

Enrique Camarena Jr. High School

The Single Plan for Student Achievement

2018-2019



Diego Romero Jr.
School Principal
May 28, 2019

The Single Plan for Student Achievement

School: Enrique Camarena Jr. High School

District: Calexico Unified School District

County-District School (CDS) Code:

Principal: Diego Romero Jr.

Date of this revision: ^{May 28} June 06, 2019

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 June ²⁰ 06, 2019.

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Form A: Planned Improvements in Student Performance

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 and adequate yearly progress growth 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:

LEA GOALS:

LEA Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14 (16-17).

LEA Goal 2: All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics

LEA Goal 3: By 2005-06 (2016-17), all students will be taught by highly qualified teachers.

LEA Goal 5: All students will graduate from high school.

LCAP GOALS:

LCAP Goal 1: To provide equitable access to a well-rounded, standards-aligned curriculum for all students to ensure increased student achievement.

LCAP Goal 2: Our students will be 21st century technology ready, competent learners in technology, demonstrate excellence in digital citizenship and master digital literacy skills.

LCAP Goal 3: Students will have access to a broad course of study, including new courses not currently on master schedules and strategic supports for struggling and at-risk students.

SCHOOL GOAL 1: CURRICULUM, INSTRUCTION, AND ASSESSMENT

To provide equitable access to a well-rounded, standards-aligned curriculum, including the integration of digital literacy and citizenship, to ensure increased student achievement and promote college and career readiness as measured by state and district assessments.

What data did you use to form this goal? State assessments (CAASPP, CELDT), AMAO targets, formative, summative common assessments, SSC, ELAC and teacher input.	What were the findings from the analysis of this data? School needs to focus on implementing current common core standards for future success of students. Students need intervention and supplemental support to address achievement gaps in core subjects.	How will the school evaluate the progress of this goal? Continue to monitor benchmarks, state assessments, surveys while monitoring the effect of previous actions/tasks. Where can a budget plan of the proposed expenditures for this goal be found? School main office.
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STRATEGY: - Junior High School will implement cycle of assessments and analyze student achievement in content areas to align actions to student needs.

Action/Date 2018-19	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)	Budget Code
1. Participate in Committees at all levels.	Lead Teachers	August 2018 - Ongoing	6000	1160
2. All students inclusive of all subgroups will have support to address their individual needs				
3. Provide extended day learning opportunities such as, but not limited to, tutoring, intervention, supplemental and academic enrichment for all student subgroups. Also, extended opportunity for social skills learning. Coordinate with district supplemental programs such as Migrant, ASES, ELL, etc. to determine needs and to work collaboratively on objectives. (SCIENCE, MATH, ELA)	Math, ELA and Science Teachers	August 2018 - Ongoing	12000	1170
4. Implement, monitor, and purchase instructional materials for RTI, supplemental and enrichment programs to support students, including students with learning and behavior needs. * (SCIENCE, PE, SPED, ELA)	Administration Leadership Team	August 2018 - Ongoing	6000	4300
5. Participate in professional development to increase understanding of	Math, ELA, Science and History	August 2018 - Ongoing	10000	1160

Common Core, writing, teaching, learning, assessments, technology and strategies to work with all students, including Special Education students* (SCIENCE, PE, SPED, HIST, MATH, ELA)	Teachers		2000	5200
6. Academic Support Teacher will continue * to provide support to staff with implementation of all programs, curriculum, and initiatives. Academic Support teacher assists with coaching, reflection, data analysis, lesson studies, modeling in regards to all teaching standards. (SCIENCE, PE, HIST, ELA)	AST Teacher Administration	August 2018- Ongoing	92,000	1900
7. Design and implement a math/STEM and Science Summer Academy for students not enrolled in Science courses and/or have failed to achieve proficiency in math and/or NGSS skills and standards	Math and Science Teachers Administration	Summer of 2019	4000	1170
8. Staff will collaborate and/reflect on teaching and learning.* (PE)	PE Teachers	August 2018 - Ongoing	3000	1160
9. Create pathways for early College and Career Readiness at the junior high level. *	Counselors Lead Teachers Administration	August 2018 - Ongoing	500	1170
10. Support student learning with the use of supplemental technology and resources * to improve academic learning during intervention, extended day, ASES for all subgroups in specific areas that address data concerns and current trends in education such as implementing collaboration, creativity, communication, and critical thinking. (MATH)	Counselors Lead Teachers Administration	August 2018 - Ongoing	7000	5802
11. Continue funding of site AVID program and hire tutors to assist in AVID courses during instructional time, after-school and implement AVID Model School-wide. (SCIENCE, PE, ELA)	Leadership Team AVID Site Team Administration	August 2018 - Ongoing	45000	2900
12. Purchase binders, dividers, notebooks, agendas, etc. to support the school wide	Administration AVID Site Team	August 2018 - Ongoing	5450	4300

implementation of the AVID model (ELA)	Counselors			
13. Allocate funding for all content teachers to create, plan, refine and articulate instruction, curriculum maps/pacing guides, data and assessments for the regular school year and summer school. (SCIENCE, PE, MATH, HIST)	Content area Lead Teachers Administration	August 2018- Ongoing	8000	1170
14. Continue use of Explore Learning 'gizmos' tutorial computer program to assist in science, STEM and math courses. (SCIENCE)	Science Teachers	August 2018 - Ongoing	2000	4300
15. Allocate funding to purchase supplemental consumable and non-consumable supplies to teach NGSS curriculum. (SCIENCE)	Science Teachers Administration	August 2018 - Ongoing	2000	4300
16. Allocate funding to purchase 36 laptop computers (ipads) to support extended day Math Center	Administration AVID Site Team	August 2018 - Ongoing	0	
17. Allocate funding for NGSS alignment of curricular materials that will be available during the year 2017-2018 (SCIENCE)			0	
18. Purchase Document Tracking Service Licenses for SPSA in each content areas (math, ELA, science, history, physical education) (PE)	Administration	August 2018 - Ongoing	500	4300
19. Provide release time for teachers by content area at least four times a semester to allow for articulation, planning and to create common core assessments. Provide subs for teachers. (MATH, ELA)	Lead Teachers Administration	August 2018 - Ongoing	8000	1160
20. Provide additional funding for Sped teachers to help students outside the regular instructional time (SPED)	SPED Teachers	August 2018 - Ongoing	0	
21. Purchase standard aligned supplementary resources and materials to enhance instruction. (HIST, MATH)	History and Math Department Chairs	August 2018 - Ongoing	0	
22. Purchase and/or renew online memberships/licenses for supplemental material, data-based question programs, and other software (HIST, MATH))	History and Math Department Chairs	August 2018 - Ongoing	1000	5802

23. Purchase smart boards, sound system, iPads, Chromebooks, and other appropriate educational technology items to supplement instruction and to offer extended day-English Development to ELL student to obtain proficiency in English and math. (HIST, MATH, ELA)			0	
24. Analyze data, create, and administer placement assessment to all incoming 7 th grade students (MATH, ELA)	Math and ELA Lead Teachers AST	August 2018- Ongoing	500	1160
25. Purchase vocabulary posters to promote academic vocabulary (MATH)	Math Department	August 2018 - Ongoing	2000	4300
26. Implement intervention skills development computer-based programs, such as: IXL, ALS, Acc Math, Khan Academy etc. and purchase the equipment and materials needed to support the implementation of such programs (MATH)	Math Department	August 2018 - Ongoing	5000	5802
27. Purchase supplies to supplement CPM lessons such as Algebra Tiles, Integer Tiles, graphing poster paper, graph paper, calculators, etc. (MATH)	Math Department	August 2018- Ongoing	4000	4300
28. Communicate with District Office to develop a written, structured articulation with feeder schools. (MATH)	Math Department Chair and team Administration AST	August 2018 - Ongoing	500	1160
29. Target Literacy in every classroom school-wide and continue expansion of classroom libraries with Accelerated Program, including the purchase of books, Chromebooks, etc. (ELA)	Administration Leadership Team AST	August 2018 - Ongoing	5000	4300
30. Allocated time within existing scheduled meeting for collaboration sessions to analyze current data from assessments (ELA)	ELA Team AST	August 2018- Ongoing	1000	1160

Please duplicate this form as necessary for additional goals, strategies, or actions steps the school may have.

LEA GOALS:

LEA Goal 4: All students be educated in learning environments that are safe, drug free, and conducive to learning.

LCAP GOALS:

LCAP Goal 4: Pupil engagement will improve through a safe learning environment and positive school climate

SCHOOL GOAL 2: PUPIL ENGAGEMENT AND SCHOOL CLIMATE

Pupil engagement will improve through a safe learning environment and positive school climate as measured by surveys, discipline and attendance data.

<p>What data did you use to form this goal? Healthy Kids survey results from staff, parents, and students, Parent surveys on climate, suspension rates, intervention data, attendance data, Safety Committee feedback and drill results.</p>	<p>What were the findings from the analysis of this data? A need for positive intervention program, reduce suspensions or implement more intervention before suspensions, plan for increasing attendance rates, more variety of drill practices.</p>	<p>How will the school evaluate the progress of this goal? Changes of surveys, discipline, and attendance data.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found? School main office. SSC, ELAC, meeting agendas/minutes.</p>
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STRATEGY: -Junior High School will use a district safety committee to identify major student safety issues, review current practices, and identify potential strategies or interventions to increase student safety.

Action/Date 2018-19	Person(s) Responsible	Task/Date- ongoing in school year	Cost and Funding Source (Itemize for Each Source)	Budget Code
1. Implement positive behavior support *programs and/or initiatives, while following district behavior support programs	Administration Counselors	August 2018 - Ongoing	1000	4300
2. Promote attendance, * engagement, health, culture, character, achievement, and societal awareness	Administration Counselors	August 2018 - Ongoing	0	4300

3. Promote a safe learning environment by providing training in the areas of social, behavioral and emotional well-being, health, and safety.	Administration	August 2018- Ongoing	1000	1170
4. School climate will improve by student participation in extracurricular activities or presentations.*	Administration Staff	August 2018- Ongoing	1000 500	1170 4300
5. Review and update School Safety Plan to provide a safe environment for all stakeholders.	Leadership Team Administration	August 2018 - Ongoing	500	1160
6. Individual learning/behavior plan meetings will be held to support students based on individual needs.	Lead Teachers Administration	August 2018 - Ongoing	1000	1170
7. Support implementation of Circle of Friends curriculum and purchase of student incentives to student participation (SCIENCE, PE)			0	
8. Support implementation of 7 Habits for Effective Teens and Strategies for Success to decrease suspension rate and increase student engagement. (SCIENCE, PE)			0	
9. Increase the number of before and after school programs and activities including extracurricular activities, high schools courses for credit recovery and tutorials. Provide transportation to improve access. (SCIENCE, PE)	Administration Leadership Team ASES COORDINATOR	August 2018 - Ongoing	0 1000	1170 4300
10. Purchase and implement Common Sense Digital Citizenship (SPED)			0	
11. Purchase supplies for projects used to supplement instruction; i.e., paper, colored pencils, markers, rules, glue, scissors, construction paper, sheet protectors, pens, pencil, etc. (HIST, ELA)	ELA and History Department Chairs	August 2018 - Ongoing	2000	4300
12. Receive funding to support implementation of intervention programs, such as: project FIRE, Acc Math, UCCP, manipulatives, and student incentives. (MATH)	Administration AST Math Department Team	August 2018- Ongoing	2000	4300

Please duplicate this form as necessary for additional goals, strategies, or actions steps the school may have.

LEA GOALS:

LEA Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14 (16-17).

LEA Goal 2: All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics

LEA Goal 4: All students be educated in learning environments that are safe, drug free, and conducive to learning.

LEA Goal 5: All students will graduate from high school

LCAP GOALS:

LCAP Goal 3: Students will have access to a broad course of study, including new courses not currently on master schedules and strategic supports for struggling and at-risk students.

LCAP Goal 5: Increase parent involvement and leverage parent involvement to directly support student learning.

SCHOOL GOAL 3: PARENT INVOLVEMENT

Increase parent involvement and leverage parent involvement to directly support student learning as measured by surveys and participation.

What data did you use to form this goal? Surveys such as Healthy Kids Survey from parents, Title 1, SSC, ELAC meetings, parent verbal feedback, data on attendance at meetings/trainings/presentations.	What were the findings from the analysis of this data? Parents request more trainings on serving their students. Parents ask for childcare at trainings, translations available, increase of communication by different modes. Parents attend when function is highly publicized, when promoted by staff, and when students are showcased at event.	How will the school evaluate the progress of this goal? Progress will be evaluated by surveys, meetings, feedback, and attendance at events. Where can a budget plan of the proposed expenditures for this goal be found? School main office. SSC, ELAC, meeting agendas/minutes.
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STRATEGY: -Junior High School will coordinate efforts, educate and empower parents, enabling them to access resources needed by their family, advocate for themselves and their children, and understand their rights and responsibilities as parents.

Action/Date 2018-19	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)	
1. Communicate with families to promote student learning. Collaborate with ASES in regards to events so communication is extended to after school.	Administration Leadership Team Counselors	August 2018 - Ongoing	2000	1170
2. Provide and support opportunities for families, including parents of Special Education students, to participate in the classroom and school community to include Back to School Night, Parent Literacy Nights, Open House, etc... (Math, ELA)	Math and ELA Team	August 2018 - Ongoing	500	1170
3. Provide parent trainings in various areas to include state test, transcripts, and requirements for graduation (SCIENCE, PE)	Administration Counselors	August 2018 - Ongoing	2000	1170
4. Have SARC and SPSA updated for parents to view. *	Administration		0	5800
5. Engage parent in college-going initiatives to include educational field trips, parent workshops and purchase materials (SCIENCE, PE, MATH, ELA)	Administration Counselors	August 2018 - Ongoing	2000	4300
6. Increase parent communication, such as attendance letters, enrollment packets, quarterly report cards, newsletters, program/course expectations (SCIENCE, PE, HIST)	Administration Leadership Team Counselors	August 2018 - Ongoing	2097	4300
7. Provide student incentives and recognition opportunities (SCIENCE)			0	
8. Make Synergy available to parents to monitor student progress electronically and provide feedback to parents, students, and staff (MATH)			0	

9. Purchase materials and renew warranty contract of current equipment used to inform parents and community of academic achievement data (MATH, ELA)			0	
10. Purchase license to Telephone Dialer Program (Global Connect) to communicate with parents (ELA)	Administration	August 2018 - Ongoing	50	5800

Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- ☐ This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- ☒ This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- ☐ This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- ☐ This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>

<input type="checkbox"/>	Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/>	Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>

Revised September 2015

<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>

Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$251,097.00	X <input type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$6,162.00	X <input type="checkbox"/>
<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>

<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP ¹
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/> For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school	\$251,097	
Total amount of state and federal categorical funds allocated to this school	\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

¹ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Single Plan for Student Achievement Annual Evaluation

Overall Achievement for All Students in ELA															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2509.3	2518.2	2507.2	5	7.41	6.74	28	33.9	29.6	29	25.9	25.8	38	32.7	37.8
Grade 8	2557.4	2536.1	2545.3	8	7.43	10.7	37	32.0	31.5	36	30.5	27.7	18	30.0	29.9
All Grades	N/A	N/A	N/A	7	7.42	8.66	33	32.9	30.5	32	28.3	26.7	28	31.3	34.0

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 8	16	16.0	17.9	55	47.1	43.5	29	36.8	38.4
All Grades	14	15.1	15.3	48	47.1	40.8	38	37.6	43.7

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	14	20.9	14.0	48	48.7	52.2	38	30.2	33.7
Grade 8	17	11.1	19.8	56	53.8	47.9	27	34.9	32.1
All Grades	15	15.9	16.8	52	51.4	50.1	32	32.6	32.9

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	9	8.02	6.16	64	60.1	58.9	27	31.7	34.9
Grade 8	10	10.5	9.78	78	69.1	67.5	12	20.2	22.7
All Grades	9	9.35	7.90	71	64.8	63.0	20	25.8	29.0

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	19	26.8	20.5	49	41.9	51.0	32	31.1	28.4
Grade 8	22	17.4	30.9	62	52.0	45.1	15	30.5	23.9
All Grades	21	21.9	25.5	56	47.1	48.1	24	30.8	26.2

Analysis of Data:

In 2016-17, 59% of 7th graders failed to meet the standards in ELA. 41% of students in 7th grade Met or Exceeded the standards, an increase of 8% when compared to results in 2015-16. In 8th grade, 61% of students failed to meet the standards in ELA and 39% of 8th graders Met or Exceeded the standards in ELA, a decrease of 9% when compared to results in 2015-16. Data charts indicate that a majority of 7th graders scored Near, At or Above the Standards in every ELA domain (Reading, Writing, Listening, Research/Inquiry). Similar results are represented for 8th graders. In 2016-17, 8th graders did not demonstrate higher levels of skill in all four ELA domains when compared to the 7th grade class. The 7th grade class made more gains in all ELA domains in 2016-17 when compared to the 2015-16 7th grade cohort. At ECJH, students tend to demonstrate more skill in Listening and Research/Inquiry domains compared to Reading and Writing. The Reading and Writing domains are the two areas that pose greater challenges in both 7th and 8th.

Conclusions based on this data:

Overall 7th and 8th grade percentage scores indicate that students at ECJH have significant deficits in their ability to produce clear and purposeful writing and similar results in demonstrating understanding of literary and non-fictional texts. Analysis of data demonstrate the need to focus on literacy across all content subjects and apply skills that cross over in all content areas. ECJH will continue to support a school-wide reading program, implement it daily during instructional day and 30 minutes at home. The current reading program exposes students to an extensive range of vocabulary- high frequency and technical that is at students' reading level, interest level and grade level. Students will further benefit from a focus on academic language when applied in a variety learning tasks routinely involving Reading, Writing, Listening and Speaking.

School and Student Performance Data

Overall Achievement for All Students in Math															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2507.4	2512.3	2505.6	5	11.7	9.71	25	19.1	17.3	34	34.2	33.8	36	34.8	39.1
Grade 8	2583.1	2530.6	2564.4	28	12.3	24.1	26	24.9	23.5	24	25.2	23.8	22	37.5	28.5
All Grades	N/A	N/A	N/A	16	12.0	16.6	25	22.1	20.3	29	29.5	28.9	29	36.2	33.9

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	15	19.1	15.5	35	33.3	32.6	51	47.5	51.7
Grade 8	38	20.3	32.6	35	38.1	36.6	27	41.5	30.7
All Grades	26	19.7	23.8	35	35.8	34.6	39	44.4	41.5

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	10	14.2	12.0	50	49.3	51.4	39	36.4	36.4
Grade 8	23	14.9	21.0	57	44.4	51.1	19	40.6	27.9
All Grades	17	14.5	16.3	54	46.8	51.2	29	38.6	32.3

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	9	13.5	12.3	61	61.1	56.7	30	25.3	30.8
Grade 8	32	20.0	28.5	53	49.2	51.1	15	30.6	20.3
All Grades	20	16.9	20.1	57	54.9	54.0	22	28.0	25.8

Analysis of Data:

In 2016-17, 69% of 7th graders failed to meet the standards in math. Conversely, only 31% of students in 7th grade Met or Exceeded the standards. In 8th grade, 63% of students failed to meet the standards in math and 37% of 8th graders Met or Exceeded the standards in math, a decline of 17% when compared to the 2016-17 data. Data charts indicate that students scored favorably in areas of Problem Solving and Modeling/Data Analysis and in the area of Communicating Reasoning. In 7th grade, 52% of students were At, Near or Exceeded the standards in their ability to support mathematical conclusions. 63% of students are able to use appropriate tools and strategies to solve real world and mathematical problems. Data represents students face greater difficulty and deficits area of applying mathematical concepts and procedures. Data charts demonstrate similar results represented for 8th graders- applying mathematical concepts and procedures, where students face greater difficulty. Only 58% of 8th graders demonstrated proficiency in their ability to apply mathematical concepts and procedures. The apparent strengths demonstrated by 8th graders in their ability to use appropriate tools and strategies or the ability to support mathematical conclusions, the overall achievement of 37% who met or exceeded the standards in math, is an indication that these areas require additional support.

Conclusions based on this data:

The current math program for students in 7th and 8th grade provides students with opportunities to reflect on their learning using a variety of strategies, such as: math notes, learning logs, poster activities, and foldables. Through these strategies students are able to apply what they learned in core class by explaining what, how and why they solved mathematical problems in real-life situations. Students work individually and collaboratively to conduct open-ended investigations and model mathematics. All math support activities are designed to promote and foster the eight mathematical practices which lead to results in the three math strands. The 2017-18 math results are an indication that the Math and supplemental math support across grade-levels and by all teachers is evidence that below grade-level students can gain content knowledge and acquire skills that increase and transfer from one grade level to the next, however, will need to refine delivery of instruction from year to year tailored to individual and cohort of students.

**Student Performance Data: ELPAC (Summative Assessment)
2017-18**

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7	46	29.11	63	39.87	30	18.99	19	12.03	158
Grade 8	59	47.58	40	32.26	16	12.90	•	•	124
All Grades	105	37.23	103	36.52	46	16.31	28	9.93	282

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7	66	41.77	57	36.08	25	15.82	•	•	158
Grade 8	74	59.68	32	25.81	15	12.10	•	•	124
All Grades	140	49.65	89	31.56	40	14.18	13	4.61	282

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7	38	24.05	47	29.75	37	23.42	36	22.78	158
Grade 8	46	37.10	28	22.58	28	22.58	22	17.74	124
All Grades	84	29.79	75	26.60	65	23.05	58	20.57	282

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	#	%	#	%	#	%	
Grade 7	43	27.22	89	56.33	26	16.46	158
Grade 8	56	45.16	57	45.97	11	8.87	124
All Grades	99	35.11	146	51.77	37	13.12	282

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	#	%	#	%	#	%	
Grade 7	97	61.39	51	32.28	*	*	158
Grade 8	92	74.19	29	23.39	*	*	124
All Grades	189	67.02	80	28.37	13	4.61	282

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	#	%	#	%	#	%	
Grade 7	40	25.32	50	31.65	68	43.04	158
Grade 8	46	37.10	34	27.42	44	35.48	124
All Grades	86	30.50	84	29.79	112	39.72	282

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	#	%	#	%	#	%	
Grade 7	30	18.99	118	74.68	*	*	158
Grade 8	27	21.77	89	71.77	*	*	124
All Grades	57	20.21	207	73.40	18	6.38	282

Analysis of data:

ELPAC results highlight the two main areas of deficiencies for ELL students in the Written and Reading Domains. 39.72% of ELL students scored at the Beginning level in reading is an indication that students struggle in making the transition to grade-level reading and their ability to comprehend the use of Academic Language found in grade-level text. The Writing Domain shows more promising results for ELL students. Students are predominantly in the Somewhat/Moderately performance level in writing and gradually transitioning into the Well Developed performance level.

Overall, analysis of data demonstrate the need to focus on ELD strategies and literacy across all content subjects and apply skills that cross over in all content areas. ECJH will continue to support a school-wide reading program, implement it daily during instructional day and 30 minutes at home. The current reading program exposes students to an extensive range of vocabulary- high frequency and technical that is at students' reading level, interest level and grade level. Students will further benefit from a focus on academic language when applied in a variety learning tasks routinely involving Reading, Writing, Listening and Speaking.

Conclusions based on this data:

At ECJH, ELL students benefit from a range of school-wide practices that are focused on Literacy and an emphasis in writing across all content areas. The AVID program services a cohort of ELL students and uses the AVID methodology to develop writing skills. ELL students are given additional supplemental instruction to include supplemental services in ELA and ELD with a concerted focus on students at the levels 3-4 on ELPAC. At ECJH, an Academic Support Teacher provides teacher training opportunities to increase teacher capacity in a variety of instructional strategies that include but are not limited to a focus on Academic Language, Language and Sentence Frames, Close reading, Productive Grouping, 4 L's of Active Listening, Constructing Responses (RACE), etc... that is routine and systematic. Teachers will continue to create opportunities for students to engage in listening, speaking, reading, writing and collaboration using collaborative groups and productive grouping routines. The Speaking Domain results is an indication that collaborative grouping routines allow students multiple opportunities to engage in content and practice their speaking English in an academic setting using Academic English routines.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures 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 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: May 28, 2019 *9*

Attested.

Diego Ponce

Typed Name of School Principal

[Signature]

Signature of School Principal

05/28/19

Date

Susy Ayala

Typed Name of SSC Chairperson

Susy Ayala

Sig. of SSC Chairperson

05-28-19

Date

Form D: 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.² The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Diego Romero	x <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Susie Ayala	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>
Olga Garcia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
Ernest Chavez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
Ana Altamirano	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
Sergio Nava	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gildardo Rodriguez	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monica Rendon	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Viviana Amezcua	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ana Hernandez	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jose Jimenez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>
Ian Flores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>
Numbers of members in each category	1 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	4 <input type="checkbox"/>	2 <input type="checkbox"/>

² EC Section 52852

