

Single Plan for Student Achievement (SPSA) Template

[Addendum 1](#): Regulatory requirements [Addendum 2](#): General instructions.

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

[LCFF Evaluation Rubrics](#)

School Name	Bobby Duke Middle School		
CDS Code	33736760113753		
Revision Date			
Contact Name and Title	Encarnación Becerra Principal	Email and Phone	ebecerra@cvusd.us 760-398-0139
The District Governing Board approved this revision of the SPSA on			

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

Bobby Duke Middle School provides instruction for students in grades 7-8. During the 2016-17 school year, a total of 697 students were enrolled. The school's enrollment for 2016-17 was comprised of 63.7% free and reduced price meal students, 14.5% students with disabilities, and 42.2% English Learners, and consisted of the following number of students per grade level:

Seventh Grade 338 Eighth Grade 359

School Vision

Bobby G. Duke Middle School will be a dynamic, safe environment that ensures learning for all students and addresses physical, social, emotional, and academic needs. Together with community and family support, we will foster lifelong learning.

School Mission

All students, upon leaving Bobby Duke Middle School in two years, will receive challenge-based instruction in all coursework that develops academic and social skills along with a 6-year academic plan that promotes and maintains a college and career minded attitude for the purpose of contributing to the community. This foundation will support an academic and social bridge between middle and high school levels.

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

The Single Plan for Student Achievement (SPSA) for Bobby Duke Middle School is a plan of actions to raise the academic performance of all students to the level of performance goals established under the CAASPP Index. California Education Code section 41507, 41572, and 64001 and the Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application and ESEA Program Improvement into the Single Plan for Student Achievement.

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 State targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

School Goals for Improving Student Achievement

Goal #1: 15 percent of 7th – 8th grade students will score at standard met or standard exceeded, on their respective ELA California Assessments of Student Performance and Progress (CAASPP) in the Spring of 2018.

15% of 7th – 8th grade students will score at standard met or standard exceeded, on their respective Math California Assessment of Student Performance and Progress (CAASPP) in the Spring of 2018.

As a staff (and a district), we have begun to implement Units of Study that are centered around the New State Standards (CCSS). The culminating task, found at the end of each unit of study for ELA/Math, is tailored after the CCSS, and includes a performance task. Monitoring points (formative assessments and district benchmarks) have been established throughout the units and will provide relevant data for teachers and will guide instruction.

PLC sessions for ELA/Math will occur twice monthly, or as needed. The sessions are structured in a manner that allows grade level groups to review data, set goals, and strategize instruction for the Units of Study based on the data.

Goal #2: The percentage of EL students who advance one performance level per year on the overall CELDT score will increase to 20% as indicated by the 2017 CELDT test and noted on the CELDT Movement Report in EADMS.

Goal #3: Bobby Duke Middle School will collaborate with parents, teachers, students, support staff, and community members to support student academic success and College, Career, and Citizenship readiness.

- Collaboration between school and home will be critical as we continue to transition into New State Standards. As a staff (and a district), we have begun to implement Units of Study that are centered on the New State Standards (CCSS). The culminating task, found at the end of each unit of study for ELA and Math, is tailored after the CCSS, and includes a performance task. Monitoring points (formative assessments and district benchmarks) have been established throughout the units and will provide relevant data for teachers and will guide instruction.
- We will provide multiple opportunities to collaborate with parents to support our movement towards reaching proficiency as a school as measured by CAASPP. One element that will grow year to year is the AVID program with two sections of AVID beginning for 7th and 8th grade in the Fall of 2017. During which time, school wide AVID strategies will be provided to staff throughout the year with ongoing training for students and staff.

The CAASPP testing is geared to delineate how prepared students are prepared for college going course work. The data listed below illustrate the need to provide a college going culture at Bobby Duke Middle School for the purpose of connecting the work they are doing now in preparation for college course work.

REVIEW OF PERFORMANCE

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

The 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 State targets. A highlight when looking at the California Dashboard, is a significant decline in suspensions. But in the area of Math and ELA, we experienced a drop in overall growth towards met or exceeded the standards.

As a result, we have adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

School Goals for Improving Student Achievement

Goal #1: 15 percent of 7th – 8th grade students will score at met standard or exceeded standard on their respective ELA California Assessments of Student Performance and Progress (CAASPP) in the Spring of 2018.

Fifteen percent of 7th – 8th grade students will score at met standard or exceeded standard on their respective Math California Assessment of Student Performance and Progress (CAASPP) in the Spring of 2018.

As a staff (and a district), we have begun to implement Units of Study that are centered around the New State Standards (CCSS). The culminating task, found at the end of each unit of study for ELA/Math, is tailored after the CCSS, and includes a performance task. Monitoring points (formative assessments and district benchmarks) have been established throughout the units and will provide relevant data for teachers and will guide instruction.

PLC sessions for ELA/Math will occur twice monthly, or as needed. The sessions are structured in a manner that allows grade level groups to review data, set goals, and strategize instruction for the Units of Study based on the data.

Goal #2: The percentage of EL students who advance one performance level per year on the overall CELDT score will increase to 20% as indicated by the 2017 CELDT test and noted on the CELDT Movement Report in EADMS.

Goal #3: Bobby Duke Middle School will collaborate with parents, teachers, students, support staff, and community members to support student academic success and College, Career, and Citizenship readiness. In regards to this area and when looking at the California Dashboard, our suspension rate had reportedly declined significantly among subgroups with and up to 11% drop for our EL students. The follow practices help to explain this decline:

- Counselor triaging: social and academic needs of students
- Saturday School: APASS, SRO, parent contact, Community service, counseling session and 4-hour class plus public service announcement presented to parents
- Lunch CS & After School Detention:
- Restorative Justice - Hurt, Harm and Healing Circle
- Joven Noble
- Racices through community activism
- DA's office & YAT support
- Twice a Year assembly plus sexual harassment
- School Safety Team, student community leaders

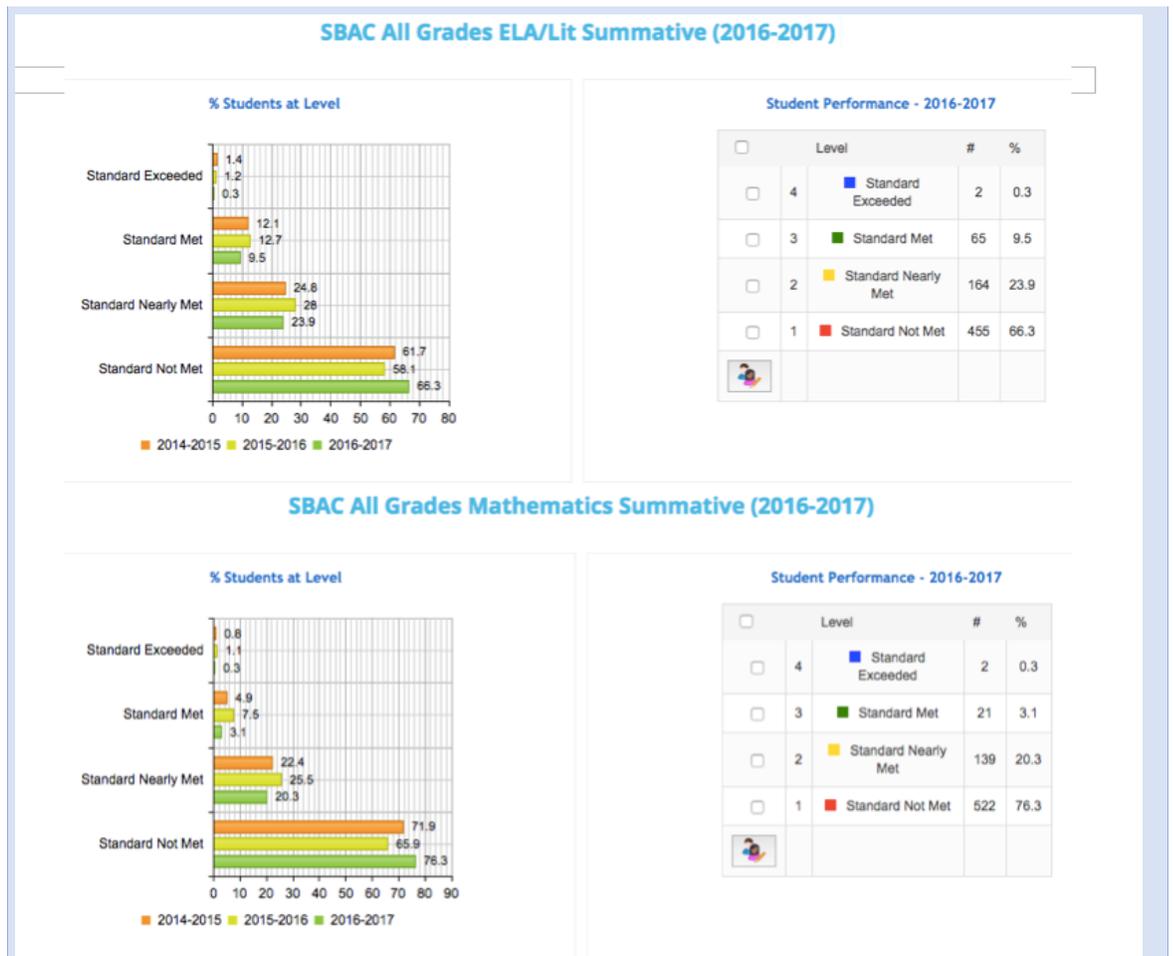
GREATEST PROGRESS

- Peer Mentoring/Academic for students who are failing more than one class
- 30, 8th grade mentors (3.5) with 30 mentees
- Under the Wing Program where the Principal works and mentors with 10 "At-Promise" students
- Planned workshops for parents in Parent Center focused on how to talk to your teen
- Public Service Announcements as another mean of correction
- Latino Commission increased support
- PBIS, B-Bucks
- Responsibility Monthly rewards
- Quarterly recognition including CAASPP awards
- Student Mediation (ie. not contact contracts)

Other factors, which include collaboration between school and home, will be critical as we transition into New State Standards. As a staff (and a district), we have begun to implement Units of Study that are centered on the New State Standards (CCSS). The culminating task, found at the end of each unit of study for ELA and Math, is tailored after the CCSS, and includes a performance task. Monitoring points (formative assessments and district benchmarks) have been established throughout the units and will provide relevant data for teachers and will guide instruction.

- We will provide multiple opportunities to collaborate with parents to support our movement towards reaching proficiency as a school as measured by CAASPP. One element that will grow year to year is the AVID program with two sections of AVID beginning for 7th and 8th grade in the Fall of 2017. During which time, school wide AVID strategies will be provided to staff throughout the year with ongoing training for students and staff.

The CAASPP testing is geared to delineate how prepared students are prepared for college going course work. The data listed below illustrate the need to provide a college going culture at Bobby Duke Middle School for the purpose of connecting the work they are doing now in preparation for college course work.



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

Based on the performance indicators for which overall performance was in the “Red” or “Orange” performance category it was noted, and ongoing discussion will focus on creating a plan that has to be based on the fact that both Math and ELA overall performance lay in the “Red” performance categories. In the area of Math, we scored only 3%, having reached “met” or “exceeded the standard.” With ELA we had 10% of our students at met or exceeded the standard. Our focus will lay in supporting reading literacy and comprehension skills.

What steps is the school planning to take to address these areas with the greatest need for improvement?

As a staff (and a district), we have begun to implement Units of Study that are centered around the New State Standards (CCSS). The culminating task, found at the end of each unit of study for ELA/Math, is tailored after the CCSS, and includes a performance task. Monitoring points (formative assessments and district benchmarks) have been established throughout the units and will provide relevant data for teachers and will guide instruction.

PLC sessions for ELA/Math will occur twice monthly, or as needed. The sessions are structured in a manner that allows grade level groups to review data, set goals, and strategize instruction for the Units of Study based on the data.

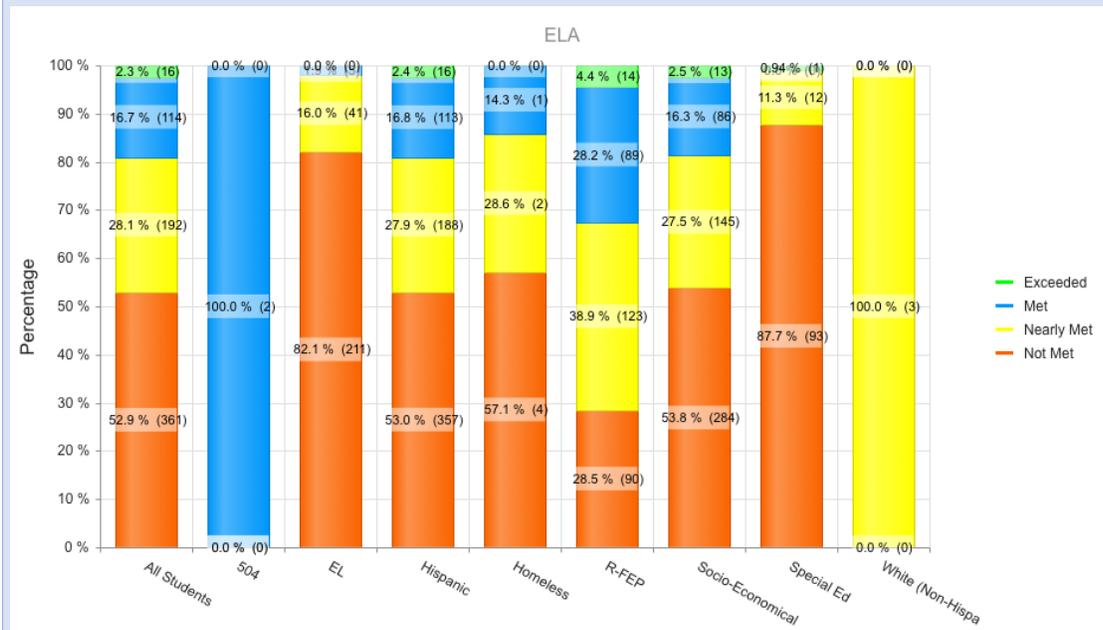
Collaboration between school and home will be critical, as we continue the transition into New State Standards. As a staff (and a district), we have begun to implement Units of Study that are centered on the New State Standards (CCSS). The culminating task, found at the end of each unit of study for ELA and Math, is tailored after the CCSS, and includes a performance task. Monitoring points (formative assessments and district benchmarks) have been established throughout the units and will provide relevant data for

GREATEST NEEDS

teachers and will guide instruction.

Specifically in the the significant drop in mathematics, we are working closely with our educational services department at the district level to support the newly adopted support class via Math 180 program. We will provide ongoing support and training to our teacher and monitor the implementation year of this this new support program.

We will provide multiple opportunities to collaborate with parents to support our movement towards reaching proficiency as a school as measured by CAASPP. One element that will grow year to year is the AVID program with two sections of AVID beginning for 7th and 8th grade in the Fall of 2017. During which time, school wide AVID strategies will be provided to staff throughout the year with ongoing training for students and staff.



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

Based on the performance indicator for which overall performance was in the “Red” or “Orange” performance category, ongoing discussion focused on creating a plan that to be had based on the fact that both Math and ELA overall performance lay in the “Red” (Very Low) performance categories.

As a staff (and a district), we have begun to implement Units of Study that are centered around the New State Standards (CCSS). The culminating task, found at the end of each unit of study for ELA/Math, is tailored after the CCSS, and includes a performance task. Monitoring points (formative assessments and district benchmarks) have been established throughout the units and will provide relevant data for teachers and will guide instruction.

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PERFORMANCE GAPS

Specifically in the the significant drop in mathematics, we are working closely with our educational services department at the district level to support the newly adopted support class via Math 180 program. We will provide ongoing support and training to our teacher and monitor the implementation year of this this new support program.

We will provide multiple opportunities to collaborate with parents to support our movement towards reaching proficiency as a school as measured by CAASPP. One element that will grow year to year is the AVID program with two sections of AVID beginning for 7th and 8th grade in the Fall of 2017. During which time, school wide AVID strategies will be provided to staff throughout the year with ongoing training for students and staff.

What steps is the school planning to take to address these performance gaps?

Data on various groups:

Side by side all students compared to difference sub group chart:
Describe gaps of sub groups

Status and Change Report

Bobby Duke Middle - Riverside County

Enrollment: 742 Socioeconomically Disadvantaged: 97% English Learners: 47% Foster Youth: N/A Grade Span: 7-8 Reporting Year: Spring 2017

Charter School: No

Equity Report Status and Change Report Detailed Reports Student Group Report

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		High 9%	Declined Significantly -4.6%
English Learner Progress (K-12)		Very Low 57.2%	Declined -7.7%
<u>English Language Arts (3-8)</u>		Very Low 101.9 points below level 3	Declined -6 points
<u>Mathematics (3-8)</u>		Very Low 145.7 points below level 3	Declined Significantly -10.3 points

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

INCREASED OR IMPROVED SERVICES

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

Staff will continue to be supported by being provided time for:

First, as a site, we will focus on providing teacher time designated to focus on best first instruction and best practices in the classroom setting with the use of PLC time. This first effort will be focused applying the following efforts:

Alignment of Instruction with Content Standards: Department Chairs will facilitate Professional Learning Communities, where teachers meet twice a month or as needed by subject area, to collaborate and arrive at consensus regarding department specific issues; develop curricular paths; establish benchmarks; create common assessment and develop lesson plans and strategies that support a standards-based education. Continue to implement test-taking strategies across the curriculum. Implement use of Thinking Maps, Write from the Beginning along with other writing strategies and use of cooperative learning strategies. A total of 20-hours for the school year has been allotted with 10-hours per semester to be approved by the school board.

- Provide training opportunities with CCSS, writing, mobile/technology learning
- Provide subs for embedding additional Professional Learning Communities during the school days for grade level and vertical collaboration. This will include support of site and district PBIS efforts.
- Provide subs for pullout time to implement ELL support methods via TOSA to improve instructional best practices for ELLs
- Provide for subs and conference fees to attend various trainings such as RCOE, AVID and other professional trainings that align with new state standards and district initiatives.

- Provide afterschool teacher tutors to provide support in ELA during study halls to provide reviews with emphasis to support ELL students
- Provide afterschool teacher tutors to provide support in math during study halls to provide reviews
- Provide for subs and conference fees to attend various AVID Trainings
- Provide for supplemental instructional materials needed to support AVID implementation
- Provide math and language family nights by providing teacher hours to present on how to help their children at home
- Supplemental classroom supplies
- Provide ELL students with enrichment fieldtrips and necessary admissions fees and related transportation costs reflecting studies in the ELA and other content courses, e.g. Tolerance Museum, art museums, exhibits, aquariums, national parks and monuments, sports events
- Creation of a small PC language lab in the library for both student and parent use after hours with emphasis on the Rosetta Stone program
- Extended Learning Time: Provide afterschool teacher tutors to provide support in ELA/Math during study halls to provide reviews with emphasis to support ELL students. Implement an afterschool program to provide students with enrichment courses and activities that will support academic achievement in ELA/math
- Provide after school teacher tutors to provide support in math during study halls to provide reviews and classwork support. Implement an after school tutoring program to meet the needs of students requiring additional instruction to meet proficiency levels in reading comprehension & math
- Provide ELL students with enrichment field trips and necessary admissions fees and related transportation costs reflecting studies in the ELA and other content courses, e.g. Tolerance Museum, art museums, exhibits, aquariums, national parks and monuments, sports events
- Increased Access to Technology: Creation of a iPad carts for each classroom where the technology will be leveraged as needed base on teacher lesson design and needed assessments.
- Offer computers during the day and also in the after-school ASES program.
- Have teachers' use of technology in the classroom and implement into lesson plans. Make sure speakers in classroom are in working order and light bulbs in LCD projector are replaced.
- Offer parent workshops in support of ABI our parent portal to access student information through the use of technology.
- Staff Development and Professional Collaboration Aligned with Standards-based Instructional Materials: Teachers continue to analyze and assess student data in order to drive instruction using the PLC process.
- Staff development will be provided twice a month with a focus on instructional planning, instructional strategies, and student engagement. We will also collaborate with the other middle schools to focus on state core standards.
- Involvement of Staff, Parents, and Community: Provide language family nights by providing teacher hours to present on how to help their children at home
- Provide parents with printed materials on current information, in both English and Spanish, regarding all aspects of parent involvement and participation; promotion requirements; standards-based curricular paths and state assessments; proficiency levels of students; parent-teacher conferences.
- Use of Ed-Connect to inform parents of all activities here at school.
- Send out monthly calendar in both English and Spanish.
- Continue to involve parents in the education of their student with parent training events designed to help parents support their student's learning through College focused newsletters and fliers.
- School Site Council and FIAT.
- Welcome back and parent conference.
- Auxiliary Services for Students and Parents: Assist parents and students with placement into a Language Arts class by implementing: placement information from teachers at feeder schools; district assessment tools, and other adopted assessments to evaluate and place incoming 7th graders.
- Provide transitional orientation meetings with parents and incoming 7th grade students - 7th grade orientation.
- Americorps Tutors support and monitoring. Individual and Group Counseling along with the use of Restorative Justice practices.

Secondly, administration has a crucial role in supporting and maintaining accountability for all of the above components. Administration will monitor the use and teacher/student implementation of Thinking Maps, implementation of Units of Study, SDAIE strategies, sentence frames, pair-shares, academic vocabulary, and checking for understanding (CFU) in multiple manners. Teachers will deliver instruction using all phases of the Direct Instruction Model, incorporating CCSS and continuing with English language development through content-based instruction. District assessments (culminating tasks, formative assessments, and district benchmarks) will be continuously reviewed to provide instructional feedback. Teachers will work as collaboration teams for structured data analysis and collaboration for effective instructional strategies. They will also participate in staff development tailored to support SPSA goals and administrative feedback as referenced above.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Title I 2017-18 Preliminary Allocation	\$26,293
LCFF S/C Funding	\$26,552
Other funding: 2016-17 Title I Carry-over (15% allowable)	\$4,514
Other funding: 2017-18 Title I District Parent Involvement	\$4,043
\$61,402	Total Projected funding for SPSA 2017-18

Annual Update 2017-18

SPSA Year Reviewed: 2016-17

[CA Data Dashboard](#)

Goal 1

Improving Student Achievement on CAASPP in ELA and Math

1 2 3 4 5 6 7 8

[ANNUAL MEASURABLE OUTCOMES](#)

EXPECTED

Thirty percent of 7th – 8th grade students will score at/near or above the standard on their respective ELA California Assessments of Student Performance and Progress (CAASPP) in the Spring of 2018.

Thirty percent of 7th – 8th grade students will score at/near or above the standard on their respective Math California Assessment of Student Performance and Progress (CAASPP) in the Spring of 2018.

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PLC sessions for ELA/Math occur twice, monthly or as needed. The sessions are structured in a manner that allow grade level groups to review data, set goals, and strategize instruction for the Units of Study based on the data.

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

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

Actions implemented in an effort to achieve the above goals:

As a staff (and a district), we began to implement Units of Study that are centered around the New State Standards (CCSS). The culminating task, found at the end of each unit of study for ELA/Math, is tailored after the CCSS, and includes a performance task. Monitoring points (formative assessments and district benchmarks) have been established throughout the units and will provide relevant data for teachers and will guide instruction.

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Specifically in the the significant drop in mathematics, we are working closely with our educational services department at the district level to support the newly adopted support class via Math 180 program. We will provide ongoing support and training to our teacher and monitor the implementation year of this this new support program.

We will provide multiple opportunities to collaborate with parents to support our movement towards reaching proficiency as a school as measured by CAASPP. On element that will grow year to year is the AVID program with two sections of AVID beginning for 7th and 8th grade in the Fall of 2017. During which time, school wide AVID strategies will be provided to staff throughout the year with ongoing training for students and staff.

First, as a site, we will focus on providing teacher time designated to focus on best first instruction and best practices in the classroom setting with the use of PLC time. This first effort will be focused applying the following efforts:

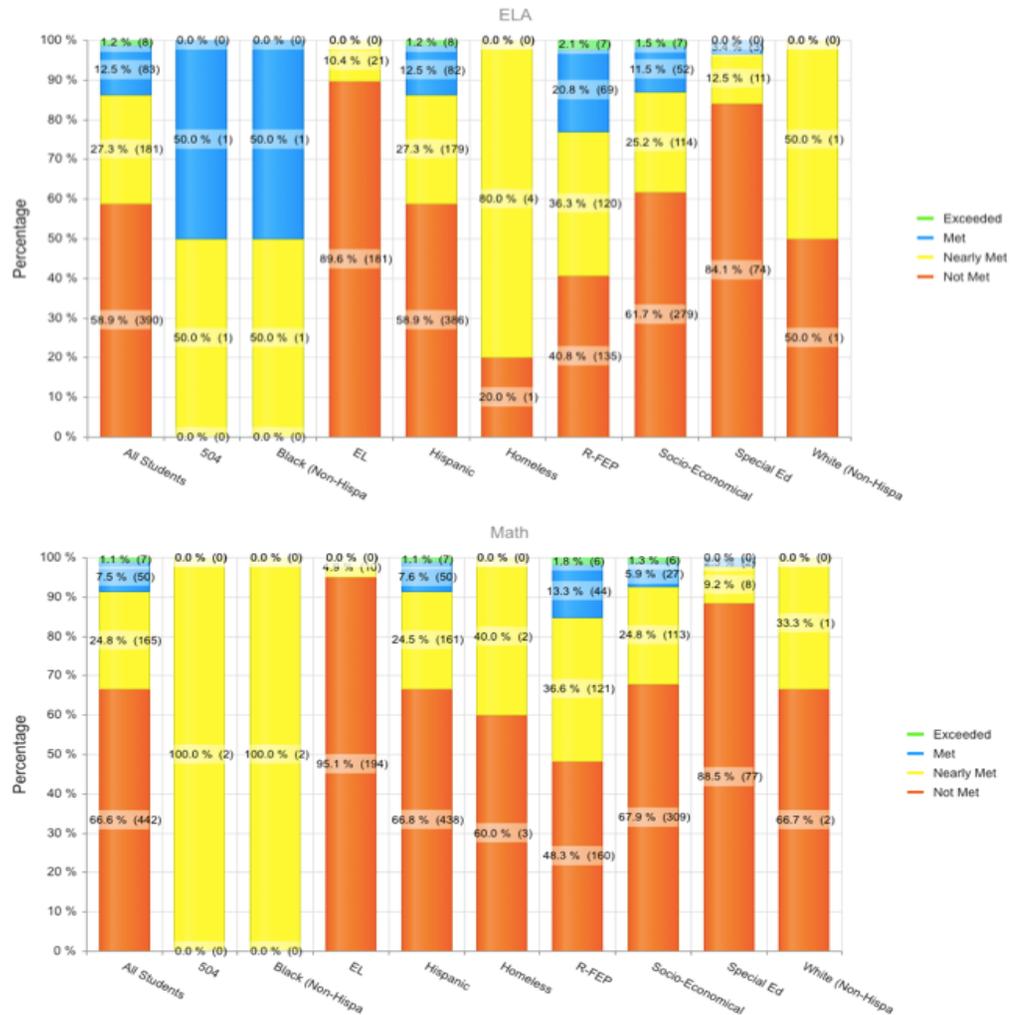
Alignment of Instruction with Content Standards: Department Chairs will facilitate Professional Learning Communities, where teachers meet twice a month or as needed by subject area, to collaborate and arrive at consensus regarding department specific issues; develop curricular paths; establish benchmarks; create common assessment and develop lesson plans and strategies that support a standards-based education. Continue to implement test-taking strategies across the curriculum. Implement use of Thinking Maps, Write from the Beginning along with other writing strategies and use of cooperative learning strategies. A total of 20-hours for the school year has been allotted with 10-hours per semester to be approved by the school board.

- Provide training opportunities with CCSS, writing, mobile/technology learning
- Provide subs for embedding additional Professional Learning Communities during the school days for grade level and vertical collaboration. This will include support of site and district PBIS efforts.
- Provide subs for pullout time to implement ELL support methods via TOSA to improve instructional best practices for ELLs
- Provide for subs and conference fees to attend various trainings such as RCOE, AVID and other professional trainings that align with new state standards and district initiatives.
- Provide after school teacher tutors to provide support in ELA during study halls to provide reviews with emphasis to support ELL students
- Provide after school teacher tutors to provide support in math during study halls to provide reviews
- Provide for subs and conference fees to attend various AVID Trainings
- Provide for supplemental instructional materials needed to support AVID implementation
- Provide math and language family nights by providing teacher hours to present on how to help their children at home
- Supplemental classroom supplies
- Provide ELL students with enrichment fieldtrips and necessary admissions fees and related

transportation costs reflecting studies in the ELA and other content courses, e.g. Tolerance Museum, art museums, exhibits, aquariums, national parks and monuments, sports events

- Creation of a small PC language lab in the library for both student and parent use after hours with emphasis on the Rosetta Stone program
- Extended Learning Time: Provide afterschool teacher tutors to provide support in ELA/Math during study halls to provide reviews with emphasis to support ELL students. Implement an afterschool program to provide students with enrichment courses and activities that will support academic achievement in ELA/math
- Provide after school teacher tutors to provide support in math during study halls to provide reviews and classwork support. Implement an after school tutoring program to meet the needs of students requiring additional instruction to meet proficiency levels in reading comprehension & math
- Provide ELL students with enrichment field trips and necessary admissions fees and related transportation costs reflecting studies in the ELA and other content courses, e.g. Tolerance Museum, art museums, exhibits, aquariums, national parks and monuments, sports events
- Increased Access to Technology: Creation of a iPad carts for each classroom where the technology will be leveraged as needed base on teacher lesson design and needed assessments.
- Offer computers during the day and also in the after-school ASES program.
- Have teachers' use of technology in the classroom and implement into lesson plans. Make sure speakers in classroom are in working order and light bulbs in LCD projector are replaced.
- Offer parent workshops in support of ABI our parent portal to access student information through the use of technology.
- Staff Development and Professional Collaboration Aligned with Standards-based Instructional Materials: Teachers continue to analyze and assess student data in order to drive instruction using the PLC process.
- Staff development will be provided twice a month with a focus on instructional planning, instructional strategies, and student engagement. We will also collaborate with the other middle schools to focus on state core standards.
- Involvement of Staff, Parents, and Community: Provide language family nights by providing teacher hours to present on how to help their children at home
- Provide parents with printed materials on current information, in both English and Spanish, regarding all aspects of parent involvement and participation; promotion requirements; standards-based curricular paths and state assessments; proficiency levels of students; parent-teacher conferences.
- Use of Ed-Connect to inform parents of all activities here at school.
- Send out monthly calendar in both English and Spanish.
- Continue to involve parents in the education of their student with parent training events designed to help parents support their student's learning through College focused newsletters and fliers.
- Auxiliary Services for Students and Parents: Assist parents and students with placement into a Language Arts class by implementing: placement information from teachers at feeder schools; district assessment tools, and other adopted assessments to evaluate and place incoming 7th graders.
- Provide transitional orientation meetings with parents and incoming 7th grade students - 7th grade orientation.
- Americorps Tutors support and monitoring. Individual and Group Counseling along with the use of Restorative Justice practices.

Secondly, administration has a crucial role in supporting and maintaining accountability for all of the above components. Administration will monitor the use and teacher/student implementation of Thinking Maps, implementation of Units of Study, SDAIE strategies, sentence frames, pair-shares, academic vocabulary, and checking for understanding (CFU) in multiple manners. Teachers will deliver instruction using all phases of the Direct Instruction Model, incorporating CCSS and continuing with English language development through content-based instruction. District assessments (culminating tasks, formative assessments, and district benchmarks) will be continuously reviewed to provide instructional feedback. Teachers will work as collaboration teams for structured data analysis and collaboration for effective instructional strategies. They will also participate in staff development tailored to support SPSA goals and administrative feedback as referenced above.



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

The overall effectiveness of the actions/services failed to achieve the articulated goal as measured by the school. Although we targeted the listed goal, we only managed small growth in ELA and a drop in Math overall from 2015-2016 thru 2016-2017.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Last year we were not able to spend all of our Title I funds and LCFF funds as planned. With contract negotiations last year, most of our teachers did not participate in any extra services, so we were not able to provide all the services we could.

Describe any changes made to this 2016-17 goal, expected outcomes, metrics, or actions and services to achieve this goal as a result. Include specific examples of how these changes have led to improved student performance. Identify where those changes can be found in the SPSA.

No changes were made relative to this goal.

Annual Update 2017-18

SPSA Year Reviewed: 2016-17

[CA Data Dashboard](#)

Goal 2

Increased performance for English Learners



ANNUAL MEASURABLE OUTCOMES

EXPECTED

The percentage of EL students who advance one performance level per year on the overall CELDT score will increase to 15% as indicated by the 2018 CELDT test and noted on the CELDT Movement Report in EADMS.

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

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

Actions implemented in an effort to achieve the above goals:

- Administration monitored the use and teacher/student implementation of Thinking Maps, implementation of Units of Study, SDAIE strategies, sentence frames, pair-shares, academic vocabulary, and checking for understanding (CFU) in multiple manners.
- Teachers were provided paid planning time after their work day to then deliver instruction using the developed units of study, incorporating CCSS and continuing with English language development through content-based instruction. District assessments (culminating tasks, formative assessments, and district benchmarks) will be continuously reviewed to provide instructional feedback.
- Teachers worked during additional collaboration teams for structured data analysis and collaboration for effective instructional strategies. They also participated in staff development tailored to support SPSA goals and administrative feedback.
- Provided RCOE training opportunities with CCSS, writing, mobile/technology learning
- Provided subs for embedding additional Professional Learning Communities during the school days for grade level and vertical collaboration. This included support of site and district PBIS efforts.
- Provided subs for pullout time to implement Coaching Alongside support methods to improve instructional best practices for ELLs
- Provided after school teacher tutors to provide support in ELA during study halls to provide reviews with emphasis to support ELL students
- Provided training opportunities with CCSS, writing, mobile/technology learning via our Lead Tech

teacher and T3 iCenter support team during the instructional day

- Provided after school teacher tutors to provide support in ELA during study halls to provide reviews with emphasis to support ELL students
- Provided language & literacy family nights by providing teacher hours to present on how to help their children at home
- Provided supplemental classroom supplies specific to the science department that allowed a more hands-on, realia approach to the material. Materials such as a variety of preserved animal specimens for dissection and analysis (young shark, cats, fetal pigs etc.)
- Support/Subs/Paraprofessionals provided support in ELD classrooms and Rosetta Stone computer classes

In addition, as a site, we focused on providing teacher time designated to focus on best first instruction and best practices in the classroom setting with the use of PLC time. This first effort was focused on applying the following efforts:

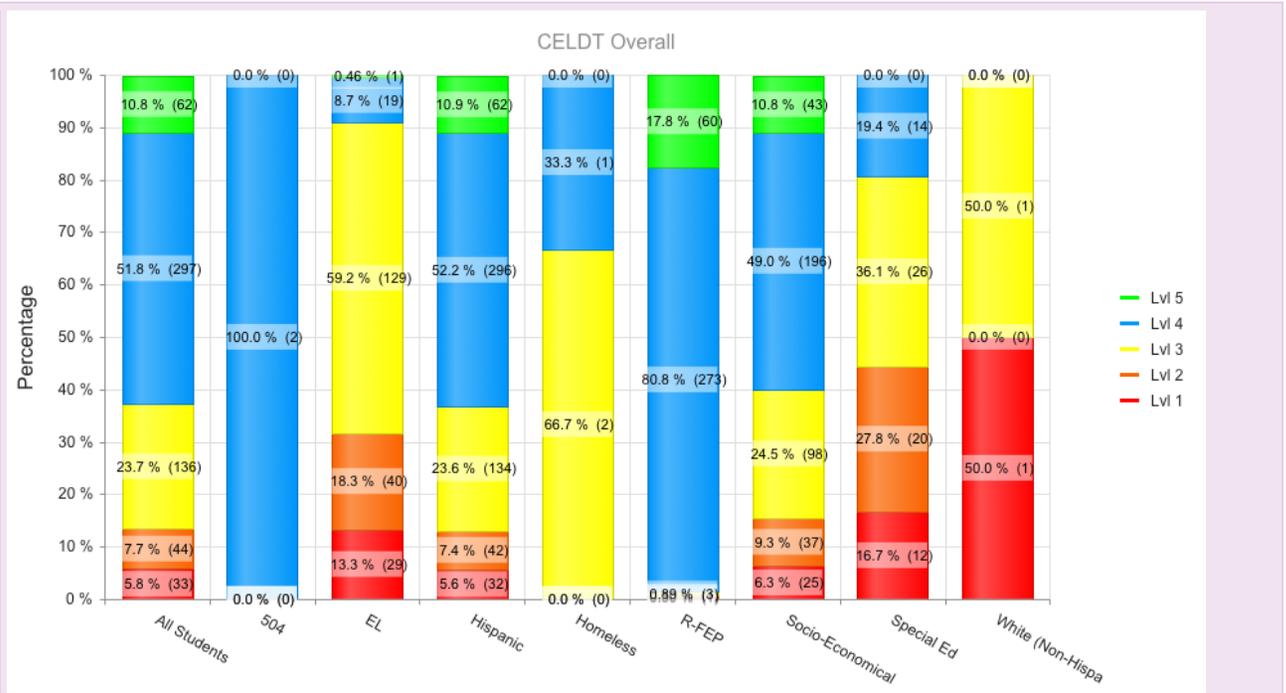
Alignment of Instruction with Content Standards: Department Chairs will facilitate Professional Learning Communities, where teachers met twice a month or as needed by subject area, to collaborate and arrive at consensus regarding department specific issues; develop curricular paths; establish benchmarks; create common assessment and develop lesson plans and strategies that support a standards-based education. Continued to implement test-taking strategies across the curriculum. Implemented use of Thinking Maps, Write from the Beginning along with other writing strategies and use of cooperative learning strategies. A total of 20-hours for the school year was allotted with 10-hours per semester to be approved by the school board.

- Provided training opportunities with CCSS, writing, mobile/technology learning
- Provided subs for embedding additional Professional Learning Communities during the school days for grade level and vertical collaboration. This will include support of site and district PBIS efforts.
- Provided subs for pullout time to implement ELL support methods via TOSA to improve instructional best practices for ELLs
- Provided for subs and conference fees to attend various trainings such as RCOE, AVID and other professional trainings that align with new state standards and district initiatives.
- Provide after school teacher tutors to provide support in ELA during study halls to provide reviews with emphasis to support ELL students
- Provided for subs and conference fees to attend various AVID Trainings
- Provided for supplemental instructional materials needed to support AVID implementation
- Provided math and language family nights by providing teacher hours to present on how to help their children at home
- Supplemental classroom supplies
- Provided ELL students with enrichment field trips and necessary admissions fees and related transportation costs reflecting studies in the ELA and other content courses, e.g. Tolerance Museum, art museums, exhibits, aquariums, national parks and monuments, sports events
- Extended Learning Time: Provide after school teacher tutors to provide support in ELA/Math during study halls to provide reviews with emphasis to support ELL students. Implement an after school program to provide students with enrichment courses and activities that will support academic

achievement in ELA/math

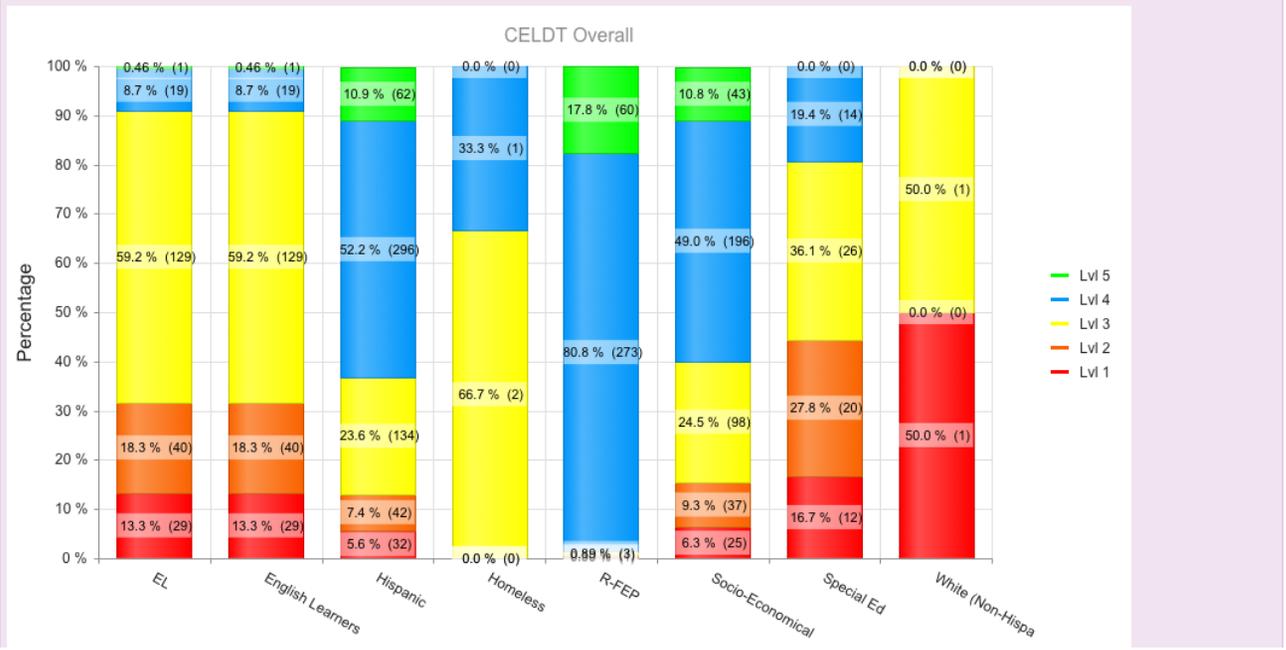
- Provided after school teacher tutors to provide support in math during study halls to provide reviews and classwork support. Implement an after school tutoring program to meet the needs of students requiring additional instruction to meet proficiency levels in reading comprehension & math
- Provide ELL students with enrichment field trips and necessary admissions fees and related transportation costs reflecting studies in the ELA and other content courses, e.g. Tolerance Museum, art museums, exhibits, aquariums, national parks and monuments, sports events
- Offered computers during the day and also in the after-school ASES program.
- Have teachers' use of technology in the classroom and implement into lesson plans. Make sure speakers in classroom are in working order and light bulbs in LCD projector are replaced.
- Staff Development and Professional Collaboration Aligned with Standards-based Instructional Materials: Teachers continue to analyze and assess student data in order to drive instruction using the PLC process.
- Staff development will be provided twice a month with a focus on instructional planning, instructional strategies, and student engagement. We will also collaborate with the other middle schools to focus on state core standards.
- Involvement of Staff, Parents, and Community: Provide language family nights by providing teacher hours to present on how to help their children at home
- Provide parents with printed materials on current information, in both English and Spanish, regarding all aspects of parent involvement and participation; promotion requirements; standards-based curricular paths and state assessments; proficiency levels of students; parent-teacher conferences.
- Use of Ed-Connect to inform parents of all activities here at school.
- Continue to involve parents in the education of their student with parent training events designed to help parents support their student's learning through College focused newsletters and fliers via our School Site Council, ELAC and FIAT.
- Auxiliary Services for Students and Parents: Assist parents and students with placement into a Language Arts class by implementing: placement information from teachers at feeder schools; district assessment tools, and other adopted assessments to evaluate and place incoming 7th graders.
- Leverage the support of our Americorps Tutors to support and monitor the efforts of targeted ELL students during the day and after school.

Secondly, administration has a crucial role in supporting and maintaining accountability for all of the above components. Administration will monitor the use and teacher/student implementation of Thinking Maps, implementation of Units of Study, SDAIE strategies, sentence frames, pair-shares, academic vocabulary, and checking for understanding (CFU) in multiple manners. Teachers will deliver instruction using all phases of the Direct Instruction Model, incorporating CCSS and continuing with English language development through content-based instruction. District assessments (culminating tasks, formative assessments, and district benchmarks) will be continuously reviewed to provide instructional feedback. Teachers will work as collaboration teams for structured data analysis and collaboration for effective instructional strategies. They will also participate in staff development tailored to support SPSA goals and administrative feedback as referenced above.



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

CELDT Report inserted here by ELSA-



Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Last year we were not able to spend all of our Title I funds and LCFF funds as allocated. With ongoing contract negotiations last year, most of our teachers did not participate in any extra services, so we were not able to provide all the services as anticipated.

Describe any changes made to this 2016-17 goal, expected outcomes, metrics, or actions and services to achieve this goal as a result. Include specific examples of how these changes have led to improved student performance. Identify where those changes can be found in the SPSA.

No changes were made relative to this goal.

Annual Update 2017-18

SPSA Year Reviewed: 2016-17

[CA Data Dashboard](#)

Goal 3

Bobby Duke Middle School will collaborate with parents, teachers, students, support staff, and community members to support student academic success and College, Career, and Citizenship readiness.

1 2 3 4 5 6 7 8

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Collaboration between school and home will be critical as we transition into New State Standards. As a staff (and a district), we have begun to implement Units of Study that are centered on the New State Standards (CCSS). The culminating task, found at the end of each unit of study for ELA and Math, is tailored after the CCSS, and includes a performance task. Monitoring points (formative assessments and district benchmarks) have been established throughout the units and will provide relevant data for teachers and will guide instruction.

We will provide multiple opportunities to collaborate with parents to support our movement towards reaching proficiency as a school as measured by CAASPP. An element that will grow year to year is the AVID program with two sections of AVID for 7th and 8th grade, which began in the Fall of 2016. During which time, school wide AVID strategies will be provided to staff throughout the year with ongoing training for students and staff.

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

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

- Collaboration between school and home will be critical as we transition into New State Standards. As a staff (and a district), we have begun to implement Units of Study that are centered on the New State Standards (CCSS). The culminating task, found at the end of each unit of study for ELA and Math, is tailored after the CCSS, and includes a performance task. Monitoring points (formative assessments and district benchmarks) have been established throughout the units and will provide relevant data for teachers and will guide instruction.
- We will provide multiple opportunities to collaborate with parents to support our movement towards reaching proficiency as a school as measured by CAASPP. On element that will grow year to year is the AVID program with two sections of AVID beginning for 7th and 8th grade in the Fall of 2015. During which time, school wide AVID strategies
- Implementation of our Parent Liaison, FIAT implementation and implementation of Restorative Justice Practices ranging from community building circles to harm and healing circles.

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

We have been able to provide workshops to our parents via the efforts of our Parent Liaison via our Parent Center. The types of Parent workshops are: 6 sessions focused on topics ranging from "How to Talk to Your Student" to "Aeries Access for Parents," Latino Commission drug and alcohol substance, TODEC legal services, and University Readiness via AVID

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We were able to send a few parents to our CAFE conference. We bought materials for our parent center. Most of the money put aside for parents was spent and actually extended beyond the minimum allotted.

Describe any changes made to this 2016-17 goal, expected outcomes, metrics, or actions and services to achieve this goal as a result. Include specific examples of how these changes have led to improved student performance. Identify where those changes can be found in the SPSA.

No changes were made relative to this goal.

Stakeholder Engagement

SPSA Year

 2017-18

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

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

During our first SSC meeting dated September 19, 2017 the team of members were presented the SPSA plan outline as prepared in June of 2017. A review of the plan was shared with goals for this years SPSA and initial approval was given by the SSC with the understanding that amendments would be allowed, based on the need over the school year.

All certificated and classified staff, School Site Council, ELAC committee, and Leadership team members periodically analyzed data and engaged in a needs assessment to determine what Goals and Actions would best support student achievement in the coming year(s).

IMPACT ON SPSA AND ANNUAL EVALUATION AND ANALYSIS

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

All stakeholders were asked to participate and give input to the budget. All certificated and classified staff, School Site Council, ELAC committee, and Leadership team members periodically analyzed data and engaged in a needs assessment to determine what Goals and Actions would best support student achievement in the coming year(s).

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
Sandra Ramirez Manjarez				X	
Imelda Ortiz				X	
Jorge Ortiz				X	
Glenn Gendron		X			
Christi Salas		X			
Guadalupe Torres		X			
Dilva Rocha				X	
Araceli Gomez (Alternate)			X		
Mikomi Salaam			X		
Encarnación Becerra	X				
Patti Hernandez				X	
Numbers of members of each category:	1	3	1	5	

Goals, Actions, & Services 2017-18

Strategic Planning Details and Accountability

New
 Modified
 Unchanged

Goal 1

LEA Goal: Increase student achievement and other pupil outcomes to prepare all students for college, career and citizenship in the 21st Century.

School Goal:
 Fifteen percent of 7th – 8th grade students will score at/near or above the standard on their respective ELA California Assessments of Student Performance and Progress (CAASPP) in the Spring of 2017.

Fifteen percent of 7th – 8th grade students will score at/near or above the standard on their respective Math California Assessment of Student Performance and Progress (CAASPP) in the Spring of 2017.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Our biggest need is in mathematics with only a 3% met or exceeded rate along with ELA with only a 10% rate. When looking closely at Distance from 3 (DF3) as a whole for the 2016-17 CAASPP when averaged between grades 7 & 8 was -152.6, an increase of 5.9. This increase is a concern.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority: 2- Implementation of State standards: CVUSD will use the proposed Option 2: Reflection Tool from CA Dashboard. CA Dashboard Reflection Tool rating scale: 1-Exploration and Research Phase 2- Beginning Development 3- Initial Implementation	2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale.	2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale.	2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale.	2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale.

4- Full Implementation

5- Full Implementation and Sustainability.

I) Professional Development:
Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum framework

II. Instructional Materials: Rate in making instructional materials that are aligned to CCSS and/or curriculum frameworks identified in all classrooms where the subject is taught.

III. Progress Implementing Policies/Programs: Rate progress in implementing policies or programs to support staff in identifying adopted academic standards and/or curriculum frameworks (e.g. Collaboration, focused classroom walkthroughs, teacher pairing).

IV. Rate the School's progress in Implementing standards for CTE/Health/PE/VAPA/World Language.

V. Engaging with teachers and school administrators for the following activities:

A) Identifying professional learning needs for teachers and staff as a whole:

I) Professional Development:
ELA CCSS: 3
ELD (Aligned to ELA Standards): 3
Math CCSS: 3
Science NGSS: 3
History- Social Science: 1

II. Instructional Materials:
ELA CCSS: 3
ELD (Aligned to ELA Standards): 3
Math CCSS: 3
Science NGSS: 3
History- Social Science: 2

III. Progress Implementing Policies/Programs:
ELA CCSS: 3
ELD (Aligned to ELA Standards): 3
Math CCSS: 3
Science NGSS: 3
History- Social Science: 3

IV. Progress Implementing other adopted academic standards:
CTE: 3
Health Education: 2
PE: 2
VAPA: 2
World Lang: 1

V. Engaging with teachers and school administrators for the following activities:

I) Professional Development:
ELA CCSS: 4
ELD (Aligned to ELA Standards): 4
Math CCSS: 4
Science NGSS: 4
History- Social Science: 2

II. Instructional Materials:
ELA CCSS: 4
ELD (Aligned to ELA Standards): 4
Math CCSS: 4
Science NGSS: 3
History- Social Science: 3

III. Progress Implementing Policies/Programs:
ELA CCSS: 4
ELD (Aligned to ELA Standards): 4
Math CCSS: 4
Science NGSS: 4
History- Social Science: 4

IV. Progress Implementing other adopted academic standards:
CTE: 4
Health Education: 3
PE: 3
VAPA: 3
World Lang: 2

V. Engaging with teachers and school administrators for the following activities:

A) Identifying professional learning needs for teachers and staff: 3

I) Professional Development:
ELA CCSS: 4
ELD (Aligned to ELA Standards): 4
Math CCSS: 4
Science NGSS: 4
History- Social Science: 2

II. Instructional Materials:
ELA CCSS: 4
ELD (Aligned to ELA Standards): 4
Math CCSS: 4
Science NGSS: 3
History- Social Science: 3

III. Progress Implementing Policies/Programs:
ELA CCSS: 4
ELD (Aligned to ELA Standards): 4
Math CCSS: 4
Science NGSS: 4
History- Social Science: 4

IV. Progress Implementing other adopted academic standards:
CTE: 4
Health Education: 3
PE: 3
VAPA: 3
World Lang: 2

V. Engaging with teachers and school administrators for the following activities:

A) Identifying professional learning needs for teachers and staff: 3

I) Professional Development:
ELA CCSS: 5
ELD (Aligned to ELA Standards): 5
Math CCSS: 5
Science NGSS: 5
History- Social Science: 3

II. Instructional Materials:
ELA CCSS: 5
ELD (Aligned to ELA Standards): 5
Math CCSS: 5
Science NGSS: 4
History- Social Science: 4

III. Progress Implementing Policies/Programs:
ELA CCSS: 5
ELD (Aligned to ELA Standards): 5
Math CCSS: 5
Science NGSS: 5
History- Social Science: 5

IV. Progress Implementing other adopted academic standards:
CTE: 5
Health Education: 4
PE: 4
VAPA: 4
World Lang: 3

V. Engaging with teachers and school administrators for the following activities:

A) Identifying professional learning needs for teachers and staff: 4

<p>B) Identifying professional learning needs for individual teachers and staff:</p> <p>C) Providing support for teachers on standards they have not mastered:</p> <p>VI. EL access to Common Core and ELD Standards.</p>	<p>A) Identifying professional learning needs for teachers and staff: _3</p> <p>B) Identifying professional learning needs for individual teachers and staff: 3</p> <p>C) Providing support for teachers on standards they have not mastered:3</p> <p>VI. EL Access to Common Core and ELD standards: 3</p>	<p>B) Identifying professional learning needs for individual teachers and staff: 3</p> <p>C) Providing support for teachers on standards they have not mastered:3</p> <p>VI. EL Access to Common Core and ELD standards: 3</p>	<p>B) Identifying professional learning needs for individual teachers and staff: 3</p> <p>C) Providing support for teachers on standards they have not mastered:3</p> <p>VI. EL Access to Common Core and ELD standards: 3</p>	<p>B) Identifying professional learning needs for individual teachers and staff: 3</p> <p>C) Providing support for teachers on standards they have not mastered:3</p> <p>VI. EL Access to Common Core and ELD standards: 3</p>
<p>State Priorities: 4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. SBAC assessments (3-8 met or exceeded percentages & placement on CA 5 by 5 Grid)</p>	<p>4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. 2016-17 SBAC: (source: EADMS CAASPP Dashboard) Percentage of students meeting or exceeding standards on SBAC:</p> <p>ELA: All Students 9.8% English Learners 0.5% R-FEPS 15.3% Migrant 5.7 % Socioeconomically Disadvantaged 8.5% Hispanic/Latino 9.8% Students with disabilities 2.1 %</p> <p>% of pupils met or exceeded standards for:</p>	<p>4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. SBAC: Percentage of students meeting or exceeding standards on SBAC:</p> <p>ELA: All Students 14.8 % English Learners 5% Migrant 12.7% Socioeconomically Disadvantaged 13.5% Hispanic/Latino 14.8% Students with disabilities 7.1%</p> <p>% of pupils met or exceeded standards for:</p> <p>MATH: All Students 8.4% English Learners 5%</p>	<p>4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. SBAC: Percentage of students meeting or exceeding standards on SBAC:</p> <p>ELA: All Students 19.8 % English Learners 10% Migrant 17.7 % Socioeconomically Disadvantaged 18.5% Hispanic/Latino 19.8 % Students with disabilities 12.1%</p> <p>% of pupils met or exceeded standards for:</p> <p>MATH: All Students 13.4 % English Learners 10% Migrant 11.1%</p>	<p>4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. SBAC: Percentage of students meeting or exceeding standards on SBAC:</p> <p>ELA: All Students 24.8 % English Learners 15 % Migrant 22.7% Socioeconomically Disadvantaged 23.5% Hispanic/Latino 24.8% Students with disabilities 17.1%</p> <p>% of pupils met or exceeded standards for:</p> <p>MATH: All Students 18.4 % English Learners 15% Migrant 16.1%</p>

<p>D. EL progress (% of EL students improving 1 CELDT Proficiency Level)</p> <p>E. EL reclassification</p>	<p>MATH:</p> <p>All Students 3.4%</p> <p>English Learners 0%</p> <p>R-FEPS - 5.3%</p> <p>Migrant 1.1%</p> <p>Socioeconomically Disadvantaged 2.6%</p> <p>Hispanic/Latino 3.4 %</p> <p>Students with disabilities 1%</p> <p>D. EL progress: 33.5%</p> <p>E. EL reclassification: 10.6%</p>	<p>Migrant 6.1%</p> <p>Socioeconomically Disadvantaged 7.6%</p> <p>Hispanic/Latino 8.4%</p> <p>Students with disabilities 6%</p> <p>D. EL progress: 36.5%</p> <p>E. EL reclassification: 13.6%</p>	<p>Socioeconomically Disadvantaged 12.6%</p> <p>Hispanic/Latino 13.4%</p> <p>Students with disabilities 11%</p> <p>D. EL progress: 39.5%</p> <p>E. EL reclassification: 16.6%</p>	<p>Socioeconomically Disadvantaged 17.6%</p> <p>Hispanic/Latino 18.4%</p> <p>Students with disabilities 16%</p> <p>D. EL progress: 42.5%</p> <p>E. EL reclassification: 19.6%</p>
<p>State Priority: 7-Course Access</p> <p>A. A broad course of study: CTE Pathway Completion</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Placement on CA 5 by 5 Grid</p>	<p>7-Course Access:</p> <p>A. A broad course of study: CTE Pathway Completion Rate__%</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p> <p>2016-17 Placement on 5 by 5 Grid:</p> <p>1) All Students:</p> <p>ELA Color: Red Status: Very Low Distance/points from 3: -112.4 Change: Decreased Points change: -9</p>	<p>7-Course Access:</p> <p>A. A broad course of study: CTE Pathway Completion Rate__%</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p>	<p>7-Course Access:</p> <p>A. A broad course of study: CTE Pathway Completion Rate__%</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p>	<p>7-Course Access:</p> <p>A. A broad course of study: CTE Pathway Completion Rate__%</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p>

Math Color: Red
 Status: Very Low
 Distance/points from 3: -152.6
 Change: Decreased
 Points change: -5.9

2015-16 Placement on 5 by 5 Grid:

1) All Students:

ELA Color: Red
 Status: Very Low
 Distance/points from 3: -101.9
 Change: Decreased
 Points change: -6

Math Color: Red
 Status: Very Low
 Distance/points from 3: -145.7
 Change: Decreased Significantly
 Points change: -10.3

2) English Learners:

ELA Color: Red
 Status: Very Low
 Distance/points from 3: -120.4
 Change: Decreased
 Points change: -8.7

Math Color: Red
 Status: Very Low
 Distance/points from 3: -162.8
 Change: Decreased Significantly
 Points change: -12.6

4) Socioeconomically Disadvantaged:

ELA Color: Red
 Status: Very Low
 Distance/points from 3: -102.2
 Change: Decreased
 Points change: -3.8

Placement on 5 by 5 Grid:

1) All Students:

ELA Color: Orange
 Status: Very Low
 Distance/points from 3: -105.4
 Change: Increased
 Points change: 7

Math Color: Orange
 Status: Very Low
 Distance/points from 3: -147
 Change: Increased
 Points change: 5

2) English Learners:

ELA Color: Orange
 Status: Very Low
 Distance/points from 3: -106.4
 Change:
 Points change: 7

Math Color: Orange
 Status: Very Low
 Distance/points from 3: -152.8
 Change: Increased
 Points change: 5

4) Socioeconomically Disadvantaged:

ELA Color: Orange
 Status: Very Low
 Distance/points from 3: -95.2
 Change: Increased
 Points change: 7

Math Color: Orange
 Status: Very Low

Placement on 5 by 5 Grid:

1) All Students:

ELA Color: Orange
 Status: Very Low
 Distance/points from 3: -95.4
 Change: Increased
 Points change: 10

Math Color: Orange
 Status: Very Low
 Distance/points from 3: -137
 Change: Increased
 Points change: 10

2) English Learners:

ELA Color: Orange
 Status: Very Low
 Distance/points from 3: -96.4
 Change: Increased
 Points change: 10

Math Color: Orange
 Status: Very Low
 Distance/points from 3: -142.8
 Change: Increased
 Points change: 10

4) Socioeconomically Disadvantaged:

ELA Color: Orange
 Status: Very Low
 Distance/points from 3: -85.2
 Change: Increased
 Points change: 10

Math Color: Orange
 Status: Very Low

Placement on 5 by 5 Grid:

1) All Students:

ELA Color: Orange
 Status: Very Low
 Distance/points from 3: -85.4
 Change: Increased
 Points change: 10

Math Color: Orange
 Status: Very Low
 Distance/points from 3: -127
 Change: Increased
 Points change: 10

2) English Learners:

ELA Color: Orange
 Status: Very Low
 Distance/points from 3: -86.4
 Change: Increased
 Points change: 10

Math Color: Orange
 Status: Very Low
 Distance/points from 3: -132.8
 Change: Increased
 Points change: 10

4) Socioeconomically Disadvantaged:

ELA Color: Orange
 Status: Very Low
 Distance/points from 3: -75.2
 Change: Increased
 Points change: 10

Math Color: Orange
 Status: Very Low

<p>C. Programs/Services developed and provided to individuals with exceptional needs: Percentage of students meeting or exceeding standards on SBAC or CAA</p>	<p>Math Color: Red Status: Very Low Distance/points from 3: -146 Change: Decreased Points change: -8.2</p> <p>5) Hispanic/Latino:</p> <p>ELA Color: Red Status: Very Low Distance/points from 3: -102.4 Change: Decreased Points change: -6.4</p> <p>Math Color: Red Status: Very Low Distance/points from 3: -145.9 Change: Decreased Significantly Points change: -10.3</p> <p>C. Programs/Services developed and provided to individuals with exceptional needs:</p> <p>1) Students with disabilities: Placement on 5 by 5 Grid:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -158.9 Change: Increased Points change: 12.6</p> <p>Math Color: Red Status: Very Low Distance/points from 3: -205.5 Change: Maintained Points change: 3.2</p>	<p>Distance/points from 3: -136 Change: Increased Points change: 5</p> <p>5) Hispanic/Latino:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -95.4 Change: Increased Points change: 7</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -135.9 Change: Increased Points change: 10</p> <p>C. Programs/Services developed and provided to individuals with exceptional needs:</p> <p>1) Students with disabilities: Placement on 5 by 5 Grid:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -144.9 Change: Increased Points change: 7</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -195.5 Change: Increased Points change: 5</p>	<p>Distance/points from 3: -126 Change: Increased Points change: 10</p> <p>5) Hispanic/Latino:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -85.4 Change: Increased Points change: 10</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -125.9 Change: Increased Points change: 10</p> <p>C. Programs/Services developed and provided to individuals with exceptional needs:</p> <p>1) Students with disabilities: Placement on 5 by 5 Grid:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -134.9 Change: Increased Points change: 10</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -185.5 Change: Increased Points change: 10</p>	<p>Distance/points from 3: -116 Change: Increased Points change: 10</p> <p>5) Hispanic/Latino:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -75.4 Change: Increased Points change: 10</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -115.9 Change: Increased Points change: 10</p> <p>C. Programs/Services developed and provided to individuals with exceptional needs:</p> <p>1) Students with disabilities: Placement on 5 by 5 Grid:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -124.9 Change: Increased Points change: 10</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -175.5 Change: Increased Points change: 10</p>
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Action **1**

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

[Students to be Served](#)

All
 English Learners
 Students with Disabilities
 Foster Youth
 Low Income

ACTIONS/SERVICES

2017-18

<input type="checkbox"/>	New	<input type="checkbox"/>	Modified	<input checked="" type="checkbox"/>	Unchanged
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Actions implemented in an effort to achieve the above goals:

As a staff (and a district), we have begun to implement Units of Study that are centered around the New State Standards (CCSS). The culminating task, found at the end of each unit of study for ELA/Math, is tailored after the CCSS, and includes a performance task. Monitoring points (formative assessments and district benchmarks) have been established throughout the units and will provide relevant data for teachers and will guide instruction.

PLC sessions for ELA/Math occur twice, monthly or as needed. The sessions are structured in a manner that allow grade level groups to review data, set goals, and strategize instruction for the Units of Study based on the data.

Specifically in the the significant drop in mathematics, we are working closely with our educational services department at the district level to support the newly adopted support class via Math 180 program. We will provide ongoing support and training to our teacher and monitor the implementation year of this this new support program.

We will provide multiple opportunities to collaborate with parents to support our movement towards reaching proficiency as a school as measured by CAASPP. On element that will grow year to year is the AVID program with two sections of AVID beginning for 7th and 8th grade in the Fall of 2017. During which time, school wide AVID strategies will be provided to staff throughout the year with ongoing training for students and staff.

First, as a site, we will focus on providing teacher time designated to focus on best first instruction and best practices in the classroom setting with the use of PLC time. This goal will be focused on applying the following efforts:

Alignment of Instruction with Content Standards: Department Chairs will facilitate Professional Learning Communities, where teachers meet twice a month or as needed by subject area, to collaborate and arrive at consensus regarding department specific issues; develop curricular paths; establish benchmarks; create common assessment and develop lesson plans and strategies that support a standards-based education. Continue to implement test-taking strategies across the curriculum. Implement use of Thinking Maps, Write from the Beginning along with other writing strategies and use of cooperative learning strategies. A total of 20-hours for the school year has been allotted with 10-hours per semester to be approved by the school board.

- Provide training opportunities with CCSS, writing, mobile/technology learning
- Provide subs for embedding additional Professional Learning Communities during the school days for grade level and vertical collaboration. This will include support of site and district PBIS efforts.
- Staff hours to planning of instructional lessons and mentoring in the areas of Math and ELA
- Provide subs for pullout time to implement ELL support methods via TOSA to improve instructional best practices for ELLs
- Provide for subs and conference fees to attend various trainings such as RCOE, AVID and other professional trainings that align with new state standards and district initiatives.
- Provide after school teacher tutors to provide support in ELA with an emphasis to support ELL students
- Provide after school teacher tutors to provide support in math.
- Provide for subs and conference fees to attend various AVID Trainings.

- Provide for supplemental instructional materials needed to support AVID implementation
- Provide math and language family nights by providing teacher hours to present on how to help their children at home
- Supplemental classroom supplies
- Provide ELL students with enrichment fieldtrips and necessary admissions fees and related transportation costs reflecting studies in the ELA and other content courses, e.g. Tolerance Museum, art museums, exhibits, aquariums, national parks and monuments, sports events
- Creation of a small PC language lab in the library for both student and parent use after hours with emphasis on the Rosetta Stone program
- Extended Learning Time: Provide teacher tutors to provide support in ELA/Math during study halls to provide reviews with emphasis to support ELL students. Implement an after school program to provide students with enrichment courses and activities that will support academic achievement in ELA/math
- Provide tutors to provide support in math during study halls to provide reviews and classwork support. Implement an after school tutoring program to meet the needs of students requiring additional instruction to meet proficiency levels in reading comprehension & math
- Provide ELL students with enrichment field trips and necessary admissions fees and related transportation costs reflecting studies in the ELA and other content courses, e.g. Tolerance Museum, art museums, exhibits, aquariums, national parks and monuments, sports events
- Increased Access to Technology: Creation of a iPad carts for each classroom where the technology will be leveraged as needed base on teacher lesson design and needed assessments.
- Offer computers during the day and also in the after-school ASES program.
- Have teachers' use of technology in the classroom be reflected in lesson plans. Make sure speakers in classroom are in working order and light bulbs in LCD projector are replaced.
- Offer parent workshops in support of ABI our parent portal to access student information through the use of technology.
- Staff Development and Professional Collaboration Aligned with Standards-based Instructional Materials: Teachers continue to analyze and assess student data in order to drive instruction using the PLC process.
- Staff development will be provided twice a month with a focus on instructional planning, instructional strategies, and student engagement. We will also collaborate with the other middle schools to focus on state core standards.
- Involvement of Staff, Parents, and Community: Provide language family nights by providing teacher hours to present on how to help their children at home
- Provide parents with printed materials on current information, in both English and Spanish, regarding all aspects of parent involvement and participation; promotion requirements; standards-based curricular paths and state assessments; proficiency levels of students; parent-teacher conferences.
- Use of Ed-Connect to inform parents of all activities here at school.
- Send out monthly calendar in both English and Spanish.
- Continue to involve parents in the education of their student with parent training events designed to help parents support their student's learning through College focused newsletters and fliers.
- Auxiliary Services for Students and Parents: Assist parents and students with placement into a Language Arts class by implementing: placement information from teachers at feeder schools; district assessment tools, and other adopted assessments to evaluate and place incoming 7th graders.
- Provide transitional orientation meetings with parents and incoming 7th grade students - 7th grade orientation.
- Americorps Tutors support and monitoring. Individual and Group Counseling along with the use of Restorative Justice practices.

Secondly, administration has a crucial role in supporting and maintaining accountability for all of the above components. Administration will monitor the use and teacher/student implementation of Thinking Maps, implementation of Units of Study, SDAIE strategies, sentence frames, pair-shares, academic vocabulary, and checking for understanding (CFU) in multiple manners. Teachers will deliver instruction using all phases of the Direct Instruction Model, incorporating CCSS and continuing with English language development through content-based instruction. District assessments (culminating tasks, formative assessments, and district benchmarks) will be continuously reviewed to provide instructional feedback. Teachers will work as collaboration teams for structured data analysis and collaboration for effective instructional strategies. They will also participate in staff development tailored to support SPSA goals and administrative feedback as referenced above.

Amount	\$18,904
Source	Title I 3010
Budget Reference Expenditure Description	<p>1000-1999: Certificated Personnel Salaries Implementation of content and academic standards for all pupils, including English learners:</p> <ul style="list-style-type: none"> • Staff hours to planning of instructional lessons and mentoring in the areas of Math and ELA <p>Student Achievement:</p> <ul style="list-style-type: none"> • Provide teacher tutors to provide support in ELA during study halls to provide reviews with emphasis to support ELL students. • Provide subs for pullout time to implement ELL support methods via TOSA to improve instructional best practices for ELLs • Teachers will be provided with paid planning time after their work day, to then deliver instruction using the developed units of study, incorporating CCSS and continuing with English language development through content-based instruction. District assessments (culminating tasks, formative assessments, and district benchmarks) will be continuously reviewed to provide instructional feedback. • Teachers will be provided with paid planning time after their work day to work during additional collaboration teams hours for structured data analysis and collaboration for effective instructional strategies based on benchmarks and CAASPP results. • Extended Learning Time: Implement an after school-tutoring program to meet the needs of students requiring additional instruction to meet proficiency levels in reading. • After school teacher tutors to provide support in ELA during study halls to provide reviews with emphasis to support ELL students • Staff stipends to support STEAM activities throughout the year • Provide supplemental classroom supplies • PLC hours, science teachers will be provided a substitute teacher and have the option to attend one middle-school campus per semester with any district or school that has participated in Project Prototype over the last 3 years or began utilizing the NGSS standards at the middle school level transitioning science teachers from a discipline, grade specific content and aligning the science department curriculum to the new California Integrated NGSS Standards grades 6-8 with a more collaborative, project-based education and environment. • Implementation of content and academic standards for all pupils, including English learners: • Staff hours to planning of instructional lessons and mentoring in the areas of Math and ELA
Amount	\$5,421
Source	Title I 3010
Budget Reference Expenditure Description	<p>2000-2999: Classified Personnel Salaries Classified staff hours to support Family Nights targeting ELL students to focus on language development in language arts and across the curriculum by providing teacher hours to present on how to help their children at home</p>
Amount	\$4,345

Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	<p>4000-4999: Books And Supplies Pupil Achievement:</p> <ul style="list-style-type: none"> • Use of Standards-aligned Instructional Materials and Strategies: Department Chairs will facilitate Professional Learning Communities, where teachers meet twice a month, by subject area, to collaborate and arrive at consensus regarding department-specific issues; develop curricular paths; establish benchmarks; create common assessment and develop lesson plans and strategies that support a standards-based education. • Print & Digital subscriptions: SCOPE magazine for ELA and SCIENCE Magazine for science plus CODE COMBAT for coding class. • Supplemental reading supplies to support the Personalized Learning Platform. supplement the English Language Arts core content in the Personalized Learning Platform Program, otherwise known as PLP. The platform content centers around specific texts and students in the program must have access to all reading materials to complete the Power Focus Areas and Projects. • Supplemental classroom supplies specific to the science department that will allow a more hands-on, realia approach to the material. Materials such as a variety of preserved animal specimens for dissection and analysis (young shark, cats, fetal pigs etc.)
Amount	\$1,000
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	<p>4000-4999: Books And Supplies Provide school supplies (school pins, banners, t-shirts, notebooks) as incentives for positive and improved attendance rates.</p>
Amount	\$3,000.
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	<p>5000-5999: Services And Other Operating Expenditures</p> <ul style="list-style-type: none"> • Use of Standards-aligned Instructional Materials and Strategies: Department Chairs will facilitate Professional Learning Communities, where teachers meet twice a month, by subject area, to collaborate and arrive at consensus regarding department-specific issues; develop curricular paths; establish benchmarks; create common assessment and develop lesson plans and strategies that support a standards-based education. • Print & Digital subscriptions: SCOPE magazine for ELA and SCIENCE Magazine for science plus CODE COMBAT for coding class. • Supplemental reading supplies to support the Personalized Learning Platform. supplement the English Language Arts core content in the Personalized Learning Platform Program, otherwise known as PLP. The platform content centers around specific texts and students in the program must have access to all reading materials to complete the Power Focus Areas and Projects.

	<ul style="list-style-type: none">• PLC hours, science teachers will be provided a substitute teacher and have the option to attend one middle-school campus per semester with any district or school that has participated in Project Prototype over the last 3 years or began utilizing the NGSS standards at the middle school level transitioning science teachers from a discipline, grade specific content and aligning the science department curriculum to the new California Integrated NGSS Standards grades 6-8 with a more collaborative, project-based education and environment.
Amount	\$3,500
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Provide supplemental classroom supplies and teacher hours and substitutes to support extra-curricular efforts such as: Science fairs, science labs, History Day, Math Field Day, Spelling Bee and other academic events focused on student competitions.

Goals, Actions, & Services 2017-18

Strategic Planning Details and Accountability

New Modified Unchanged

Goal 2

LEA Goal: Improve conditions of learning in a fiscally solvent and operationally efficient manner.

School Goal: Improve conditions of learning in a fiscally solvent and operationally efficient manner with 100% compliance

State and/or Local Priorities Addressed by this goal:

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

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority: 1. Basic Services A. Access to Curriculum- Aligned Instructional Materials: Williams Report B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT) report on Restrooms and Overall School Rating	1. Basic Services A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT) 11/1/16: Overall: Rated Exemplary with 99.63% Restrooms: Rated Good with 97.06%	1. Basic Services A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT) 11/1/16: Overall: Rated Exemplary with 99.63% Restrooms: Rated ___ Good ___ with ___98.06___%	1. Basic Services A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT) 11/1/16: Overall: Rated Exemplary with 99.63% Restrooms: Rated ___ Good ___ with ___99.06___%	1. Basic Services A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT) 11/1/16: Overall: Rated Exemplary with 99.63% Restrooms: Rated ___ Good ___ with ___90.06___%

STATE OF CALIFORNIA		OFFICE OF PUBLIC SCHOOL ACCOUNTABILITY																																																																																																								
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<p>TABLE 12. CATEGORY TOTALS AND PERCENTAGE OF COMPLIANCE BY FACILITY TYPE</p> <table border="1"> <thead> <tr> <th rowspan="2">Facility Type</th> <th colspan="2">2017-18</th> <th colspan="2">2016-17</th> <th colspan="2">2015-16</th> <th colspan="2">2014-15</th> <th colspan="2">2013-14</th> <th colspan="2">2012-13</th> </tr> <tr> <th>Count</th> <th>%</th> <th>Count</th> <th>%</th> <th>Count</th> <th>%</th> <th>Count</th> <th>%</th> <th>Count</th> <th>%</th> <th>Count</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>100</td> <td>100%</td> <td>100</td> <td>100%</td> <td>100</td> <td>100%</td> <td>100</td> <td>100%</td> <td>100</td> <td>100%</td> <td>100</td> <td>100%</td> </tr> <tr> <td>Elementary</td> <td>100</td> <td>100%</td> <td>100</td> <td>100%</td> <td>100</td> <td>100%</td> <td>100</td> <td>100%</td> <td>100</td> <td>100%</td> <td>100</td> <td>100%</td> </tr> <tr> <td>High School</td> <td>0</td> <td>0%</td> <td>0</td> <td>0%</td> <td>0</td> <td>0%</td> <td>0</td> <td>0%</td> <td>0</td> <td>0%</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Intermediate</td> <td>0</td> <td>0%</td> <td>0</td> <td>0%</td> <td>0</td> <td>0%</td> <td>0</td> <td>0%</td> <td>0</td> <td>0%</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Junior High</td> <td>0</td> <td>0%</td> <td>0</td> <td>0%</td> <td>0</td> <td>0%</td> <td>0</td> <td>0%</td> <td>0</td> <td>0%</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Other</td> <td>0</td> <td>0%</td> <td>0</td> <td>0%</td> <td>0</td> <td>0%</td> <td>0</td> <td>0%</td> <td>0</td> <td>0%</td> <td>0</td> <td>0%</td> </tr> </tbody> </table>				Facility Type	2017-18		2016-17		2015-16		2014-15		2013-14		2012-13		Count	%	All	100	100%	100	100%	100	100%	100	100%	100	100%	100	100%	Elementary	100	100%	100	100%	100	100%	100	100%	100	100%	100	100%	High School	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	Intermediate	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	Junior High	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	Other	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%										
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PLANNED ACTIONS / SERVICES

Action **1**

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

[Students to be Served](#)

- All
- English Learners
- Students with Disabilities
- Foster Youth
- Low Income
-

ACTIONS/SERVICES

2017-18

- New
- Modified
- Unchanged

Daily/Weekly monitoring of campus by administrators and staff to ensure a safe learning environment for students and staff.

Goals, Actions, & Services 2017-18

Strategic Planning Details and Accountability

New Modified Unchanged

Goal 3

LEA Goal: Increase engagement and collaboration among students, parents, staff and community members.

School Goal:

Collaboration between school and home will be critical as we transition into New State Standards. As a staff (and a district), we have begun to implement Units of Study that are centered on the New State Standards (CCSS). The culminating task, found at the end of each unit of study for ELA and Math, is tailored after the CCSS, and includes a performance task. Monitoring points (formative assessments and district benchmarks) have been established throughout the units and will provide relevant data for teachers and will guide instruction.

We will provide multiple opportunities to collaborate with parents to support our movement towards reaching proficiency as a school as measured by CAASPP. An element that will grow year to year is the AVID program with two sections of AVID for 7th and 8th grade, which began in the Fall of 2017. During which time, school wide AVID strategies will be provided to staff throughout the year with ongoing training for students and staff.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Title I Parent expenditures will include an ongoing increase to services and workshops via the Parent Center and related schools functions and community activities such as Dia de los Muertos and Cinco de Mayo festivals.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority:3- Parental Involvement A) CVUSD will use the proposed Option 1: Survey from CA Dashboard (LEA administers a local survey to parents/guardians in at least one grade within each grade span):	3- Parental Involvement A) CVUSD administered a local survey to parents/guardians in at least one grade level within each grade level span in May, 2017. There were 611 responses from the following stakeholders: Students: 274 Parents: 46 Teachers: 272	3- Parental Involvement A) Administer Parent Survey in grades 7 & 8 for at least 50% families.	3- Parental Involvement A) Administer Parent Survey in grades 7 & 8 for at least 70% families.	3- Parental Involvement A) Administer Parent Survey in grades 7 & 8 for at least 90% families.

<p>B) Seeking input from parents in decision making: (info from Healthy Kids survey-CWA)</p> <p>C) Promoting Parental Participation:</p>	<p>B) Seeking input from parents in decision making: We will meet quorum 6 times a year for the following parent committees: SCC & ELAC.</p> <p>C) Promoting Parental Participation: 40 % of our parent population (unduplicated) attended our parenting workshops as measured by sign in sheets.</p>	<p>B) Seeking input from parents in decision making: We will meet quorum for at least 6 times a year for the following parent committees: SCC & ELAC</p> <p>C) Promoting Parental Participation: At least 5 percent of our parent population (unduplicated) will attend our parenting workshops as measured by sign in sheets.</p>	<p>B) Seeking input from parents in decision making: We will meet quorum for at least 6 times a year for the following parent committees: SCC & ELAC</p> <p>C) Promoting Parental Participation: At least 5 percent of our parent population (unduplicated) will attend our parenting workshops as measured by sign in sheets.</p>	<p>B) Seeking input from parents in decision making: We will meet quorum for at least 6 times a year for the following parent committees: SCC & ELAC</p> <p>C) Promoting Parental Participation: At least 5 percent of our parent population (unduplicated) will attend our parenting workshops as measured by sign in sheets.</p>
<p>State Priority: 5-Pupil Engagement</p> <p>A. School Attendance</p> <p>B. Chronic Absenteeism</p> <p>C. Middle School Dropout Rate:</p>	<p>5-Pupil Engagement -</p> <p>A. School Attendance rate: 94.1%</p> <p>B. 2016-17 Chronic Absenteeism rate: 14.4 %</p> <p>C. 2015-16 Middle School Dropout rate: 0%</p>	<p>5-Pupil Engagement</p> <p>A. School Attendance rate: 95%</p> <p>B. Chronic Absenteeism rate: 10%</p> <p>C. Middle School Dropout rate: 0%</p>	<p>5-Pupil Engagement</p> <p>A. School Attendance rate: 97%</p> <p>B. Chronic Absenteeism rate: 8%</p> <p>C. Middle School Dropout rate: 0%</p>	<p>5-Pupil Engagement</p> <p>A. School Attendance rate: 98%</p> <p>B. Chronic Absenteeism rate: 6%</p> <p>C. Middle School Dropout rate: 0%</p>
<p>6-School Climate</p> <p>A. Pupil suspension rate</p> <p>B. Pupil expulsion rate</p> <p>C. California Healthy Kids School Survey</p>	<p>6-School Climate:</p> <p>A. 2015-16 Pupil suspension rate: 11%</p> <p>B. 2015-16 Number of expulsions: 2</p> <p>C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.</p>	<p>6-School Climate</p> <p>A. Pupil suspension rate: 8%</p> <p>B. Number of expulsions: 1</p> <p>C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.</p>	<p>6-School Climate</p> <p>A. Pupil suspension rate: 5%</p> <p>B. Number of expulsions: 0</p> <p>C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.</p>	<p>6-School Climate</p> <p>A. Pupil suspension rate: 2%</p> <p>B. Number of expulsions: 0</p> <p>C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.</p>

PLANNED ACTIONS / SERVICES

Action **1**

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

[Students to be Served](#) All English Learners Students with Disabilities Foster Youth Low Income

ACTIONS/SERVICES

2017-18

<input type="checkbox"/>	New	<input type="checkbox"/>	Modified	<input checked="" type="checkbox"/>	Unchanged
<p>Bobby Duke Middle School will provide multiple opportunities for parents to collaborate with school staff as follows:</p> <ol style="list-style-type: none"> 1. Open House visitation to the site and teacher classrooms 2. Student-led Parent Teacher Conferences (twice a year) 3. 7 - 8 Parent Academic Workshops as provided by support staff & academic counselor and outside agencies 4. Growth of FIAT groups with support from FIAT liaison teacher 5. Creation and establishment of a Parent Center for the purpose of providing day and evening support classes/workshops for parents and their students 6. Monthly Coffee with the Principal/Café con el Director on the last Wednesday of each month 7. The establishment of the Watch D.O.G.S. (Dads of Great Students) program 8. Promote parent volunteers during the day and in the afterschool ASES program <p>Provide parent licenses for use in the Rosetta Stone program to provide English instruction</p>					

2017-18

Amount	\$3,636
Source	Title I 3010
Budget Reference Expenditure Description	<p>1000-1999: Certificated Personnel Salaries</p> <ul style="list-style-type: none"> • Provide staff hours to support Family Nights targeting ELL students to focus on language development in language arts and across the curriculum by providing teacher hours to present on how to help their children at home • Extra Services for staff to support STEAM activities throughout the year <p>Parent Involvement:</p> <ul style="list-style-type: none"> • Provide language & literacy family nights by providing teacher hours to present on how to help their children at home. Along with support in providing related fees to attend annual CAFE Conference by staff and parents • Involvement of Staff, Parents, and Community: Provide language family nights by providing teacher hours to present on how to help their children at home

Amount	\$6,889
Source	Title I 3010
Budget Reference Expenditure Description	<p>4000-4999: Books And Supplies Pupil Achievement:</p> <ul style="list-style-type: none"> • Classified staff hours to support Family Nights targeting ELL students to focus on language development in language arts and across the curriculum by providing teacher hours to present on how to help their children at home
Amount	\$14,707
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	<p>5000-5999: Services And Other Operating Expenditures Parental Involvement & Pupil Engagement:</p> <ul style="list-style-type: none"> • Parent and Staff attendance to CAFE Conference • Implementation of D.O.G.S. "Dads of Great Students" program • Involvement of Staff, Parents, and Community: Provide language family nights by providing teacher hours to present on how to help their children at home • Involvement of Staff, Parents, and Community: Provide parents with current information, in both English and Spanish, regarding all aspects of parent involvement and participation; promotion requirements; standards-based curricular paths and state assessments; proficiency levels of students; parent-teacher conferences. • Send out monthly calendar both in English and Spanish via digital PDF on student iPad. This will encourage parents to follow up with their student on proper use of iPads and interact with students on it.

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

Signature



X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 9/19/17.

Attested:

Encarnacion Becerra		
Typed Name of School Principal	Signature of School Principal	Date

Sandra Ramirez		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

SPSA Expenditure Summary

Total Expenditures by Funding Source				
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2017-18 Total
All Funding Sources	0.00	0.00	61,402.00	61,402.00
LCFF Supplemental/Concentration 0701	0.00	0.00	26,552.00	26,552.00
Title I 3010	0.00	0.00	34,850.00	34,850.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type

Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2017-18 Total
All Expenditure Types	0.00	0.00	61,402.00	61,402.00
1000-1999: Certificated Personnel Salaries	0.00	0.00	26,040.00	26,040.00
2000-2999: Classified Personnel Salaries	0.00	0.00	5,421.00	5,421.00
4000-4999: Books And Supplies	0.00	0.00	12,234.00	12,234.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	17,707.00	17,707.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2017-18 Total
All Expenditure Types	All Funding Sources	0.00	0.00	61,402.00	61,402.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental/Concentration 0701	0.00	0.00	3,500.00	3,500.00
1000-1999: Certificated Personnel Salaries	Title I 3010	0.00	0.00	22,540.00	22,540.00
2000-2999: Classified Personnel Salaries	Title I 3010	0.00	0.00	5,421.00	5,421.00
4000-4999: Books And Supplies	LCFF Supplemental/Concentration 0701	0.00	0.00	5,345.00	5,345.00
4000-4999: Books And Supplies	Title I 3010	0.00	0.00	6,889.00	6,889.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental/Concentration 0701	0.00	0.00	17,707.00	17,707.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2017-18	2017-18 Total
Goal 1	36,170.00	36,170.00
Goal 3	25,232.00	25,232.00

* Totals based on expenditure amounts in goal and annual update sections.