

The Single Plan for Student Achievement

School: Eastlake Middle
CDS Code: 37684116120968
District: Sweetwater Union High
Principal: Ricardo Cooke
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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Draft

X Final

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School Vision and Mission

Eastlake Middle's Vision and Mission Statements

Eastlake Middle School
Mission Statement

Mission:

The mission of Eastlake Middle School, an exemplary and innovative learning community of resourceful, respectful, and responsible citizens, is to bridge all students to future educational opportunities through a system of learning distinguished by*:

- A rigorous and comprehensive curriculum that prepares for higher learning.
- A culture of recognition of students' unique gifts and individual accomplishments.
- A comprehensive system of student support and interventions.
- A positive environment that provides a variety of opportunities for growth.
- A strong network of parent and community involvement.
- A learning environment that ensures the well-being of each student.
- An infusion of advanced technology.

Objectives:

Eastlake Middle strives to demonstrate an uncompromising commitment to achieve specific, measurable, observable, or demonstrable results that exceed its present capability.

- 100% of students will meet or exceed site and state performance standards for middle school.
- 100% of students will possess a working plan for their future education.

Tactics:

These bold resolutions outline how Eastlake Middle School's resources and energies are directed. It is our hope that the continuous creation and evaluation of these systems will lead us to achieve the extraordinary, as expressed in the mission and objectives:

- We will use innovative instructional strategies to meet the needs of all students.
- We will promote parent, community, and school collaboration
- We will expand the Triton culture of respect, responsibility, and resourcefulness.
- We will increase technological resources.
- We will enhance a rigorous and comprehensive curriculum with real world applications.
- We will continue those initiatives that effectively contribute to meeting our mission and objectives

- *Sequence does not denote priority or importance*

School Profile

Eastlake Middle School (ELM), a California Distinguished School (2013), and a Gold Ribbon School (2016-2017) serves seventh and eighth-grade students in the community of Eastlake in Chula Vista, California/ Eastlake Middle School opened its doors for the 2003-2004 school year, with an enrollment of 456 seventh and eighth grade students. For the 2017-2018 school year EastLake Middle is home to 1,705 students.

Seven feeder elementary schools will continue contributing students: Arroyo Vista Charter Elementary, Camarena Elementary, Liberty Elementary, Olympic View Elementary, Salt Creek Elementary, EastLake Elementary and Thurgood Marshall Elementary. In past years, ELM has also received several transfer students as part of the No Child Left Behind (NCLB) Act.

There are currently 79 credentialed teachers' on-campus. ELM also employs three full-time and two part-time counselors, two part-time speech pathologist, one full-time school psychologist, one full-time nurse, one full-time teacher librarian, two assistant

principals, and one principal.

ELM is a diverse learning community of students, comprised of Hispanic (51%), White (18%), Asian (17%), Two or More Races (10%), African American (4%), Asian Pacific Islander (0%), and American Indian (0%) students. The make-up of the student population at East Lake Middle School has remained consistent over the past three years. Staff members at ELM work cohesively with parents and the community to support the diverse needs of all students and to meet the school's vision of providing all students with a quality education. For the 2017-2018 school year ELM services a wide range of student populations (0.4%) Foster/Homeless, (6.1%) English Learners, (18.8%) Free/Reduced Lunch and (9.7%) Special Education.

In pursuit of this goal, ELM has established a first-rate Dual-Language Immersion (DLI) program, which comprises 10% of the ELM student body, and is the largest in the district. Each year, a cohort of students appear at ELM, having received instruction in both English and Spanish throughout their K-6 elementary education. To support these students in their desire to become academically fluent in both languages, ELM offers bilingual classes in the areas of science (both grade levels), World Cultures (seventh grade) and United States History (eighth grade). Electives "Spanish for Spanish Speakers" levels $\frac{1}{2}$ and $\frac{3}{4}$ were also added to the schedule to accommodate these and other students. ELM's DLI teachers go above and beyond their academic responsibilities to create a community for these students and parents, including multiple cultural celebrations throughout the year. This year's DLI cohort consists of 89 seventh-grade students and 78 eighth-grade students.

Another area in which ELM shines is the strength of its Visual and Performing Arts (VAPA) programs. ELM students have received county-level recognitions of merit for their work with the yearbook, band, orchestra, choir, art, and technology (cyber-security) classes. VAPA elective choices reflect: three sections of art (plus two in the "wheel"); beginning, intermediate, and advanced orchestra (plus two in the "wheel,"); three beginning and one intermediate band; one chorus; two technology (plus two in the "wheel,"); one yearbook. Please see the next section, "Recent Accolades," for an up-to-date list of awards ELM's VAPA students have earned.

For students in need of additional support, multiple interventions have been established, both during and outside the school day. All students are enrolled in the Triton Study Period (TSP) advisory, which is a thirty-minute class that convenes after lunch for seventh graders, and before lunch for eighth graders, four days a week. During this time, students have access to any academic teacher needed; they are able to complete homework, retrieve absent make-up work, re-take selected tests, and receive subject-specific tutoring. TSP also functions as a "homeroom," performing some school-wide functions, and participating in school spirit activities. This year two specialized TSP classes were created. These classes are to help support LEP students with multiple D's and F's in their core subject areas. Students are given more individual help and grades are starting to improve.

In addition, should students require help outside the school day, they can attend a standing tutoring session before or after school with a math, science, or English teacher. Furthermore, students may make individual arrangements with their teachers for additional assistance.

In order to shift ELM's EL intervention model from reactive to more proactive, a new approach was taken in terms of training and scheduling student workers on campus during the 2014-2015 school year, and continuing to the present. Previously, ELM employed two student workers to support the two Advancement via Individual Determination (AVID) sections, and one Structured English Immersion (SEI) class.

Currently, ELM employs three student workers who not only support the AVID sections, but each tutor is also assigned to an SEI math class or Literacy Workshop class. Not only do tutors support the students and teacher in those math classes, they receive the math instruction that is so vital to make them effective tutors with the new Common Core Math program, which represents a drastic departure from previous math curriculum. Additionally, each student worker is assigned a caseload of five students, with whom they work closely with during TSP twice per week. Students in these caseloads are EL students who received multiple D's or F's in core classes, yet have not shown to be behavioral problems in the classroom. This cohort of students is monitored closely for changes in grade point average, and the data has shown remarkable improvement for the participants (see the conclusion of "Data Part 2" for more detail). Rounding out the tutors' schedule are any other available SEI classes, ranging from English to science to social science.

The teachers at Eastlake Middle School are actively adapting their curriculum, instruction, and assessment to match the rigor of the Common Core State Standards, and those of the Next Generation Science Standards. ELM teachers participate in Professional Learning Communities aimed at creating common assessments, sharing effective instructional strategies, creating intervention plans for target students, and building capacity with iPad integration. District benchmarks have been used to inform instruction and assessment leading up to exams created by the Smarter Balanced Assessment Consortium (SBAC), the company who designs high-stakes assessments to reflect students' Common Core knowledge and skill. To increase communication with parents, ELM teachers and staff use a variety of avenues, including: Jupiter Grades, School Messenger, and the ELM website.

The Counselors at EastLake Middle School are meeting the needs of ELM's diverse population with many different services. This year ELM had the highest number of students in our district that attended the "Compact for Success", SDSU fieldtrip. ELM is one of the two middle schools in the district to have students attend the "Dare to Dream," UCSD African American Conference. Counselors all promote and help in recruiting students for the annual Magkaisa Filipino Conference and Adelanto Latino and Adelante Mujer conferences. The counseling team all meets with every seventh and eighth grade student on introducing and implementing their six year Middle/High School and College plan.

Parents and community members are the final piece of the puzzle; the Parent-Teacher-Student-Organization (PTSO) and Eastlake Educational Foundation (EEF) are two groups which help connect the community to the school by raising funds for school activities, increasing access to technology, approving mini grants written by teachers, and volunteering for campus-wide events. ELM has also established working relationships with the local fire department, police department, as well as several local businesses that have helped with fundraisers and events.

Parents also have the opportunity to run for a position on the School Site Council, or sit in on any of the meetings, as they are open to the public. Additionally, parents of English Learners are encouraged to attend the English Learner Advisory Committee meetings, as they contain valuable information to help all students succeed in school. For a detailed list of parental involvement possibilities on campus, please refer to the page entitled "Parent Involvement by Quarter."

Eastlake Middle School is the "Foundation for Tomorrow's Future," and has taken great strides to build on this vision. The school's motto, a constant since the beginning, has been based on the premise that the Triton culture be one of respect, responsibility, and resourcefulness.

Recent Accolades: Eastlake Middle School

More than 300 parents and 7th grade students attended the Compact for Success field trip to San Diego State University from ELM.

Eastlake Middle School was recognized as a Gold Ribbon School 2016-2017

Eastlake Middle School was recognized as a No Place for Hate School 2016-2017

The Eastlake Middle annual yearbook picked up another first place ribbon at the 2015 San Diego County Fair.

ELM's Dual Language Immersion (DLI) program grew to 171 total students enrolled, up from 160 in 2015-2016. This is 10% of ELM's school population.

ELM held its sixth annual community Luau with an estimated 800 students, parents and staff members in attendance.

The ELM Robotics team is made up of four teams that compete in the San Diego Vex Robotics League in Chula Vista. This year, 24 students participated from our site. Out of 32 teams in the league, one of our teams finished 4th in league play, which was the best of all middle schools participating.

The ELM Orchestra, continues to bring notoriety to our campus, with beginning, intermediate, and advanced levels. The orchestra represents our site by performing a concert at Knott's Berry Farm each spring. They also participate in the music festival at Eastlake High every spring, at host a concert at the end of May. Volunteers also played for the District Art Fair in March.

The ELM Beginning and Advanced Bands are strong programs on campus. In addition to the site-based concerts, the band participates in an Eastlake High Football Game Half-time Show, ELM Turkey Trots, the SUHSD Band Pageant, the Chula Vista Starlight Parade, recruiting concerts at feeder elementary schools, the SBSBOA Band Festival, and a Knott's Berry Farm concert.

ELM also boasts a Jazz Band, comprised of elite middle-school musicians. In addition to the band/orchestra performances, the Jazz Band also performs at the ELM Talent Show and end-of-the-year Teacher's Luncheon.

The Choir is also heavily involved in the community. Some of their annual events include: the school Luau, multiple "holiday sings" televised on KUSI, caroling at Eastlake Village Walk, the school Spring Fair, site concerts, and the Rolling Hills Assisted Living Facility.

A number of students participate in the District's Middle School Athletic League (MSAL), and our teams have experienced much success.

- o Boys' Baseball – 2015-2016 District Champions
- o Girls' Softball – 2015-2016 District Champions
- o Boys' Flag Football - 2014-2015 District Champions
- o Boys' Soccer – 2015-2016 District Champions
- o Girls' Soccer – 2015-2016 District Champions
- o Boys' Basketball – 2015-2016 District Champions
- o Girls' Basketball – 2015-2016 District Champions
- o Girls' Volleyball – 2015- 2016 District Champions
- 0 Girls Soccer - 2016-2017 District Champions
- 0 Boys Soccer - 2016-2017 District Champions

Our site offers a lunch-time Intramural Sports program, which promotes participation of all students in athletic endeavors during the school day: flag football and basketball are offered during the first semester, and soccer and over-the-line are offered during the second semester.

ELM took first place in the District Math Field Day this year.

An after-school Art Club was established on campus in October of 2014. The group has 15 members who have participated in projects such as: tie dye, glass painting, sidewalk chalk art, wire sculptures, origami, henna, scrapbooking, hemp jewelry, and drawing and painting lessons.

The art classes on campus, had 15 student finalists in the Lion's Club International Peace Poster Contest; one honorable mention award at the prestigious Youth Art Month exhibit held at the San Diego Art Institute in Balboa Park; District Art Show awards included Teacher's Choice winner, Principal's Choice winner, Mayor's Choice winner for middle school, Community Choice winner for middle school, and Del Angel Inspirational Choice winner for middle school. Additionally, up to eight students will have work displayed at the San Diego County Office of Education in April and May.

The school-wide Achieve 3000 contest was won by a 7th grade Spanish for Spanish Speakers 1/2 class. The students participated fully in Spanish.

ELM has parents who actively share on The District Parent Advisory Committee (DPAC) and The District English Learner Advisory Committee (DELAC)

ELM's Knowledge Bowl team, competed in the district meets and did well to challenge students.

Face Time Session with, "Highland Prince Academy in Tijuana, Mexico. Students were able to ask questions about school and everyday life. Half the discussion was in English and half the discussion was in Spanish.

Every year ELM host a school wide Spelling Bee, where one student is selected to move on to the county level.

Up to date school website

Library Highlights :

- o Bookmark Contest – March 2017
- o Top Achieve 3000 students and class rewards - May 2017
- o 80 Activities Achieve 3000 Subway lunch party - May 2017
- o Reading Raffle for Achieve 3000 - May 2017
- o Top Achieve 3000 students and class rewards - December 2016

The San Diego Police Foundation came out and gave internet safety presentations to all students.

Kaiser Permanente presented advice and information to ELM students on timely middle school topics such as bullying, dating, rumor spreading, conflict, and trauma issues in general.

Motivational speak Tyler Durman to speak to students and parents on January 25th and 26th of 2017.

Ernie Mendez to speak to parents and staff Semester 2

In 2013, Eastlake Middle School was named as a California Distinguished School

Comprehensive Needs Assessment Components

Data Analysis

Based on your conclusions of your Data Analysis, what areas will you address in 2017-18 and what are your expected outcomes?

For the 2017 -2018 school year, EastLake Middle School will continue to focus on Quality First Instruction, interventions and building a culture of equity responsibility and accountability.

Expected Outcomes:

A reduction in the overall D and F rate
Increase in state test scores
Increased attendance,
Increased student engagement.
Positive teacher/student relationships
Restorative Practices

Surveys

Using any surveys or other means of gathering input from your stakeholders, explain areas of strength and determine areas for growth and your plan for improvement.

EastLake Middle has utilized survey's this year as a way to hear from staff, students and parents. Some of the surveys used were: LCAP # 1-4, guest speaker, parent nights, Quarter 1 staff and student, Needs Assessment 2016-2017

Areas of Strengths: friendly environment for our staff and students, safe atmosphere, school spirit and lunch time activities, students feel teachers are supportive and positive attitude, use of technology, rigorous coursework, peer tutoring support advisories, parents feel that they are well informed and that the school is an inviting place for students to learn, after school programs, school culture, professional learning communities and professional development

Areas of Growth:

Additional professional development on PLC practices
Increase student engagement
Math and English support classes
Supporting LTEL students
More parent support
Students more involved in decision making
Staff morale
School Vision

Plan for Improvement:

Staff will continue training and implementing restorative practices to help with teacher/student engagement
Administration will provide teachers with professional learning communities training and professional development
Administration and the School Leadership Team will research the best professional development for teachers on how to improve student engagement.
Establish a student advisory focus group
Following LTEL plan
Increase ELAC meeting attendance with guest speakers, student speakers and student achievement awards
NoRedInk for ELD and Literacy workshop classes

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

1. How will you use site and district level assessments to implement support programs at your site?

ELM will use site and district level assessments to implement support programs at our school site. Administration, CIS and counselors will use data to help determine student placement and interventions (credit recovery, tutoring, etc). Teachers will review data in PLC groups to develop first, best lessons.

2. How will your site monitor student progress on curriculum assessments and modify instruction to ensure each student's success?

PLC's will use data (provided by the district/ CIS / department) to monitor student progress on curriculum assessments. In PLS's teacher will make decisions about reteaching, retesting and making improvements on instructional practices. CIS coordinator to monitor unduplicated student population, and make intervention recommendations.

Staffing and Professional Development

3. What types of staff development or Professional Development will be investigated/provided in order to provide quality first instruction and build instructional capacity?

For the 2016 -2017 school year, many different avenues of professional development were investigated and provided. Since much success was seen in building stronger teacher/student relationships. Next school year more teachers at ELM will attend restorative practice professional development. This year teacher also benefited from two guest speakers who came and spoke to them. These speakers were Vinnie Pompei from the Humans Right Campaign and brain based learning doctor, Ernie Mendes. This year ELM is interesting in bringing back both of these speakers as well as other speakers to help motivate teachers and educate them. ELM is also interested in PLC training, since many of its staff members are five years or newer in the district and have never been formally PLC trained. PLC training will be coming to San Diego at the beginning of the 2017-2018 school year. Other trainings that ELM are interested in revolve around the topics of communication, standards based grading, trauma informed care, connect specific training and team building. These different types of staff and professional development will help teachers at ELM provide students with quality first instruction and build instrtuctional capacity.

4. How will your resource teachers support teacher efficacy at your site?

Resources teachers are a valuable asset to EastLake Middle School. EastLake Middle School has two Blended Learning Specialist who help teachers navigate through all different fields of technology. These teachers also put on mini technology cafes at the beginning of the school year to help teachers better understand programs such as Canvas, Infinite Campus, Jupiter Grades, etc. These resources teachers are available during PLC time to help with training as well. Blended Learning teachers at ELM also make sure that they are available for small group trainings during PLC time. ELM also has math, social science, science and English curriculum resource teachers. These teachers meet on a regular basis with site administrators to give feedback as to what is happening in each department, which is then reported back to the PLC group. These teachers provide support to their departments, as well as they develop Professional Development opportunities.

5. How will your site utilize PLC time to develop collaboration within and among grade levels?

PLC time at ELM is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities at ELM operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators. PLC'S meet weekly in full or grade level groups. During these meetings teachers are able to create and collaborate on assessments that help in developing quality first instruction. A few times throughout the year a guest speaker is invited to attend a school wide PLC to give teachers training on specific practices that are being implemented school wide. Core subject PLC groups also meet together a few times a year to align teaching strategies. New this school year, teachers were all placed on

Teaching and Learning

6. How will you support students struggling in core subjects? (English, Math, Science, Social Sciences)

Struggling students will be supported in a variety of ways. A Literacy workshop classes will be offered to students who who have a D or F in English. Literacy Workshop will focus on mainly helping LTEL students, who are both a struggling population at ELM and the Sweetwater Union High School District. Also, pure SEI classes will be offered in both English and Math classes. College age tutors will be used in classes that have large LEP populations of students for added support. Before and after school tutoring/ intervention opportunities will be made available to students. Teachers in core subject areas will receive content based training, so as to be able to provide quality first instruction to all students. As well as Saturday school and Saturday reteaching programs will be made available as well. CIS will monitor unduplicated students progress, to assign interventions.

Opportunity and Equal Educational Access

7. What research-based educational practices will your site use to raise student achievement?

- Restorative Practices
- First Best Lesson
- Reteaching/ Retesting
- Modeling
- Checking for Understanding
- Brain Based Strategies - "Empty the Cup"
- Level of Student Engagement
- Academic Vocabulary Development
- Sentence Frames
- Inquiry Based Learning
- Prior Knowledge

Parental Involvement

8. How will your site involve parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of federally funded programs (5 California Code of Regulations 3932)?

Parental involvement is very important at EastLake Middle School. ELM'S parent groups consist of the PTSO and the ELAC. The only funding that ELM gets is LCFF funding. This funding is not voted on by the SSC, but advisement to the site plan is given by SSC members and ELAC members. As well as information is provided to the school's PTSO group. SSC meets monthly to give feedback and recommendations about funding and school programs.

Description of Barriers and Related School Goals

Strategy 2.3: Systems of support will be investigated and implemented in order to provide students the opportunities to build a culture of equity, responsibility, and accountability.

- Alternate behavior management system (system not put into place)
- Training is being provided on mental health, conflict resolution and communication. Restorative Practice Training

Strategy 3.1: Site will provide a welcoming environment for staff, students, parents, and community members by ensuring quality customer service, a positive visual atmosphere, bilingual support, and access to a designated parent center.

- Site is working on multiple points for parent information to be displayed.

- o Identify barriers to full or timely implementation.
- o Continued training/professional development
- o Continued discussions with staff on Restorative Practices
- o Supplies on order for parent center
- o Time for implementation

- o What actions are being undertaken to mitigate those barriers or adjust the plan to overcome them?
- o Continued training for staff
- o Discussions with parents and the community about how to best communicated information to stakeholders
- o Revamping parent information stations

o What impact is the lack of full or timely implementation of these strategies having or predicted to have on student outcomes? What data did you use to come to this conclusion?

o Teachers are being trained to build a culture of equity, responsibility and accountability with students. Teacher/student relationships are becoming stronger. Student Needs Assessment Survey was given with ¾ of the student body positive about student/teacher relationships.

o Parent Center/Parent information points are in the works. Parents feel comfortable at ELM based on Needs Assessment Survey, but more involvement is needed in SSC, ELAC and PTSO.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	904	805	808	878	778	790	871	772	790	97.1	96.6	97.8
Grade 8	829	885	815	806	828	787	793	820	784	97.2	93.6	96.6
All Grades	1733	1690	1623	1684	1606	1577	1664	1592	1574	97.2	95	97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2568.4	2595.3	2586.1	19	28	24.18	41	42	43.92	23	21	21.01	16	9	10.89
Grade 8	2579.4	2601.2	2618.1	17	27	31.38	40	39	42.98	26	22	17.73	16	12	7.91
All Grades	N/A	N/A	N/A	18	27	27.76	41	41	43.46	25	21	19.38	16	11	9.40

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	26	41	37.22	49	45	45.70	25	14	17.09
Grade 8	29	41	42.91	47	43	45.21	21	16	11.88
All Grades	28	41	40.05	48	44	45.45	23	15	14.49

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	32	40	37.69	49	47	49.62	19	13	12.69
Grade 8	26	38	43.02	53	44	46.48	16	17	10.50
All Grades	29	39	40.34	51	46	48.06	18	15	11.60

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	19	27	19.75	68	66	69.49	12	7	10.76
Grade 8	16	23	27.71	66	68	67.18	14	9	5.11
All Grades	18	25	23.71	67	67	68.34	13	8	7.95

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	36	43	43.60	50	49	45.75	13	8	10.65
Grade 8	30	38	48.47	53	49	41.82	13	13	9.72
All Grades	33	40	46.02	52	49	43.79	13	11	10.18

Conclusions based on this data:

1. Participate rate of students on the CAASPP has declined by 2%.
2. Overall achievement for students on the CAASPP has grown. Student increased by 9% in exceeding standards in just one school year. Students not meeting standards showed a significant decrease of 5%. This is due to quality first instruction, teacher training and students becoming more familiar with the format of the test.
3. Significant increases in reading, writing, listening and research/inquiry are being seen. This data shows that reading and writing throughout core subjects is benefiting students across the board.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	904	804	808	878	789	795	874	772	794	97.1	98.1	98.4
Grade 8	829	885	814	803	823	768	798	807	766	96.9	93	94.3
All Grades	1733	1689	1622	1681	1612	1563	1672	1579	1560	97.0	95.4	96.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2567.9	2581.2	2568.5	26	30	27.08	26	28	24.81	30	28	28.84	18	14	19.27
Grade 8	2581.2	2571.6	2590.2	22	26	28.98	27	22	23.76	33	26	26.50	17	26	20.76
All Grades	N/A	N/A	N/A	24	28	28.01	27	25	24.29	31	27	27.69	18	20	20.00

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 7	35	42	37.45	40	36	35.94	25	22	26.61	
Grade 8	28	34	35.47	47	34	39.92	22	32	24.61	
All Grades	32	38	36.48	43	35	37.89	23	27	25.63	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	27	36	28.46	53	42	48.99	20	22	22.54
Grade 8	20	24	30.07	61	53	45.23	18	23	24.71
All Grades	24	29	29.25	57	48	47.15	19	23	23.60

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	27	33	29.72	64	53	54.28	8	14	15.99
Grade 8	24	27	33.33	59	54	49.28	15	19	17.39
All Grades	26	30	31.49	61	54	51.83	12	16	16.68

Conclusions based on this data:

1. Participate rate of students on the CAASPP has declined by about 2%.
2. While Math scores on the CAASPP are lower than English scores, students are still making strides in Math at ELM. 53% of students scored at or above standards in math. The increase of scores is due to quality first instruction, teacher training and students becoming familiar with common core math.
3. There was an increase in the number of students who did not meet math standards this year. This is due to the fact the the CAASPP in math is still new to students, as well as students are struggling with common core math. Students are especially struggling with data analysis and communicating reasoning (writing). This year more emphasis was placed on writing in the math class, as well as math support classes (SEI and math workshop), as well as tutoring.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
7	39	35	25	45	45	54	12	10	11	4	5	11	1	4	
8	22	33	26	38	44	43	28	15	20	7	5	8	5	3	3
Total	33	34	25	43	45	48	17	13	16	5	5	9	2	4	2

Conclusions based on this data:

1. In the past three years ELM has reclassified 157 students. During the 2016-2017 school year 41 students were reclassified. Looking at the annual assessment results, in the year 2015-2016 most of the students who took the annual CELDT test scored in the Intermediate to Advanced range. In comparing the data from 14-15 to 15-16 it can be seen that many students jumped a level on the CELDT scale. 2015-2016 did see an increase of students in the number of students who fall at the lower level of the CELDT scale. Looking the annual assessment results we can see that our school site needs to make sure that LEP students who are fall into the lower level of the CELDT scale and receiving help in the areas of English and Math especially. This is why an LTEL plan was created (see attachments) to make sure that students were not "falling through the cracks." Based off of this data, funding and specific classes need to be put into place to help more students in their core classes, so the can pass the CELDT.
2. The numbers in the annual assessments are higher then in the initial and annual combined results since RFEP students do not show up in the initial/annual report. This being said, the annual assessment report is much more helpful when making plans for LEP students.

School and Student Performance Data

Chronic Absenteeism Data

2016-17 Chronic Absenteeism Data			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates
African American	64	4	6.3
Asian	61	1	1.6
Filipino	236	1	0.4
Hispanic or Latino	934	43	4.6
Did not Report	1	1	*
Pacific Islander	1	1	*
Two or More Races	152	6	3.9
White	244	10	4.1
Male	886	39	4.4
Female	817	28	3.4
English Learners	160	11	6.9
Students with Disabilities	151	11	7.3
Socioeconomically Disadvantaged	339	19	5.6
Foster	1	1	*
Homeless	1	1	*
Grades 7-8	1,703	67	3.9
Grades K-8	1,703	67	3.9
Total	1,703	67	3.9

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Excellence in Teaching and Learning
LEA/LCAP GOAL:
Goal 1 Ensure excellence in teaching and learning so each student is prepared to succeed in college and career.
SCHOOL GOAL #1:
Provide quality first instruction with a focus on planning and teaching to mastery.
Data Used to Form this Goal:
CAASPP Data Formative and Summative Assessments Final Exams Student Grades % of D's and F's Reclassification of LEP students Teacher Observations Attendance Credit Recovery Student Needs Assessment 2016 - 2017
Findings from the Analysis of this Data:
Overall, D and F rates have decreased. Students are exceeding all district base lines for CAASPP data. Need for Improvement: Focus on LTEL students with revamped math and Literacy Workshop classes.
How the School will Evaluate the Progress of this Goal:
The school will work together to provide quality first instruction and first, best lesson to all students. PLC's will focus on teaching for mastery and will develop reteaching opportunities for students. All teachers will be trained in SEI strategies to better support LEP students. Additionally, SSC will review and update the School Site Plan.

LCAP Actions/Services	Site Actions	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.2 Ensure all students, including LI, FY, HY, EL, SWD have access to resources that support higher levels of rigor.						

LCAP Actions/Services	Site Actions	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
d. College and Career Readiness activities, workshops and meetings will provide support for students to explore and build skills for post-secondary educational and career opportunities.	Counselors will develop student academic plans and monitor student progress, to ensure all students are on-course to meet promotion requirements. Counselors will also conduct educational presentations to students and parents, to certify students are prepared for college and career.	Counselors				
a. Increase enrollment in Advanced Placement (AP), Honors, Accelerated, Visual and Performing Arts (VAPA), Advancement Via Individual Determination (AVID), and Career and Technical Education (CTE) courses.	Counselors will consider students' aptitudes, abilities, and preferences for enrollment in Study Skills (a support course for Special Education students), and Advancement Via Individual Determination (AVID), an elective course designed to provide extra support to particular college-bound students. AVID courses employ college-age tutors to assist students during AVID instructional time.	Administration Counselors CIS				
b. Investigate/Implement flexible scheduling to increase student course opportunities and participation in specialized programs: CTE, VAPA, AVID, Dual Immersion, Science Technology Engineering Art Math (STEAM) and other academies	District placement guidelines and testing data will be used to place students in appropriate courses like AVID that supports A-G requirements.	Administration Counselors CIS				
1.3 Supplemental staffing ensures support for teaching and learning.						
d. Teachers on Special Assignment (TOSA) /Resource teachers, including district TOSA's to facilitate teacher training and curriculum integration that include how to meet the needs of all students in the classroom, including EL, LI, FY, HY, SWD. (.8 per site for curriculum specialists and 6 District FTE's).	District and Site Curriculum Specialists will provide professional development to PLC's, to support implementation of high rigor/relevant lesson plans in all core content areas, focusing on quality first instruction for all students through cohort, zone, and PLC meetings.	Site Curriculum Specialist				

LCAP Actions/Services	Site Actions	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
I. Professional development in California Standards aligned curriculum and in district-wide initiatives with a focus on literacy skills, quality first instruction, mastery, social-emotional needs and technology enhanced instruction.(Buy back days for PD)	Teachers and other staff members will attend professional development opportunities (i.e. conferences, trainings, workshops, pull-outs) to learn about and develop instructional strategies to improve student outcomes and achievement.	Administration CIS				
f. Site intervention specialists monitor, coordinate, and implement interventions to assist students in reaching mastery of standards, especially EL, LI, FY, HY.(Coordinator of Integrated Services (CIS)	Interventions will be created and maintained based upon student need and available resources. Students not meeting the required level of standards mastery in core content courses will participate in an intervention program in order to improve grades in A-G courses and/or recover credits necessary for promotion/graduation.	Administration CIS Counselors Teachers	Credit Recovery/Tutoring	Extra Duty	S/C Intvns 315	17,000.00
			Supplies for credit recovery	Supplies	S/C Intvns 315	1000.00
			Tutors	Personnel (FTEs or Hrs)	S/C Intvns 315	2,715.00
j. District AVID TOSA(s) and site AVID coordinators will work with site administrators and counselors to implement the AVID program including recruiting college tutors from local colleges and universities.	All AVID courses employ college-age tutors (a.k.a. "student workers") to assist students and teachers.	Administrators CIS AVID Coordinator				
e. Additional classified support staff working with students during school day. (S/C=Bilingual Testers)	The Bilingual Tester will assess English Learner proficiencies, and collaborate with the CIS, ELD teachers, and counselors to ensure appropriate student placement. Bilingual Tester will also assist with EL reclassification data, and monitor the academic progress of Redesignated Fluent English Proficient (RFEP) students for their first and second years.	Bilingual Tester				
h. Blended Learning Specialists/Teacher librarians to increase digital citizenship and support use of technology for all students to acquire 21st Century Skills.	Blended Learning Specialists will support teachers with their use of educational technologies in the classroom, to enhance academic programs.	Blended Learning Specialist				

LCAP Actions/Services	Site Actions	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
i. Extend library/media centers hours and resources in order for Teacher librarians to support all students before and after school, including student athletes.	Librarian or Certificated Employee will extend the library hours to provide all students with additional opportunities to use technology, complete homework, receive tutoring, conduct research, print materials, and perform other activities that will positively affect achievement.	Librarian Certificated Employees	Library open before and after school	Extra Duty	S/C Library 325	9,000
			Supplies	Supplies/Equipment	S/C Library 325	1,000
1.4 Targeted/Supplemental interventions provide support for teaching and learning to unduplicated student groups:						
a. Assist students in achieving standards by purchasing supplemental instructional materials especially EL, LI, FY, HY.	Students will be provided additional materials as necessary for mastery of standards for all students including subgroups (EL, FY, HY, LI, SWD).	Administrators CIS				
a. Assist students in achieving standards by purchasing supplemental instructional materials especially EL, LI, FY, HY.	Librarian will provide reading materials, computer access and printing access for students. Librarian may coordinate reading promotions, book fairs, and information literacy teaching sessions or student contests.	Librarian				
d. Specific services and programs are available to meet the different academic needs and profiles of newcomers, Long Term English Learners (LTELs), and other ELs, FY, YH, LI. School Site Allocations, AVA Supplemental	Literacy and math workshop classes will be provided to help struggling students especially LTEL's. Programs like Math 180 and NoRedInk will be purchased to help with academic support for students.	Administrators Classified Teachers CIS Coordinator				
a. Assist students in achieving standards by purchasing supplemental instructional materials especially EL, LI, FY, HY.	Teachers will be provided with the appropriate tools technological tools and accessories in order to enable students to receive a high quality education that will prepare them for the 21st century.					

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Equity, Climate, and Culture
LEA/LCAP GOAL:
Goal 2: Create a safe and healthy learning environment for each student by building a culture of equity and a positive climate that promotes excellence throughout the district.
SCHOOL GOAL #2:
Create a positive climate and culture through an equity lens.
Data Used to Form this Goal:
Student, Teacher and Parent needs assessment surveys were used to form the above goal. Student and Teachers participation in ELM's "No Place for Hate Campaign Focus Groups Attendance Suspension Rates Promotion Rates
Findings from the Analysis of this Data:
Highlights - This year ELM brought in guest speakers to speak with students, teacher and parents. Next year ELM will continue to bring in guest speakers to promote equity, climate and culture. ELM is also working with the "No Place for Hate Campaign" to promote restorative practices at the school site. ELM is now a No Place for Hate School. Also, based off of Needs Assessment Surveys teachers, students and parents all feel that ELM is a positive and safe place for students to learn. Needs for Improvement - Reducing overall school suspensions, by focusing on Restorative Practices and promoting school clubs and sports to all students, especially LEP.
How the School will Evaluate the Progress of this Goal:
ELM will evaluate the progress of Goal 2 by continuing to check on the well being of students through the use of student surveys. Next year, ELM will create a Student Advisory Focus Group that will be made up of all student population groups, to give feedback to staff about the over all culture and climate of the school.

LCAP Actions/Services	Site Actions	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Goal 2-Reach metric goals regarding attendance						

LCAP Actions/Services	Site Actions	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Increase attendance Address chronic absenteeism Decrease dropout rate 	Attendance Coordinator monitors students attendance, paying special attention to chronic absenteeism. Calls parents, attendance contracts PreSARB, Saturday school monitoring and credit recovery, independent study monitoring	Attendance Coordinator				
2.2 Supplemental staff and services ensure a safe and healthy learning environment for all students:						
c. Designated staff to organize extracurricular activities and transportation that foster student engagement and support including EL, LI, FY, HY specific Supplemental Programs	ELM will support a positive student culture and climate that includes before, during, and afterschool opportunities for student connections and involvement.	Administrators CIS Staff ASB Counselors				
c. Designated staff to organize extracurricular activities and transportation that foster student engagement and support including EL, LI, FY, HY specific Supplemental Programs	Administrators, teachers, counselors, coordinators, librarians, classified and paraprofessional staff members will be provided opportunities to attend professional development trainings, workshops, conferences, or pull-outs to receive training on how to create an optimal learning environment for students and staff, as it pertains to positive culture and climate.	Administrators BLS CIS Classified Staff Counselors Librarians Paraprofessionals				
d. Provide custodial staff to support after school programs and activities.	Custodial staff to be used for extra curricular activities	Administrators Custodial Staff				
2.3 Systematic support for all students to build a culture of equity:						
d. Teacher librarians will provide safe and engaging physical spaces for students that support diversity and a sense of belonging, facilitate activities that support technology and literacy, and provide safe "virtual spaces" through grade-appropriate online resources.	Librarian will attend professional development opportunities (i.e. conferences, trainings, workshops, pull-outs) to learn about how to better serve students in areas of literacy, digital literacy, or related capacities.	Librarian				

LCAP Actions/Services	Site Actions	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
b. Provide training for site personnel to appropriately respond to students in crisis, social emotional needs, conflict resolution referrals, victims of bullying, social media, etc.	Site leadership and counselors will explore and possibly implement alternative behavior management systems (such as Restorative Practices, peer mediation, peer mentoring, etc.) to help strengthen student resiliency and coping skills.	Administration				

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Parent Involvement
LEA/LCAP GOAL:
Goal 3 Foster and honor parent/guardian and community engagement to support excellence in each student's success.
SCHOOL GOAL #3:
Improve communication via district and site websites.
Data Used to Form this Goal:
Parents Needs Assessment Survey 2016 -2017 Parent LCAP Goals # 1-4 Feedback Guest Speaker Survey Feedback Informational Parent Night Survey Parent Sign in Sheets from Events Parent Feedback from PTSO, ELAC, DELAC, DPAC and SSC PTSO Monthly coffee with the Principal (morning and evenings)
Findings from the Analysis of this Data:
EastLake Middle School values our parents, and supports their role as partners in their students' education. From our analysis of data we have found that for the most part parents are happy about their students education at EastLake Middle School. They feel that EastLake Middle is a safe and welcoming environment for their students. They feel that their are plenty of opportunities for parent involvement and parents receive information about school events in a timely manner. Areas of need include raising parent participation in parent events.
How the School will Evaluate the Progress of this Goal:
ELM will evaluate progress of this goal by seeing an increase of parents at parent nights. Parent surveys will be used to get parent feedback. Information will also be presented to SSC, ELAC and PTSO for discussion and suggestions. For the 2016 - 2017 school year, ELM brought two guest speakers in to talk with parents. Parent participation in both of these events was well supported and feedback from parents was great. Next year, we will be looking at brining in more guest speakers for our parents. Raising parent participation in both parent groups and parent meeting/events is a priority.

LCAP Actions/Services	Site Actions	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 District base programs to foster parent and community engagement:						
a. Provide designated Parent Centers at district and site levels.	Site will continue to update parent center with multiple points of information.	Administrators CIS Coordinator Front office staff Counselor	Supplies for Parent Center	Supplies/Equipment	S/C ParentInv 403	1,400
3.2 Supplemental staff and services to enhance relations between district, schools, and community:						
a. TOSAs/CIS/Counselors will work with parent groups to provide needed information regarding services and programs for EL, LI, FY, HY, SWD.	CIS will work with parent groups to provide needed information regarding school services, district initiatives, and site events pertaining to all student groups, particularly EL, LI, FY/HY, SWD and educationally disadvantaged. Parent representatives will be elected or appointed to committees such as the SSC, ELAC/DELAC, and DAC.	Administrators CIS Coordinator ASB Adviser				
b. Investigate ways to build community partnerships.	CIS will create opportunities for parent and community involvement.	CIS				
c. Implement and support participation in parent trainings and institutes to support parent needs.	Site to provide professional development for parents.	CIS	Conference/Travel Fees	Travel (PD)	S/C ParentInv 403	500
c. Implement and support participation in parent trainings and institutes to support parent needs.	BLS will provide parents and students with professional development on how to use technology effectively in the classroom.	Blended Learning Specialist				
3.3 Opportunities for parents and community members to provide input on relevant issues that support all students' success.						
d. Site leadership will create more opportunities for parent and community input and keep them informed about district initiatives and site events.	Site Leadership will organize and execute parent informational nights on campus. Site leadership will also send parents to Professional Development workshops or trainings off-campus, as funding permits.	Administrators CIS Coordinator	Interpretation/Guest Speakers	Extra Duty	S/C ParentInv 403	500

LCAP Actions/Services	Site Actions	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Annual surveys gather comments and feedback on services, programs, and parent and student needs including EL, LI, FY, HY, SWD.	Site Leadership will create surveys and/or focus groups to solicit input from parents and students, to ensure that their voices are heard and reflected in site decisions.	Administrators CIS Coordinator Teacher Leaders	Materials/Supplies/Refreshments	Supplies/Equipment	S/C ParentInv 403	500

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Systems of Support
LEA/LCAP GOAL:
Goal 4 Develop coherent and transparent systems for excellence to support each student’s success.
SCHOOL GOAL #4:
Complete internal and external process reviews to identify and implement best practices
Data Used to Form this Goal:
Staff, Parent and Student Needs Assessment Survey 2016- 2017 Surveys (LCAP/ guest speakers etc.) Sign-in sheets Professional Develop PLC attendance
Findings from the Analysis of this Data:
Busses used to transport students on field trips / knowledge bowl Teacher concerns addressed with staff survey - teachers feel supported for the most part by administration Technology being incorporated into all classrooms / teachers are more comfortable with technology usage
How the School will Evaluate the Progress of this Goal:
Administration team will meet to review school need and staff concerns.

LCAP Actions/Services	Site Actions	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.1 Systems continue to be in place that support student engagement and success:						

LCAP Actions/Services	Site Actions	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Ensure safe and equitable access to extracurricular opportunities by providing transportation to meet student needs.	District and/or site will provide school or charter bus transportation to all field trips and all other school-sanctioned events requiring transportation (i.e. educational opportunities, band competitions, etc.), as resources permit. Special Fund A - ASB funding	Administration ASB				
a. Ensure safe and equitable access to extracurricular opportunities by providing transportation to meet student needs.	Site will ensure all students have equitable access to curricular and extracurricular opportunities provided by the school site.	Administrators Teachers Leaders Classified Staff Leaders Site Staff				
b. Nurture, value, and build relationships between and among all employees through purposeful collaboration including improved communication, on- boarding, in-boarding, mentoring, and coaching.	Site teacher and administrative leadership will meet on a regular basis with a variety of advisory or standing committees (i.e. Faculty Advisory Committee, Classified Advisory Committee, weekly Professional Learning Community meetings, monthly faculty meetings, etc.) in order to nurture relationships among all employees, and to promote purposeful collaborations.	Administrators Teachers				
b. Nurture, value, and build relationships between and among all employees through purposeful collaboration including improved communication, on- boarding, in-boarding, mentoring, and coaching.	Site leadership will provide an orientation to new staff, to address on-boarding and in-boarding staff changes. This may include formal or informal mentoring from teacher leadership, site Curriculum Specialists, or Blended Learning Specialists.	Administrators BLS Curriculum Specialist				
b. Nurture, value, and build relationships between and among all employees through purposeful collaboration including improved communication, on- boarding, in-boarding, mentoring, and coaching.	When necessary or requested, teacher or site leadership can assist the Curriculum & Blended Learning Specialists to provide mentoring and coaching to individual staff members.	Administrators BLS Curriculum Specialist				
4.3 Systems are in place that ensure highly qualified personnel are recruited and hired in a timely manner to support student success.						

LCAP Actions/Services	Site Actions	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
d. Professional development is provided to ensure support staff are equipped to maintain technologies such as Smart Boards, LCD projectors, Document Cameras and other classroom/instructional peripherals.	District will ensure support staff (i.e. IT Technician, Library Technician, APPLE Vanguard Teachers) receives the training needed to maintain technologies utilized at the school site, and other classroom/instructional peripherals.	Administrators District IT Staff				
d. Professional development is provided to ensure support staff are equipped to maintain technologies such as Smart Boards, LCD projectors, Document Cameras and other classroom/instructional peripherals.	Site will ensure any staff member receiving new equipment will receive training on the use and support of the equipment, to include teachers, administrators, counselors, technology support, etc.	Administrators Site IT Staff Blended Learning Specialist				

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
S/C Intvns 315	20,715	0.00
S/C Library 325	10,000	0.00
S/C ParentInv 403	2,900	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
S/C Intvns 315	20,715.00
S/C Library 325	10,000.00
S/C ParentInv 403	2,900.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Juan Ulloa	X				
Steven Cantano		X			
Cindy Reynoso		X			
Guen Sagun		X			
Jessica Dukerschein		X			
Jen Academia			X		
Victor Ibarra				X	
Brandon Ross				X	
Carmen Petrosian				X	
Alexa Evangelista					X
Victoria Ibarra					X
Keanu Petrosian					X
Frank Issa (Assistant Principal)					
Courtney Quinn (CIS Coordinator)					
Numbers of members of each category:	1	4	1	3	3

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

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the 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

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 10-26-17.

Attested:

<p>_____ Ricardo Cooke Typed Name of School Principal</p>	<p style="text-align: center;"></p> <p>_____ Signature of School Principal</p>	<p style="text-align: center;">10-20-17 _____ Date</p>
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<p>_____ Steven Cantano Typed Name of SSC Chairperson</p>	<p style="text-align: center;"></p> <p>_____ Signature of SSC Chairperson</p>	<p style="text-align: center;">10-20-17 _____ Date</p>
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Parent Involvement by Quarter

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Incoming 7 th Grade Registration and Tour	7 th Grade Compact for Success field trip to SDSU	College Making-it-Happen Night	AVID Interviews and Outreach
Self-guided Tours for incoming 7 th graders week prior to school	C.A.B.E	Cyber-bullying Prevention Workshop	Sports Recognition Ceremony for Student Athletes
Parent Involvement Night	Dare to Dream USCD African American Conference	Adelanto Latino Conference	English Learner Reclassification Ceremony
Open House – SSC Elections Held	Coffee with the Principal	Adelante Mujer Conference	Dual Language Immersion (DLI) Banquet
Technology Support Night – Navigating the iPad	Dual Language Immersion Student Lead Conferences	Magkaisa Filipino Conference	Triton of the Week Celebration for Students and Parents
Annual Community Luau	Orchestra Holiday Concert	Motivational Speaker Tyler Durman	Breakfast honoring Most Improved Students
Dual Language Immersion Program Meetings	Band Holiday Concert	Presenter Ernie Mendez	8 th Grade Awards Ceremony
Parent Teacher Student Organization (PTSO) formed	Choir Holiday Concert	Incoming DLI Parent Meeting	8 th Grade Promotion
Cyber Security Presentation	Triton of the Week Celebration for Students and Parents	Incoming 7 th Grade Parent Meetings	Coffee with the Principal
District Advisory Committee (DPAC) Parent Representatives Selected	Breakfast honoring Most Improved Students	Incoming 7 th grade tour for students	
English Learner Advisory Committee (ELAC) Formed	AVID Parent Night\	School-wide Spelling Bee	
District English Learner Advisory Committee (DELAC) Parent Representatives Selected	Coffee with the Principal	Coffee with the Principal	
Coffee with the Principal			

* There are District-sponsored parent workshops available each quarter, held at various sites

**Both the School Site Council (SSC) and the English Learner Advisory Committees (ELAC) meet monthly at Eastlake Middle; all meetings are open to the public

***The Parent-Teacher-Student Organization (PTSO) meets monthly and holds fundraisers throughout the year, where parent volunteers are needed. Parents also volunteer on campus, for school sponsored events.

**SITE LOCAL CONTROL ACCOUNTABILITY PLAN
2017-2018 SUPPLEMENTAL AND CONCENTRATION GRANT**

School Name: EastLake Middle School

Funds will only be approved that are directed towards quality initial instruction, building a positive climate and culture, improving communication and engagement with parents, and reviewing systems that support the first three.

Everything funded with S/C monies must be supplemental and increase or improve services to our unduplicated groups of students (EL, LI, FY & H).

- English Learners, Low Income, Foster Youth, Homeless

TARGETED POPULATIONS (EL, LI, FY & H)	GOAL, DESCRIPTION OF SERVICES, RESOURCE, AND/OR PROGRAMS	HOW WILL THIS INCREASE OR IMPROVE SERVICES	BUDGET
EL, LI, FY, H,	<p>Goal 1.1 – Curriculum and instructional Support</p> <p>Materials and Supplies for Meetings and PLC work.</p>	Site curriculum specialists will meet with core PLC’s to develop lessons that break standards into component skills/knowledge to increase academic vocabulary development and a variety of instructional strategies.	\$1,000
EL, LI, FY, H,	<p>Goal 1.1 – First Best Lesson</p> <p>PLCs will collaborate in order to share best practices, and plan lessons using research based curriculum and materials that will support their unduplicated students in their classroom.</p> <p>Research Based Materials</p> <p>Materials to include books, keyboards, subscriptions, software, NGSS science supplies, and project based items that will engage our unduplicated students and provide them with additional support.</p>	<p>Teachers will be knowledgeable of research based curriculum and best practices that will support their unduplicated students.</p> <p>Students in all core classes will be provided standards aligned instructional materials and supplemental materials as necessary for mastery of standards. Items purchased will be based on outcomes of PLC</p>	<p>\$4,000</p> <p>\$4,000</p>

		work with a focus on our unduplicated students.	
EL	<p>Goal 1.1 – EL Support</p> <p>Tutors and Supplemental Instructional Resources.</p> <p>Funding to be used to supplement programs ie Math 180 and NoRedInk.</p>	Specific services and programs are available to meet the different academic needs and profiles of STELs, LTELs, and other ELs. Particular attention will be given to proper placement in ELD, Bilingual, SEI, and Literacy Workshop Classes (Math and English)	\$11,300
EL, LI, FY, H,	<p>Goal 1.1 – Literature Support</p> <p>Provide high interest literature that is targeted toward our unduplicated students.</p> <p>Books; Magazines</p>	High interest literature will improve our unduplicated students reading ability which will better prepare them for college and career. Especially in the subjects of English and math	\$2,000
EL, LI, FY, H,	<p>Goal 2.1 – School Culture</p> <p>Invite guest speakers and presenters to come in and present to students and /or staff on topics related to equity and promoting a positive school culture. Provide fieldtrip opportunities for unduplicated students.</p> <p>Speaker Fees/ Fieldtrips</p>	Create a safe and healthy learning environment for each student by building a culture of equity and a positive climate that promotes excellence throughout the site.	\$4,000
EL, LI, FY, H	<p>Goal 2.2 Student Workers</p>	College age tutors will assist students after school in the subjects of math, English, science and social science. Small group and one on one instruction will be available	\$945

<p>EL, LI, FY, H</p>	<p>Goal 2.2 – Conferences</p> <p>Funding for administrators, teachers, counselors, and classified staff to attend conferences and workshops that focus on supporting our unduplicated students.</p> <p>Conference fees; transportation; lodging</p>	<p>Provide an optimal learning environment and improve student engagement for our unduplicated students.</p> <p>Conference will have the following focus: Student Engagement First Best Lesson Climate and Culture Bilingual Education</p>	<p>\$6,000</p>
<p>EL, LI, FY, H</p>	<p>Goal 2.3 – School Attendance</p> <p>Coordinator will monitor school’s attendance and positively reward students who participate in interventions</p> <p>Certificates, pizza parties etc.</p>	<p>Student attendance will increase and ensure a safe and healthy learning environment.</p>	<p>\$200</p>
<p>EL, LI, FY, H</p>	<p>Goal 3.1 – Parent Center / CIS Office</p> <p>In order to run an effective Parent Center, the CIS office must replace supplies, renew contracts, upgrade/purchase software, and upgrade office equipment (as needed).</p> <p>Supplies; toner; software; equipment</p>	<p>Provide a point of contact for parents, provide a place for parents to convene and work.</p>	<p>\$1,500</p>
<p>EL, LI, FY, H</p>	<p>Goal 3.2 – Parent Meetings and Parent Conferences</p> <p>EastLake Middle School parents are encouraged to become involved by attending parent meetings and attending parent conferences.</p> <p>Interpreter; conference fees; CAFE; light refreshments</p>	<p>Increasing our parent support, involvement, and professional development will support all students in achieving academic mastery. We will co-fund this goal with site funds.</p>	<p>\$2,200</p>

<p>EL, LI, FY, H</p>	<p>Goal 1.1, 1.2, and 1.4 Budget Transfer Credit Recovery and Before and after school tutoring (teachers) This is in addition to the allocated money that is currently in intervention services 315.</p>	<p>EL, LI, FY, H, and SWD students who received a Failing grade in any of their core classes will attend a credit recovery class in order to achieve mastery of content in that course and obtain enough credits for promotion. These credit recovery classes will include additional support for our unduplicated students through the use of SBAC interim assessments, EL students will receive more explanation in their native language, SDAIE strategies, supplemental materials that improve engagement, and smaller class size.</p> <p>EL, LI, FY and H students who are currently receiving a D or F in English, Math, Science, and Social Science classes will be invited to participate in before and after school tutoring that will target current standards in which students have yet to reach mastery. These tutoring sessions will include re-teaching of standards that have yet to be mastered, additional explanation in the student's native language, and preparation for upcoming assessments.</p>	<p>25,000</p>
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Change from 2016-2017 to 2017 – 2018 Plan

- Funding of \$6,300 to be moved from **Goal 2.1 – Alternative Behavior Management Practices (School Culture/Safety)** to **Goal 1.1 – EL Support**

School-Level Parental Involvement Policy Eastlake Middle School

Eastlake Middle School has developed a written parental involvement policy with input from School Site Council parents. The parent involvement plan was initially structured to align with state parent involvement standards. It was developed through ongoing collaboration between the site leadership team and the Parent-Teacher-Student Organization (PTSO). The goal going into the 2015/16 school year is to formalize the process to involve all parent groups. The finalized plan is reviewed and approved annually by the School Site Council. The approved plan/policy is then made available to parents through the school's webpage; the School Messenger program is used to announce this posting. The policy describes the means for carrying out the following parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the school

To involve parents at Eastlake Middle School, the following practices have been established:

1. The school convenes an annual meeting to inform parents of School Site Council, ELAC and GATE including information about requirements of each parent group and about the right of parents to be involved in the parent group.
 - a. *ELM promotes parent committees through 7th grade orientation, Open House, Parent Day, School Messenger, the school's webpage, notices sent home, as well as posting announcements on the school's marquee.*
2. The school offers a flexible number of meetings for parents, as well as times, including meetings in the morning and evening.
 - a. *Meeting times and dates are set according to the needs of the parents as evident in dialogue and overall parent attendance.*
 - b. *Numbers of meetings are determined by compliance regulations and by necessity; this includes additional meetings as well as cancelled or postponed meetings.*
3. The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy.
 - a. *ELM's CIS Coordinator presents all sections of the site plan, which includes all personnel and program descriptions, to the School Site Council (SSC). Members of the SSC then vote to determine the final revisions that go to the school board for final approval.*
4. The school provides parents with timely information about the school's programs.
 - a. *Parents are informed of the school's site plan, intervention plan, and other programs during ELAC, GATE, SST Tier 1 and Tier 2, and SSC meetings as well as through School Messenger, the school's webpage, and through notices sent home with the students.*
5. The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

- a. *During Open House, teachers share with parents the following: district adopted textbooks, syllabi, grading policies, and assessment methods.*
 - b. *Furthermore, real-time information about student performance, including assessment scores, is posted using an online grading program such as Jupiter Grades or Canvas.*
6. If requested by parents, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
- a. *English Learner Advisory Committee (ELAC) provides parents a channel to sign waivers for ELD/SEI/Bilingual placement.*
 - b. *School Site Council (SSC) provides parents a channel to approve categorical expenditures and revise site plan.*
 - c. *Parent-Teacher-Student Organization (PTSO) provides parents a channel to be involved in many capacities including supporting the instructional program through fundraising.*

School-Parent Compact

Eastlake Middle School distributes to all parents a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the rigorous, required academic standards. It addresses the following legally required items, as well as other items suggested by parents.

1. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the state standards.
2. The ways parents will be responsible for supporting their children's learning.
3. The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities.

The policy is developed by the site leadership team and PTSO. As a result of this collaboration, site goals are created. The plan is then sent home with students and is posted on the school's webpage.

Building Capacity for Involvement

Eastlake Middle School engages all parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

1. The school provides all parents with assistance in understanding the required academic content standards, assessments, and how to monitor and improve the achievement of their children.
2. The school provides all parents with materials and training to help them work with their children to improve their children's achievement.
 - a. *Site has provided parent training in the online grade book, Jupiter Grades.*
 - b. *Site has provided parent training in safe use of internet and iPads.*
3. With the assistance of parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
4. The school coordinates and integrates the parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
 - a. *ELM held its first parent training day which provided parents training in Jupiter Grades, A-G Requirements, Compact for Success, and safe internet use.*
 - b. *Site is at the beginning stages of implementing a parent center.*
5. The school distributes information related to school and parent programs, meetings, and other activities to all parents in a format and language that the parents understand.
 - a. *Messages sent through School Messenger and notices sent home are communicated in the two most common languages of our student population, English and Spanish.*
 - b. *Interpreters are reserved for meetings as needed.*
 - c. *The Associated Student Body (ASB) Advisor e-mails the ELM Weekly News to families each Sunday, which covers topics such as: upcoming assessments, tutoring opportunities, school sports, school clubs, award ceremonies, fundraising, school spirit days, holidays, tips for parents, and other general announcements.*
6. The school provides support for parental involvement activities requested by all parents.
 - a. *Feedback from ELAC, SSC, PTSO, and GATE parent groups is used to implement activities. The site provides support in communication of events, supervision, and location.*
7. The school will construct a display detailing parent volunteer opportunities, either electronically (via the school website), or on a bulletin-board in the main office.

Accessibility

1. *Eastlake Middle School* provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.
 - a. *All documents and/or messages sent to parents are sent in English and Spanish.*
 - b. *Interpreters are provided at parent meetings when necessary.*



EastLake Middle School

Semester 1: Before/After School Triton Time

Triton Time: A safe and quiet place to work.

Location and Time	Monday	Tuesday	Wednesday	Thursday	Friday
Before School (7:15-8:05 AM) Location: Library <i>Printing may only happen between 7:50 am - 8:00 am</i>	Triton Time with Mr. Winczowski	Triton Time with Mr. Martinez	Triton Time with Mr. Winczowski	Triton Time with Mr. Martinez	Triton Time with Mr. Winczowski
After School (3:20 - 4:20 PM) Location: Library	Triton Time with Mr. Rapp	Triton Time with Ms. Banuelos	Triton Time with Ms. Cuellar	Triton Time with Mr. Rapp	

***Guidelines**

- Students must bring work and school supplies.
- Students must sign in and remain in tutoring for the entire time listed (afternoon only).
- Students must behave or will be asked to call home.
- This schedule is valid from July 31st - December 8th
- Please check ELM's website for updates.



LTEL Site Action Plan

Site: EastLake Middle School

CIS Coordinator: Courtney Quinn

Names of Site Team Members: Juan Ulloa, Estephany Conlon, Courtney Quinn, Molly Bulwa, Christina Ocampo-Tenorio, Mixim Murchison

Essential Data:

- ELM student population 1,690
- 89 LTEL students
- 52 STEL students
- 36 ELS in ELD
- All EL's are enrolled in ELD or SEI classes
- 22 LTEL's are SWD (RSP 15/MM 7)
- 6(0.37%) LTEL and 2 (0.12%) STEL students are chronically absent
- Dual Language Program: 89 current 7th grades and 78 current 8th graders
- Reading and writing are the two CELDT criterion's that need improvement

LTEL D and F Data

Semester D/F	PR 2 D/F	PR 1 D/F
60.67%	65.17%	59.55%

Support /Solutions for ELs in courses with the largest D and F rates

- CIS coordinator will monitor and support struggling EL students by providing appropriate interventions.
- Bilingual tester will help with monitoring and supporting struggling EL students
- Designated ALD Literacy Workshop class for LTEL students
- Avid Tutors/Student workers will work with struggling EL students (TSP/SEI classes)
- All SWD LTEL students receive special education services
- Before school homework help
- Before school math interventions (Wednesdays) students to be recommend to attend
- Computer lab/iPad help
- After school math, English, social science and science interventions
- After school sports participation
- CIS /tester to meet with all LTEL students who have D's or F's on Semester/progress reports
- Attendance Coordinator to meet with EL students, to call parents
- Saturday School

- Credit Recovery/Summer School

Monitoring

- CIS will monitor students every six weeks (progress reports)
- CIS to send report to teachers and counselors of struggle LTEL students
- Jupiter Grades
- Progress Reports
- Semester Grades
- GPA
- Lexile levels
- CELDT results
- Attendance – This will be done by the CIS and the Attendance Coordinator (All chronically abs students will be met with on a monthly bases)
- Contact parents of struggling LTEL students. Parents will be encouraged to monitor students grades weekly
- LTEL D and F rates, along with Lexile level and SBAC testing scores sent to all teachers on campus every progress report/semester report card
- Suspension/Referral Rate

LTEL Progress – decrease D and F rate (students to be passing English and Math with a C or higher), increase attendance, SBAC Testing scores

Social/Emotional Support

- Counseling provided to students in need of social, emotional or educational support
- Teacher support of LTEL students
- CIS support of LTEL students
- Parents of LTEL students are encouraged to attend ELAC meetings
- All staff encourages LTEL students to attend before and after school interventions
- All SWD LTEL students receive special education services
- SST referral
- Guest Speakers/Assemblies (bullying, social and emotional support) for students
- Guest Speakers for Parents (Tyler Durman/Ernie Mendez)
- Restorative Circle Training to take place for teachers

Content

- English and math are the content areas that LTEL students are struggling with the most
- All LTEL students are in SEI English, but not SEI math
- CIS will work with Assistant Principal to make sure all teachers are SEI trained
- CIS to support departments by providing LTEL data (semester and progress reports)

- ELD/ALD pullout day for teacher planning purposes
- Funding available for teachers to attend Professional Development
- PLCs to incorporate planning and discussion about how to better support EL students
- Special Advisory classes for struggling EL students (teacher and student worker help)
- Administration to support teacher with using appropriate strategies for EL students
- Administration to decide if further SEI training is needed.

Academic Language in Content

- Make sure that SEI English and math (pure classes) teachers are SEI trained
- Have other content area teachers become SEI Trained
- In house SEI training and tips
- Teachers will make use of academic language tool kit and active word walls.
- Achieve 3000
- Reading and writing strategies in all content areas (annotation and RACER)

Month by Month Actions/Activities

January

- CIS tester to pull Semester Grades for LTEL students
- CIS to email with SEI English and Math teachers about struggling students
- CIS to email staff and counselors D and F Excel reports for 7th and 8th grade LTEL/ STEL students
- Lexile Monitoring
- Attendance Coordinator to meet with EL students with excessive abs
- Guest Speakers for Parents
- Counselors to discuss credit Recovery opportunities (on-going)

February

- Progress Report # 1 data review
- Progress report # 1 D and F report used for CIS monitoring and sent to all teachers for in classroom usage
- CIS/Tester to meet with all D and F LTEL students
- Attendance Coordinator to meet with EL students with excessive abs
- ELAC Meting
- Lexile Monitoring

March

- One on One meetings with LTEL's if necessary
- Attendance Coordinator to meet with EL students with excessive abs

- Lexile Monitoring

April

- Progress Report # 2 data review
- Progress report # 2 D and F report used for CIS monitoring and sent to all teachers for in classroom usage
- Continue with EL interventions previously mentioned
- Administrators will conduct SEI classroom observations in English and math
- Attendance Coordinator to meet with EL students with excessive abs
- ELAC Meeting
- Lexile Monitoring

May

- Continue with EL interventions previously mentioned
- One on One meetings with LTEL's if necessary
- Administrators will conduct SEI classroom observations in English and math
- Attendance Coordinator to meet with EL students with excessive abs
- Lexile Monitoring

June – CIS and Site Team will review EL data and update LTEL Action plan for the 2017- 2018 school year. CIS will survey teachers to see what additional EL support, training, and supplies they need for the following school year.

Additional Next Steps:

- Creating a LTEL focus group
- Create LTEL monitoring form

ELM Triton Pathways to Excellence

RESPONSIBILITY

Academic Excellence

Focus on First Best Instruction (LCAP 1)

Integrate Technology and Digital Citizenship

Align PLC Practices

RESPECT

School Culture

Create an Inclusive Environment (LCAP 2)

Community Connections (LCAP 3)

Celebrate Achievement

RESOURCEFULNESS

Shared Leadership

Strengthen Site Leadership Team and Use of Data

Develop Coaching and PD Opportunities

Align School Systems (LCAP 4)

All Systems Go

Budget

Technology

Staff Leadership

Curriculum and Instruction

Data and Assessment

Culture/Climate

Innovation

Community Connections

School and Safety/Restorative Practices

How are students better as a result of the things that we do?

**Form G: Single Plan for Student Achievement Annual Evaluation
Sweetwater Union High School District
2016-2017**

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

SUHSD SPSA EVALUATION TEMPLATE

There are several ways your SSC can engage in the evaluation of your SPSA. Typically evaluation is ongoing and can be done in both a formal and informal manner. This template provides your SPSA with a written document of the evaluation process and outcomes. You may choose to use an electronic version of your SPSA and rename it “Eval Version”, you can then document directly on that version the different aspects of the evaluation process.

I) Plan Priorities

- Identify the top priorities of the current SPSA. **(No more than 2–3.)**
 - Quality First Instruction
 - Interventions
- Identify the major expenditures supporting these priorities.
 - Credit Recovery
 - Intervention Services (Tutoring, tutors)
 - LEP Support
 - Professional Development

Involvement/Governance

- How is the plan monitored during the school year? Who is involved?

The School Site Council meets on a regular basis and provides monitoring and guidance around the different initiatives found in the SPSA. In addition, updates are provided at Faculty meetings to staff and shared with parents on SSC, ELAC and PTSO.

II) Plan Implementation

Identify **strategies** in the current SPSA that are being fully implemented as described in the plan. Identify strategies in the current SPSA that will not be fully implemented as described in the plan or were not implemented within the specified timelines.

You can select to do this process by simply writing on a paper version of your SPSA next to each strategy: Y for fully implemented, N for not fully implemented. You can also do this on an electronic copy by using the comments feature.

A) For strategies being fully implemented:

Strategy 1.1: All students receive quality first instruction toward mastery of California Standards in ELA/ELD, Math, Science, and History/Social Science, World Language, Physical Education, and VAPA.

- Students provided with standards-aligned instructional material.
- Teachers will attend professional development opportunities.
- Technology will be provided for student and teacher use.

Strategy 1.2: Coordinated Intervention Specialist will coordinate and implement progress monitoring and interventions to assist all students in reaching mastery of standards, especially EL, LI, FY, HY, and SWD. Ensure additional academic support to students through extended day/week/year intervention opportunities.

- Tutoring and tutors provided (AVID/SEI classes)
- Credit Recovery

Strategy 1.3: Counselors will work to support all students in order to be on-course to graduate and prepared for college and career.

- ELM counselors hold orientations event for incoming students, they conduct credit checks, construct six-year plans with students, develop and present college presentations/nights and lead the, “Compact for Success” field trip. Counselors consider students’ aptitudes, abilities, and preferences when enrolling

Strategy 1.4: All students will have access to placement into rigorous A-G courses (AP, Honors, Accelerated, VAPA, AVID, Dual Immersion, STEAM, STEM, etc.)

- Flexible scheduling

Strategy 1.5: Blended Learning Specialists/Librarians will increase digital citizenship and support use of technology for all students to acquire 21st Century Skills necessary for success in college and career.

- Teacher support in the use of educational technology.

Strategy 1.6: Extend library/media center hours and upgrade technology and resources to support all students before, during, and after school

- Certificated employee will extend library hours to provide all students with additional opportunities to use technology, complete homework, receive tutoring, conduct research, print materials and perform other activities that will positively affect achievement. The library will be open for one hour Monday thru Friday mornings.

Strategy 2.1: All students will have access to a safe and healthy learning environment that supports a positive student culture and climate.

- Before, during, and after school opportunities for student connection and involvement
- Activities, guest speakers, workshops, clubs, Middle School Athletic League

Strategy 2.2: Administrators, teachers, counselors, and classified staff receive training in the appropriate skills to provide an optimal learning environment for students and staff.

- Professional Development – training, guest speakers, dept. pullout days

Strategy 3.2: Coordinated Intervention Specialist (CIS) will support the parents and community members.

- Works with SSC, ELAC/DELAC, DPAC, PTSO
- Parent Involvement Night and Guest Speakers for parents

Strategy 3.3: Site Leadership will investigate and implement alternative means to solicit input from parents and community.

- Parents sent to mini CABE
- Organize and execute parent informational nights on campus/ guest speakers
 - ELM Parent Involvement Night
 - iPad Parent Night
 - DLI Parent Night
 - Open House
 - Cyber Security
 - PTSO

- ELAC
- SSC
- Tyler Durman and Ernie Mendes

Strategy 4.1: Site will ensure safety and equitable access to curricular and extracurricular opportunities by providing transportation to meet student needs.

- Bus transportation available to all students for field trips
- Equitable access to curricular and extracurricular opportunities (sports, clubs, tutoring)

Strategy 4.2: Site leadership will nurture and value relationships between and among all employees through purposeful collaborations including improved communication, onboarding, in boarding, mentoring and coaching.

- FAC, SLT, Faculty meetings, PLC

Strategy 4.3: Professional development is provided to ensure support staffs are equipped to maintain technologies such as SMART Boards, LCD projectors, document cameras, and other classroom/instructional peripherals.

- Training and support provided from new technologies.

What has contributed to the strategy being fully implemented?
(See below each strategy)

B) For strategies not fully implemented:

Strategy 2.3: Systems of support will be investigated and implemented in order to provide students the opportunities to build a culture of equity, responsibility, and accountability.

- Alternate behavior management system (system not put into place)
- Training is being provided on mental health, conflict resolution and communication.

Strategy 3.1: Site will provide a welcoming environment for staff, students, parents, and community members by ensuring quality customer service, a positive visual atmosphere, bilingual support, and access to a designated parent center.

- Site is working on multiple points for parent information to be displayed.

- Identify barriers to full or timely implementation.
 - Continued training/professional development
 - Continued discussions with staff on Restorative Practices
 - Supplies on order for parent center
 - Time for implementation
- What actions are being undertaken to mitigate those barriers or adjust the plan to overcome them?
 - Continued training for staff
 - Discussions with parents and the community about how to best communicated information to stakeholders
 - Revamping parent information stations

- What impact is the lack of full or timely implementation of these strategies having or predicted to have on student outcomes? What data did you use to come to this conclusion?
 - Teachers are being trained to build a culture of equity, responsibility and accountability with students. Teacher/student relationships are becoming stronger. Student Needs Assessment Survey was given with $\frac{3}{4}$ of the student body positive about student/teacher relationships.
 - Parent Center/Parent information points are in the works. Parents feel comfortable at ELM based on Needs Assessment Survey, but more involvement is needed in SSC, ELAC and PTSO.

III) Strategies and Activities

- Identify strategies or activities that are particularly **effective in improving student achievement**. Identify strategies or activities that are proving to **be minimally effective in improving student achievement**. **You can select to do this process by highlighting in one color the fully implemented and in another color the not fully implemented.**

A) For effective strategies: What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Direct Impact: Tutors, Credit Recovery, Pull-out days, Professional Development (guest speakers) monitoring of LEP students (especially LTEL's), educational fieldtrips, parent nights/meeting, increases CAASPP scores, less credit recovery classes needing to be offered, D and F rate lowered, student GPA

Indirect Impact: Trauma Informed Care, Teacher pullouts, positive feedback from teachers, parents and students

B) For minimally effective strategies: What appears to be the reason they were not as effective as planned in improving student achievement?

Tutors: Not enough quality tutors available for LEP support.

Conferences: Some teachers who attended conferences did not share information with PLC's upon return.

AVID: ELM only has one AVID class, which has been taught by a different teacher every year for the past few years. ELM would like to grow its AVID program.

Math and Literacy Workshop Classes: Classes did not have clear structure or program.

Possible reasons can include: a) Lack of timely implementation, b) Limited or ineffective professional development to support implementation, c) Lack of effective follow-up or coaching to support implementation, d) Not implemented with fidelity, e) Not appropriately matched to student needs/student population. **You can document this directly on your plan.**

Based on the analysis of the practices that are minimally effective, would you recommend:

- Eliminating it from next year's plan: ELM is looking on eliminating funding for an Alternative Behavior Management Program This year funding was put aside for the

program, "School Safety." This program was not implemented at the school site. Funding will be reallocated for next year. Teachers will continue receiving training on restorative practices.

- Continuing it with the following modifications: ELM is looking into keeping both its Literacy and Math Workshop classes. These class help LEP students, especially LTEL's who are struggling in core classes. ELM is look at funding Math 180 and NoRedInk, as programs to use with these at risk and struggling students.

THIS IS TO BE DONE once data for 2016-17 is available:

Outcomes

- Identify any goals in the current SPSA that were met.
- Identify any goals in the current SPSA that were not met, or were only partially met.
 - List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?

