

# The Single Plan for Student Achievement

**School:** Baechtel Grove Middle School  
**CDS Code:** 23-65623-6025282  
**District:** Willits Unified School District  
**Principal:** Maria de los Angeles Munguia  
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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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**The District Governing Board approved this revision of the SPSA on .**

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## School Vision and Mission

### Baechtel Grove Middle School's Vision and Mission Statements

#### School Vision

In the fall of 2012 the faculty of Baechtel Grove Middle School updated the School Vision for the next five years. We will work diligently to become this school. That vision is represented by the following Belief Statements:

#### This We Believe:

- In a middle school environment that addresses and supports the specific needs of young adolescents and assists their transition through middle school into high school and beyond.
- Children of all races, ability, and income levels can achieve growth and success while attending BGMS in an atmosphere of tolerance.
- In a team-based, student-centered, challenging, and integrated curriculum, using authentic learning experiences that encourage creative and critical thinkers.
- In a clearly defined code-of-conduct, discipline plan and set of expectations that encourage student reflection and self adjustment to successful student behaviours.
- Each student has the responsibility to actively participate in his/her education, including learning the habits that lead to success.
- In a strong exploratory/enrichment program that provides students with hands-on, performance, or interest based classes.
- Students and staff have a right to a clean, healthy, safe, and nurturing environment with the same high level of respect, encouraging lifelong learners.
- Faculty knows and is transitioning to the California Common Core State Standards, implementing academic strategies driven by research, best practice, assessment, and professional intuition.
- In a cooperative support system which includes and benefits parents, students, teachers, staff, administration, and our community in the success of students' achievement.
- Students and staff strive to use the most advanced and appropriate technology in lessons, both for and with students.

#### Mission Statement

We do what it takes to build a pathway to success for every student.

## School Profile

We are very proud to announce that Baechtel Grove Middle School received recognition as a Gold Ribbon School 2015 and a Title I Achieving School by the California State Superintendent of Public Instruction, Tom Torlackson, and the California Department of Education! These awards are a direct reflection of the dedication, hard work, and vision of our school's educational community. We have merged several programs to design a comprehensive approach to the Common Core State Standards to develop a teaching methodology whereby our students experience success. Every teacher, subject area, student, and staff member at BGMS is to be congratulated for contributing to our success!

Baechtel Grove Middle School is located in Willits, in the heart of Mendocino County. Highway 101 currently runs along its eastern edge. San Francisco is a two-and-a-half hour drive to the south and Eureka a two-and-a-half hour drive to the north. We serve a student body of about three hundred forty five 6th, 7th, and 8th graders that is both ethnically and economically diverse.

The staff consists of 18 highly qualified credentialed teachers, 6 instructional assistants, one principal, a Dean of Students, a school counselor, a full-time librarian, one part time school psychologist, one part-time speech and language teacher, two secretaries, two custodians, three cafeteria employees, two part-time yard assistants, a Campus Supervisor, and a half time Health Coordinator.

In partnership with parents and community, the staff provides students a meaningful and diverse learning experience. Students may participate in a wide range of developmentally appropriate extracurricular activities. Opportunities, facilitated by teachers, paid professionals and parent and community volunteers, are varied and scheduled throughout the school year. Our clubs, school teams, and competitions include WEB (Where Everyone Belongs), the Willits Science Fair, the

Student Council, the Communivstotd FOR (Friends of Rachel) Kindness Club, a Peer Mediators group, the Yearbook Staff, and an Odyssey of the Mind Team. Eleven athletic teams in seven different interscholastic sports compete throughout Mendocino and Lake Counties in Volleyball, Basketball, Wrestling, Softball, Soccer, Track, and Cross Country Running. Field Trips last year included an 8th Grade Promotion Trip to the Exploratorium in San Francisco, an 8th Grade Picnic at the KOA Campground, a Band Competition in Santa Clara at the Great America theme park, a 7th Grade trip to the Fort Bragg coast, a college visitation to Sonoma State University, and an AVID College visitation to the University of California at Davis. The Willits Kids Club runs an after school program until 6:00 p.m. each school day. The staff of this program provides supervision, homework support, tutoring, enrichment and recreational activities for our students, and a dinner meal.

Health services are provided by a district nurse and the Health Coordinator. Community professionals provide vision, hearing, and scoliosis screenings. Referrals to Mental Health, The Mendocino Youth Project, and Tapestry are done throughout the year when needs arise. In addition, the school has an active School Attendance Committee to address student attendance issues, and provide connections to school for students who have consistent absences.

Our students face a full range of academic challenges and, given these facts, the staff at Baechtel Grove has created an organization that is quick to respond to the academic, social, and emotional needs of all our students. Students are identified for academic assistance through on-going assessments, classroom performance, and the Student Study Team process. English Language Learners have a period of English Language Development in their day. The Read 3 D instructional materials are used in these classes. Students who have a need have an intervention time built into their day. Students are placed in intervention classes for Language Arts and Mathematics according to their specific needs. Students are taught skills and concepts, providing extra time to master these. Students who are proficient in Language Arts and Mathematics use this time for enrichment activities. Intervention classes use a variety of intervention programs including Literature Circles, the study of core novels, the Renaissance Learning AR 360 strategic reading program, and students will work to reinforce the concepts already taught in the regular classrooms, including furthering their collaboration skills. Eighth grade Language Arts also uses writing intervention strategies. Math uses the skill building materials included in the College Preparatory Math program.

Academic Support classes in Language Arts, Mathematics, and Science are provided for students receiving a 1 or a 2, or just needing support for learning, in after school classes. These classes are a combination of re-teaching of the concepts in academically less complex, and varied methodology classes, and homework completion. In Language Arts students are provided time for AR reading, and individual help with writing.

As a school we have transitioned to the California Common Core State Standards. As a district we addressed the instructional shifts as we moved to the CCSS, using student collaboration as a focus. The district is also used a Gradual Release of Responsibility lesson model, the Willits Instructional Model. This year in Language Arts the teachers are teaching the Expository Reading and Writing Units (CSU), and the Engaged NY Units with core novels. These lessons were developed using the CCSS at all three grade levels. In Math the CPM (College Preparatory Math) program has been implemented for three years. This program aligns its instructional strategies to the CCSS in Mathematics. SBAC Interim assessments are used as benchmark assessments in Language Arts and Mathematics. Science is exploring instructional strategies and units aligned to the NGSS. Teachers have explored the practices in the Next Generation Science Standards through district articulation sessions with lower and upper grades.

Prior to last year, the staff developed focus standards from the complete list of California content standards in all four core courses; Language Arts, Mathematics, Social Science, and Science at each grade level. We adopted and purchased the Holt Literature and Language curriculum, and we also adopted and purchased the Teachers Curriculum Institute program for Social Studies. We have had this curriculum for eleven years. We adopted and trained on the Prentice Hall Middle School Science texts. In Mathematics we adopted, trained in, and are using the College Prep Mathematics program. Last year the district was focused on the new English Language Arts/English Language Development framework, and academic discourse to address English Learners. Sixth through eighth grade were involved in a process for a district wide adoption of instructional materials in ELA/ELD. None was adopted, and this year we will be exploring FLEX Books for ELA.

This year is our third year with two innovative educational programs. We are involved in the third year of our AVID Program implementation. Students in sixth, seventh, and eighth grades have the opportunity to be a part of the AVID Elective class that focuses on skills necessary to succeed in coursework at the University level, and providing AVID tutoring for academic success.

There are five teachers who have been trained to use AVID strategies in their subject area. These strategies founded in research are also being taught to the rest of the staff. Also in its second year is the Project Based Lessons program at sixth and seventh grade level. The teachers involved in this program are helping students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge.

This is the twelfth year we have used the Building Effective Schools Together (B.E.S.T. Practice) program to ensure all our students know and understand school rules, and expectations. We provide student with a description of Responsible, Respectful, and Safe behaviors in all the common areas of our school and teach these to them.

We do our best to teach students to deal with their problems when the problems are at a lower level. The Peer Mediators are a trained group of students that facilitate conflict resolution between students. Additionally, identified students attend anger management groups in which they learn conflict resolution techniques facilitated by our school psychologist. The Peer Mediators are also involved in several school events such as the Mix It Up lunch where students sit and play games with students they have never sat with before, fostering tolerance and acceptance.

As social support we are continuing this year are the Rachel's Challenge activities to promote a climate of kindness and compassion, and an anti-bullying message. Rachel Joy Scott was the first person killed in the Columbine High School shooting on April 20, 1999. Rachel left essays and journal writings about how she believed that small acts of kindness could change people's lives. The Rachel's challenge assembly challenged students to find purpose and discover that they can affect the world around them in significant ways. It provided 5 challenges that make up practical actions to promote kindness, compassion and eliminates bullying in schools:

1. Eliminate Prejudice by Looking for the Best in Others
2. Dare to Dream – Set Goals – Keep a Journal
3. Choose Your Influences – Input Determines Output
4. Kind Words & Small Acts of Kindness = HUGE Impact!
5. Start a chain reaction with Family and Friends

The students who accepted the challenge signed a banner that is hanging in our cafeteria as a reminder. Friends of Rachel training also took place for 100 of our students. This was training in effective ways to intervene in bullying situations. The Communicators FOR Kindness have carried out whole school events where they challenge students to perform acts and kindness, and notice these as other students carry them out. They have a parent and community event were they carry out communication circles about acts of kindness. A School Tip Line has been implemented where students, or parents can submit an anonymous tip of any bullying behavior they may experience at BGMS through a link on our website.

The BGMS students are stepping up to Leadership positions through their involvement in Student Council, and other groups. They have taken on many kinds of fun and meaningful activities for students. There is a theme for a Friday every month when students and staff come dressed in that theme. We have had great looking Nerds and Rock Stars on our campus. They are also involved in planning dances, rallies, and running fundraising activities. The student council has set up several attendance challenges for students.

These have increased our attendance in past years on the average almost 2 percentage points over previous years.

Noon time sports tournaments, and competitions are some of the activities coordinated by other teachers and informal groups of students.

Two very special weeks every year are developed by students and teachers to help bring community expertise to BGMS students; this year they are the Community Awareness Week and College and Career Week. The AVID students and WEB Leaders working with our school counselor and our Special Education teachers take the lead by researching social issues and college and career issues that are relevant to students, giving these presentations in STAR classes, and developing noon time activities that are fun in which students can participate. During both weeks workshops are held for students using community and agency presenters.

W.E.B. (Where Everyone Belongs) is a yearlong transition program for incoming sixth grade students and has been in place for eight years. Once again this year we are involving our incoming 6th graders in the WEB program. As part of the program new sixth grade students are partnered in groups of eight with two eighth grade students for the entire year. The eighth graders are trained to help their sixth graders not only have a smooth transition into middle school, but to also coach them through out the year on how to handle typical problems a sixth grader might encounter. The eighth grade students also set the tone of behavior for the rest of the student body, helping in leadership roles. They help identify and address problems of harassment, bullying, isolation, and exclusion. To this end W.E.B., and the relationship between sixth and eighth grade students, serves as an important part of our overall efforts to help sixth grade students transition to

middle school. WEB hosts numerous events through out the year; a sixth grade orientation day, after school tutoring, 6th grade classroom success skills lessons, and social events for WEB Leaders and their 6th grade WEBlets.

## Comprehensive Needs Assessment Components

### Data Analysis

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

### Surveys

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

A Parent and Student School Climate Survey was given in October of 2016. There were 350 responses, 22 of which were parents. This survey was not meant to be evaluative of any employee, or group of employees. Here is data that was of interest:

\* There were determined to be teacher strengths; giving encouragement (60% agree, 17 % disagree), making the learning interesting (49% agree, 17% disagree), helping to improve student work (55% agree, 17% disagree), treating students with respect (58% agree, 16% disagree), giving extra help (55% agree, 16% disagree), caring about students (50% agree, 19% disagree).

\* These were determined to be teacher challenges; relevance (17% agree, 36% disagree), treating students equally (52% agree, 27% disagree).

\* This was reported about students; half eat breakfast at home, one quarter don't eat breakfast and 20% eat breakfast at school, 30% eat at brunch, 30% don't eat at brunch, and 40% just relax and enjoy the break, 73% want lunch before or at 12:00, and 27% want lunch after 12:00.

\* Most are fine with the grading system (68% yes or don't care, 21% no).

\* Most think the school cleanliness needs improvement 51% disagree, 21% agree that it is clean).

\* What students say about students is; they do their best even when the work is difficult (42% agree, 28% disagree), they do all their homework (42% agree, 20% disagree), they are not easily able to work out disagreements (20% agree, 44% disagree), too many are often bullied (47% agree, 21% disagree), and more feel safe than not (40% agree, 25% disagree).

\* There were 292 positive comments under, "What do you believe the school does well?", and only 67 negative comments such as "no", "nothing", "not at all."

\* There were only 10 negative comments about administration.

\* There were 67 negative comments about what they believed the school does well; such as "no," "nothing," and "not at all."

\* There were 292 positive comments under what they believe the school does well.

### California Healthy Kids Survey 2015

The California Healthy Kids Survey was given to 87% of the students in 7th grade in the Spring of 2015. In 2015 the key findings indicated that 9% of 7th grade students have used alcohol, 6% have used marijuana, 2% used inhalants, and 7% have indicated they have used other drugs. 91% of students responded that they have not used alcohol in the past 30 days, and 94% reported they have not used marijuana. Furthermore 95% of students have not used alcohol or marijuana on school property. 70% of student respondents perceive that alcohol used occasionally is harmful, while 70% perceive marijuana as harmful. The use and prevalence patterns of tobacco habits indicated 3% of 7th grade students smoked a whole cigarette, 3% currently smoke, and 3% of students smoke at school. 3% of the respondents indicated that they have tried smokeless tobacco, and 1% currently use it. Furthermore students indicated that 35% occasional smoking causes great harm, and 60% indicated that smoking 1-2 packs per day causes great harm. Seventh grade students reported that 90% of the students have not tried at least one puff, while 97% have not tired a whole cigarette. 97-99% of the students reported that they have not smoked on campus or used smokeless tobacco on campus. The majority of the students feel that smoking cigarettes even occasionally is harmful.

As it relates to school safety 9% of students feel very safe, 41% feel safe, 34% neither feel safe or unsafe, 7% feel unsafe, and 8% feel very unsafe. 44% of students responded that they feel that other students have spread rumors, or spread lies about you. 28% of students have had sexual jokes or comments spread about them, and 40% of the students have been made fun of due to the way they look or talk. 38% of the students have been pushed or shoved, 22% are afraid of being beat up, and 17% have been in a physical fight. 10% of of been teased due to their ethnic background, 7% harassed about religion, and 5% have suffered gender harassment. 6% of the students have been harassed due to being gay or lesbian, and 5% have been harassed due to a mental impairment. Also reported 5% of students have carried a gun to school, and 9% have carried other weapons at school. 25% of students have reported seen someone carry a weapon to school.

The school anti-bullying climate reports that 56% of students agree that teachers have made it clear that bullying is not tolerated, and 51% feel comfortable notifying staff if they are being bullied. Only 30% of students report incidents of bullying. 49% of students feel that something will happen if they report bullying, and only 34% try to stop bullying when it occurs. As it relates to fairness and respect for diversity, 39% of students agree that staff at BGMS treat students with respect. 24% of students agree that students treat teachers with respect. 29% of the students, agree the rules are fair, and 32% agree all students are treated fairly when they break a rule.

### **Classroom Observations**

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

Administration observes classrooms every week for an average of 18 classes a week. Every teacher is observed at least once a week in different classes, and different periods each week. Our goal is that every class on the master schedule is observed at least once every 7 full school weeks. The Principal uses the Willits Instructional Model, and the Willits Unified Walk-Through Assessment Form, the AVID Classroom Observation forms, and the new google forms for classroom observations as the observation tools. Feedback of what is observed in the classroom is given to each teacher observed, on an informal basis. The focus this year is on student engagement, effective environments, instructional design, formative assessments, use of AVID strategies, PBL formats and teacher development. Teachers conduct peer observations for collaborative discourse, and then discuss their observations to inform their instruction. Teachers will also conduct peer observations for use of student discussion, referencing text, use of multiple references in discussions, and use of Socratic Seminars, this year for Language Arts, and literacy in Science, Math, and Social Studies. In Mathematics teachers will conduct peer observations for effective implementation of the CPM program, including use of groups in teaching Math. CPM Coaches have also observed our classrooms for authenticity in implementation of the program. In the regular evaluation process 72% of BGMS teachers will also have two whole period formal observations with a pre-conference before the observation, and a post-conference after the observation. This is for the purpose of improved instruction in classrooms.

### **Analysis of Current Instructional Program**

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

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

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

### **Standards, Assessment, and Accountability**

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

Teachers in Social Studies and Science meet in Professional Learning Communities to develop and implement common assessments. The benchmark assessments for Language Arts and Math are SBAC Interim Assessments, with at least one common writing assessment for Language Arts (Meeting performance goals).

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

Teachers use the DuFour cycle of inquiry to use common assessments to monitor student progress on both curriculum-embedded assessments (weekly quizzes in Math, and writing assignments in Language Arts) and Interim SBAC benchmark assessments to inform and modify their instruction (Meeting performance goals).

## Staffing and Professional Development

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

All staff members are highly qualified, meeting all requirements (Exceeding performance goals).

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

50% of teachers have had training in CCSS implementation in each core subject. 100% of Language Arts Core teachers have received training, that are teaching using the ERWC lessons, Project Based Lessons, and AVID methodologies. CPM Math was adopted in 2014-2015 in grades 6-12 and all teachers have been trained according to the requirements of the program (Meeting performance goals).

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

Staff development has focused on the implementation of Professional Learning Communities, use of ERWC Units, AVID methodologies, Project Based Learning, CPM instruction, and instruction using the Willits Instructional Model using research based best practices. New teachers receive training through the CTIP Induction Program. Teachers in the GATE program received GATE training in the CAG Institute. CCSS implementation training continues through these programs (Meeting performance goals).

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

Baechtel Grove uses Teacher Leaders for assistance and support for teachers. In PLCs pacing, content, and instruction is discussed. All New teachers access the CTIP Induction program and have a Mentor (Meeting performance goals).

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

Teachers collaborate by grade level, and by subject on Tuesdays, including articulation once a month in the secondary program 6-12 (Meeting performance goals).

## Teaching and Learning

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

Math is using pacing calendars for implementation of CCSS from the CPM program. Language Arts and Social Studies developed scope and sequences in the summer of 2014, and are using the CSU units of study, and Engaged NY materials for core novels for CCSS implementation. They review their pacing as a regular activity every week to adjust as needed. Science is using the instructional strategies and adjusting their pacing this year to better align to the NGSS, although training in NGSS curriculum and instruction is needed. (Meeting performance goals).

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

Reading/Language Arts is taught meeting the recommended instructional minutes. Mathematics is taught meeting the recommended instructional minutes (Meeting performance goals).

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

Every core subject uses a pacing calendar which is discussed in weekly collaboration. The master schedule includes intervention periods which include Language Arts and Mathematics classes for those students needing intervention (Meeting performance goals).



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

CCSS based instructional materials are available to all student groups in both ELA/ELD and Mathematics (Meeting performance goals).

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

All core subjects have instructional materials that are aligned to the CCSS. Reading intervention uses the Read 180 program intensive intervention materials that are SBE-adopted. Mathematics intervention classes use the Intervention Program from the adopted curriculum which are standards aligned (Meeting performance goals).

Opportunity and Equal Educational Access

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

Services provided by the regular program that enable underperforming students to meet state standards are the intervention period in Language Arts and Mathematics, and Reading support classes. To some extent there is differentiation in the classrooms. (Meeting performance standards).

14. Research-based educational practices to raise student achievement

The research-based educational practices are; use of PLC's, use of a district wide instructional model that incorporates the slow release of responsibility (Fisher and Frye), the use of Accelerated Reader school wide, use of AVID methodologies, Project Based Learning, ERWC strategies, CPM program, and implementing instructional norms throughout the teaching staff. The counselor also coordinates bully intervention education, conflict resolution sessions. Character Education is taught in exploratory time. Restorative Practices, including circles and conferences are used as needed by the counselor and administration. Advisory times are scheduled once a month to foster student connecting to adults. SST's are carried out for some students. There are two foster support groups that meet at lunch time with a teacher to address issues that may need support at school. All this is creating a learning climate at the school that is conducive to achievement by students at risk for low performance. (Meeting performance standards)

Parental Involvement

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

The resources available to assist under-achieving students are the Kids Club After School program at BGMS, Academic Assistance classes after school at BGMS, and Web Leaders tutoring at BGMS. Student Study Team meetings are carried out at BGMS involving parents in developing plans for student success, as well as Promotion with a Plan meetings in the fourth quarter. Community members have volunteered to assist the Science department in the development of projects for the Science Fair, which a large community event. In the community there exists several tutor services such as the Sherwood Valley Rancheria tutoring center, and the public library tutoring services. (Meeting performance goals).

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

Baechtel Grove Middle School has a school site council consisting of parents, teachers, administration, classified personnel, and students. They are involved in the planning, implementation, and evaluation of consolidated application programs. A Title I parent group also meets twice a year to evaluate programs. Parents of EL students are accessed for input into the English Learner program and participation in an ELAC. We partner with Migrant Education to involve our parents of migrant students. Parents, students, the community, and the staff have been involved in a school climate survey and will be involved in a survey at the end of the year for program evaluation (Meeting performance goals).

## Funding

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

The services provided by categorical funds are:

Reading support courses during the regular day  
Mathematics intervention courses during the regular day  
Language Arts intervention courses during the regular day  
After School Academic Assistance Program in Language Arts, Mathematics, and Science  
Professional Learning Communities Teacher Training  
Willits Instructional Model training for teachers  
ERWC Units teacher collaboration  
AVID teacher training in all subject areas  
Project Based Learning training  
CPM training  
Second Step Character Education teacher training  
College visits by AVID students  
Study Island on line intervention program  
Read 180 reading program  
Access to technology  
AR Reading Program and Books (Exceeding performance goals)

### 18. Fiscal support (EPC)

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

Findings from Demographic Information:

- Our student population has increased by about 11 students from last year.
- The percent of students who receive Free and Reduced lunch dropped slightly to 70%.
- The percent of students receiving Free and Reduced Lunch had been steadily climbing one percent over four years, stayed the same over two years, and dropped this last year.
- The average daily attendance rate was down 1.69% in 2013-2014, also down to 92% in 2014-2015, remaining at 92% for 2015-2016 and is at an all time low of 90% in month seven of 2016-2017.
- Suspension rates over the past three years have dropped from 17.91% in 2013-2014, to 13.97% in 2014-2015, and remained the same at 13.97% in 2015-2016. During the 2014-2015 school year, BGMS had 23 incidents of causing or attempting to cause injury. Overall during the 2014-2015 year there was a total of 97 suspensions, and in the 2015-2016 year there were 218 total suspensions. There were 61 incidents of causing or attempting to cause injury, and 104 incidents of disruption and defiance.
- Expulsions decreased from 1 in 2013-2014, to 0 in 2014-2015, and 0 in 2015-2016.

Findings from Student Performance:

In Language Arts students took the SBAC Summative assessment at the end of the year in 2015 and 2016. In eighth grade there was an increase of 4%, from 25% to 29%, of students testing at the level of exceeding and meeting standards. The sixth grade growth was small also, 3%, from 31% to 34%. In seventh grade there was a significant growth in students meeting and exceeding standards from 19% to 39%, a growth of 20 percentage points. The percentages of students in the standards nearly met category remained the same from 2015 to 2016. The percentage in the standards not met category dropped slightly and remained the same for sixth and eighth grade, and dropped significantly by 16 percentage points, from 46% to 30%, for seventh grade. The largest increase in the percentages in the levels of above standards and at or near standard was in the area of Producing clear and purposeful writing from 49% to 60%, for all grades. Sixth grade had the largest gain of 6 percentage points in Writing, with the least percentage gain of 0 in Reading. Seventh grade increased in all the areas with gains of over 10 percentage points from 2016 to 2017. The largest gain from 49% to 65% was in Writing.

In Mathematics students took the SBAC Summative assessment at the end of the year in 2015 and 2016. In eighth grade there was a drop of 5%, from 20% to 15%, of students testing at the level of exceeding and meeting standards. The sixth grade remained at 16% in both years. In seventh grade there was a significant increase in students meeting and exceeding standards from 11% to 28%, a growth of 17 percentage points. The percentages of students in the standards nearly met category remained about the same for sixth and seventh grade, but increased by 13% in eighth grade. The percentage of students in the not met category remained the same for sixth and eighth grade, and dropped significantly by 10% in seventh grade. The largest increase in the percentages in the levels of above standards and at or near standards was in the area of Communicating Reasoning in sixth and eighth grade, with an increase of 3% in sixth grade and an increase of 12% in eighth grade. In seventh grade the largest increase of above standard and at or near standard was in the area of Problem Solving and Modeling/Data Analysis, with an increase of 25%. Sixth grade had the least achievement in Problem Solving and Modeling/data Analysis with an 8% drop in the level of above standards and at or near standards. Seventh grade had the least achievement in Communicating Reasoning with an 8% drop in achievement from 2015 to 2016. Eighth grade had the least achievement in Problem Solving and Modeling/Data Analysis dropping 4 percentage points. Eighth graders have taken the California Standards Tests in Science in eighth grade grade the last three years. The percent proficient and advanced in 2014 was 33%, but up in 2014 to 49%, and now down in 2015 to 37%. The percent basic has remained at about 25% through all two years, and was up this year to 34%. The percentage for below basic and far below basic is up to 28% in 2016.

The two significant sub populations at BGMS are Low Socioeconomic Status and Hispanic students. In English Language Arts the SED students increased their achievement in meeting or exceeding standards, in sixth grade and eighth grade, by only one, and three percent. In seventh grade the increase was significant at 18 percentage points. In sixth grade there is a larger percentage of students not meeting standards in both years, than nearly meeting standards. In seventh grade the percent not meeting standards decreased and the percent nearly meeting standards remained the same. In eighth grade the percent not meeting standards decreased slightly and the percent nearly meeting standards increased by 5%. The achievement is moving upward in seventh and eighth grade, but remaining stagnant in sixth grade for students who have a low socioeconomic status designation. Over all the achievement of SED students lags behind the general population about 7 percentage points behind their peers in meeting and exceeding standards.

In Math the SED students increased their achievement in meeting or exceeding standards, in seventh grade, by 13%. In seventh and sixth grade the percentage of students meeting and exceeding standards decreased by 7% and 11%, in sixth grade. In sixth grade the percent of students nearly meeting standards dropped while the percent not meeting standards increased. In seventh grade the percent nearly meeting standards and that not meeting standards dropped. In eighth grade the percent nearly meeting standards increased and the percent not meeting standards remained the same. Overall the achievement of SED students lags behind that of their general population peers by about 3 percentage points.

In English Language Arts the Hispanic students increased their achievement in meeting or exceeding standards, in seventh grade and eighth grade, by 6%, and 28%. In seventh grade the increase was significant at 28%. In sixth grade the percent meeting or exceeding standards decreased by 5%. In sixth grade there is a larger percentage of students not meeting standards in both years, than nearly meeting standards. In seventh grade the percent not meeting standards decreased significantly and the percent nearly meeting standards remained the same. In eighth grade the percent not meeting standards decreased and the percent nearly meeting standards increased by 8%. The achievement is moving upward in seventh and eighth grade, but has a downward movement in sixth grade for Hispanic students. Over all the achievement of Hispanic students lags behind the general population about 12 percentage points, in meeting and exceeding standards in English Language Arts.

In Math Hispanic students increased their achievement in meeting or exceeding standards, in seventh grade by a significant 39%. In sixth and eighth grade there was a percent decrease of students meeting or exceeding standards of 13%. In sixth grade the percent of students nearly meeting standards increased while the percent not meeting standards remained the same. In seventh grade the percent nearly meeting standards decreased significantly from 48% to 8% and that not meeting standards remained the same. In eighth grade the percent nearly meeting standards increased and the percent not meeting standards remained the same. Overall the achievement of Hispanic students out performs that of their general population peers by about 14 percentage points in seventh grade and under performs in sixth and eighth grades by 2% and 12%.

Looking at our annual CELDT testing there are 57% of students in Advanced and early advanced that are all long term English Learners. All are unable

to re-designate due to poor performance in their Language Arts classes. The largest percentage of students 55% are in the Early advanced level. This has been the case in the last three years. The percent of students meeting the NCLB Target for annual growth in AMAO1 for English Learners, which is set at 62% was met in the this year. The percent of students attaining English proficiency, AMAO 2, in the met level is 0% for less than 5 years, and 46.2% for more than 5 years. This target of 52.8% was not met.

A number of very important pieces are now in place. We continue to use the Willits Instructional Model as a framework for creating every lesson. Making use of best instructional practices aligned with the Common Core Standards, including a gradual release of student responsibility for content, , and use of student collaboration. Included in these are the strategies and methodologies of The Project Based Learning approach to teaching, the AVID program, the ERWC Units and the CPM program.

Though the use of Aeries.net all staff is able to access their grade book, and administration is able to access the database from

anywhere. We are better able to keep discipline, interventions, programs, and test information on each student. Through the use of the SBAC Interim Assessments all teachers are able to have data to inform their work. Teachers work collaboratively in Professional Learning Communities through the cycle of inquiry. In professional Learning communities teachers are testing pacing calendars, units of study, and common progress assessments in our implementation of CCSS. Teachers also analyze data and all instructional practices against student achievement. This year we have had articulation meetings with Willits High School in departments and this is giving us a better understanding of the continuum of skills and content that is necessary for student success at each grade level.

There was a sharp decrease in the number of causing, threatening to cause, or attempting to cause injury to others, by 39 offenses in 2013-2014. During the 2014-2015 school year, BGMS had 23 incidents of causing and attempting to cause injury, in 2015-2016 those numbers are up. BGMS

implemented a comprehensive anti-bullying program in 2013-2014 to present. The first defense to conflict is conflict resolution with the counselor. Parent newsletters have included information about bullying and strategies for use by students to counter bullying effects. Written contracts are used to monitor the behavior. The school is trained with the Rachel's Challenge organization for a third year to teach compassion and understanding to the BGMS students. The anti-bullying group at BGMS continues to have a Tip Line on line

so that students can report bullying anonymously.

The school is making use of alternatives to suspension as consequences for offenses. We started Restorative Practices in dealing with student offenses in the 2015-2016 school year and continued in 2016-2017. About 50% of the teachers have held Restorative Practices circles in their classrooms to help the communication between students and the teacher in different periods using a theme determined by the Restorative Practices team, such as empathy.

Suspension rates over the past three years have dropped from 17.91% in 2013-2014, to 13.97% in 2014-2015, to 13.97% in 2015-2016. During the 2014-2015 school year, BGMS had 23 incidents of causing or attempting to cause injury. Overall during the 2014-2015 year there was a total of 97 suspensions, and in the 2015-2016 year there were 218 total suspensions. There were 61 incidents of causing or attempting to cause injury, and 104 incidents of disruption and defiance.

Expulsions decreased from 1 in 2013-2014, to 0 in 2014-2015, and 0 in 2015-2016. It should also be noted here that there was a change in personnel in the Dean position from 2014-2015 to 2015-2016, which might account for a discrepancy in reporting.

Students in the Student Council carry out attendance challenges to increase the attendance rate of students. Currently we do not have a county SARB Board as support for lack of student attendance. The average daily attendance rate was down 1.69% in 2013-2014, also down to 92% in 2014-2015, remaining at 92% for 2015-2016 and is at an all time low of 90% in month seven of 2016-2017.

#### Baechtel Grove Middle School Goals for 2016-2017

District LCAP Goal #1 - Students will be prepared to be college and or career ready.

BGMS Goal #1 Prepare students to be college and/or career ready as evidenced by increasing the percent of students meeting or exceeding standards on the SBAC English Language Arts assessment from 34% to 44%, in Mathematics from 20% to 30%, and increase the achievement in Science from 37% to 47% proficient in the new California Science Test.

BGMS Goal #2 Increase the number of re-designated English Language Learners scoring Advanced and Early Advanced on the CELDT by increasing their achievement in Language Arts classes, from 0% to 57% .

District LCAP Goal #2 - Students will be provided academic support to promote language and mathematical and technology literacy.

BGMS Goal #3 Increase the intervention system effectiveness by decreasing the percent of students earning less than 70% in a grading period in ELA and Math from 22% to 15%.

District LCAP Goal #3 - Students and families will be supported and encouraged to advocate healthy lifestyle choices.

BGMS Goal #4 Continue to implement supports for Students' Health and Safety as evidenced by a reduction in the number of suspensions for defiance from 104 to 80 and lowering the number of suspensions from 218 to 150.

BGMS Goal #5 Maintain the student attendance rate in all months of the school year at 95%.

## 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	120	99	114	96	111	96	95.0	97
Grade 7	112	115	109	109	105	108	97.3	94.8
Grade 8	94	113	85	110	83	105	90.4	97.3
All Grades	326	328	308	315	299	309	94.5	96

\* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	2476.8	2482.5	4	7	21	22	30	31	43	40
Grade 7	2485.3	2523.8	2	5	17	34	32	31	46	30
Grade 8	2528.7	2531.6	5	6	26	28	38	38	29	29
Grade 11		*		*		*		*		*
All Grades	N/A	N/A	3	6	21	28	33	34	40	32

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 6	9	9	44	44	47	47	
Grade 7	9	15	44	49	48	36	
Grade 8	16	14	51	51	34	34	
All Grades	11	13	46	48	43	39	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	6	17	39	34	52	49
Grade 7	6	18	43	47	48	35
Grade 8	6	13	49	50	43	38
All Grades	6	16	43	44	48	40

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	8	10	68	68	24	22
Grade 7	6	11	63	71	31	18
Grade 8	5	11	72	65	23	24
All Grades	6	11	67	68	26	21

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	16	18	55	54	29	28
Grade 7	6	18	57	57	37	25
Grade 8	14	19	61	52	24	29
All Grades	12	18	58	55	30	27

**Conclusions based on this data:**

1. Students' time spent on writing is not showing the expected progress in their test scores. There is growth in reading and the Social Studies curriculum is helping the writing.
2. 8th grade shows growth in reading. A writing curriculum from 6th to 8th grade would help. Students who are near meeting standards should be targeted.
3. 1/3 of students are in the standards not met category.

## 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	120	99	110	95	109	93	91.7	96
Grade 7	112	115	106	108	102	104	94.6	93.9
Grade 8	94	113	88	107	81	106	93.6	94.7
All Grades	326	328	304	310	292	303	93.3	94.5

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	2471.0	2467.2	7	4	9	12	38	38	45	46
Grade 7	2483.1	2514.5	2	10	9	18	41	39	44	33
Grade 8	2504.3	2510.8	3	6	17	9	25	38	47	47
Grade 11		*		*		*		*		*
All Grades	N/A	N/A	4	7	12	13	35	38	45	42

Concepts & Procedures							
Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 6	12	10	28	27	61	63	
Grade 7	7	14	37	41	56	44	
Grade 8	11	8	30	39	59	53	
All Grades	10	11	32	36	59	53	

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	7	8	43	34	50	58
Grade 7	2	14	44	57	54	29
Grade 8	4	6	68	62	28	32
All Grades	4	9	50	52	45	39

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	7	5	44	49	49	45
Grade 7	3	13	70	55	27	33
Grade 8	5	7	46	56	49	38
All Grades	5	8	53	53	41	38

**Conclusions based on this data:**

1. All of students could benefit from some sort of intervention. The sixth grade nearly met results should be targeted.
2. The Mathematics program is "Language-Laden" and the ELL's need support.
3. A focus should be on students' reasoning and expression of thoughts. Would revising Learning Logs be a way to clarify for some students.



## 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
6			14	13		14	63	85	57	13		14	13	15	
7			8	25	22	58	75	67	17			17		11	
8	13	14		38	29	67	38	43	22	13	14				11
<b>Total</b>	4	3	7	25	14	50	58	69	29	8	3	11	4	10	4

#### Conclusions based on this data:

1. The 57% of students in Early Advanced and Advanced should have re-designated. There are other criteria that are keeping them from re-designating.
2. The largest percentage is in intermediate.
3. The 15% of students at the beginning and the Early Intermediate level need a different program than the EL students in other levels.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>6</b>			14	13		14	63	85	57	13		14	13	15	
<b>7</b>			8	25	22	58	75	67	17			17		11	
<b>8</b>	13	14		38	29	60	38	43	20	13	14				20
<b>Total</b>	4	3	7	25	14	48	58	69	28	8	3	10	4	10	7

#### Conclusions based on this data:

1. same as annual assessment

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	24	29	28
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	24	29	28
Number Met	--	9	18
Percent Met	--	31.0%	64.3%
NCLB Target	59.0	60.5	62.0%
Met Target	--	No	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	0	24	2	27	2	26
Number Met	--	--	--	5	--	12
Percent Met	--	--	--	18.5%	--	46.2%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	--	No	--	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
<b>Mathematics</b>			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

#### Conclusions based on this data:

1. This is the first year in the last three years that we have met AMAO 1.
2. In the last three years we have not met AMAO 2
3. There is no AMAO 3 for this year.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	117	106	150
Percent with Prior Year Data	93.2	95.3	99.3
Number in Cohort	109	101	149
Number Met	61	65	76
Percent Met	56.0	64.4	51
<b>NCLB Target</b>	59.0	60.5	62.0%
<b>Met Target</b>	<b>No</b>	<b>Yes</b>	<b>N/A</b>

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	120	46	115	59	103	66
Number Met	16	14	19	26	21	26
Percent Met	13.3	30.4	16.5	44.1	20.4	39.4
<b>NCLB Target</b>	22.8	49.0	24.2	50.9	25.4%	52.8%
<b>Met Target</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>N/A</b>	<b>N/A</b>

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes	94	
Met Percent Proficient or Above	Yes	N/A	
<b>Mathematics</b>			
Met Participation Rate	Yes	94	
Met Percent Proficient or Above	No	N/A	
<b>Met Target for AMAO 3</b>	<b>No</b>		<b>N/A</b>

#### Conclusions based on this data:

1. same as school data

## 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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Academic Achievement</b>
<b>LEA GOAL:</b>
LCAP Goal #1: Students will be prepared to be college and or career ready.
<b>SCHOOL GOAL #1:</b>
Prepare students to be college and/or career ready as evidenced by increasing the percent of students meeting or exceeding standards on the SBAC English Language Arts assessment from 34% to 44%, in Mathematics from 20% to 30%, and increase the achievement in Science from 37% to 47% proficient in the new California Science Test.
<b>Data Used to Form this Goal:</b>
SBAC scores in ELA, and Math, and CST scores in Science in eighth grade.
<b>Findings from the Analysis of this Data:</b>
The percent of students meeting or exceeding standards on the SBAC English Language Arts assessment increased from 24% to 34%, meeting that goal. In Mathematics the percent increased from 16% to 20%, just 6% short of meeting that goal. The achievement in Science decreased from 49% to 37% proficient and advanced on the 8th grade Science CST, not meeting that goal. There was improvement in alignment between what is taught and the CCSS.
<b>How the School will Evaluate the Progress of this Goal:</b>
All students will take the SBAC test in ELA and Math in May 2017. The eighth grade will take the new California Science Test.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
Train staff in CCSS and the proposed pacing for Language Arts, Social Studies, and Math. Train the Next Generation Science Standards to Science teachers.	August 2017	Principal	Staff Development Days

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
Meet in PLCs for each subject area and continue the work of looking at California Common Core Standards, adjusting pacing guides, deciding on common assessments, looking at data, adjusting instruction, using the Cycle of Inquiry.	8/20/2016 ongoing	Principal and BGMS Leadership Team	Within teacher contract time
Continue to build staff leadership capacity, and meet with the Principal monthly.	8/20/2016 ongoing	Principal and BGMS Leadership Team	Department and Grade Level Chairpersons receive a stipend- Unrestricted General Fund, amounts per salary schedule.
Provide a period of intervention for all students performing below grade level in Reading and Mathematics during the regular school day.	8/20/2016 to 6/11/2017	Intervention Teachers	1.66 FTE teacher time. \$128,544 Title I
Provide staff development for AVID site team.	July 2016	Principal and AVID Site Team members	AVID Summer Institute for 6 staff members from LCAP funding
Access Willits Kids Club after school program for low performing students; including after school intervention classes in ELA and Math taught by credentialed teachers.	9/16/2016 to 6/4/2017	Principal and Director of ASES Program	Extra duty teacher pay. ASES funding.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
Use web based version of Accelerated Reader as a motivational and tracking tool. This is a system that parents appreciate and needs to be fully trained.	8/20/2016 ongoing	Core Department Chairperson	\$5,289 Title I
Provide support to Beginning Teachers at BGMS.	8/11/2016 ongoing	Principal and CTIP Mentors	3 new teacher participants \$9,900 Unrestricted General Fund
AVID Eighth, Seventh, and Sixth Grade Elective	8/20/2016 to 6/13/2017	Principal and AVID Elective Teacher	Cost of three sections on master schedule
Staff development in ERWC Units,DBQ's, CPM program, and AVID methodology.	8/2016 to 4/2017	Principal and ELA Core teachers in 6th,7th, and 8th grade and Math teachers in 6th, 7th, and 8th grade.	Summer training at AVID Summer Institute for 4 individuals, three days - Supplementa/Concentration Grant (LCAP) Summer CPM Training for 3 individuals, 5 days. (District Title I Professional Development set aside) During the year ERWC Units training for 4 individuals, 3 days, including substitutes. (District Title I Professional Development set aside.)
Mentoring for the Science Teacher	8/2016 to ongoing	Teacher to act as coach	Mentoring provided on a volunteer basis by an experienced teacher.

## 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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: English Language Learner acquisition of English</b>
<b>LEA GOAL:</b>
LCAP Goal #1: Students will be prepared to be college and or career ready.
<b>SCHOOL GOAL #2:</b>
Increase the number of re-designated English Language Learners scoring Advanced and Early Advanced on the CELDT and increasing their achievement in Language Arts classes to pass the redesignation criteria, from 0% to 57% .
<b>Data Used to Form this Goal:</b>
CELT scores for testing in April of 2017.
<b>Findings from the Analysis of this Data:</b>
42% of EL students achieved Early Advanced or Advanced on the CELDT and the redesignation criteria in October of 2016. The number of re-designated English Language Learners scoring Advanced and Early Advanced on the CELDT and increased their English Language Arts achievement to redesignate, from 0% to 13% (from 0 to 4 out of 31). This goal was met.
<b>How the School will Evaluate the Progress of this Goal:</b>
Students will be given an SBAC Interim Assessment (Block) in March of 2016-2017 to diagnose progress toward ELA proficiency.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
Implement an ELD program using student materials.	August 2016	ELD Teacher and Principal	Cost of program, including workbooks.



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
Separate students by levels, one ELD class to include levels 1, and 2, and one to include levels 3, 4, and 5.	8/21/2016 to 6/12/2017	ELD Teachers	2 sections on the master schedule
Use PLC meetings to go deeper into and monitor more closely the performance of ELs, with a special focus on ELs who continue to perform at the Intermediate Level on the CELDT, in all subject areas.	8/21/2016 to 6/12/2017	Department Chairpersons and PLC's	Collaboration Tuesdays during regular teacher contract time
Implement the Willits Instructional Model developed by the District Teacher Leaders in the summer of 2012 with monitoring by PLC's, focused on student collaboration time for implementation of CCSS.	8/14/2016 on going	Principal, Department Chairpersons, and PLC's	Regular Tuesday teacher collaboration time

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
Provide professional development to staff in direct instruction, collaborative group work, guided and independent practice, scaffolding techniques, flexible grouping, lesson purpose clearly stated and understood, checking for understanding, feedback, and closure and reflection. Moving into instructional needs for CCSS implementation of using text dependent questions, close readings, student discussions and justification of answers, Depth of Knowledge, moving to technical reading, annotating the text, and using multiple sources in stating a position, including student centered learning. Using the AVID, DBQ's, CPM, and ERWC methodology.	8/16 on going	Principal along with the Administration team	Collaboration Tuesdays August inservice days
Teachers conduct peer observations for use of methodologies in ERWC Units, DBQ's and AVID methodologies. In Mathematics teachers will conduct peer observations for CPM methodologies.	10/2016 and 2/2017	All teachers	Teachers do peer observations during their prep time
Time for ELD teacher to talk to other subject area teachers about the integrated ELD to support EL's in Core classes.	8/2016 on going to 6/2017	All Core subject area teachers and ELD teacher	Tuesday collaboration time

## 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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Academic Intervention</b>
<b>LEA GOAL:</b>
LCAP Goal #3: Students will be provided academic support to promote language and mathematical and technology literacy. .
<b>SCHOOL GOAL #3:</b>
Increase the intervention system effectiveness by decreasing the percent of students earning less than 70% in a grading period in ELA and Math from 22% to 15%.
<b>Data Used to Form this Goal:</b>
The number of students who at the end of quarter 2 are scoring less than 70% in the grade system for overall achievement in ELA and Math.
<b>Findings from the Analysis of this Data:</b>
The percent of students earning less than 70% in the second grading period in ELA and Math was 22%, the goal was achieved.
<b>How the School will Evaluate the Progress of this Goal:</b>
After each grading period the number of students receiving a 1, a 2, or a 3 in ELA or Math will be counted.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
Provide Student Success Team meetings to develop a plan of success for students at risk of retention, to include After School Intervention, and absence tracking. Meet with students if parent is not available to meet.	9/1/2016 on going	Principal, and Counselor	A full time position for a Counselor - Supplemental/Concentration Grant (LCAP)
Use AR Reading for after school intervention.	10/11/2016 to 6/6/2017	ASES Director and Principal	Teachers for after school intervention classes - ASES funding

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
Place students in ELA or Math intervention classes as is dictated by teacher benchmark assessments, grades, and AR STAR Reading Assessment.	3/11/2016 to 5/11/2017	Principal and teaching staff	Regular day intervention periods
Summer School classes in ELA and Math.	6/16/2017 to 7/8/2017	Principal or Dean	Teachers and Dean - \$8,288 Title I
Implement the Read 180 program in Reading Support Classes	12/2016 on going	Principal	See Centralized Services
Implement the Study Island Program	1/2017 on going	Intervention teachers	Annual Subscription \$8,350 Title I

## 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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Student Safety</b>
<b>LEA GOAL:</b>
LCAP Goal #4: Students and families will be supported and encouraged to advocate healthy lifestyle choices
<b>SCHOOL GOAL #4:</b>
Continue to implement supports for Students' Health and Safety as evidenced by a reduction in the number of suspensions for defiance from 104 to 80 and lowering the number of suspensions from 218 to 150.
<b>Data Used to Form this Goal:</b>
Number of suspensions for defiance of authority and assault, and the suspension rate in Aeries Database.
<b>Findings from the Analysis of this Data:</b>
There has been an increase in the number of suspensions for defiance from 31 to 104 and the suspension rate also increased in 2015-2016 from 97 suspensions to 218 in 2015-2016. The goal was not met.
<b>How the School will Evaluate the Progress of this Goal:</b>
Every month a printout will be provided for staff of the number and type of offense given a suspension.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
Use classroom interventions such as buddy teachers and student contracts before referring disruptive students for administrative action.	8/20/2016 ongoing	Classroom teachers	Done during regular teacher contract time

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
Use an Advisory period twice monthly to check in with students about their overall achievement, and anti-bullying education, Second Step Curriculum, Mindfulness and other (Announcements, backpack checks, housekeeping, surveys, awards, rewards). Use Exploratory classes to teach Second Step, Growth Mind Set, and Mindfulness.	8/20/2016 ongoing	Dean	Cost of a Dean - Supplemental/Concentration Grant (LCAP)
Build consistency in classroom management by setting norms for staff, and implementing these consistently.	11/1/2016	Principal and teaching staff	1 hour of a Staff Development Day Classroom observations during teacher prep periods
Use Restorative Practices, community service, conflict resolution, In School Suspension, and Saturday School as alternatives to suspension.	8/20/2016 on going	Counselor and Dean	Part of full time Dean Restorative Practices training whole staff Tuesday Collaboration for Circles Training.
Provide a College and Careers Exploratory, and an AVID Elective to support the College Going Culture.	8/20/2016 ongoing	Principal and Exploratory Teachers	Cost of three sections of AVID Elective Cost of one section of College and Careers Exploratory
Campus Supervisor will keep students safe during class time, when they are out of class, as well as encourage them to be in class, and not out of class.	8/20/2016	Campus Supervisor	Cost of an 8 hour a day Campus Supervisor - Supplemental/Concentration Grant (LCAP) Cost of an Aide to cover the girl's locker room during beginning and end of every period
Teach the GRIP Program in 6th grade.	1/20/2017 to 3/20/2017	Mendocino Youth Project	Program is free to BGMS, but does take Science time
Provide rewards for student behavior; merit draws, honor assembly rewards, and certificates.	8/21/2016 to 6/12/2017	Principal	Reward prizes - Site Discretionary Funds

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
Use WEB, the (Where Everyone Belongs) Program for 6th graders as a transition from elementary to middle school.	8/21/2016 ongoing	WEB Leader Program Coordinator	Supplies and training from the Willits Police Funding donation Stipend for WEB Advisor - Unrestricted General Fund, amount per salary schedule.

## Planned Improvements in Student Performance

### School Goal #5

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

<b>SUBJECT: Attendance</b>
<b>LEA GOAL:</b>
LCAP Goal #3: Students and families will be supported and encouraged to advocate healthy lifestyle choices
<b>SCHOOL GOAL #5:</b>
Maintain the student attendance rate in all months of the school year at 95%.
<b>Data Used to Form this Goal:</b>
Student Daily Average Attendance
<b>Findings from the Analysis of this Data:</b>
The average daily attendance rate of 92% in 2014-2015 remained at 92% for 2015-2016.
<b>How the School will Evaluate the Progress of this Goal:</b>
The Student Daily Average Attendance is reported to students and staff at the end of every attendance month.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
Structure a reward system for perfect and improved attendance, including quarterly recognition, student led attendance challenges, and a year end activity. Initiate categories other than just perfect attendance, keeping with the growth mind set, such as Stellar Attendance, Good Attendance, etc.	8/21/2016 to 6/11/2017	Principal and Student Council Advisor	rewards - Site Discretionary Funds
Publicize to students and families the loss in ADA funding and programs (what would be gained with improved attendance) due to absences at school and at home.	8/21/2016 to 6/11/2017	Principal and attendance secretary	Newsletters and Flyers



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
Take the lead in using and shifting our school climate to a "Growth Mindset" as a motivation for students, and train Peer Mediators as conflict managers and helpers to other students.	8/21/2016 on going	Counselor	Part of a full time Counselor - Supplemental/Concentration Grant (LCAP)
.Call parents once a week to update school activities, and encourage them as partners and advocates for all students.	8/2016	Princiapl	regular work day
Due to the recent loss of ADA related to student inappropriate use of cell phones there is a need to provide sexting education, appropriate tech use education, and drug use and the teenage brain.	3/2017	Teachers	Give time to this in one of the core classes

## Categorical Funding Allocated To Baechtel Grove Middle School

The following state and federal categorical funds are preliminary allocations to this school through the Consolidated Application, Spring Release. Additional funds may be allocated to the school in accordance with district policy. Projected allocations may include any carry over from prior years

### Federal Programs

	Allocation
<b>Federal Program:</b>  <b>Title I: Schoolwide Assistance Program</b>	\$142,568
<i>Program Goal:</i> To improve teaching and learning to help low-achieving students meet the same challenging state content and performance standards that apply to all students.	
<b>Federal Program:</b>  <b>Title II: Improving Teacher Quality/CSR</b>	Districtwide allocation
<i>Program Goal:</i> To provide teaching staff an opportunity for ongoing professional development based on a site or district specific needs assessment To increase student academic achievement by improving teacher quality. To ensure that administrators, teachers and paraprofessionals meet the definition of No Child Left Behind. To recruit and hire highly qualified teachers to reduce class size.	
<b>Federal Program:</b>  <b>Title II: Part D Enhancing Education Through Technology</b>	N/A
<i>Program Goal:</i> <ul style="list-style-type: none"> <li>• To provide funds for innovative initiatives to support the integration of educational technology into classrooms to improve teaching and learning. Activities may include professional development in technology integration and the use of the Internet; distance learning initiatives; acquiring educational technology; and using technology to enhance parental involvement.</li> </ul>	
<b>Federal Program:</b>  <b>Title III: Limited English Proficient (LEP)</b>	Districtwide allocation

<p><i>Program Goal:</i></p> <ul style="list-style-type: none"> <li>• To provide supplementary programs and services for LEP students to enable them to meet grade level requirements.</li> <li>• To provide instruction and instructional support services to promote English language development and academic progress in the core curriculum.</li> </ul>	
<p><b>Federal Program:</b></p> <p><b>Title IV: Safe and Drug Free Schools and Communities</b></p>	
<p><i>Program Goal:</i></p> <ul style="list-style-type: none"> <li>• To adopt and carry out a comprehensive drug and violence prevention program which will decrease drug abuse and violence among our students</li> </ul>	N/A
<p><b>Federal Program:</b></p> <p><b>Title V (Innovative Strategies)</b></p>	
<p><i>Program Goal:</i></p> <ul style="list-style-type: none"> <li>• To provide broad support for activities that encourage educational innovation and enhancement of learning through technology, library services, and instructional and media materials.</li> <li>• To meet the needs of at-risk students.</li> </ul>	N/A

## State Programs

	Allocation
<b>Economic Impact Aid (EIA)</b> <b>English Language Acquisition Program (ELL)</b> <i>Program Goal:</i> <ul style="list-style-type: none"> <li>To develop fluency in English in each student as effectively and efficiently as possible and provide equal opportunity for academic achievement.</li> </ul>	N/A
<b>Gifted and Talented Education (GATE)</b> <i>Program Goal:</i> <ul style="list-style-type: none"> <li>To identify gifted and talented students and provide high-quality differentiated opportunities that meet the students' particular abilities and talents at all sites.</li> </ul>	N/A
<b>Tobacco Use Prevention Education (TUPE)</b> <i>Program Goal:</i> <ul style="list-style-type: none"> <li>To educate our students regarding the deleterious effects of tobacco products and give them skills to resist the pressures to begin or provide counseling to help them stop.</li> </ul>	N/A
<b>School &amp; Library Improvement Block Grant (SLIBG)</b> <i>Program Goal:</i> <ul style="list-style-type: none"> <li>To meet the educational needs of all students, including student achievement and improved environment.</li> <li>To support and sustain high quality professional development</li> <li>To support the school library program</li> </ul>	N/A
<i>Program Goal:</i>	

### Willits Unified School District 2012-2015 Goals in LCAP Action Plan\*

<b>Strategy 1:</b>	Improve the quality and effectiveness of instruction.
<b>Strategy 2:</b>	Improve the alignment between what is supposed to be taught, what is taught, and what is tested.
<b>Strategy 3:</b>	Increase the intervention system effectiveness.
<b>Strategy 4:</b>	Continue to Implement Supports for Students Health and Safety
<b>Strategy 5:</b>	Implement Other Recommendations Made by the Technical Assistance Team in the Needs Assessment Report

\*For a detailed listing of the goals and action steps for each priority, please refer to the Willits Unified School District LEA Action Plan which is available at [www.willitsunified.net](http://www.willitsunified.net).

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts and Math</b>
<b>SCHOOL GOAL #1:</b>
LCAP Goal #1: Students will be prepared to be college or career ready .

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

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Academic Intervention</b>
<b>SCHOOL GOAL #2:</b>
LCAP Goal #2. Students will be provided academic support to promote language and mathematical and technology literacy.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
Class size reduction	Fall 2016	District Leadership Team	Reduce class size to promote more quality instructional time per student at Kindergarten. \$96,329 at Brookside Elementary. Title II
Implement Read 180 for Grades 6-12	Fall 2016	District Leadership Team	Purchase and implement Scholastic Read 180 for language arts instruction for struggling readers. \$107,570 Baechtel Grove MS and WHS. Title I
Supplemental Math enrichment	Fall 2016	District Leadership Team	Based on low performing math scores at BGMS a remediation class was created and taught by a certified teacher for one class period daily. \$12,929 Title II
Supplemental ELA enrichment	Fall 2016	District Leadership Team	Based on low performing reading scores at BGMS a remediation class was created and taught by a certified teacher for one class period daily. \$14,621 Title VI
Remediation for ELA and Math	Fall 2016	District Leadership Team	Based on a multi age classroom of grades 3-5 the teacher provides additional instruction time to students based on need in ELA and Math. Sherwood Elementary \$13,600. Title VI
Math remediation	Fall 2016	District Leadership Team	Blosser Elementary (grades 3-5) will be using a part-time instructional aide to support math remediation. \$1,778 Title VI
ELD Support	Fall 2016	District Leadership Team	Brookside Elementary is supporting English Language Learners with additional support with a .22 FTE certified teacher. \$19,498 Title III

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #3

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in School Climate</b>
<b>SCHOOL GOAL #3:</b>
LCAP Goal #3: Student and families will be supported and encouraged to advocate healthy lifestyle choices.

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

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #4

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #4:</b>

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



## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #5

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #5:</b>

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

## Centralized Services Expenditures

The following services in support of this plan are **to be provided by district staff** from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites. (List here proposed expenditures for administration, assessment, training, instruction, or support activities to be managed by district staff from funds allocated to the school through the Consolidated Application.)

<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Administrative Support - Superintendent	19,513*	Title 1

\*Indicates that the service benefits all sites in the District.

## 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
Maria de los Angeles Munguia	X				
Melissa Caughlin				X	
Cindy Sauers				X	
Lucy Kyne				X	
Tami Jorgensen			X		
Mackenzie Erickson		X			
Tessa Ford		X			
Kelley Labus, alternate				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>0</b>

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

## Recommendations and Assurances

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

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

X	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	_____ Signature
X	Special Education Advisory Committee	_____ Signature
X	Gifted and Talented Education Program Advisory Committee	_____ Signature
X	District/School Liaison Team for schools in Program Improvement	_____ Signature
X	Compensatory Education Advisory Committee	_____ Signature
X	Departmental Advisory Committee (secondary)	_____ Signature
X	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 03/16/2015.

Attested:

Maria de los Angeles Munguia		
Typed Name of School Principal	Signature of School Principal	Date

Melissa Coughlin		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date