1	2606.6	24	29.33	26.73	47	38.42	41.14	19	22.29	20.42	10	9.97	11.71
All Grades	N/A	N/A	N/A	30	31.91	28.89	42	40.11	40.08	18	18.94	19.13	10	9.04	11.90

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 6	35	30.71	32.20	47	53.21	47.74	17	16.07	20.06
Grade 7	39	43.08	34.12	44	43.08	46.28	17	13.84	19.59
Grade 8	40	36.95	35.14	45	45.75	48.95	15	17.30	15.92
All Grades	38	37.17	33.77	45	47.07	47.71	17	15.76	18.51

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 6	44	46.98	44.63	46	43.42	41.81	10	9.61	13.56
Grade 7	48	49.69	42.23	40	39.94	46.62	12	10.38	11.15
Grade 8	45	43.99	43.07	44	43.40	42.47	11	12.61	14.46
All Grades	46	46.81	43.38	43	42.23	43.48	11	10.96	13.14

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 6	24	25.62	22.03	67	64.41	67.23	9	9.96	10.73
Grade 7	24	22.96	20.95	67	64.78	67.91	9	12.26	11.15
Grade 8	19	26.69	24.92	74	67.74	63.96	7	5.57	11.11
All Grades	22	25.11	22.69	69	65.74	66.33	8	9.15	10.99

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 6	48	46.07	50.28	45	43.21	39.27	6	10.71	10.45
Grade 7	44	54.09	43.58	46	37.42	46.28	11	8.49	10.14
Grade 8	44	40.76	44.44	45	46.92	44.74	10	12.32	10.81
All Grades	45	46.86	46.29	45	42.60	43.23	9	10.54	10.48

Conclusions based on this data:

1. A review of the CAASPP ELA overall achievement data shows that all grades levels illustrated a 3.05% decline in proficiency levels moving the number of students' proficient in English from 72.02% in 2016-17 to 68.97% in 2017-18. Grade level data indicates that all three grades had student proficiency over 67% ranking LCMS above the state, district and county averages.

   An analysis of longitudinal data over the last four CAASPP cycles shows a decline in the overall proficiency in all three cohorts:
   - Three Year Longitudinal Study (2014-2017): Student cohort declined in overall achievement by 0.25% from 68% to 67.75%.
   - Three Year Longitudinal Study (2015-2018): Students (past 8th grade class) declined in overall achievement by 7% (74.8% to 75.4% to 67.8%) while increasing their mean scale score by 28 points.
   - Two Year Longitudinal Study (2016-2018): Current 8th grade class declined in overall achievement by 5.1% (73.6% to 68.5%) while increasing their mean scale score by 17 points.

   Over the course of the school year, the LCMS leadership and teachers will continue to analyze all data including the dis-aggregated 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 68.97% while SPED (19%), EL (8%), and Low Income Students (39%) were significantly lower. An examination of 3 year cohort data (past 8th grade class) shows a lack of growth of our subgroups including SPED (Maintained 21%), Low Income Students (49% to 41%), and EL students (inconclusive due to lack of information).

   Based on the "cluster" data available, LCMS students are performing strongly in Writing and Research/Inquiry with 43.4% and 46.2% exceeding standards while showing deficits in Reading and Listening with 33.7% and 22.6% exceeding standards. All literacy claim areas declined including Writing (3.5%), Listening (2.5%), Research (0.7%), and Reading (3.5%) A 3 year cohort analysis of our past 8th class showed cluster growth in Listening (+0.9%) and declines in Writing (-0.4%), Reading (0%), and Research (-0.2%) while the current 8th grade class showed improvement in Reading (+3.3%), but declined in Listening (-4.9%), Writing (-5%), and Research (-2.6%)

   Based on the data provided above, it is clear that LCMS commitment to literacy must be strengthened. Over the past few years, the leadership team and teachers have worked wholeheartedly to increase the literacy of our students through an increase in constructive conversations (Socratic seminars; class discussions) and a focus on claim development with supporting evidence. This focus has led to improvements in writing and student communication; however, it has not translated to an increase in the CAASPP scores. In order to increase achievement, the LCMS literacy effort will shift to strengthening our Social Science and Science Department's effort to increase reading, writing, speaking, and listening of our students. Benchmark assessments are being created to help measure our students' current baseline literacy knowledge, help teachers focus on areas of weakness with sound instructional strategies, and monitor progress as the year progresses with follow-up assessments. Our team believes that a comprehensive literacy approach along with focused assessments will help our students improve their CAASPP ELA scores (proficiency; strands), but more important get them high school and college ready.

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 6	327	289	360	316	280	354	316	280	354	96.6	96.9	98.3
Grade 7	352	327	302	340	319	297	339	319	297	96.6	97.6	98.3
Grade 8	313	356	341	289	339	333	288	339	333	92.3	95.2	97.7
All Grades	992	972	1003	945	938	984	943	938	984	95.3	96.5	98.1

* 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 6	2572.2	2575.2	2564.2	35	35.71	37.85	25	29.64	20.06	27	20.00	23.16	14	14.64	18.93
Grade 7	2599.3	2605.9	2590.4	41	41.69	37.71	27	26.33	20.54	17	18.81	24.58	14	13.17	17.17
Grade 8	2626.2	2638.3	2642.8	42	48.97	53.15	27	23.89	18.62	19	14.45	13.81	13	12.68	14.41
All Grades	N/A	N/A	N/A	39	42.54	42.99	26	26.44	19.72	21	17.59	20.43	14	13.43	16.87

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 6	41	46.79	45.20	37	34.29	29.66	22	18.93	25.14
Grade 7	50	51.10	46.46	30	30.09	28.96	19	18.81	24.58
Grade 8	50	56.34	58.86	36	29.79	23.72	14	13.86	17.42
All Grades	47	51.71	50.20	34	31.24	27.44	19	17.06	22.36

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 6	36	35.71	35.88	46	45.71	40.96	18	18.57	23.16
Grade 7	46	47.02	41.08	42	40.13	39.06	11	12.85	19.87
Grade 8	41	47.49	50.15	45	37.46	37.54	14	15.04	12.31
All Grades	41	43.82	42.28	44	40.83	39.23	14	15.35	18.50

	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 6	37	36.43	38.14	46	42.86	37.29	17	20.71	24.58
Grade 7	43	40.13	35.35	42	45.45	49.83	14	14.42	14.81
Grade 8	41	50.74	51.65	49	37.46	34.53	9	11.80	13.81
All Grades	41	42.86	41.87	46	41.79	40.14	14	15.35	17.99

Conclusions based on this data:

1. Overall performance levels in Mathematics shows that 62.71% of all grade levels met or exceeded the CAASPP standards ranking LCMS near the top as compared to the other comprehensive middle schools.

   An analysis of longitudinal data over the last four CAASPP cycles shows significant gains in overall proficiency in two of the three cohorts:
   - Three Year Longitudinal Study (2014-2017): Student cohort improved overall achievement by 11.75% from 56% to 67.75%.
   - Three Year Longitudinal Study (2015-2018): Students (past 8th grade class) improved overall achievement by 11% (60% to 71%) and increased the mean scale score by 70.8 points
   - Two Year Longitudinal Study (2016-2018): Current 8th grade class declined by 8% from 66% to 58% with a small increase in the mean scale score by 15.2 points.

Cluster data indicates a significant strength with 50.2% of students exceeding standards in Concepts & Procedures while 42.2% and 41.9% of students exceeded standards in both Problem Solving/Analysis and Communicating Reason. When comparing cluster data for students from the 2016-17 school year, slight decline resulted in all three areas including -1.5% (Concepts & Procedures), -1.6% (Problem Solving), and -1.00% (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 dis-aggregated 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 62.71% while SPED (10%), English Language Learners (13%), and Low Income Students (33%) were significantly lower. More resources, professional development, and training are needed to narrow the achievement gap.

The LCMS math department has made major strides to change the way math is taught which have positively impacted our CAASPP scores over the last three years. Time honored teaching approaches have not been abandoned, but new age strategies have been adopted to increase the engagement using inquiry based learning with an emphasis on critical thinking, collaboration, and the use of spiraling homework/assessments to develop mastery over time. In order to continue our current growth, the math department has rewritten our benchmark assessments with a focus on creating questions that closely mirror the CAASPP which will allow us to accurately assess our students' strengths and weaknesses, target necessary interventions, and monitor a student's progress over the course of an entire school year. With an increase in data due to our common assessments, our teachers will be able work together to identify targeted strategies that work while planning for how to proceed.

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
Grade 6	1510.7	1498.6	1522.4	25
Grade 7	*	*	*	*
Grade 8	*	*	*	*
All Grades				40

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
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*	*	*	*	*	25
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*			*	*	*
All Grades	*	*	18	45.00	*	*	*	*	40

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
	#	%	#	%	#	%	#	%	
Grade 6	*	*	14	56.00	*	*	*	*	25
Grade 7	*	*	*	*			*	*	*
Grade 8	*	*	*	*			*	*	*
All Grades	12	30.00	21	52.50	*	*	*	*	40

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
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*	*	*	*	*	25
Grade 7			*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	13	32.50	12	30.00	40

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
Grade 6	*	*	16	64.00	*	*	25
Grade 7	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*
All Grades	*	*	26	65.00	*	*	40

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
Grade 6	13	52.00	*	*	*	*	25
Grade 7	*	*			*	*	*
Grade 8	*	*	*	*	*	*	*
All Grades	23	57.50	12	30.00	*	*	40

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
Grade 6	*	*	*	*	15	60.00	25
Grade 7			*	*	*	*	*
Grade 8	*	*	*	*	*	*	*
All Grades	*	*	*	*	23	57.50	40

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
Grade 6	*	*	14	56.00	*	*	25
Grade 7			*	*	*	*	*
Grade 8	*	*	*	*	*	*	*
All Grades	11	27.50	25	62.50	*	*	40

Conclusions based on this data:

1.

Planned Improvements in Student Performance

<u>School Goal #1</u>

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:
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes
SCHOOL GOAL #1:
By June of 2019, all students will demonstrate improved ability in the areas of writing, listening, and constructive conversation including, creating claims; provide supporting evidence, and responding to prompts from a variety of sources.
Data Used to Form this Goal:
Trimester benchmark assessments CAASPP Testing -- 2014-2018 (Proficiency/Strands)

Findings from the Analysis of this Data:

CAASPP Overall Achievement Data (Comparison of 2016 and 2018 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)
- 70.8% of 6th Grade students met or exceeded standards in ELA (CCSS 2018)
- 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)
- 68.5% of 7th Grade students met or exceeded standards in ELA (CCSS 2018)
- 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)
- 67.8% of 8th Grade students met or exceeded standards in ELA (CCSS 2018)

CAASPP Cohort Achievement Analysis (2014-18):
- Three Year Analysis (2014-2017): 68.0% (6th) to 67.75% (8th) of cohort met or exceeded ELA standards over a three year period.
- Three Year Analysis (2015-2018): 74.8% (6th) to 67.8% (8th) of cohort met or exceeded ELA standards over a three year period
- Two Year Analysis (2016-2018): 73.6% (6th) to 68.5% (7th) of cohort met or exceeded ELA standards over a two year period

California Dashboard Data (Equity Report):
- 2015/16: English performance data shows students were rated BLUE with a VERY HIGH STATUS (47.5 points above Level 3) and change increase of 15.3 points.
- EL Students (Yellow): Students were 48.4 points below Level 3 (LOW); however, made progress with an increase of 8.3 points.
- Socioeconomically Disadvantaged (Yellow): Students were 19 points below Level 3 (LOW); however, made significant progress with an increase of 14 points.
- Special Education Students (Red): Students were 85 points below Level 3 (VERY LOW) but declined significantly by 17.1 points.
- 2016/17: English performance data shows students were rated BLUE with a VERY HIGH STATUS (45.9 points above Level 3) with a slight decline of -1.6 points.
- EL Students (Orange): Students were 34.6 points below Level 3 (LOW) and maintained progress at .5.
- Socioeconomically Disadvantaged (Yellow): Students were 10.5 points below Level 3 (LOW) with an increase of 8.5 points.
- Special Education Students (Orange): Students were 78.1 points below Level 3 (VERY LOW) and an increase of 6.9 points.

CAASPP Literacy Area/Claim Achievement (Comparison of 2016 and 2018 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)
- Reading (All Grades): 33.7% Above Standard and 47.9% At or Near Standard (CCSS 2018)
- 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)
- Writing (All Grades): 43.4% Above Standard and 43.4% At or Near Standard (CCSS 2018)
- 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)
- Research/Inquiry (All Grades): 22.6% Above Standard and 66.4% At or Near Standard (CCSS 2018)
- 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)
- Listening (All Grades): 46.2% Above Standard and 43.4% At or Near Standard (CCSS 2018)

CAASPP Cohort Literacy/Claim Achievement (2015-2018):
- Three Year Analysis (2015-18):
- Reading: 35.1% (6th) Above Standard to 35.1% (7th); 47.1% (6th) Near Standard to 48.9% (7th)
- Writing: 43.2% (6th) Above Standard to 43.1% (7th); 46.2% (6th) Near Standard to 42.5% (7th)
- Listening: 24% (6th) Above Standard to 24.9% (7th); 67% (6th) Near Standard to 64% (7th)
- Research/Inquiry: 48.2% Above Standard to 44.4% (7th); 45.4% Near Standard to 44.7% (7th)

- Reading: 30.7% (6th) Above Standard to 34.0% (7th); 53.2% (6th) Near Standard to 46.7% (7th)
- Writing: 47.0% (6th) Above Standard to 42.0% (7th); 43.4% (6th) Near Standard to 46.3% (7th)

How the School will Evaluate the Progress of this Goal:

Benchmark Exams (English; Math; Social Science; Science)
CAASPP Data (Proficiency/Strands)
CAASPP Interim Assessment Data
Intervention Tracking (5 Star Program)

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 literacy, responding to prompts, and developing arguments.	Throughout the 2018/2019 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	0TRM	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 2018/2019 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 using 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 and developed targeted interventions to help improve student learning across all claim areas.	1000-1999: Certificated Personnel Salaries	OCBG	3200
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 2018/2019 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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. Science and Social Studies Departments will utilize department planning days to develop multiple benchmark exams, grade and analyze data from assessments, and develop targeted strategies to improve student achievement.	Throughout the 2018/2019 school year	Administration Science Teachers Social Science Teachers	6th-8th grade teachers will work with department chairs to create a series of benchmark assessments that will measure students' content knowledge, language and literacy skills, ability to analyze and synthesize information from multiple sources, and develop a claim statement with supporting evidence. Data from assessments will help monitor student progress and target intervention and instructional strategies to improve areas of weakness.	1000-1999: Certificated Personnel Salaries	0PGR	4468
5. Provide an Intermediate Clerk Typist to assist all staff and students	Throughout the 2018/2019 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	12500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 2018/2019 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	5054
7. Utilize MTSS/Rti Program to provide high quality instruction and targeted intervention to support ELA and literacy standards.	Throughout the 2018/2019 school year	Administration Department Chairs Teachers	All content area teachers will provide high qualify instruction focusing on meeting the literacy and critical thinking needs of all students while providing targeted interventions to support those that are not meeting the grade level or state standards.	None Specified	None Specified	0

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:
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes
SCHOOL GOAL #2:
By June 2019, students designated as Special Education, English Language Learners, as well as low Socio-Economic Status, will make significant growth in all academic classes.
Data Used to Form this Goal:
• Benchmark Assessments • CAASPP Testing (Overall Achievement and Content Stands) • EL Reclassification Data (ELPAC)

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Findings from the Analysis of this Data:

Data Analysis: CAASPP Overall Achievement Data (Comparison of 2016 through 2018 Data)

(6th)
- 5 % of 6th Grade EL students met or exceeded standard in English (CCSS 2016)
- 28% of 6th Grade EL students met or exceeded standard in English (CCSS 2017)
- 8% of 6th Grade EL students met or exceeded standard in English (CCSS 2018)
- 22 % of 6th Grade EL students met or exceeded standard in Mathematics (CCSS 2016)
- 28% of 6th Grade EL students met or exceeded standard in Mathematics (CCSS 2017)
- 13% of 6th Grade EL students met or exceeded standard in Mathematics (CCSS 2018)
- 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)
- 11% of 6th Grade SPED students met or exceeded standard in English (CCSS 2018)
- 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)
- 8% of 6th Grade SPED students met or exceeded standard in Mathematics (CCSS 2018)
- 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)
- 40 % of 6th Grade Economically Disadvantage Students met or exceeded standards in English (CCSS 2018)
- 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)
- 31 % of 6th Grade Economically Disadvantage Students met or exceeded standards in Mathematics (CCSS 2018)

(7th)
- No Data Available for 7th Grade EL students met or exceeded standard in English (CCSS 2016)
- 20% of 7th Grade EL students met or exceeded standard in English (CCSS 2017)
- No Data Available for 7th Grade EL students met or exceeded standard in English (CCSS 2018)
- No Data Available for 7th Grade EL students met or exceeded standard in Mathematics (CCSS 2016)
- 35% of 7th Grade EL students met or exceeded standard in Mathematics (CCSS 2017)
- No Data Available for 7th Grade EL students met or exceeded standard in Mathematics (CCSS 2018)
- 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)
- 10 % of 7th Grade SPED students met or exceeded standard in English (CCSS 2018)
- 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)
- 10% of 7th Grade SPED students met or exceeded standard in Mathematics (CCSS 2018)
- 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)
- 36% of 7th Grade Economically Disadvantage Students met or exceeded standards in English (CCSS 2018)
- 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)
- 28% of 7th Grade Economically Disadvantage Students met or exceeded standards in Mathematics (CCSS 2018)

(8th)
- 7 % of 8th Grade EL students met or exceeded standard in English (CCSS 2016)

- 0% of 8th Grade EL students met or exceeded standard in English (CCSS 2017)
- No data available for 8th Grade EL students met or exceeded standard in English (CCSS 2018)
- 35 % of 8th Grade EL students met or exceeded standard in Mathematics (CCSS 2016)

How the School will Evaluate the Progress of this Goal:

- Benchmark exams
- CAASPP Achievement Data
- CAASPP Interim Assessment (IAB) Data
- Intervention Tracking
- ELPAC 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 EL Coordinator for the school site. (by August 2019)	Ongoing throughout the 2018-19 school year	EL Coordinator Counselor Administration	The EL Coordinator will monitor the progress of our EL , and low SES students on a bi-weekly basis; direct and guide the ELL team in strategies, communication, and tracking the progress our EL 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 EL, 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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. The EL Coordinator and site leadership will purchase new technology, materials, and curriculum to assist our EL and low performing students.	Ongoing throughout the 2018-2019 school year	Administration EL Coordinator SPED Dept. Chair Teachers	EL coordinator will work with Administration to investigate and purchase programs and technology to assist in building EL 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	1760
3. Provide intervention for all EL students before school	Ongoing throughout the 2018-2019 school year	Administration EL Coordinator EL Paraprofessional Counseling	EL intervention 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 EL and content level standards.	1000-1999: Certificated Personnel Salaries	0TRM	1750
4. EL Paraprofessional will work 2.5 hours per week more to support our 6th-8th grade EL students in a morning support class.	Throughout the 2018/2019 school year	Administration Teachers EL Paraprofessional EL Teachers EL Counselor	EL paraprofessional will work 2.5 additional hours per week in order to support an 6th EL support class (morning), EL 1/2, and EL 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 EL teaching strategies and standards	Ongoing throughout the 2018-19 school year	Administration Counselors EL Teachers Teachers	Implement EL strategies and resources to support students in general education classes	1000-1999: Certificated Personnel Salaries	EIA Funds	460

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6. Provide a daily morning intervention study hall for at risk students to increase academic skills, student motivation, and work habits.	Ongoing throughout the 2018-19 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	0TRM	1750
7. A teacher will be assigned to serve as the Rti Coordinator for the school site (by August, 2018)	Ongoing throughout the 2018-19 school year	Administration Counselors Rti Coorindator 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	0TRM	3000
8. SPED department members will monitor the progress of Special Education students in general education and SPED classes.	Ongoing throughout the 2018-19 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/monitoring days during the school year to collect and evaluate student data, collaborate, and plan to ensure student success.	Ongoing throughout the 2018-19 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 while supporting the general education teachers.	1000-1999: Certificated Personnel Salaries	0TRM	2400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
10. Special Education teachers will provide a series of professional development training at staff meetings to support and promote student achievement.	Ongoing throughout the 2018-19 school year	SPED Department Chair SPED Teachers Administration	Special Education teachers will provide monthly professional development training to teachers during staff meetings to increase understanding of inclusion, utilizing instructional techniques and strategies to target improvement for all students, and providing resources and supports to help SPED students develop the skills necessary to access all content areas.	0001-0999: Unrestricted: Locally Defined	OCBG	500
11. Special Education teachers will meet with case load students during every Rti session to provide targeted intervention and support to the students.	Ongoing throughout the 2018-19 school year	Special Education Teachers	Teachers will work with their case load students during Rti sessions to target necessary skills for improvement in order to help students achieve in general education and special education classes.	None Specified	None Specified	0
12. Increase opportunities for special education students to access general education classes.	Ongoing throughout the 2018-19 school year	Administration SPED Department Teachers Counselors Case Managers	LCMS will increase access and inclusion (LRE) by implementing a Co-Teaching model in English while also maintaining support through the use of Directed Studies classes.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
13. Training and implementation of Universal Design for Learning strategies for all teachers.	Ongoing throughout the 2018-19 school year	Administration District Administration Teachers (All)	All teachers will receive extensive training in the UDL framework in order to implement best practices that meet the needs of all learners.	None Specified	None Specified	0
14. Implement Read 180 Intervention Program for special education students.	Ongoing throughout the 2018-19 school year	Administration SPED Teachers District support staff	Special Education teachers and site administration will develop a comprehensive plan (identification of students, assessments, and course offerings) and provide teacher training for the implementation of the Read 180 Universal Program. This intervention program will support struggling readers with targeted supports (whole group, small group, online support) to increase a student's reading comprehension, academic vocabulary, and writing skills.	None Specified	None Specified	0
15. 6th grade mentor program to support at risk students after school every Monday.	Ongoing throughout the 2018-19 school year	Administration Counselors Westlake HS mentors	High school mentors work individually and in groups with 6th grade students to promote academic success through tutoring, the use of educational games, and skill based assistance .	4000-4999: Books And Supplies	0TRM	500

Planned Improvements in Student Performance

<u>School Goal #3</u>

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:
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes
SCHOOL GOAL #3:
By 2019, 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:
CAASPP Achievement Data EADMS Usage Rates for Online Assessments

Findings from the Analysis of this Data:

CAASPP - 2016-2018 Comparison
- 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)
- 53.8% of all students were near or below standards in the following ELA category: Research/Inquiry: Investigate, analyzing, and presenting information (CCSS 2018)
- 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)
- 77.4% of all students were near or below standards in the following ELA category: Listening: Demonstrating effective communication skills (CCSS 2018)
- 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)
- 57.8% 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 2018)

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 2018-19 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	OCBG	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Purchase, improve, and utilize technology to enhance instruction	Ongoing throughout the 2018-19 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	0TRM	3000
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 2018-19 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	0PGR	500
4. Install and use Lanschool Software in all computer labs and mobile carts	Ongoing throughout the 2018-19 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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5. Maintain and repair existing technology for best use	Ongoing throughout the 2018-19 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
6. Utilize Gizmos software program in all science classes	Ongoing throughout the 2018-19 school year	Science Teachers	Science department will utilize Gizmos software program to engage in Science and Engineering practices such as supporting research based strategies to discover concepts through extensive manipulation and experimentation; analyzing data; and providing in-depth activities to explore, discover, and apply concepts.	5000-5999: Services And Other Operating Expenditures	OCBG	2680

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:
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes
SCHOOL GOAL #4:
By June of 2019, all students will demonstrate improved ability in the area of number sense by using inquiry based learning that emphasizes critical thinking, collaboration, and use of spiraling homework to develop mastery over time.
Data Used to Form this Goal:
Trimester benchmark assessments CAASPP Testing -- 2014-2018 (Proficiency/Strands)

Findings from the Analysis of this Data:

Data Analysis: CAASPP Overall Achievement Data (Comparison of 2016 through 2018 Data)

CAASPP - (6th Grade)
- 59.7% of 6th Grade students met or exceeded standard in Mathematics (CCSS 2016)
- 65.3% of 6th Grade students met or exceeded standard in Mathematics (CCSS 2017)
- 58.0% of 6th Grade students met or exceeded standard in Mathematics (CCSS 2018)

CAASPP- (7th Grade)
- 68.5% of 7th Grade students met or exceeded standard in Mathematics (CCSS 2016)
- 68.0% of 7th Grade students met or exceeded standard in Mathematics (CCSS 2017)
- 58.0% of 7th Grade students met or exceeded standard in Mathematics (CCSS 2018)

CAASPP- (8th Grade)
- 68.3% of 8th Grade students met or exceeded standard in Mathematics (CCSS 2016)
- 73.1% of 8th Grade students met or exceeded standard in Mathematics (CCSS 2017)
- 71.0% of 8th Grade students met or exceeded standard in Mathematics (CCSS 2018)

CAASPP Cohort Achievement Analysis (2015-18):
- Three Year Analysis (2014-2017): 56.0% (6th) to 67.75 (8th) of cohort met or exceeded ELA standards over a three year period
- Three Year Analysis (2015-2018): 60.0% (6th) to 71.0 (8th) of cohort met or exceeded ELA standards over a three year period
- Two Year Analysis (2016-2018): 66.0% (6th) to 58.0% (7th) of cohort met or exceeded ELA standards over a two year period

California Dashboard Data (Equity Report):
- 2015/16: Math performance data shows students were rated BLUE with a VERY HIGH STATUS (40.4 points above Level 3) and change increase of 8 points.
- ELD Students (Yellow): Students were 48.4 points below Level 3 (LOW); however, made progress with an increase of 12.2 points.
- Socioeconomically Disadvantaged (Yellow): Students were 29.9 points below Level 3 (LOW); however, made significant progress with an increase of 20.6 points.
- Special Education Students (Red): Students were 121.4 points below Level 3 (VERY LOW) and maintained this level with an increase of 1.7 points.
- 2016/17: Math performance data shows students were rated BLUE with a HIGH STATUS (32.4 points above Level 3) and change significant increase of 20.2 points.
- ELD Students (Yellow): Students were 48.4 points below Level 3 (LOW); however, made progress with an increase of 8.6 points.
- Socioeconomically Disadvantaged (Yellow): Students were 29.9 points below Level 3 (LOW); however, made significant progress with an increase of 21.1 points.
- Special Education Students (Red): Students were 121.4 points below Level 3 (VERY LOW) and maintained this level with an increase of .5 points.

Data Analysis: CVUSD Benchmark Data (Comparison of 2015 through 2018)
- 2015/16: 70.6% average on Math 6CP EOCE
- 2016/17: 72.7% average on Math 6CP EOCE
- 2017/18: 69.2% average on Math 6CP EOCE
- 2015/16: 92.4% average on Math 6A EOCE
- 2016/17: 91.0% average on Math 6A EOCE
- 2017/18: 90.0% average on Math 6A EOCE
- 2015/16: No data on Math 7CP EOCE
- 2016/17: 66.5% average on Math 7CP EOCE
- 2017/18: 62.2% average on Math 7CP EOCE
- 2015/16: No data on Math 7A EOCE
- 2016/17: 84.4% average on Math 7A EOCE
- 2017/18: 81.7% average on Math 7A EOCE
- 2015/16: No data on Math 8CP EOCE
- 2016/17: No data on Math 8CP EOCE

- 2017/18: 76.0% average on Math 8CP EOCE
- 2015/16: No data on Algebra 1 CP EOCE

How the School will Evaluate the Progress of this Goal:
Benchmark 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 2018/2019 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	0TRM	1000
2. Math teachers will utilize common planning days three times a year to revise benchmark exams, grade and review data, and collaborate.	Throughout the 2018/2019 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	0PGR	2600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3. Utilize MTSS/Rti Program to provide high quality instruction and targeted intervention to support students meeting the math standards.	Throughout the 2018/2019 school year	Math Department	Math teachers will provide high quality, differentiated instruction (Tier 1) focusing on meeting the math standards of all students, closely monitor student progress, and providing targeted interventions and lunch help to support those that are not meeting the grade level or state standards.	None Specified	None Specified	0

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:
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes
CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes
CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes
CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes
SCHOOL GOAL #5:
By June of 2019, 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 2015-18 CVUSD Suspension Data

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?

CVUSD Suspension Data:

2015-16: 3.26% Suspension Rate for 981 students
2016-17: 2.70% Suspension Rate for 963 students
2017-18: 2.81% Suspension Rate for 997 students

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 2018-19 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	0TRM	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Provide opportunities for increased student connection to the LCMS community to enrich the learning environment	Ongoing throughout the 2018-19 school year	Administration Counseling Teachers Students	Increase opportunities for students to get involved in Clubs and school based activities to form positive relationships	1000-1999: Certificated Personnel Salaries	ASB	2000
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 2018-19 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 our students play.	1000-1999: Certificated Personnel Salaries	0TRM	1912
				5000-5999: Services And Other Operating Expenditures	0TRM	1000
4. Provide campus supervisors and necessary safety equipment to enforce school rules and procedures while keeping school safe.	Ongoing throughout the 2018-19 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
5. Utilize Five Start tracking software to track and monitor student involvement.	Ongoing throughout the 2018-19 school year	Administration Club Advisors	Teachers, club advisers, and administration will use Five Start program to check students into events, clubs, activities, and interventions. Program will provide important data regarding student	5000-5999: Services And Other Operating Expenditures	ASB	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6. Providing incentive programs to reward students for positive behavior, academic improvement, and attendance.	Ongoing throughout the 2018-19 school year	Administration Counseling Teachers	The implementation of rewards programs such as: Student of the Month, Principal's 200 Club, Principal's Honor Roll, Spectacular 6, Renaissance, and Spirit Rewards.	4000-4999: Books And Supplies	ASB	2000
7. Provide professional development training to teachers and an assembly for students on mindfulness.	Ongoing throughout the 2018-19 school year	Administration Counseling Trainer	Train staff and students to utilize mindfulness exercises and employ tools that will help support student learning.	5000-5999: Services And Other Operating Expenditures	0TRM	500

Planned Improvements in Student Performance

School Goal #6

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:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

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	8/22/2018 to 6/07/2019		Salary and Benefits		0860	5591.00
Support Staff	8/22/2018 to 6/07/2019		Salary and Benefits		0860	56016.50
Professional Development	8/22/2018 to 6/07/2019		Costs for speakers, supplies, teacher release, etc..		0860	2665.50

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

<u>**Centralized Service Goal #3**</u>

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

<u>Centralized Service Goal #4</u>

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

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	27434	0.00
0PGR	7568	0.00
0TRM	20812	0.00
EIA Funds	3920	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
0PGR	7,568.00
0TRM	20,812.00
ASB	5,500.00
EIA Funds	3,920.00
None Specified	0.00
OCBG	27,434.00
School Safety and Violence Prevention Act	11,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	500.00
1000-1999: Certificated Personnel Salaries	50,540.00
2000-2999: Classified Personnel Salaries	1,700.00
4000-4999: Books And Supplies	12,314.00
5000-5999: Services And Other Operating Expenditures	11,180.00
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	0PGR	7,568.00
1000-1999: Certificated Personnel Salaries	0TRM	11,812.00
4000-4999: Books And Supplies	0TRM	3,500.00
5000-5999: Services And Other Operating	0TRM	5,500.00
1000-1999: Certificated Personnel Salaries	ASB	2,000.00
4000-4999: Books And Supplies	ASB	2,000.00
5000-5999: Services And Other Operating	ASB	1,500.00
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	1,760.00
None Specified	None Specified	0.00
0001-0999: Unrestricted: Locally Defined	OCBG	500.00
1000-1999: Certificated Personnel Salaries	OCBG	17,700.00
4000-4999: Books And Supplies	OCBG	5,054.00
5000-5999: Services And Other Operating	OCBG	4,180.00
1000-1999: Certificated Personnel Salaries	School Safety and Violence Prevention Act	11,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	26,222.00
Goal 2	13,820.00
Goal 3	9,680.00
Goal 4	3,600.00
Goal 5	22,912.00

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 Pacheco			X		
Kimberly Michaud			X		
Karen McCarthy			X		
Emily Merjan (8th)					X
Avanthika Ramasamy (8th)					X
Andrew Rosen (7th)					X
Kourash Apfelthaler (7th)					X
Gweneth Snowden (6th)					X
Austin Maziasz (6th)					X
Kim Merjan (SSC Chair)				X	
Sonia Dritz (Parent Rep)				X	
Dina Langhorne (DAC and Parent				X	
Julia Blietz (Parent Rep/Gate)				X	
Nancy Crelin (PTSA				X	
Assumptah Turyasiimwa (DELAC)				X	
Andrea Mettel (SEDAC)				X	
Dina McBride		X			
Dawn Gould		X			
Kasjia Butcher		X			
Kim Budy		X			
Karen Greenberg		X			
Gina Sillers (SSC Secretary)			X		
Georgi Harden (Boys/Girls Club Director)			X		
Numbers of members of each	**1**	**5**	**5**	**7**	**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.

Recommendations and Assurances

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

X   English Learner Advisory Committee

X   Special Education Advisory Committee

X   Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

X   Departmental Advisory Committee (secondary)

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

_____ Signature

_____ Signature

_____ Signature

_____ Signature

_____ Signature

_____ 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 November 7, 2018.

Attested:

Jason Klinger		4/3/19
Typed Name of School Principal	Signature of School Principal	Date
Kim Merjan		4/3/19
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Budget By Expenditures

Los Cerritos Middle School

Funding Source: 0PGR   **$7,568.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
6th-8th grade teachers will work with department chairs to create a series of benchmark assessments that will measure students' content knowledge, language and literacy skills, ability to analyze and synthesize information from multiple sources, and develop a claim statement with supporting evidence. Data from assessments will help monitor student progress and target intervention and instructional strategies to improve areas of weakness.	1000-1999: Certificated Personnel Salaries	$4,468.00		4. Science and Social Studies Departments will utilize department planning days to develop multiple benchmark exams, grade and analyze data from assessments, and develop targeted strategies to improve student achievement.
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	$500.00		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.
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	$2,600.00		2. Math teachers will utilize common planning days three times a year to revise benchmark exams, grade and review data, and collaborate.

Los Cerritos Middle School

0PGR Total Expenditures: $7,568.00

0PGR Allocation Balance: $0.00

Funding Source: 0TRM   **$20,812.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Continue to purchase technology and software/programs that will enhance student engagement and teacher instructional practices	4000-4999: Books And Supplies	$3,000.00		2. Purchase, improve, and utilize technology to enhance instruction
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	$1,000.00		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
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	$3,000.00		1. Provide enrichment opportunities for to all students including field trips, extension activities, and outside competitions.
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 our students play.	1000-1999: Certificated Personnel Salaries	$1,912.00		3. LCMS staff will be provided opportunities to attend PD seminars and conferences focusing on CHAMPS: a proactive and positive approach to classroom management
	5000-5999: Services And Other Operating Expenditures	$1,000.00		3. LCMS staff will be provided opportunities to attend PD seminars and conferences focusing on CHAMPS: a proactive and positive approach to classroom management
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 while supporting the general education teachers.	1000-1999: Certificated Personnel Salaries	$2,400.00		9. SPED teachers will utilize several common grading/planning/monitoring days during the school year to collect and evaluate student data, collaborate, and plan to ensure student success.

Los Cerritos Middle School

High school mentors work individually and in groups with 6th grade students to promote academic success through tutoring, the use of educational games, and skill based assistance .	4000-4999: Books And Supplies	$500.00	15. 6th grade mentor program to support at risk students after school every Monday.
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	$1,000.00	1. Teachers and administrators will be provided opportunities to attend PD seminars and conferences focusing on literacy, responding to prompts, and developing arguments.
EL intervention 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 EL and content level standards.	1000-1999: Certificated Personnel Salaries	$1,750.00	3. Provide intervention for all EL students before school
A teacher will provide academic and study skills support to at risk students as identified by counseling and administration.	1000-1999: Certificated Personnel Salaries	$1,750.00	6. Provide a daily morning intervention study hall for at risk students to increase academic skills, student motivation, and work habits.
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	$3,000.00	7. A teacher will be assigned to serve as the Rti Coordinator for the school site (by August, 2018)
Train staff and students to utilize mindfulness exercises and employ tools that will help support student learning.	5000-5999: Services And Other Operating Expenditures	$500.00	7. Provide professional development training to teachers and an assembly for students on mindfulness.

0TRM Total Expenditures:	$20,812.00	
0TRM Allocation Balance:	$0.00	

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Funding Source: ASB $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Teachers, club advisers, and administration will use Five Start program to check students into events, clubs, activities, and interventions. Program will provide important data regarding student	5000-5999: Services And Other Operating Expenditures	$1,500.00		5. Utilize Five Start tracking software to track and monitor student involvement.
The implementation of rewards programs such as: Student of the Month, Principal's 200 Club, Principal's Honor Roll, Spectacular 6, Renaissance, and Spirit Rewards.	4000-4999: Books And Supplies	$2,000.00		6. Providing incentive programs to reward students for positive behavior, academic improvement, and attendance.
Increase opportunities for students to get involved in Clubs and school based activities to form positive relationships	1000-1999: Certificated Personnel Salaries	$2,000.00		2. Provide opportunities for increased student connection to the LCMS community to enrich the learning environment

ASB Total Expenditures: $5,500.00

ASB Allocation Balance: $0.00

Funding Source: EIA Funds $3,920.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
EL paraprofessional will work 2.5 additional hours per week in order to support an 6th EL support class (morning), EL 1/2, and EL 3 classes	2000-2999: Classified Personnel Salaries	$1,700.00		4. EL Paraprofessional will work 2.5 hours per week more to support our 6th-8th grade EL students in a morning support class.
Implement EL strategies and resources to support students in general education classes	1000-1999: Certificated Personnel Salaries	$460.00		5. Teachers and administrators will be provided opportunities to attend PD seminars and conferences focusing on EL teaching strategies and standards
EL coordinator will work with Administration to investigate and purchase programs and technology to assist in building EL 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	$1,760.00		2. The EL Coordinator and site leadership will purchase new technology, materials, and curriculum to assist our EL and low performing students.

Los Cerritos Middle School

EIA Funds Total Expenditures: $3,920.00

EIA Funds Allocation Balance: $0.00

Funding Source: None Specified **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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	$0.00		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.
All content area teachers will provide high qualify instruction focusing on meeting the literacy and critical thinking needs of all students while providing targeted interventions to support those that are not meeting the grade level or state standards.	None Specified	$0.00		7. Utilize MTSS/Rti Program to provide high quality instruction and targeted intervention to support ELA and literacy standards.
The EL Coordinator will monitor the progress of our EL , and low SES students on a bi-weekly basis; direct and guide the ELL team in strategies, communication, and tracking the progress our EL 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 EL, 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	$0.00		1. A teacher will be assigned to be the EL Coordinator for the school site. (by August 2019)

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	$0.00	8. SPED department members will monitor the progress of Special Education students in general education and SPED classes.
Teachers will work with their case load students during Rti sessions to target necessary skills for improvement in order to help students achieve in general education and special education classes.	None Specified	$0.00	11. Special Education teachers will meet with case load students during every Rti session to provide targeted intervention and support to the students.
LCMS will increase access and inclusion (LRE) by implementing a Co-Teaching model in English while also maintaining support through the use of Directed Studies classes.	None Specified	$0.00	12. Increase opportunities for special education students to access general education classes.
All teachers will receive extensive training in the UDL framework in order to implement best practices that meet the needs of all learners.	None Specified	$0.00	13. Training and implementation of Universal Design for Learning strategies for all teachers.
Special Education teachers and site administration will develop a comprehensive plan (identification of students, assessments, and course offerings) and provide teacher training for the implementation of the Read 180 Universal Program. This intervention program will support struggling readers with targeted supports (whole group, small group, online support) to increase a student's reading comprehension, academic vocabulary, and writing skills.	None Specified	$0.00	14. Implement Read 180 Intervention Program for special education students.
Math teachers will provide high quality, differentiated instruction (Tier 1) focusing on meeting the math standards of all students, closely monitor student progress, and providing targeted interventions and lunch help to support those that are not meeting the grade level or state standards.	None Specified	$0.00	3. Utilize MTSS/Rti Program to provide high quality instruction and targeted intervention to support students meeting the math standards.

Los Cerritos Middle School

None Specified Total Expenditures: $0.00

None Specified Allocation Balance: $0.00

Funding Source: OCBG   **$27,434.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Implement new teaching strategies and resources to assist in the teaching of all subjects while incorporating technology	1000-1999: Certificated Personnel Salaries	$2,000.00		1. Teachers and administrators will be provided opportunities to attend PD seminars and conferences focusing on integration of technology to improve instruction
Special Education teachers will provide monthly professional development training to teachers during staff meetings to increase understanding of inclusion, utilizing instructional techniques and strategies to target improvement for all students, and providing resources and supports to help SPED students develop the skills necessary to access all content areas.	0001-0999: Unrestricted: Locally Defined	$500.00		10. Special Education teachers will provide a series of professional development training at staff meetings to support and promote student achievement.
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	$500.00		4. Install and use Lanschool Software in all computer labs and mobile carts
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	$1,000.00		5. Maintain and repair existing technology for best use
Science department will utilize Gizmos software program to engage in Science and Engineering practices such as supporting research based strategies to discover concepts through extensive manipulation and experimentation; analyzing data; and providing in-depth activities to explore, discover, and apply concepts.	5000-5999: Services And Other Operating Expenditures	$2,680.00		6. Utilize Gizmos software program in all science classes

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Proposed Expenditure	Object Code	Amount	Goal	Action
Utilize grading days to analyze student progress in meeting the goals of CCSS. This analysis will include the grading of trimester benchmark exams using 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 and developed targeted interventions to help improve student learning across all claim areas.	1000-1999: Certificated Personnel Salaries	$3,200.00		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.
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	$12,500.00		5. Provide an Intermediate Clerk Typist to assist all staff and students
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	$5,054.00		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.

OCBG Total Expenditures: $27,434.00

OCBG Allocation Balance: $0.00

Funding Source: School Safety and Violence Prevention Act $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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	$11,000.00		4. Provide campus supervisors and necessary safety equipment to enforce school rules and procedures while keeping school safe.

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School Safety and Violence Prevention Act Total Expenditures: $11,000.00

School Safety and Violence Prevention Act Allocation Balance: $0.00

Los Cerritos Middle School Total Expenditures: $76,234.00