

2018-2019
School Plan for Student Achievement (SPSA)

Ysmael Villegas Middle School

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (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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		CDS Code:	33-66977-6120109

Approved by District Board of Education on March 14, 2019.

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Programs			
This plan represents the coordination of the following resources to support student achievement:			
Federal Programs		State Programs	
N/A	Title I Part A School-wide Program (SWP)	S	School-Based Coordinated Programs
N/A	Title I Part A Targeted Assistance School (TAS)	D/S	Local Control Funding Formula (LCFF-LI and LCFF-EL)
D	Title I Part A – Services to Homeless Students	D	Special Education
D	Title II, Preparing, Supports Effective Instruction	D	Gifted And Talented Education (GATE)
D	Title III, Language Instruction for English-Learners	D	Expanded Learning Safe Neighborhoods Partnership Program PrimeTime/HalfTime
D	Title III, Immigrant Students		
Other plans that are coordinated in this plan include:			
D	Local Education Agency Plan (LEA)	D	District Technology Use Plan
D	Local Control and Accountability Plan (LCAP)	S	Western Association of Schools and Colleges (WASC)
S	Other (Action Team for Partnership (ATP))		
KEY:D=District, S=Site, N/A= Not Applicable			
Technical Assistance Provided by Local Education Agency (LEA)			

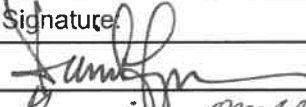
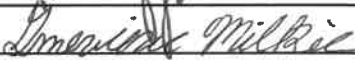
* - Improving the Academic Achievement of the Disadvantaged

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 school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan. Meeting documentation is on file at the school site and district. (Check those that apply and list date of meeting)
 X English Learner Advisory Committee: 1/10/19
 X Leadership Team/Department Advisory Committee: 2/5/19
 X Other committees established by the school (LIST): PTO 1/24/19
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 (LEAP).
5. This SPSA is based upon 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. The SSC has reviewed the School Based Coordinated Program legislation and has decided to participate in this program because of the added flexibility it provides.
7. This SPSA was approved by the SSC at a public meeting on: 2/27/19

Attested:

Typed Names:	Signature	Date:
Principal: David Ferguson		2/27/19
SSC Chairperson: Genevieve Milkie		2/27/19

School Profile (Middle Schools)

Purpose

The school profile provides a description of the school that is helpful in understanding the school and district.

Site Description

Student Demographics

Student Demographic by Subgroup

Student Subgroup	2016-17	2017-18	2018-19
American Indian or Alaska Native	4 (0.3%)	6 (0.4%)	6 (0.4%)
Asian	79 (5.8%)	94 (6.7%)	94 (6.7%)
Pacific Islander	6 (0.4%)	4 (0.3%)	3 (0.2%)
Filipino	47 (3.5%)	47 (3.4%)	42 (3.0%)
Hispanic or Latino	859 (63.1%)	906 (64.5%)	923 (66.0%)
African American	68 (5.0%)	73 (5.2%)	84 (6.0%)
White (not Hispanic)	274 (20.1%)	248 (17.7%)	222 (16.0%)
Multiple or No Response	25 (1.8%)	26 (1.8%)	24 (1.7%)
English Learners (EL)	259 (19.1% ¹)	300 (19.7% ²)	306 (21.9%)
Socio-Economically Disadvantaged (SED)	857 (63.6%)	934 (66.5%)	912 (65.2%)
Students with Disabilities	134 (9.9%)	154 (11%)	175 (12.5%)
Total Enrollment	1,362	1,404	1,398

Datasource

CALPADS with 2016-17 rendered 12/7/2016; 2017-18 rendered 12/2/2017; and 2018-19 rendered 1/9/2019.

Ysmael Villegas Middle School serves the cities of Riverside and Corona as well as an unincorporated area of Riverside County. A culturally diverse population of 1398 students are enrolled in grades six, seven, and eight during the 2018-2019 school year. Our students come from many different backgrounds which serve as a canvas for our school's population. The significant subgroups for the 2018-2019 school year are:

- Asian - 94 students; 6.7% of the population
- African-American - 84 students; 6.0% of the population
- Hispanic - 923 students; 66.0% of the population
- White - 222 students; 16.0% of the population
- SED - 912 students; 65.2%
- English Learner - 306 students; 21.9% of our population
- SWD - 175 students; 12.5%

Enrollment

School Enrollment Trends

Grades	2014-15	2015-16	2016-17	2017-18	2018-19
6	443	425	465	495	421
7	489	448	442	490	501
8	424	483	455	419	476

Facilities and Technology

YVMS, built in 2002, encompasses 19 acres and provides students and staff the following facilities:

- 45 classrooms for 6th ,7th ,and 8th grades, all internet wired w/ phones
- Enrichment wing (7 rooms) [drama, art, computer technology, life skills/home economics, band room and two fully equipped science labs]
- Media center with adjoining computer lab
- Physical education locker rooms
- Multi-purpose room with stage and adjoining audio/visual room
- Additional food court to facilitate feeding all 1,398 students in a timely manner

Villegas presently has one operational computer lab to accommodate full classes. There are 12 mobile computer labs containing 36 laptops each, 2 EL mobile labs with 36 laptops each, and one AVID mobile lab with 20 laptops.

Instructional Minutes

All students are scheduled into a rigorous standards-based core curricular program for 350 instructional minutes daily. Each student receives 290 minutes weekly in each subject. Sixth grade students are scheduled into proficiency-appropriate ELA/social science and a math/science core programs. Seventh and eighth grade students are scheduled into proficiency-appropriate single-subject classes. All students participate in a formalized standards-based physical education program. All students are placed into an elective program dependent upon their individualized preferences or academic needs. Most students receive a variety of enrichment experiences that augment the core curriculum. Some students receive a 2nd hour math or language arts intervention class as determined by multiple measures, including standards based assessments, grades, and CELDT scores. The AUSD instructional calendar provides for six minimum days spread throughout the school year and thirty-six early release days, held every Tuesday .

Alvord Strategic Plan

During 2013-2014 a district Strategic Planning Committee was formed to develop a district strategic plan that would align with district and school site plans. The committee was composed of school board members, district leaders, teachers, parents, classified, and certificated bargaining unit representatives, elected city officials, community leaders from businesses, higher education, and non-profit organizations. The process included creating a receptive climate, assembling relevant information, selection of the planning team, conducting planning sessions to develop district values, beliefs, vision, mission statement, parameters, objectives, and strategies.

District Priorities

Our priorities are: students, teachers and instructional content.

District Values

- Courage
- Inclusiveness
- Innovation
- Integrity

District Vision

The Alvord Unified School District Promise: All students will realize their unlimited potential.

District Mission Statement

Alvord Unified School District, a dynamic learning community that embraces innovation, exists to ensure all students attain lifelong success through a system distinguished by:

- Active and inclusive partnerships
- Relationships that foster a culture of trust and integrity
- High expectations and equitable learning opportunities for all
- A mindset that promotes continuous improvement
- Multiple opportunities for exploration and creativity
- Professional development that promotes quality teaching and learning
- Access to learning experiences that promote a high quality of life

District Parameters

- We will collaboratively develop policies that support equitable learning opportunities for all.
- We will hold everyone to a high level of accountability.
- We will not allow economic, social and academic barriers to impede the safety and education of our students.
- We will respect and value the diverse roles of all individuals and their contributions.
- We will only tolerate beliefs, decisions and actions that inspire students to succeed.

District Beliefs

We believe:

- In individual empowerment
- Everyone has the right to a world-class education
- Success is our shared responsibility
- Engaged learning strengthens our organization
- Our community is enriched by its diversity
- Innovation with inspiration transforms lives
- Excellence is within everyone

District Objectives

- All students will graduate from high school, ready for college and career
- All students will contribute to a high quality of life in our community.
- All students will be inspired to fulfill their own unlimited potential.

District Strategies

- We will redefine and establish programs for students who pursue an alternative educational pathway.
- We will collaborate with all partners and each other for the benefit of our students and the future of our community.
- We will develop a comprehensive PreK-12 program that ensures quality and engaging instruction.
- We will communicate effectively with all stakeholders in a clear and timely manner.
- We will develop the character of each student to build a better and more unified community.
- We will ensure, develop and support exemplary staff at all levels of the organization.
- We will develop a system for meaningful family engagement.
- We will develop a learning environment that challenges all students to achieve excellence.
- We will develop a learning organization to address the unique situation of each student.

Areas of Pride and Strength

Villegas prides itself on our high levels of academic achievements, our outstanding elective offerings, our care and concern for each individual child and for the diversity we see within our student population. Promoting the health and safety of our students and staff is an integral part of our school culture and success. Villegas implements a disaster plan in which the staff has been fully trained in the event of multiple types of emergencies. This includes regular fire drills, earthquake drills, lock down drills and posted instructions on proper protocol for disaster situations. Villegas has a community of volunteers who support students and staff alike. Our over 500 PTO members support all educational and enrichment activities with their time and funding, as well as supporting instruction through our Copy Cats group that makes copies for instructional and informational purposes. Visitors frequently comment on the polite and friendly manner of our students and staff. To reinforce a positive school environment, a variety of positive incentives are evident as well as an active Leadership Class (ASB) which provides lunch activities, dances, and supports our students. Numerous clubs provide diverse opportunities for our students to connect with school, adults, and other students. Our staff members are highly invested in making Villegas a successful and warm environment for our students.

Central Focus on School Reform

Purpose

The purpose of the central focus on school reform is to describe the reform strategies that provide opportunities for all children to achieve academically.

The purpose of the central focus on school reform is to describe the reform strategies that provide opportunities for all children to achieve academically. With this in mind, Villegas administration, with the guidance of the Leadership Team, is dedicated to increasing student achievement as reported on various multiple measures at site, LEA, state, and federal levels: including formative and summative standards based assessments. Teachers are members of professional learning communities (PLC's) and collaborate weekly to analyze student data for the purpose of planning and improving first best instructional practices and provide immediate targeted interventions.

A major focus for the 2018-2019 school year has been the continued implementation of the Common Core standards. All Villegas students have been scheduled into the computer lab or with mobile labs to complete CAASPP Interim Assessments in ELA and Math to inform instruction and mastery of the Common Core Standards.

Collaboration Process (EPC 5,6,8)

Villegas strives to advance life long learning beginning with a solid preparation for high school. YVMS strives to promote student success while providing a positive school culture. Weekly, grade level and subject area teachers meet to review curriculum-embedded assessments, common assessments, interim assessments, and standards based assessments to inform instruction. At these meetings teachers also articulate various instructional strategies to facilitate first best instruction and implement the rigorous subject- area units of study within the classroom.

To increase the proficiency of our school's culturally diverse population, our seamless Single Plan for Student Achievement (SPSA) receives annual input and approval from the English Language Advisory Committee (ELAC), site Leadership Team , the PTO executive board and the School Site Council (SSC). (Refer to attached minutes for rosters). These integral stakeholders together identify students' strengths and weaknesses and monitor our school's expenditures.

Cite Research/Resources for Central Focus on School Reform

To improve the achievement of all students and to empower educators through a collaborative culture we have embraced the PLC model. Our first team attended the RCOE DuFour and DuFour conference in November of 2009 and additional teachers in 2010. Our team also attended the Equity Through Excellence conference in 2015 which has helped further shape our site vision and plan for student achievement. Members of the leadership team also attended the No Excuses University Summer Institute during the summer of 2017. Teachers attending worked on the development of a college and career-focused effort on campus. Multiple teachers also attend the AVID Summer Institute each year. Utilizing our site-level Instructional Coach, TOSA support providers, district-provided collaboration time, and relevant PLC materials, we have formed meaningful PLC's and they continue to be an integral part of our instructional program. Villegas operates under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators. Building on the work that started in 2009, the Villegas PLC structure has evolved to create weekly collaboration across grade levels and emphasized interdisciplinary planning. Every school expenditure is dedicated to helping all students attain proficiency and celebrate student achievement.

School Site Council Membership

2018-19 School Site Council					
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
David Ferguson	[X]	[]	[]	[]	[]
Sandra Hales	[]	X			
Kathleen Hubbell	[]	X			
Kelli Lawson	[]	X			

2018-19 School Site Council					
Terry Wilson	[]	X			
Stephen Kirk Dayton	[]		X		
Yesenia Aguilar	[]			X	
Alma Delgado	[]			X	
Zoe Milkie	[]			X	
Mariam Atallah	[]				X
Genevieve Milkie	[]				X
Mia Patino	[]				X
Numbers of members of each category	1	4	1	3	3

At the elementary level, the SSC shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents; 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

Leadership Team

Purpose

The purpose of a school leadership team is to involve the school community in the development, implementation, and monitoring of the school plan. The composition of the leadership team includes the principal, grade level representatives, department representatives, teachers of English Learners, GATE students, Special Education students, support personnel for the at-risk students, school advisory committee representatives, and parent representatives, as much as possible.

The Leadership Team meets monthly with the principal to review current data, examine curricular programs, provide input on the SPSA, and advise the principal on site-based decisions. The team is comprised of administration, department chairs, grade level leaders, the Instructional Coach, and representatives from the Teachers' Union.

2018-19 Leadership Team	
Name of Members	Title
David Ferguson	Principal
Nathan Michel	Assistant Principal
Kristen Moorhouse	Assistant Principal
Kathleen Cryder	Instructional Coach
Nancy Belcher	Teacher
Debbie Dunn	Teacher
Dianna Filadelfia	Teacher
Carrie Fowler	Teacher
Aaron Huntington	Teacher
Amy Kidd	Teacher
Kathleen Orr	Teacher
Donald Phengsi	Teacher
Michelle Survillas	Teacher
Russell Turner	Teacher
Kole Wiese	Teacher
Angela Wymer	Teacher
Belinda Bettis	Counselor

Comprehensive Needs Assessment Components

The school plan is based on a comprehensive school-wide needs assessment of the school's instructional program which includes program planning, monitoring, and evaluation activities conducted during the previous school year with the input of stakeholders which includes the analysis of student performance data in relation to state academic content standards. Program planning activities are conducted at leadership and grade level/departmental team meetings, staff meetings, ELAC and SSC meetings. Current programs are monitored and reviewed on an on-going basis by discussion with staff and the SSC. Evaluation of the SPSA is conducted by analyzing data, reviewing student work, surveys, and discussions with staff and parents. Financial, material, and human resources are considered. Staff, students and parents are involved throughout the evaluation process of all consolidated programs.

Data Analysis and Assessments

Disaggregated assessment data are utilized in the annual updating of the school plan. Principals and Leadership Team members review and evaluate disaggregated assessment results to make determinations about program improvement. They also analyze assessment data to determine strengths and weaknesses of various programs and in areas of instruction. Areas for improvement are then determined using the information gathered from the assessment data in conjunction with surveys and other achievement data. Teachers meet and discuss how students would be assessed. Please refer to the School and Student Performance Data section where an analysis is provided.

Procedures for Analyzing Data

Teachers utilize a variety of assessments to determine students' success. Analysis of the data from these assessments provides teachers, students, and parents with information needed to drive instruction. The data is also used to guide individual and group instruction needed to remediate and/or address areas of weakness.

Procedures for Reporting Results

The school ensures that the results of the CAASPP and ELPAC (if applicable), are made available to the teachers, students, and parents in a timely manner. Teachers are trained on reporting the results to parents and discuss questions regarding the results in a manner that equates them to the student's classroom performance. Information from a variety of assessments such as grades, prompt scores, portfolios, and state assessments are included in the discussion. This information is shared with the student and parents in a productive manner that emphasizes strengths and details steps needed for improvement.

Release time is provided for principals, teachers, and support staff to analyze student information throughout the year. The principal and Leadership Team plan activities to analyze data at staff development and grade level meetings to inform instruction and plan interventions.

Parents are informed of their student's progress in the following ways:

- Progress reports via AERIES Parent Portal every six-weeks.
- Results of the CAASPP SBAC testing are mailed home annually.
- Results of the PSAT 8/9 information are mailed home during 2nd semester and reviewed with students by their counselor. Full detail reports are also available online.
- Parent Conferences are held twice a year, in October and March.
- All teachers use Aeries.net on-line gradebook. The LEA provides a parent portal that allows parents to see all grades and pertinent student information on the internet.
- Various parent trainings are provided to instruct parents on how to access their child's progress.
- The Villegas Website is consistently maintained with parent and student resources, an updated school calendar of events, and teacher webpages.
- The Villegas Twitter, Instagram and Facebook accounts are consistently maintained with important information, notices of events, and relevant school information. In addition, it is linked to the Alvord USD twitter account so parents have access to the district Twitter information.
- Parents are frequently informed of campus events and important information via a telephone communication system.

Analysis of Site's Current Instructional Program

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

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

Special consideration is given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Academic Program Survey

Discussion of each of these statements should result in succinct and focused findings based on verified 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.

Performance goals are evaluated annually using a variety of performance measures. These measures include SBAC data, CELDT scores, common assessment data, student grades, and various forms of attendance, behavior and personnel data. Each of these play an integral role in the development of our SPSA. While our goals were not met for the 2017-2018 school year, Villegas Middle School prides itself on its high levels of academic achievement and our ability to reach all learners through individualized support through our enrichment and intervention programs. The data measures listed above will continue to guide us in the scheduling of our high priority and EL students for the 2018-2019 and 2019-2020 academic years. Implementation strengths continue to be Student Achievement, Collaboration, Units of Study and the allocation of Fiscal Support. The principal and counseling team collaboratively develop a matrix which guides each student's curricular program based on multiple-measures including SBAC scores, CELDT levels, teacher recommendations and grades.

Standards, Assessment, and Accountability

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

- Villegas staff continually develop and score standards based assessments and subject- area common assessments. SBAC and CELDT data continue to drive our instruction and placement of students into appropriate courses.
- All core curricular areas administer and collaboratively review common formative assessments and standards based assessment data during weekly PLC meetings with the intent to inform instruction and provide timely intervention.
- CAASPP Interim Assessments in ELA and Math are administered throughout the year to guide instruction and improve student achievement.

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

- All core curricular areas administer and collaboratively review common formative assessments, interim assessments, and standards based assessment data during weekly PLC meetings with the intent to inform instruction and provide timely interventions.
- All teachers (including enrichment and PE) meet weekly in PLC's to review district-adopted pacing guides and develop common assessments based on district pacing guides and subject-area standards.
- All ELA teachers utilize the Scholastic Reading Inventory(SRI) and the CARI to establish each student's lexile level and monitor reading growth a minimum of two times each year.
- EL teachers utilize Highpoint assessments and StudySync data reports to monitor the English proficiency of CELDT levels 1 & 2.

Staffing and Professional Development

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

- YVMS teachers met all credential requirements in accordance with state guidelines.

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

- All core curriculum teachers were trained on SBE-adopted text at the time of adoption. Due to state funding limitations, all of the adopted materials (ELA 2002, H/SS 2006, SCI 2007, Math 2008, and High Point 2002) are no longer eligible for publisher staff development. TOSA's, Instructional Coach, Department Chairs and PLC's have informed new or transferred teachers on the use of adopted materials.

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

- Monthly staff meetings are designed to inform teachers of site specific assessment data. Teachers are directed to use the data to identify underperforming, EL, and SWD students proficiency levels.
- Teachers participate in professional development to better meet the needs of each group.
- PLC's analyze data, share "Best Practices" and cognitively plan engaging lessons. Information is then used by teachers to implement instructional strategies for the purpose of increasing student achievement.

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

- Site-level Instructional Coach participates at weekly PLC meetings for consultation and staff development. Instructional Coach and TOSA's have also provided individual instructional support and provided departmental training as needed.
- YVMS presently has a full time Instructional Coach who leads subject-area Lesson Studies, models demonstration lessons, co-plans & co-teaches lessons, and organizes meaningful professional development opportunities for teachers.
- Each core subject area at each grade level has one designated Instructional Leader to assist with planning, curriculum, and organization of the units of study.

7. Teacher collaboration by grade level (K-8) and department (9-12) (EPC)

- During weekly PLC time, teachers collaborate in grade level, department, and content specific groups.

Teaching and Learning

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

- PLC's use units of study and researched- based instructional strategies to design effective lessons to meet the needs of all students.

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

- Recommended instructional minutes are faithfully implemented in ELA and math daily without interruption.

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

- YVMS's master schedule provides intervention courses in while maintaining enrichment courses to prepare students for high school.
- Math and ELA intervention is provided to 6th, 7th, and 8th grade students who are not meeting grade level standards and are designated as needing strategic/intensive intervention to improve academic proficiency during the instructional day.
- Math tutoring is available by grade-level math teachers to all 6th, 7th, and 8th grade students before school two times a week.

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

- All students have access to the district adopted instructional materials in class.
- All students are provided a second set of textbooks for home use.

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 students receive daily instruction in all core curricular classes using appropriate standards-based instructional materials.

Opportunity and Equal Educational Access

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

- Villegas will continue to provide a 2nd period of intervention math for students at each grade level who are consistently not meeting grade level standards. This class is taken in lieu of their elective class.
- Villegas currently offers a 2nd period of intervention language arts for students at each grade level who are consistently not meeting grade level standards. This class is taken in lieu of their elective class.
- Villegas will schedule 7th and 8th grade LTEL's (Long-term English Learners) as indicated by CELDT data, into a 2nd period of ELA instruction to advance academic language acquisition and support student progress toward reclassification.
- Students identified as CELDT levels 1 & 2 and some CELDT level 3 have been scheduled in sheltered core classes to receive SDAIE instruction strategies, receive assistance from the Bilingual Instructional Aides, and receive support to improve access to the core curriculum.
- Students identified as CELDT level 3 and LTELs will be scheduled to receive support and language intervention focused on reading, writing, listening and speaking.
- Villegas provides before school math tutoring two times a week for students taught by highly qualified math teachers.

14. Research-based educational practices to raise student achievement

- All teachers are knowledgeable about the state standards, pacing guides, and research-based instructional strategies.
- All teachers work in Professional Learning Communities (PLC).
- All teachers analyze student data to inform instruction.
- All teachers share "Best Practices" and participate in the cognitive planning progress.
- All teachers collaboratively plan using the Units of Study and "Best Instructional Practices" to deliver first best instruction.

Parental Involvement

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

- Parents are educated on how to access the AERIES Parent Portal to monitor student progress.
- Counselors analyze grade data and facilitate parent conferences.
- Counselors schedule students into intervention classes as needed.
- Counselors counsel under-performing students after each grading period.
- The EL/Intervention counsel meets regularly with at-risk students to monitor progress, identify areas of need, and advise students, parents and teachers of needed interventions.

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) Such as described in School Plans. Schools shall be deemed to have met this requirement by establishing a school site council.

- Parents are encouraged to participate in our various Parent Advisory Groups: ELAC, SSC, PTO and ATP.
- PTO volunteers support the school-wide academic and extra-curricular programs throughout the year.
- Various family activities and parent education opportunities are planned throughout the year.

Funding

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

- Before school math tutoring is provided twice a week for all students using LCFF-LI funds.
- Brainpop supports all content areas as an extension of common core standards based instruction. This program is funded by LCFF-LI.
- Extended hours for the Computer Instructional Assistant are paid for in order to allow all students to access the technology on campus.
- Multiple laptop carts are provided to ensure all students have access to the technology on campus. Two carts are devoted specifically to our English Language Learner population to assist in the engagement of students in our sheltered courses.
- Technology was purchased to assist beginner and early intermediate English Language Learners with their language acquisition. A translation app was used with this technology to assist students with their transition from their home language to English.
- The EBSCO database was provided to 6th, 7th, and 8th grade students to allow access to required academic research materials in all subject areas at school and home.
- All classrooms are equipped with a set of whiteboards, markers, and erasers to support the use of SDAIE strategies to improve student understanding, academic language development, engagement, and achievement.

18. Fiscal support (EPC)

- A school community assessment indicated that LCFF-LI and LCFF-EL funding should be utilized to support before school tutoring for all students.
- Analysis of data indicates that LCFF-LI funding needs to be allocated for teachers to participate in a ongoing training and professional development which will focus on research-based instructional strategies which promote academic proficiency of our student population.
- Analysis of data indicates that LCFF-EL funding should be used to purchase SDAIE materials for all classrooms to improve student understanding, academic language development, engagement, and achievement.

SPSA Annual Evaluation

Outcomes

Identify any goals in the most recent SPSA that were met. What actions were particularly effective in meeting the goal?

Performance Goal 4: High School Graduation and College Readiness was the only goal that was completely met during the 2017-2018 school year. This is in large part due to the efforts by 8th grade teachers, paraprofessionals and administrative staff to support students. While we did not meet the other goals in our SPSA, we continue to pride ourselves on the outstanding work our teachers and students continue to do. Our goals held us to an extremely high standard and we hope to meet them next year.

Some of the strategies and activities that we found to be particularly effective in improving student achievement include--

- Timely reports of student progress and consistent parent training with Aeries parent portal
- Targeted supports and parent meetings for students who are not passing or struggling
- Math tutoring
- EL and Intervention students use computer technology, software, and web based programs to enhance basic skills, encourage language fluency, and improve comprehension
- ELAC members attend local and regional CAFE conferences to better support student success
- Technology to support SDAIE strategies
- Technology to support all instruction
- Proper use of Bilingual Assistants
- Student intervention programs (both academic and behavioral)
- Availability and accessibility of Honors Language Arts and Accelerated Math courses

Identify goals in the most recent SPSA that was not met, or was only partially met. What actions related to this goal were ineffective or minimally effective? Identify barriers to full or timely implementation of the actions identified. What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

The following goals were not met during the 2017-2018 school year--

Performance Goal 1.1 (Language Arts)

Performance Goal 1.2 (Mathematics)

Performance Goal 1.3 (History/Social Studies)

Performance Goal 1.4 (Science)

Performance Goal 2 (English Language Learners)

Performance Goal 3 (Safe and Drug-Free Environment Conducive to Learning)

Although we did not meet these goals completely, there were several sub-groups or grade levels that met or partially met goals in each area.

Based on the analysis of the impact of strategies and activities, the following strategies or activities were found to be ineffective or minimally effective in improving student achievement--

- Lack of accessibility to and timely implementation of district and site-based common benchmark assessments to monitor student progress. The result is a lack of accurate and timely data to guide instruction. The data that is provided is not analyzed and used by all staff members to guide their practices.
- Students scoring below grade level are not always put into the appropriate intervention sections. Also, students were unable to move in and out on the classes based on performance and need.
- Professional development is no longer conducted on each individual school site, taking away the opportunity for teachers and administrators to work together on items that are specific needs at each site. The development of the district's professional development plan series, while developed with positive intentions, requires teachers to travel to different sites, the topics have been poorly developed at times and are not necessarily focused on specific grade-level standards.

- Teachers have not been given time to truly dive into the Common Core State Standards. As a result, there is a lack of understanding of the standards, the expectations for rigor and the resources needed for development of the curriculum. Teachers have been required to spend much time on finding resources for the teaching of the Common Core Standards, rather than using this valuable time to develop lessons and understand the standards.
- Textbooks have not been adopted that use the new Common Core State Standards. Adoptions for all of our subjects are very old and outdated.
- Our grading system does not always reflect student ability. Grading is very subjective and is inconsistent, as a result.
- While access to technology has improved over the past few years, we still need greater access to technology and infrastructure to support it throughout the campus.

In order to overcome these barriers, the following actions have been taken--

- Administration has worked with district personnel on improving and increasing the use of SBAC Interim assessments as benchmark data to guide instruction and prepare students for success on the SBAC.
- Administration has worked with the district assessment office to provide reports that are helpful and meaningful for teachers. Teachers have been taught how to evaluate and use these reports to support students in various ways. Administration will continue to provide data for teachers that is focused on improving instruction and specific to the needs of our students.
- Intervention classes were created in Language Arts and Mathematics at all grade levels for the 2017-2018 school year. An evaluation of student success in their intervention class, as well as their general math or language arts class, was conducted at the semester break. Students were moved into or out of intervention classes as a result of this analysis.
- Feedback has been provided regarding professional development to the Superintendent and administrators over Instructional Support Services.
- Teachers have all been offered the opportunity to have pull out days. These days allow them extra time to develop lessons, discuss standards and best practices with their colleagues, and evaluate data to specifically target students in need.
- Funds continue to be used to purchase additional technology that will support our students. A significant portion of our LCFF-EL funds this year have been used to purchase technology that will support the Google Translation App. This app will provide students in our sheltered courses with the ability to translate text into their native language while they are in the process of transitioning into instruction in English and development of their English proficiency.

Involvement/Governance

How was the SSC, ELAC and staff involved in the development and evaluation of the plan?

Parent and staff groups were each given the opportunity to assist with the development of the plan. ELAC, PTO and the school's leadership team each were given the opportunity to evaluate each of the goals, discuss successes and areas for growth, and provide feedback on the plan, our goals and funding. The School Site Council played an integral role in the development, evaluation and approval of the plan. The plan was discussed, at length, in multiple meetings. In these meetings, the SSC evaluated the feedback from the groups consulted, evaluated the success of the plan, discussed and revised the goals, and approved all expenditures in the plan.

How was the plan monitored during the school year?

The plan was monitored throughout the year at each SSC meeting and through the annual evaluation tool provided by the district.

What changes, if any, are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

No changes are necessary.

Description of Barriers and Related School Goals

YVMS has indentified the following barriers:

- Limited fiscal resources has impeded the integration of technology and teacher training
- Limited ability to provide site professional development to target student needs
- Lack of valid common assessments and data to form instruction
- Lack of state adopted curricular materials that meet the CCCSS
- Limited fiscal resources to provide instructional materials
- Lack of training for teachers on new CAASPP data and student performance levels
- Limited time for teachers to complete grading and other duties; impacts time available for lesson planning and data analysis

Performance Data & Conclusions

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	438	471	488	429	468	482	429	468	482	97.9	99.4	98.8
Grade 7	459	432	493	449	425	491	449	425	491	97.8	98.4	99.6
Grade 8	484	455	416	478	448	410	478	448	410	98.8	98.5	98.6
All Grades	1381	1358	1397	1356	1341	1383	1356	1341	1383	98.2	98.7	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2515.3	2514.2	2522.8	9	13.03	17.63	36	29.91	32.99	29	28.85	25.10	26	28.21	24.27
Grade 7	2538.9	2532.7	2524.8	11	9.41	9.98	36	35.76	31.77	26	27.76	25.87	27	27.06	32.38
Grade 8	2569.0	2555.2	2562.0	14	11.83	14.88	40	34.38	35.37	27	30.58	29.76	19	23.21	20.00
All Grades	N/A	N/A	N/A	12	11.48	14.10	37	33.26	33.26	27	29.08	26.75	24	26.17	25.89

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	14	19.87	23.65	52	47.22	44.40	35	32.91	31.95
Grade 7	20	19.53	17.31	44	44.47	47.45	36	36.00	35.23
Grade 8	28	20.98	23.17	47	47.32	48.05	25	31.70	28.78
All Grades	21	20.13	21.26	47	46.38	46.57	32	33.48	32.18

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	20	20.30	23.86	50	46.37	47.10	30	33.33	29.05
Grade 7	28	23.35	18.33	49	49.06	44.40	23	27.59	37.27
Grade 8	22	23.88	24.63	56	49.33	50.49	21	26.79	24.88
All Grades	23	22.46	22.13	52	48.21	47.14	25	29.33	30.73

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	10	13.03	16.18	72	68.59	61.83	17	18.38	21.99
Grade 7	13	9.88	9.16	68	66.12	64.15	20	24.00	26.68
Grade 8	14	10.27	16.10	69	72.10	64.39	17	17.63	19.51
All Grades	12	11.11	13.67	70	68.98	63.41	18	19.91	22.92

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	27	22.22	28.63	55	53.63	51.45	18	24.15	19.92
Grade 7	22	21.41	24.44	57	55.53	51.53	21	23.06	24.03
Grade 8	28	25.67	26.59	52	47.99	55.85	19	26.34	17.56
All Grades	26	23.12	26.54	55	52.35	52.78	20	24.53	20.68

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	439	470	487	434	468	484	434	468	483	98.9	99.6	99.4
Grade 7	460	431	494	453	428	492	453	428	492	98.5	99.3	99.6
Grade 8	484	455	416	479	451	410	479	450	410	99	99.1	98.6
All Grades	1383	1356	1397	1366	1347	1386	1366	1346	1385	98.8	99.3	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2520.8	2512.9	2526.8	17	15.38	21.53	23	20.94	22.98	33	32.48	29.40	27	31.20	26.09
Grade 7	2538.7	2534.2	2516.5	22	14.02	13.82	20	25.23	18.90	30	32.71	29.47	28	28.04	37.80
Grade 8	2566.6	2563.5	2552.3	24	26.44	21.71	19	14.89	16.10	29	29.33	30.49	28	29.33	31.71
All Grades	N/A	N/A	N/A	21	18.65	18.84	20	20.28	19.49	30	31.50	29.75	28	29.57	31.91

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	29	23.08	29.81	32	35.47	35.61	39	41.45	34.58
Grade 7	31	23.83	22.15	32	37.38	28.66	37	38.79	49.19
Grade 8	30	32.44	23.66	35	34.67	39.51	34	32.89	36.83
All Grades	30	26.45	25.27	33	35.81	34.30	37	37.74	40.43

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	13	12.82	19.46	50	48.93	47.62	38	38.25	32.92
Grade 7	25	17.52	13.82	46	51.87	46.54	30	30.61	39.63
Grade 8	22	22.89	23.41	51	41.11	50.49	27	36.00	26.10
All Grades	20	17.68	18.63	49	47.25	48.09	31	35.07	33.29

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	18	17.31	21.74	56	45.94	45.34	26	36.75	32.92
Grade 7	22	15.19	15.45	52	59.35	54.88	26	25.47	29.67
Grade 8	23	23.33	21.22	56	53.33	53.41	22	23.33	25.37
All Grades	21	18.65	19.35	55	52.67	51.12	25	28.68	29.53

CAASPP Results Data Analysis**English-Language Arts/Literacy****All Students**

Analysis of the 2017-2018 CAASPP results data for ELA shows:

- 51% of our 6th grade students met or exceeded the standards for ELA - an increase of 8% from 2016-2017.
- 42% of our 7th grade students met or exceeded the standards for ELA - a decline of 3% from 2016-2017.
- 50% of our 8th grade students met or exceeded the standards for ELA - an increase of 4% from 2016-2017.
- Overall, 47% of our 6th - 8th grade students met or exceeded the standards for ELA - an increase of 2% from 2016-2017.
- Overall, 68% our 6th - 8th grade students in the Claim Reading scored above or at or near standard - an increase of 1% from 2016-2017.
- Overall, 69% our 6th - 8th grade students in the Claim Writing scored above or at or near standard - a decline of 2% from 2016-2017.
- Overall, 78% our 6th - 8th grade students in the Claim Listening scored above or at or near standard - a decline of 2% from 2016-2017.
- Overall, 79% our 6th - 8th grade students in the Claim Research and Inquiry scored above or at or near standard - an increase of 1% from 2016-2017.

Mathematics

All Students

Analysis of the 2017-2018 CAASPP results data for Math shows:

- 45% of our 6th grade students met or exceeded the standards for Math - an increase of 9% from 2016-2017.
- 33% of our 7th grade students met or exceeded the standards for Math - a decline of 6% from 2016-2017.
- 38% of our 8th grade students met or exceeded the standards for Math - a decline of 3% from 2016-2017.
- Overall, 38% of our 6th - 8th grade students met or exceeded the standards for Math - a decline of 1% from 2016-2017.
- Overall, 60% our 6th - 8th grade students in the Claim Concepts and Procedures scored above or at or near standard - a decline of 2% from 2016-2017.
- Overall, 67% our 6th - 8th grade students in the Claim Problem Solving & Modeling/Data Analysis scored above or at or near standard - an increase of 2% from 2016-2017.
- Overall, 70% our 6th - 8th grade students in the Claim Communicating Reasoning scored above or at or near standard - a decline of 1% from 2016-2017.

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 6	1532.8	1532.1	1533.0	100
Grade 7	1542.9	1539.0	1546.4	97
Grade 8	1568.5	1558.1	1578.3	65
All Grades				262

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	34	34.00	37	37.00	20	20.00	*	*	100
Grade 7	41	42.27	33	34.02	19	19.59	*	*	97
Grade 8	41	63.08	16	24.62	*	*	*	*	65
All Grades	116	44.27	86	32.82	43	16.41	17	6.49	262

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	57	57.00	29	29.00	12	12.00	*	*	100
Grade 7	56	57.73	29	29.90	*	*	*	*	97
Grade 8	46	70.77	12	18.46	*	*	*	*	65
All Grades	159	60.69	70	26.72	25	9.54	*	*	262

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	20	20.00	25	25.00	31	31.00	24	24.00	100
Grade 7	28	28.87	25	25.77	23	23.71	21	21.65	97
Grade 8	37	56.92	14	21.54	*	*	*	*	65
All Grades	85	32.44	64	24.43	61	23.28	52	19.85	262

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	37	37.00	55	55.00	*	*	100
Grade 7	32	32.99	52	53.61	13	13.40	97
Grade 8	30	46.15	29	44.62	*	*	65
All Grades	99	37.79	136	51.91	27	10.31	262

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	68	68.00	28	28.00	*	*	100
Grade 7	77	79.38	17	17.53	*	*	97
Grade 8	60	92.31	*	*	*	*	65
All Grades	205	78.24	47	17.94	*	*	262

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	21	21.00	24	24.00	55	55.00	100
Grade 7	30	30.93	15	15.46	52	53.61	97
Grade 8	36	55.38	14	21.54	15	23.08	65
All Grades	87	33.21	53	20.23	122	46.56	262

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	19	19.00	70	70.00	11	11.00	100
Grade 7	26	26.80	67	69.07	*	*	97
Grade 8	26	40.00	37	56.92	*	*	65
All Grades	71	27.10	174	66.41	17	6.49	262

Conclusions indicated by the ELPAC data:

This is the first year that our students took the ELPAC. We do not have comparison data to evaluate.

Action Plan: Planned Improvements in Student Performance**Performance Goal 1.1: English-Language Arts**

The SSC 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 PERFORMANCE GOAL: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts.

LCAP PUPIL OUTCOMES GOAL 2: Students will be prepared to be college and career ready when they graduate from high school.

LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:

(Specific, Measurable, Achievable, Results Oriented, Time Bound)

By June 2019, the percentage of students that meet or exceed the standard in English Language Arts on the Smarter Balanced Summative Assessments (CAT and PT) will increase by 4% for 7th and 8th grade students in comparison to their cohort data from the previous year.

Data Used to Form this Goal:

CAASPP SBAC cohort data

Findings from the Analysis of this Data:

The findings determined which students are in need of strategic counseling and what specific areas need to be addressed.

How the School will Evaluate the Progress of this Goal:

The school will review summative Smarter Balanced (CAT and PT) data to determine percent of increase for each grade level.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	8 - Learning environment to achieve excellence	Instructional Coach-district funded LCFF	Aug	June			
	8 - Learning environment to achieve excellence	Teacher Librarian-district funded LCFF	Aug	June			
	8 - Learning environment to achieve excellence	Computer Assistant-district funded LCFF	Aug	June			
	3 - Comprehensive PreK-12 program	Implementation of state/district standards-based curriculum.	August	June			
	3 - Comprehensive PreK-12 program	Ensure teachers/students have all components of the newly adopted state/district program.	August	June			
	3 - Comprehensive PreK-12 program	Dedicated block of uninterrupted ELA time (1 hr. daily, 6th-8th).	August	June			
	8 - Learning environment to achieve excellence	Integrate technology, web sites, and software to support and enhance instruction.	August	June	4000-4999: Books And Supplies	LCFF-LI	872
					5000-5999: Services And Other Operating Expenditures	LCFF-LI	600
	3 - Comprehensive PreK-12 program	Site-based common assessments to monitor student progress and modify instruction.	August	June			
	3 - Comprehensive PreK-12 program	English Learners (ELPAC levels 1 and 2) are scheduled in a two hour ELA core using ELD curriculum.	August	June			
Research-based Strategy Instruction/ Supplemental Instruction	8 - Learning environment to achieve excellence	EBSCO - all classrooms access to additional database and supplementary information reading, writing, and research required by Common Core standards.	August	June	4000-4999: Books And Supplies	LCFF-LI	1322
	3 - Comprehensive PreK-12 program	LTEL (Long term English Learner) students are provided a 2nd period of ELA instruction using Scholastic materials to increase English proficiency as determined by the ELPAC.	August	June			
	8 - Learning environment to achieve excellence	Four AVID elective classes (2/6th, 1/7th & 1/8th) are scheduled to help students develop skills necessary for high school and college success.	August	June			
	8 - Learning environment to achieve excellence	AVID students are also placed in rigorous core curriculum classes to promote excellence in learning and build necessary skills for success in college preparatory coursework.	August	June			
	3 - Comprehensive PreK-12 program	Differentiated instruction is provided to students scoring "Advanced" in a designated ELA class which strives to bring depth, breath, and complexity to standards-based lessons.	August	June			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	6 - Support exemplary staff	Instructional Computer Assistant additional 1 hr./4 days per week. (Allows computer labs to be available for student use 6th period Monday-Thursday of each week. Labs are used for strategic interventions, implementation of standards-based lessons, research, and assessments.)	August	June	2000-2999: Classified Personnel Salaries	LCFF-LI	950
	3 - Comprehensive PreK-12 program	Supplemental materials to support implementation of CCSS.	August	June	4000-4999: Books And Supplies	LCFF-LI	540
	3 - Comprehensive PreK-12 program	Supplemental materials to support implementation of CCSS for ELD and sheltered classrooms.	August	June	4000-4999: Books And Supplies	LCFF-EL	625
	3 - Comprehensive PreK-12 program	Supplemental support materials including computer technology, iPads, software, and other media to support ELA instruction and comprehension.	August	June	4000-4999: Books And Supplies	LCFF-EL	1200
	3 - Comprehensive PreK-12 program	Supplemental support materials including computer technology, software, and other media to support ELA instruction and comprehension.	August	June	4000-4999: Books And Supplies	LCFF-LI	6650
Targeted Professional Development	4 - Communicate effectively	Monthly staff meetings led by principal to train on best instructional practices and Common Core implementation.	August	June			
	4 - Communicate effectively	Weekly subject area/grade level breakout sessions for the purpose of collaboration and vertical implementation of Common Core standards.	August	June			
	3 - Comprehensive PreK-12 program	Monthly grade-level subject area meetings for the purpose of implementation of Common Core standards.	August	June			
	3 - Comprehensive PreK-12 program	Teacher Collaboration Days with Instructional Coach to learn and implement best practices in ELA.	August	June	1000-1999: Certificated Personnel Salaries	LCFF-LI	2550
Achievement/Data Driven Structure and Support	4 - Communicate effectively	Principal models and supports PLC collaboration during weekly early release days.	August	June			
	6 - Support exemplary staff	LEA supports PLC collaboration with additional release time for teachers and coaches to develop lessons and common assessments which support first best instruction of standards based curriculum.	August	June			
Academic-Centered Family and Community Engagement	4 - Communicate effectively	Timely reports of student progress through use of the Aeries parent portal.	August	June			
	4 - Communicate effectively	Frequent classroom communication with parents using Aeries.net.	August	June			
	7 - Family engagement	Parent/Teacher Conferences, Awards Nights, & Parent/Student Workshops/Information.	August	June			
	6 - Support exemplary staff	Frequent parent volunteers: Copy Cats, Classroom assistance, study trips, fundraisers, and ASB/PTO activities.	August	June			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	7 - Family engagement	Participation in SSC, ELAC, and PTO.	August	June			

Planned Improvements in Student Performance

Performance Goal 1.2: Mathematics

The SSC 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 PERFORMANCE GOAL: All students will reach high standards, at a minimum attaining proficiency or better in mathematics.

LCAP PUPIL OUTCOMES GOAL 2: Students will be prepared to be college and career ready when they graduate from high school.

LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:

(Specific, Measurable, Achievable, Results Oriented, Time Bound)

By June 2019, the percentage of students that meet or exceed the standard in Math on the Smarter Balanced Summative Assessments (CAT and PT) will increase by 3% for 7th and 8th grade students in comparison to their cohort data from the previous year.

Data Used to Form this Goal:

CAASPP SBAC cohort data

Findings from the Analysis of this Data:

The findings determined which students are in need of strategic counseling and what specific areas need to be addressed.

How the School will Evaluate the Progress of this Goal:

The school will review summative Smarter Balanced (CAT and PT) data to determine percent of increase for each grade level.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	3 - Comprehensive PreK-12 program	Implementation of state/district standards-based curriculum	August	June			
	3 - Comprehensive PreK-12 program	Ensure teachers/students have all components of the math appropriate (see above) program.	August	June			
	3 - Comprehensive PreK-12 program	Supplemental materials appropriate for math levels taught (white boards, calculators, graph paper, etc.).	August	June			
	3 - Comprehensive PreK-12 program	Dedicated block uninterrupted math time (1 hr. daily, 6th-8th).	August	June			
	8 - Learning environment to achieve excellence	Integrate technology, web sites, and software to support and enhance instruction.	August	June			
	3 - Comprehensive PreK-12 program	Site-based common assessments to monitor student progress and modify instruction.	August	June			
	8 - Learning environment to achieve excellence	Integrate technology, web sites, and software to support and enhance instruction.			4000-4999: Books And Supplies	LCFF-LI	872
Research-based Strategy Instruction/ Supplemental Instruction	8 - Learning environment to achieve excellence	Math Tutoring 2 days per week for 6th-8th grades.	September	June	5000-5999: Services And Other Operating Expenditures	LCFF-LI	600
	8 - Learning environment to achieve excellence	Under performing students receive computer intervention with Tenmarks and other instructional resources as their enrichment class	August	June	1000-1999: Certificated Personnel Salaries	LCFF-LI	7000
	8 - Learning environment to achieve excellence	6th - 8th grade students scoring below grade-level are scheduled into a double-blocked grade-level appropriate math course	August	June			
	8 - Learning environment to achieve excellence	Double-blocked students scoring "Basic and Below Basic" are scheduled into computer lab for math intervention 2 days a week.	August	June			
	8 - Learning environment to achieve excellence	Five AVID elective classes (2/6th, 2/7th & 1/8th) are scheduled to help students develop skills necessary for high school and college success in math courses.	August	June			
	3 - Comprehensive PreK-12 program	Integrated Math 1 is taught on site to provide students with appropriate math instruction.	August	June			
	6 - Support exemplary staff	Instructional Computer Assistant additional 1hr./4 days per wk. (Allows computer labs to be available for student use 6th period Monday- Thursday of each week. Labs are used for strategic interventions, implementation of standards-based lessons, research, and assessments.)	August	June	2000-2999: Classified Personnel Salaries	LCFF-LI	950
	3 - Comprehensive PreK-12 program	Supplemental materials to support implementation of CCSS.	August	June	4000-4999: Books And Supplies	LCFF-LI	465

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	3 - Comprehensive PreK-12 program	Supplemental materials to support implementation of CCSS sheltered classrooms.	August	June	4000-4999: Books And Supplies	LCFF-EL	300
	3 - Comprehensive PreK-12 program	Supplemental support materials including computer technology, iPads, software, and other media to support content area instruction and English Language Development.	August	June	4000-4999: Books And Supplies	LCFF-EL	1200
	3 - Comprehensive PreK-12 program	Supplemental support materials including computer technology, software, and other media to support content area instruction and comprehension.	August	June	4000-4999: Books And Supplies	LCFF-LI	6650
Targeted Professional Development	9 - Learning organization	Monthly staff meetings led by principal to train best instructional practices and Common Core implementation.	August	June			
	9 - Learning organization	Monthly subject area/grade level breakout sessions for the purpose of collaboration and vertical implementation of Common Core standards.	August	June			
	9 - Learning organization	Bi-monthly grade-level subject area meetings for the purpose of implementation of Common Core standards.	August	June			
	3 - Comprehensive PreK-12 program	Teacher Collaboration Days with Instructional Coach to learn and implement best practices in math.	August	June	1000-1999: Certificated Personnel Salaries	LCFF-LI	2550
Achievement/Data Driven Structure and Support	4 - Communicate effectively	Principal models and supports PLC collaboration during bi-monthly minimum days.	August	June			
	9 - Learning organization	LEA supports PLC collaboration with additional release time for teachers and coaches to develop lessons and common assessments which support first best instruction of standards based curriculum.	August	June			
Academic-Centered Family and Community Engagement	4 - Communicate effectively	Timely reports of student progress at six week intervals	August	June			
	4 - Communicate effectively	Frequent classroom communication with parents using Aeries.net	August	June			
	7 - Family engagement	Parent/Teacher Conferences, Awards Nights, Parent/Student Workshops/Information Nights	August	June			
	7 - Family engagement	Frequent parent volunteers: Copy Cats, Classroom assistance, study trips, fundraisers, and ASB/PTO activities.	August	June			
	7 - Family engagement	Participation in SSC, ELAC, or PTO	August	June			

Planned Improvements in Student Performance

Performance Goal 1.3: History/Social Studies (Secondary Only)

The SSC 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 PERFORMANCE GOAL: All students will reach high standards, at a minimum attaining proficiency or better in History/Social Studies.

LCAP PUPIL OUTCOMES GOAL 2: Students will be prepared to be college and career ready when they graduate from high school.

LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:

(Specific, Measurable, Achievable, Results Oriented, Time Bound)

By June 2019, the percentage of students that are below standard in the English Language Arts Claims (Reading, Research and Inquiry) on the Smarter Balanced Summative Assessments (CAT and PT) will decrease by 5% for 7th and 8th grade students in comparison to their cohort data from the previous year.

Data Used to Form this Goal:

CAASPP SBAC cohort data

Findings from the Analysis of this Data:

The findings determined which students are in need of strategic counseling and what specific areas need to be addressed.

How the School will Evaluate the Progress of this Goal:

The school will review summative Smarter Balanced (CAT and PT) data to determine percent of increase for each grade level.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	3 - Comprehensive PreK-12 program	Implementation of state/district standards-based curriculum	August	June			
	3 - Comprehensive PreK-12 program	Ensure teachers/students have all components of the history/social science appropriate (see above) program.	August	June			
	3 - Comprehensive PreK-12 program	Dedicated block of uninterrupted history/social science time (1 hr. daily, 6th-8th)	August	June			
	8 - Learning environment to achieve excellence	Integrate technology, web sites, and software to support and enhance instruction.	August	June	4000-4999: Books And Supplies	LCFF-LI	871
					5000-5999: Services And Other Operating Expenditures	LCFF-LI	600
	3 - Comprehensive PreK-12 program	Site-based common assessments to monitor student progress and modify instruction.	August	June			
Research-based Strategy Instruction/ Supplemental Instruction	8 - Learning environment to achieve excellence	AVID students are placed in rigorous core curriculum classes to promote excellence in learning and build necessary skills for success in college preparatory coursework.	August	June			
	3 - Comprehensive PreK-12 program	Supplemental materials to support implementation of CCSS.	August	June	4000-4999: Books And Supplies	LCFF-LI	465
	6 - Support exemplary staff	Instructional Computer Aide additional 1.0 hr. 4 days per wk. (Allows computer labs to be available for student use 6th period Monday- Thursday of each week. Labs are used for strategic interventions, implementation of standards-based lessons. research, and assessments.)	August	June	2000-2999: Classified Personnel Salaries	LCFF-LI	950
	8 - Learning environment to achieve excellence	All students are encouraged to participate in the site, district and beyond History Day competition.	August	June			
	3 - Comprehensive PreK-12 program	Supplemental materials to support implementation of CCSS in sheltered classrooms	August	June	4000-4999: Books And Supplies	LCFF-EL	300
	3 - Comprehensive PreK-12 program	Supplemental support materials including computer technology, iPads, software, and other media to support content area instruction and English Language Development.	August	June	4000-4999: Books And Supplies	LCFF-EL	1200
	3 - Comprehensive PreK-12 program	Supplemental support materials including computer technology, software, and other media to support content area instruction and comprehension.	August	June	4000-4999: Books And Supplies	LCFF-LI	6650
Targeted Professional Development	9 - Learning organization	Monthly staff meetings led by principal to train best instructional practices and Common Core implementation.	August	June			
	4 - Communicate effectively	Monthly subject area/grade level breakout sessions for the purpose of collaboration and	August	June			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
		vertical implementation of Common Core standards.					
	9 - Learning organization	Bi-monthly grade-level subject area meetings for the purpose of implementation of Common Core standards	August	June			
	3 - Comprehensive PreK-12 program	All social studies teachers were invited to attend a DBQ (Document Based Questions) workshop. Each teacher received a binder of materials to implement Common Core aligned lessons.	January	June			
	3 - Comprehensive PreK-12 program	Teacher Collaboration Days with Instructional Coach to learn and implement best practices in history.	August	June	1000-1999: Certificated Personnel Salaries	LCFF-LI	2550
Achievement/Data Driven Structure and Support	9 - Learning organization	Principal models and supports PLC collaboration during bi-monthly minimum days.	August	June			
	9 - Learning organization	LEA supports PLC collaboration with additional release time for teachers and coaches to develop lessons and common assessments which support first best instruction of standards-based curriculum.	August	June			
Academic-Centered Family and Community Engagement	4 - Communicate effectively	Timely reports of student progress at six week intervals.	August	June			
	4 - Communicate effectively	Frequent classroom communication with parents using Aeries.net	August	June			
	7 - Family engagement	Parent/Teacher Conferences, Awards Nights, PTO/ASB sponsored events.	August	June			
	7 - Family engagement	Frequent parent volunteers: Copy Cats, classroom assistance, study trips, fundraisers, and ASB/PTO activities.	August	June			
	7 - Family engagement	Participation on SSC, ELAC, and PTO.	August	June			

Planned Improvements in Student Performance**Performance Goal 1.4: Science (Secondary Only)**

The SSC 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 PERFORMANCE GOAL: All students will reach high standards, at a minimum attaining proficiency or better in Science.

LCAP PUPIL OUTCOMES GOAL 2: Students will be prepared to be college and career ready when they graduate from high school.

LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:

(Specific, Measurable, Achievable, Results Oriented, Time Bound)

By June 2019, the percentage of students that are below standard in the Mathematics Claims (Concepts and Procedures, Problem and Modeling/Data Analysis, and Communicating Reasoning) on the Smarter Balanced Summative Assessments (CAT and PT) will decrease by 5% for 7th and 8th grade students in comparison to their cohort data from the previous year.

By June 2019, the percentage of students that are below standard in the English Language Arts Claims (Reading, Research and Inquiry) on the Smarter Balanced Summative Assessments (CAT and PT) will decrease by 5% for 7th and 8th grade students in comparison to their cohort data from the previous year.

Data Used to Form this Goal:

CAASPP SBAC cohort data

Findings from the Analysis of this Data:

The findings determined which students are in need of strategic counseling and what specific areas need to be addressed.

How the School will Evaluate the Progress of this Goal:

The school will review summative Smarter Balanced (CAT and PT) data to determine percent of increase for each grade level.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	3 - Comprehensive PreK-12 program	Implementation of state/district standards-based curriculum to include new NGSS.	August	June			
	3 - Comprehensive PreK-12 program	Ensure teachers/students have all components of the science appropriate (see above) program	August	June			
	3 - Comprehensive PreK-12 program	Dedicated block of uninterrupted science time (1 hr.daily, 6th-8th).	August	June			
	8 - Learning environment to achieve excellence	Integrate technology, web sites, and software to support and enhance instruction.	August	June	4000-4999: Books And Supplies	LCFF-LI	871
					5000-5999: Services And Other Operating Expenditures	LCFF-LI	600
	3 - Comprehensive PreK-12 program	Site-based common assessments to monitor student progress and modify instruction.	August	June			
Research-based Strategy Instruction/ Supplemental Instruction	8 - Learning environment to achieve excellence	AVID students are placed in rigorous core curriculum classes to promote excellence in learning and build necessary skills for success in college preparatory coursework.	August	June			
	8 - Learning environment to achieve excellence	GATE and advanced students are encouraged to participate in site, district and beyond Science Fair competition.	August	June			
	6 - Support exemplary staff	Instructional Computer Aide additional 1.0 hr./4 days per week. (Allows computer labs to be available for student use 6th period Monday-Thursday of each week. Labs are used for strategic interventions, implementation of standards-based lessons, research, and assessments.)	August	June	2000-2999: Classified Personnel Salaries	LCFF-LI	950
	3 - Comprehensive PreK-12 program	Supplemental materials to support implementation of CCSS.	August	June	4000-4999: Books And Supplies	LCFF-LI	465
	3 - Comprehensive PreK-12 program	Supplemental materials to support implementation of CCSS in sheltered classrooms	August	June	4000-4999: Books And Supplies	LCFF-EL	300
	3 - Comprehensive PreK-12 program	Supplemental support materials including computer technology, iPads, software, and other media to support content area instruction and English Language Development.	August	June	4000-4999: Books And Supplies	LCFF-EL	1200
	3 - Comprehensive PreK-12 program	Supplemental support materials including computer technology, iPads, software, and other media to support content area instruction and comprehension.	August	June	4000-4999: Books And Supplies	LCFF-LI	6650
Targeted Professional Development	9 - Learning organization	Monthly staff meetings led by principal to train best instructional practices and Common Core implementation.	August	June			
	4 - Communicate effectively	Monthly subject area/grade level breakout	August	June			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
		sessions for the purpose of collaboration and vertical implementation of Common Core standards.					
	9 - Learning organization	Bi-monthly grade-level subject area meetings for the purpose of implementation of Common Core standards.	August	June			
	3 - Comprehensive PreK-12 program	Teacher Collaboration Days with Instructional Coach to learn and implement best practices in science.	August	June	1000-1999: Certificated Personnel Salaries	LCFF-LI	2550
Achievement/Data Driven Structure and Support	9 - Learning organization	Principal models and supports PLC collaboration during bi-monthly minimum days.	August	June			
	9 - Learning organization	LEA supports PLC collaboration with additional release time for teachers and coaches to develop lessons and common assessments which support first best instruction of standards-based curriculum.	August	June			
Academic-Centered Family and Community Engagement	4 - Communicate effectively	Timely reports of student progress at six week intervals.	August	June			
	4 - Communicate effectively	Frequent classroom communication with parents using Aeries.net.	August	June			
	7 - Family engagement	Parent/Teacher Conferences, Awards Nights, Science Fair Awards and ASB/PTO events.	August	June			
	7 - Family engagement	Frequent parent volunteers: Copy Cats, classroom assistance, study trips, fundraisers, and ASB/PTO activities.	August	June			
	7 - Family engagement	Participation on SSC, ELAC, and PTO.	August	June			

Planned Improvements in Student Performance

Performance Goal 2: English Learners

The SSC 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 PERFORMANCE GOAL: All limited-English-proficient students will attain proficiency in English, at minimum meeting annual measurable achievement objectives (AMAO).

LCAP PUPIL OUTCOMES GOAL 2: Students will be prepared to be college and career ready when they graduate from high school.

LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:

(Specific, Measurable, Achievable, Results Oriented, Time Bound)

By June 2019, the percentage of students in the standard not met and standard nearly met proficiency levels for the English Language Arts Smarter Balanced Summative Assessments (CAT and PT) will each decrease by 3% in comparison to their EL cohort data from the previous year.

By June 2019, percentage 7th and 8th grade students that achieve proficiency on the ELPAC will increase by 3% as compared to cohort data.

Data Used to Form this Goal:

Smarter Balanced Summative Assessments (CAT and PT) EL cohort data, ELPAC data

Findings from the Analysis of this Data:

The school will use the data to schedule English Learners into ELA, ELD, and elective courses such as AVID and AALD.

How the School will Evaluate the Progress of this Goal:

The school will use standards based assessments to determine the success of ELD instruction, SDAIE strategy classroom implementation, and interventions such as Imagine Learning and AALD. Will review reclassification data to determine the reclassification percent of increase for our EL population.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	3 - Comprehensive PreK-12 program	Bilingual Assistants-district funded Title TI/III	Aug	June			
	6 - Support exemplary staff	English Learner Facilitator Stipend	Aug	June	1000-1999: Certificated Personnel Salaries	LCFF-EL	3900
	3 - Comprehensive PreK-12 program	Highpoint ELD Program Construction of classes as SEI/ELM	August	June			
	3 - Comprehensive PreK-12 program	Site ELPAC facilitator will oversee testing of all YVMS students who are designated English Learners.	August	June	1000-1999: Certificated Personnel Salaries	LCFF-EL	2896
Research-based Strategy Instruction/ Supplemental Instruction	3 - Comprehensive PreK-12 program	Materials to support ELD instruction and best practices	August	June	4000-4999: Books And Supplies	LCFF-EL	1000
	3 - Comprehensive PreK-12 program	LTEL (Long term English Learner) students are provided a 2nd period of ELA instruction using Scholastic materials to increase English proficiency as determined by the ELPAC.	August	June			
	3 - Comprehensive PreK-12 program	Supplemental support materials including computer technology, iPads, interactive flat panels, software, and other media to support content area instruction and English Language Development.	August	June	4000-4999: Books And Supplies	LCFF-EL	7000
	3 - Comprehensive PreK-12 program		August	June			
	8 - Learning environment to achieve excellence	Four AVID elective classes (2/6th, 21/7th & 1/8th) are scheduled to help students develop skills necessary for high school and college success.	August	June			
	8 - Learning environment to achieve excellence	EL students are in rigorous core curriculum classes to promote excellence in learning and build necessary skills for success in college preparatory coursework.	August	June			
	3 - Comprehensive PreK-12 program	Additional hours for bilingual instructional assistants to support content area instruction and English Language Development.	August	June	2000-2999: Classified Personnel Salaries	LCFF-EL	7179
	7 - Family engagement	Additional hours for interpreters for events, parent teacher conferences, and parent meetings	August	June	2000-2999: Classified Personnel Salaries	LCFF-EL	400
Targeted Professional Development	9 - Learning organization	Monthly staff meetings led by principal/EL Facilitator/Instructional Coach to train on Universal Access and Common Core implementation, including Next Generation ELD standards.	August	June			
	4 - Communicate effectively	Monthly subject area/grade level breakout sessions for the purpose of collaboration and vertical implementation of Common Core standards and NGELD standards.	August	June			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	9 - Learning organization	Bi-monthly grade-level subject area meetings for the purpose of implementation of Common Core and NGELD standards.	August	June			
	3 - Comprehensive PreK-12 program	Instructional Coach to support and collaborate with ELD and sheltered teachers in the development and implementation of "first best instruction" and meaningful intervention strategies for English Language Learners.	August	June			
Achievement/Data Driven Structure and Support	9 - Learning organization	Principal models and supports PLC collaboration during bi-monthly minimum days.	August	June			
	9 - Learning organization	LEA supports PLC collaboration with additional release time for teachers and coaches to develop lessons and common assessments which support first best instruction of standards based curriculum.	August	June			
Academic-Centered Family and Community Engagement	4 - Communicate effectively	Timely reports of student progress at six week intervals.	August	June			
	7 - Family engagement	Participation in SSC, ELAC, and PTO.	August	June			
	7 - Family engagement	Parent/Teacher Conferences, Awards Nights, Parent/Student Workshops/Information	August	June			
	7 - Family engagement	Frequent parent volunteers: Copy Cats, classroom assistance, study trips, fundraisers, and ASB/PTO activities.	August	June			
	7 - Family engagement	ELAC members attend local CAFE conference to learn how to better support the academic achievement of their children.	March	June	5000-5999: Services And Other Operating Expenditures	LCFF-EL	1800
	4 - Communicate effectively	Translation services provided for parent meetings, workshops, ELAC meetings and parent-teacher conferences.	August	June	2000-2999: Classified Personnel Salaries	LCFF-EL	
	7 - Family engagement	Release time for EL Facilitator to work with parents on the home to school connection, understanding reclassification, and supporting ELD.	August	June	1000-1999: Certificated Personnel Salaries	LCFF-EL	500

Planned Improvements in Student Performance**Performance Goal 3: Safe and Drug-Free Environment Conducive to Learning**

The SSC 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 PERFORMANCE GOAL: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:

(Specific, Measurable, Achievable, Results Oriented, Time Bound)

By June 2019, the average daily attendance will increase by 0.5%.

By June 2019, suspensions and discipline for drugs, alcohol, tobacco, or physical violence will decrease by 0.5%.

YVMS will continue to implement positive incentive programs, early interventions for at risk students, alternatives to suspensions, and every facet of the anti-bullying program.

Data Used to Form this Goal:

AERIES, CALPADS, CWA Reports

Findings from the Analysis of this Data:

The school will determine which student incentives are successful and where Villegas needs to focus for the 2018-2019 school year.

How the School will Evaluate the Progress of this Goal:

The school will compare attendance data from one year to the next.

Strategies	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	5 - Develop character of students	ASB schedules anti-bullying assemblies and activities to encourage continuous positive peer relations. On a regular basis, students have access to adult mentors to verbalize problems and conflicts. All school and small group assemblies and trainings will be given by Kevin Bracy to foster leadership and empathy.	August	June			
	8 - Learning environment to achieve excellence	Many classes provide nutritional awareness programs within their curriculum. Science integrates healthy living in their human body unit to promote healthy eating habits and exercise. Home Economics students creates menus and cook meals to illustrate their knowledge of balanced diets and calorie intake. Physical Education promotes the needs of physical exercise and active lifestyles. These practical applications enhance the learning needs of the whole child.	August	June			
	8 - Learning environment to achieve excellence	Student incentives such as " Patriot Pride Trips", Student and Citizen of the Month assemblies, Barbecues, and Honor Roll/Principal Honor Roll Assemblies are held to recognize good attendance and citizenship.	August	June			
	5 - Develop character of students	Red Ribbon Week, Black History Month, Autism Awareness Week and Kindness Week are celebrated school-wide. Various motivating, real-life activities are planned and student leaders make related morning announcements.	August	June			
Research-based Strategy Instruction/ Supplemental Instruction	2 - Collaborate with partners	School Incentive Program, Intramural Sports Teams, and After School Clubs	August	June			
	8 - Learning environment to achieve excellence	Enrichment classes, study trips, and clubs provide additional experiences for students who are not scheduled into intervention.	August	June			
	8 - Learning environment to achieve excellence	Advanced enrichment classes, study trips, and clubs provide additional experiences for students.	August	June			
	8 - Learning environment to achieve excellence	Prime Time provides after school tutoring as an intervention for low performing students.	August June	June			
Targeted Professional Development	3 - Comprehensive PreK-12 program	Review suspension, expulsion, and CHKS data with all staff.	August	June			
	3 - Comprehensive PreK-12 program	Villegas implements a disaster plan in which staff has been fully trained in the event of an emergency.	August	June			

Strategies	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
		This includes regular fire drills and posted instructions on proper protocol for disaster situations.					
Achievement/Data Driven Structure and Support	4 - Communicate effectively	Counselors, psychologist, OCI teacher, assistant principal, and principal meet regularly to review data and plan strategic interventions for struggling students.	August	June			
	4 - Communicate effectively	PLC's use common assessments, benchmarks, grades, and CST results to determine student progress in meeting proficiency of standards.	August	June			
Academic-Centered Family and Community Engagement	4 - Communicate effectively	Review suspension, expulsion, and CHKS data with SSC and ELAC committees.	August	June			
	4 - Communicate effectively	Meet with under-performing students and parents.	August	June			
	4 - Communicate effectively	Counselors meet regularly with students who are academically or behaviorally at risk and send a letter home suggesting strategies for improved school success.	August	June			

Planned Improvements in Student Performance

Performance Goal 4: High School Graduation and College Readiness

The SSC 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 PERFORMANCE GOAL: All students will graduate from high school and be college/ career ready.

LCAP CONDITIONS OF LEARNING GOAL 1: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

LCAP PUPIL OUTCOMES GOAL 2: Students will be prepared to be college and career ready when they graduate from high school.

LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:

(Specific, Measurable, Achievable, Results Oriented, Time Bound)

By June 2019, percentage of students who meet/exceed the promotion requirements, for both the District and YVMS, from 8th grade to high school will be at or above 95%.

Data Used to Form this Goal:

District Promotion Criteria and and school promotion data.

Findings from the Analysis of this Data:

The findings determined which students are in need of strategic counseling and what specific areas need to be addressed.

How the School will Evaluate the Progress of this Goal:

The school will review the yearly promotion list to determine the percentage of students who meet the promotion requirements established by the AUSD School Board.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	3 - Comprehensive PreK-12 program	Implementation of state/district standards-based curriculum.	August	June			
	3 - Comprehensive PreK-12 program	Ensure teachers/students have all components of the appropriate program in all subject areas.	August	June			
	3 - Comprehensive PreK-12 program	Supplemental materials appropriate for math and language arts levels taught.	August	June			
	3 - Comprehensive PreK-12 program	Dedicated block of uninterrupted time (1 hr. daily, 6th-8th) for each subject area.	August	June			
	3 - Comprehensive PreK-12 program	Integrated technology to support and enhance instruction.	August	June			
	3 - Comprehensive PreK-12 program	Provide identified LTEL's with additional ELA period using Scholastic materials to promote language acquisition and redesignation as R-FEP.	August	June			
	3 - Comprehensive PreK-12 program	Site/district based assessments to monitor student progress and modify instruction.	August	June			
Research-based Strategy Instruction/ Supplemental Instruction	8 - Learning environment to achieve excellence	Administer the PSAT 8/9 Readiness Test to all 8th grade students.	August	December			
	3 - Comprehensive PreK-12 program	Intervention classes for students needing additional support in mastery of state standards in ELA and math at all grade levels.	August	June			
	8 - Learning environment to achieve excellence	Before school math tutoring available to all students (2 days per week).	September	May			
	8 - Learning environment to achieve excellence	Four AVID elective classes to develop skills necessary for high school and college success.	August	June			
	8 - Learning environment to achieve excellence	AVID students are placed in rigorous core curriculum classes to promote excellence in learning and build necessary skills for success in college preparatory coursework.	August	June			
	3 - Comprehensive PreK-12 program	Opportunity to take Integrated Math 1 provided in 8th grade. Students given the opportunity to reach this course after successfully completing accelerated math courses in 6th and 7th grade.	August	June			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	8 - Learning environment to achieve excellence	Honors classes available to students who score advanced on the SBAC in preparation for Honors and Advanced Placement courses at the high school.					
	3 - Comprehensive PreK-12 program	Additional hours for teacher paid duties to support student and parent involvement as well as to support content area instruction and English Language Development.	August	June	1000-1999: Certificated Personnel Salaries	LCFF-LI	6000
Targeted Professional Development	4 - Communicate effectively	Articulation w/ high school at district trainings regarding pacing and assessments.	August	JUne			
	4 - Communicate effectively	Monthly staff development meetings.	August	June			
	4 - Communicate effectively	Monthly grade level and subject area meetings.	August	June			
	9 - Learning organization	Several teachers attend the AVID Summer Institute to strengthen the Villegas AVID program and to further support a college and career focus on campus.	August	June			
			August	June			
Achievement/Data Driven Structure and Support	3 - Comprehensive PreK-12 program	PLC's use common assessments, benchmarks, grades, and CST results to determine students' progress in meeting proficiency of standards.	August	June			
	4 - Communicate effectively	Frequent classroom communication with parents using Aeries.net.	August	June			
	7 - Family engagement	Parent/Teacher Conferences, Awards Nights, and Workshops/Information Nights.	August	June			
	7 - Family engagement	Frequent parent volunteers: Copy Cats, classroom assistance & study trips, fundraisers, and ASB/PTO activities.	August	June			
	7 - Family engagement	Participation on SSC, ELAC, and PTO.	August	June			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Academic-Centered Family and Community Engagement	4 - Communicate effectively	Timely reports of student progress at six week intervals.	August	June			

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF-EL	31,000	0.00
LCFF-LI	62,743	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF-EL	31,000.00
LCFF-LI	62,743.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel	LCFF-EL	7,296.00
2000-2999: Classified Personnel	LCFF-EL	7,579.00
4000-4999: Books And Supplies	LCFF-EL	14,325.00
5000-5999: Services And Other	LCFF-EL	1,800.00
1000-1999: Certificated Personnel	LCFF-LI	23,200.00
2000-2999: Classified Personnel	LCFF-LI	3,800.00
4000-4999: Books And Supplies	LCFF-LI	33,343.00
5000-5999: Services And Other	LCFF-LI	2,400.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	30,496.00
2000-2999: Classified Personnel Salaries	11,379.00
4000-4999: Books And Supplies	47,668.00
5000-5999: Services And Other Operating Expenditures	4,200.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Area	Total Expenditures
Reading/Language Arts	15,309.00
Mathematics	20,587.00
History/Social Studies (Secondary Only)	13,586.00
Science (Secondary Only)	13,586.00
Limited English Proficient Students	24,675.00
Highly Qualified Teacher/Paraprofessional	
Safe and Drug-Free Learning Environment	
High School Graduation/College Readiness	6,000.00

Program Descriptions School Based Coordinated Program (SBCP)

Intent

To provide school site flexibility in the use of certain state-funded categorical resources.

Description of Site Program

The SBCP legislation provides greater flexibility for schools and school districts to better coordinate the funds they receive while ensuring that schools continue to receive funds to meet their needs. This legislation focuses authority to exercise such flexibility at the school level, with the approval and under the policy direction of the governing board. The School Site Council decides which funding sources it wishes to coordinate. The funding sources are:

- a) Local Control Funding Formula-Low Income (LCFF-LI)
- b) Local Control Funding Formula-English Learners (LCFF-EL);
- c) Title I (if applicable)

The greatest benefits of becoming a SBCP school is the opportunity afforded teachers, other school staff, the Principal, parents, and students (in secondary schools) to work together to design and implement a program in which resources received by the school are coordinated and utilized to ensure that all students acquire the knowledge, the understanding, and the skills of the core curriculum of the district. It is the opportunity to focus the attention of the entire school community on what is and should be happening for all the students in the school, rather than looking at what the separate funding resources seem to be dictating for certain groups of students within the school population. By providing an integrated program, planned jointly by classroom teachers and specialist teachers, a SBCP also presents the opportunity to more effectively coordinate instructional delivery systems needed by students who have a combination of special needs. A SBCP plan must address the needs of all students, even when funding for those students is not included in the plan. Funds must be expended as specified in the school plan.

Coordination of Services

Expenditures are directly related to the core curriculum and advance the goals in the Local Education Agency Plan, and achievement of the student outcomes in the district's Strategic Plan, and the Local Control Accountability Plan. Coordination between categorically funded staff and regular staff is emphasized to provide a cohesive program for all students. Grade-level and subject-specific meetings as well as Leadership Team meetings are designed to facilitate coordination and planning. Paraprofessionals and teachers also meet regularly to implement a well-articulated program that enables student learning. This site's teaching staff continuously assesses and modifies instruction to ensure that students are experiencing success with the core curriculum. Staff development is structured to promote student success in meeting state/district standards in all subject areas. Teachers, parents, and students have opportunities for input to the curriculum throughout the school year. All staff members work together to provide a coherent program for all students on a continuous basis.

To help ensure a quality education for all students, state and federal funding is provided for the following special programs to supplement the core instructional program provided by the school district:

- o Local Control Funding Formula-Low Income (LCFF-LI)
- o Control Funding Formula-English Learners (LCFF-EL);
- o Title I (if applicable);
- o Special Education (including specially designed academic instruction and related services).

Objectives

- o Obtain SBE-adopted intervention programs and materials to support students not meeting grade level standards in math and reading/language arts.
- o Provide professional development for teachers to use intervention materials.

o Provide professional development to meet our school wide focus areas : 1. Building an Instructional Focus on Campus, 2. Creating a Positive and Supportive Environment for All, 3. Creating a College Bound Culture, 4. Fostering a Commitment to Health and Wellness

o Increase library collection to support literacy.

o Add technology to support Common Core instruction and assessment.

Program Descriptions English Learner (EL) Program

Intent

To develop English Learners' proficiency in English and in the district's core curriculum as rapidly and as effectively as possible in an established English-language classroom or in an alternative course of study with curriculum designed for such students.

EL students who acquire a good working knowledge of English during a temporary transition period and meet the district's transfer criteria are then transferred into English-language mainstream classrooms. EL students are re-classified as fluent English proficient after meeting established criteria to ensure that these students have overcome language barriers, have recouped any academic deficits incurred in other areas of the curriculum, and can demonstrate English-language proficiency comparable to that of the school district's average native English-language speakers.

Description of District Program

The Alvord Unified School District currently provides the following basic instructional service programs to identified English Learner (EL) students:

- o Structured English Immersion (SEI): K-12 EL students who are assessed on the English Language Proficiency Assessments for California (ELPAC) and score at "less than reasonable levels of fluency in English" receive a minimum of 30 minutes daily English Language Development (ELD) instruction at their fluency level, and access to core content subjects through specially designed academic instruction in English (SDAIE) techniques and primary language support. The district uses ELPAC levels 1-3 to identify the SEI students. Standards-based ELD instruction focuses on essential English listening, speaking, reading and writing skills, and is directed to students' English proficiency levels. Teachers provide comprehensible core content instruction, based on state grade-level standards, and appropriate SDAIE instructional strategies. Bilingual Instructional Assistants provide primary language support for core content instruction. In the SEI program, both ELD and content courses are taught by teachers with appropriate EL State authorizations or interim teachers in training for the appropriate EL State authorizations.
- o English Language Mainstream (ELM): K-12 EL students who are assessed on the ELPAC and score at "reasonable levels of fluency in English" (ELPAC levels 4 - 5) receive standards-based ELD instruction daily, with listening, speaking, reading and writing skills at students' English proficiency levels. SDAIE strategies continue to be used in the core content subjects. Teachers in the ELM classroom are responsible for providing services and instruction that continues the students English Language Development, prepares them for reclassification, and recoups any academic deficits that may have been incurred in the core curriculum as a result of language barriers. Teachers in the ELM program hold appropriate State EL authorizations or, as interim teachers, are in training for those authorizations.
- o Alternative bilingual program: Spanish speaking K-12 EL students whose parents sign and are granted a parental waiver are enrolled in the district alternative bilingual program. Students enrolled in this program receive daily standards-based academic instruction through their primary language in core content subjects and daily standards-based English instruction in ELD. As students increase their English proficiency, they receive access to increasing amounts of English core instruction, provided through SDAIE instructional strategies.

The Alvord Unified School District uses state LCFF funds and federal funds, including Title III funding to provide the following supplemental services to increase the effectiveness of instruction for EL students:

- o Professional Development, mentoring, and coaching of district stakeholders including teachers, administrators, paraprofessionals, other staff, parents, or community members to increase the linguistic and academic achievement of English learners
- o Staff development includes use of Instructional Specialists-English Learners to provide research-based support for elementary and/or secondary teachers, staff, and parents of EL students involved with instruction for English Learners, including tutorials (before and after school hours), intervention programs (during the school day), or summer school classes targeted to EL student needs.
- o Bilingual assistants at each school to provide primary language support in core academic subjects for English Learners with a focus on EL students at lower proficiency levels.

A District Title III Year 4 Action Plan has been implemented to meet the Proficient goals of Annual Measureable Achievement Objective (AMAO) 3 in Reading/Language Arts and mathematics and maintain continued achievement of AMAO 1 & 2. The Plan incorporates quarterly monitoring of site/District strategies including:

- o use of EL assessment data
- o collaborative EL lesson planning
- o administrator supervision of differentiated instruction
- o implementation of EL differentiated professional development strategies
- o improved EL access to core, intervention and advanced materials and courses
- o increased EL parent/advisory training to understand/assist their own children's educational needs

Title III funds may only be used to supplement, not supplant.

Description of Site Program

Program Goal:

Villegas Middle School will provide a comprehensive program for English learners (including Special Needs students) in which students develop fluency in English and proficiency in the district's core curriculum as rapidly and as effectively as possible in an established English-language classroom. Villegas's program provides students with equal access to the core curriculum and all other school activities so that they can achieve at the same academic level as their English-proficient peers.

Program Model:

Villegas Middle School implements a program for English Language Learners in conformity with State and District guidelines for English Language Learners, where achievement is strongly emphasized. Based on assessment at LAC, upon initial entry, English Language Development is taught systematically and intensively, using the state ELD standards and district-adopted ELD materials as well as second language learner's text components for English Language Development for a minimum of 50 minutes each day.

Primary language support is targeted toward concept development for ELPAC levels of 1 and 2. As the students increase proficiency in English, more emphasis is placed on SDAIE strategies. Students of similar English language proficiency are clustered for academic instruction. Teachers who have the authorizations including BCC, BCLAD, LDS, or CLAD are assigned to work with ELL students. Bilingual instructional assistants provide additional primary language support.

Strategies to support ELL students:

To ensure equal access to the core curriculum, ELL students are provided with a variety of language support services, personnel, and resources. These resources include primary language support through teachers and bilingual assistants, English Language Development, materials, supplies, software and hardware, and textbooks. Reclassified students are monitored to ensure that they have overcome the language barriers, have recouped any academic deficits incurred in other areas of the curriculum, and demonstrate English-language proficiency comparable to that of the school district's average native English-language speakers.

Students are invited to participate in tutoring programs in math provided by grade level teachers. Sixth, seventh, and eighth grade students are also eligible for the AVID program to help them prepare for an advanced high school curriculum and college eligibility.

Involving parents of ELL students:

The School Plan for Student Achievement

Villegas Middle School has a strong core of bilingual parents involved in monthly meetings (ELAC). Parents are provided information on a regular basis regarding their student's progress in the classroom and in individual programs. Parents also obtain knowledge of school programs, resources, and activities, and have opportunities to provide input into those programs. Formal and informal communications are sent to parents on a regular basis. Parents are encouraged to volunteer at the school and become active in school committees such as PTO, SSC, GATE, & ELAC. We regularly hold parent training opportunities and family involvement activities. Translation is always provided.

Personnel (List the staff to be paid from Categorical Funds. DO NOT list additional hours. List the positions, percentage and cost for each funding amount.)

Two Bilingual Assistants: Multi-funded 50% Title I District and 50% Title III District (TI-\$7,173 & \$10,407) and (TIII-\$7,173 & \$10,407)

English Learner Facilitator Stipend: 100% LCFF-EL Site (\$3,307)

Title	Description
Bilingual Assistant	Two bilingual assistants provide primary language support to EL students with a focus on those who are at the beginner and early intermediate levels.
EL Facilitator	English learner facilitator to support the implementation of the ELL program, build capacity, maintain EL records and communication and attend and/or run ELAC meetings, including parent outreach for ELAC development.

Objectives

- The ELL Subgroup will meet or exceed proficiency standards in ELA as measured by the number of students meeting proficiency expectations on the California SBAC test.
- The ELL Subgroup will meet or exceed proficiency standards in mathematics as measured by the number of students meeting proficiency expectations on the California SBAC test.
- Ensure completion of daily core curriculum course work, and to elicit a connection with school norms and requirements by frequent parent communication, progress reports sent home every three weeks and informing parents how to monitor student achievement using Parent Portal.
- Provide math support by providing tutoring available to all students.
- Establish atleast one AVID class at all three grade levels.
- Continue integrating technology in classroom instruction and provide opportunities for EL students to acquire technology and information literacy skills. Provide technology support for beginning students. Translation apps will provide support in the student's home language as they begin their transition to English proficiency.

Program Descriptions
Gifted and Talented Education (GATE) Services

Intent

To identify gifted and talented students, including those from diverse racial, socio-economic, linguistic, and cultural backgrounds, and provide high quality differentiated learning opportunities that meet the students' particular abilities and talents.

Description of District Services

Gifted and Talented Education services shall be available to provide unique learning environments and opportunities for pupils who are identified as gifted and talented as measured by tests and demonstrations of intellectual achievement and unique production. Full participation of pupils from economically disadvantaged and varying cultural backgrounds shall be ensured.

The Alvord Unified School District is committed to providing appropriate and challenging services to meet the diverse needs of gifted and talented students. Administrators, teachers and parents are provided with growth opportunities in meeting these needs. Given a stimulating learning environment, students meet their full potential and demonstrate their unique productive talents as they work through challenging situations

The Alvord Unified School District GATE services have provisions for:

- o Differentiated opportunities for learning commensurate with abilities and talents of individuals
- o Development of sensitivity and responsibility to others
- o Assistance in developing self-generating problem-solving abilities
- o Support in developing a realistic and healthy self-concept
- o Alvord Unified School District has a wide range of options for GATE students at varying sites:
 - Differentiation within the regular classroom
 - Enrichment opportunities
 - Special group instruction away from the regular class
 - Classes in which GATE students are clustered
 - Seminars and study trips
 - Grade level advancement
 - College level courses (Honors, Advanced Placement, International Baccalaureate)

GATE students receive differentiated curriculum and instruction throughout the regular school day, as well as during enrichment opportunities. Appropriate differentiation refers to the following principles, when applied to the standard adopted instruction and curriculum: Depth, Complexity, Novelty, and Acceleration, according to standards adopted by the California Association for the Gifted (CAG).

Description of Site Services

Parents are encouraged to support core curriculum as well as grade level study trips and activities.

Teachers and administration support GATE students outside the classroom through extra curricular activities such as Science Fair, National History Day, Spelling Bee, speech competitions, debate team, study trips, etc.

The District GATE Advisory Council is an extension of the various site committees where parents of GATE children interact with others from schools throughout the district and conduct GATE business at a district level.

Objectives

Provide a program based on high and challenging standards where all GATE students demonstrate an increase in academic achievement.

- Provide an appropriate and challenging program that extends and supplements the regular curriculum through various principles of differentiation, including depth and complexity, to meet the diverse needs of gifted and talented students throughout the regular school day.

- Provide equal access and opportunity for all students to be identified and served in programs for gifted and talented students including under-served populations within the school community. The Master Schedule provided the opportunity to cluster students for instruction that were identified as GATE.
- Provide staff members with ways to increase their awareness of the characteristics of GATE students, multiple intelligences, and ways to differentiate instruction in heterogeneous classrooms.
- Provide opportunities for increased parent participation in activities.
- Provide opportunities for all students to increase their use of technology throughout the school day as a means of demonstrating understanding of core curriculum standards while encouraging creativity, depth, and complexity.

Program Descriptions Special Education Program

Intent

All individuals with exceptional needs have a right to participate in free appropriate public education. Special educational instruction and services for these persons are needed in order to ensure the right to an appropriate educational opportunity to meet their unique needs, prepare them for further education, employment and independent living.

Description of District Services

Special Education ensures that all individuals with exceptional needs are appropriately identified and assessed. Students are provided a free appropriate public education program to meet their unique needs, prepare them for further education, employment and independent living. A full continuum of program options for special education and related services is available to meet the educational and service needs of these students, including general education, Specially designed academic instruction, related services, and transportation.

Students are offered full and equitable opportunities which promote maximum interaction with non-disabled peers in the least restrictive environment. Steps are taken to ensure that individuals with exceptional needs participate in academic, nonacademic, and extracurricular services and activities to promote maximum interaction with the general school population. Policies and procedures regarding parent involvement and IEP development are clearly defined, consistently used, and documented through SELPA. There is coordination of instruction and curriculum with special and regular education staff.

Objectives

- o All individuals with exceptional needs are appropriately identified, assessed in all areas of suspected disability.
- o Students with disabilities are provided free appropriate public education programs and services to meet their unique needs, prepare them for further education, employment and independent living.
- o Increase collaboration between Special education teachers, related service providers and general education teachers to best support students.

Description of Site Services

Two different types of services are provided; Direct Service and Indirect Service.

Students who receive Direct Service receive instruction within the department for four periods a day and are mainstreamed for an elective and a physical education class. Villegas has a Direct Service class for 6th, 7th, and 8th grade students. Direct service students receive access to the core instructional materials. In contrast, students who receive Indirect Services are mainstreamed into general education classrooms, with support provided in mathematics, language arts, history and science as determined by their IEP. Teachers and Instructional Assistants form a collaborative team with the regular education teachers. Where appropriate, students are enrolled in a Direct Service are enrolled both in PE and an enrichment class. All teachers are invited to attend IEP meetings and are provided a copy of the pertinent pages of the IEP once it is written.

Personnel - The Special Education Department is comprised of nine teachers, nine Instructional Assistants, one Psychologist, one half-time Psychologist and one Speech and Language Pathologist.

Our Resource Specialists at Villegas Middle School work collaboratively with regular education teachers to provide assistance to both students and teachers. Their main goal is to promote the proficiency of state standards. It is our plan to give RSP students the opportunity to learn in their own classrooms for the majority of their learning time (the least restrictive environment) while continuing to receive optimum support from the RSP program.

Our collaborative Special Education model allows for students with an Individualized Education Program (IEP) to have access to all standard-based curriculum within a regular classroom setting. To properly accommodate the special needs of these students, all teachers are provided with copies of IEP's and meetings are held with the IEP team for needed modifications. Students mainstreamed in core-curriculum classes receive personal support from Special Education Assistants. Students who require additional support may receive Study Skills, Math Enrichment, and/or Reading Enrichment classes.

Objectives

Our objective is to assist students in the attainment of the California State Standards. To that end, the following measures will be implemented:

- District-approved mathematics supplementary materials will be purchased.
- District-approved supplemental materials for English Language Arts will be purchased and teachers will receive both training and continued professional development to support program with fidelity.
- Where and when appropriate, students will progress along the continuum from Direct Services to Indirect Services.
- Each Special Education Student will be very closely monitored by his/her case carrier. Such monitoring will include collaboration with all school personnel and parents. The IEP team will be convened as often as necessary to develop the proper program for each student.
- Special Education staff will ensure that all students are appropriately identified for CAASPP testing. Testing data is to be kept current on the district's P-drive. Staff will continue working on appropriate identification of accommodations needed for SBAC test.

Program Descriptions Technology Program

Intent

To provide students with up-to-date technology to enhance their academic proficiency in language arts, math, science, and history.

Description of District Services

The District believes that through the meaningful integration of technology, student academic achievement can be improved. To facilitate this integration, the District developed a comprehensive technology plan that includes both curriculum and professional development components detailing how teachers and students will incorporate technology into the teaching and learning processes. The overall goal of integrating technology into the learning and teaching processes is to help all students attain proficiency in mathematics and language arts and enable all students to earn a high school diploma.

Before developing this plan, the District assessed the current practices and access to technology of all its elementary, middle and high schools. The course of action to bring technology to teachers and students include:

- o Using technology to improve teaching and learning
- o Assisting students acquire technology and information literacy skills
- o Utilizing technology that ensures appropriate access to all students
- o Using technology for efficient student record keeping and assessment
- o Making teachers and administrators more accessible to parents via utilizing technology
- o Providing professional development opportunities for administrators and teachers

The District will monitor its success and progress with implementing the curriculum content and professional development technology components on an annual basis.

The school's current technology practices and site technology objectives are described in the next two sections.

Description of Site Program

Technology is embraced in a variety of ways at Villegas Middle Schools. Teachers use Aeries.net (a computerized record keeping system) to enable students and parents to access grades on a regular basis. The Aeries portal allows parents to monitor student achievement and provide easy communication with teachers regarding classroom achievement. On a six week cycle, we use Aeries.net to provide formal progress reports which are mailed home. Parents also have a "real-time" opportunity to monitor their child's grades by using Parent Portal. Additionally, teachers use Educator's Assessment Data Management System (EADMS), which gives teachers immediate access to student achievement data. Teachers have found access to this data invaluable for modifying lessons in order to meet the individual needs of learners. Finally, parents and the community at large can readily access the Villegas School Accountability Report Card (SARC) by logging onto our district and school websites or obtaining a copy in the main office.

Technology is also used to support instruction in the core subjects. Students have access to 12 laptop carts with 36 computers each. There is also one laptop cart devoted to AVID, one laptop cart devoted to our EL students and one laptop cart reserved for our STEM elective class. There are also multiple iPads available in every Sheltered classroom. Technology has become an important part of our instructional program, with a current effort to have teachers become more comfortable with using the Google Apps for Education. Technology has also become an important part of supporting our English Language Learner program. Technology will be purchased to support our beginner students through the use of Google translation apps that will assist students in their home language as they embark on their journey towards English proficiency.

Objectives

- Provide all students opportunities to practice skills necessary for SBAC through their ELA and math classes. This includes, but is not limited to, the use of CAASPP Interim Assessments and SBAC practice tests.

- Provide integration of technology throughout the curriculum; continue to purchase Smartboard technology for math and ELA classrooms.
- Provide classroom teachers with staff development on the Google Apps for Education (GAFE) and encourage them to begin using this as an instructional tool.
- Provide students and staff with an understanding of the ethical use, function, impact, and possibilities of technology.
- Provide students and staff access to the library computer lab, laptop carts and EL computer mobile lab for research, publishing, benchmark administration, as well as, remediation, intervention, and enrichment of core curriculum.
- Provide computers in the library lab that support implementation of Common Core instruction and assessments.
- Provide additional technology for beginner English Language Learners and teachers of sheltered classes to be given the opportunity to use the Google Translate app.
- Provide additional staff development to core teachers in instructional technological strategies necessary to support our students in the application of Common Core standards.

**Program Descriptions
School Safety Program****Intent**

To provide counseling services to students and families to reduce and prevent drug, alcohol, tobacco use, and violence.

Description of District Services

Student Services supports drug, alcohol, tobacco, and violence prevention and reduction counseling services in order for all students to attend safe and drug-free schools. The focus is to reduce barriers to learning and build resiliency factors leading to student success, academically, emotionally, socially, and physically.

The district contracts with providers to offer counseling services to students and families at each school site throughout the school year. Counseling services consist of drug, alcohol, and violence prevention and reduction training. Students learn to recognize and relinquish harmful behaviors and habits, and develop strategies for a successful school career and life.

Description of Site Program

Promoting the health and safety of our students and staff is an integral part of our school culture. The physical safety of our students cannot be overlooked. Villegas implements a disaster plan in which the staff has been fully trained in the event of an emergency. This includes regular fire drills and posted instructions on proper protocol for various disaster situations.

To reinforce a positive school environment, a variety of positive incentives are evident as well numerous clubs and our active Leadership Classes (ASB) which provides lunch activities, dances, and community involvement activities.

Objectives

- Provide a safe, nurturing learning environment.
- Provide a Student Incentive Program that includes the following: Honor Roll, Principal's Honor Roll, Perfect Attendance Awards, Student and Citizen of the Month Awards, Patriot Pride Trips, Assemblies, and ASB Activities
- Provide adequate supervision before school and dismissal supervision by all staff members.
- Provide a venue for all stake holders to report bullying, harassment and other inappropriate activity.
- Provide a clean, well-maintained physical plant.
- Provide opportunities for students to engage in positive involvement inside and outside school.
- Provide training and staff development to staff on the topics of supervision and disaster preparedness.

Program Descriptions

Parent and Family Engagement Program

Intent

To establish strong, healthy, and systematic school, family, and community partnerships which lead to effective family engagement that supports student achievement and closes the achievement gap.

Description of District Services

The Board of Education recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

Parent involvement is encouraged through Board Policy and School Parent Compacts as a step in improving student achievement. All parents are kept informed of their child's progress toward meeting grade level standards through report cards and progress reports, parent workshops, conferences and meetings. District-wide expenditures from supplemental programs are designed to provide students additional support for succeeding with the core curriculum and to enhance parents' abilities to assist their children in the learning process.

In order to engage parents/guardians positively in their children's education, the Superintendent or designee shall ensure that staff members at each school:

1. Help parents/guardians develop parenting skills and provide home environments that support their children's academic efforts and their development as responsible members of society.
2. Inform parents/guardians that they can directly affect the success of their children's learning and provide them with techniques and strategies that they may use to improve their children's academic success and help their children in learning at home.
3. Initiate consistent and effective two-way communication between the home and school so that parents/guardians may know when and how to help their children in support of classroom learning activities.
4. Receive training that fosters effective and culturally sensitive communication with the home, including training and how to communicate with non-English speakers and how to give parents/guardians opportunities to assist in the instructional process in both at school and at home.
5. Encourage parents/guardians to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles.

Alvord schools have received Parent Engagement Initiative Leadership training (Parent PELI) and are forming Action Teams for Partnership (ATP) as an arm of their School Site Councils (SSC). These teams are made up of school staff, parents and community members who work together to set school goals and plan activities around Joyce Epstein's 6 Types of Parent Involvement in order to increase parent engagement and increase student achievement. All District parent involvement programs are built around these 6 types of parent involvement: Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with the Community.

Description of Site Services

Villegas Middle School recognizes that parents and parent involvement is paramount to the success of each child. The administration and staff encourages frequent and relevant communication with each family. To that end, parents are notified weekly of upcoming and pertinent information utilizing the "Wednesday Mailbag" and the personalized "Weekly Assignment Sheet". Messages to parents are sent home using the Blackboard Connect telephone call system in both English and Spanish. Grade reports are available online in all subject areas every six weeks to encourage parent monitoring of his/her child's progress towards mastery of the California State Content Standards.

Villegas parent volunteers are an integral component to our ongoing philosophy which reinforces both the effective and cognitive domains of the middle school student while pursuing academic excellence and positive citizenship. Parent volunteers can be seen on campus in a variety of capacities on a daily basis, including classroom support, clerical support, chaperones for learning activities, supporting academic competitions such as Spelling Bee, Science Fair, Speech Competitions, etc., as well as providing support to our ASB activities. Our PTO is actively engaged in reward programs

that support the positive citizenship and academic achievements of the student body. The administration meets annually with parents whose children are matriculating to 6th grade and provides an orientation, forum for questions and a tour to the site. Parents are valuable contributors to the fall registration of over 1,400 students. Parents are solicited to participate on ELAC, DELAC, PTO, SSC and other site and district level committees that focus on a variety of topics to support the needs of Villegas students.

Objectives

Provide Parent Workshops which serve to provide homework help strategies, understanding use of technology, matriculation to high school and the district's graduation requirements, the Common Core standards and opportunities for higher learning. The Action Team for Partners (ATP) continues to meet regularly to increase parent involvement and create greater community outreach.

**Program Descriptions
Expanded Learning Program
Prime-Time / Half-Time**

Intent

Provide a safe and positive expanded learning environment for students of the Alvord Unified School District during the after school hours by providing daily educational, recreational, and enrichment activities. The main academic goal of the Expanded Learning Program is to assist students in increasing proficiency in Reading and Mathematics.

Description of District Services

Alvord's After School Programs is provided at 12 elementary schools and four middle schools. The program is aligned to the regular school day through the use of curriculum binders with activities that are aligned to the school day curriculum and a coach liaison at each site to provide instructional support.

The program provides both homework assistance and tutoring in order to support classroom instruction and help students attain state standards in Math, Language Arts, Science and Social Science. Materials used include technology based products and technology-based instruction to ensure the students are receiving individualized instruction in an interactive manner. Reinforcement and practice of skills taught takes place in a disguised manner using games and other non-traditional tools so that the students remain engaged after a long day at school. Alvord students are also engaged in high interest, high movement, motivational and enrichment activities. Enrichment activities are research based and promote asset development, character and leadership development, movement, collaboration and team building, creative expression, anger management, conflict resolution, and tolerance and appreciation of others. All activities provide high interest practice in academics, reinforce newly acquired skills, and promote the physical and emotional well-being of our students.

A few of the enrichment activities seen frequently at sites include board games to reinforce thinking, strategy and problem solving; craft projects that develop creativity; cooking including discussions about nutrition; and campus beautification and gardening projects. Each site provides an opportunity for student to showcase their enrichment talents. At the Elementary level, students participate in sports tournaments in Soccer and Soccer, or Basketball. At the Middle School level, a tournament is planned for these 5 sports: Soccer, Basketball, Football, Soccer, Volleyball, and Softball. Middle school students also have skateboarding, music (musical instruments), art and Wii clubs. The "Extravaganza" is a culminating event held at the end of each year for middle school students to showcase their projects, compete against each other in a variety of athletic events, and come together to show their school spirit.

Objectives

- Provide homework assistance.
- Improve students' attendance in school.
- Improve or maintain students' grades.
- Provide students opportunities to engage in cultural enrichment activities.
- Reduce/avoid harmful risk-taking behaviors among students.

Categorical and Local Control Funding Formula Allocation Narrative

2018-2019

Directors, Coordinators, Instructional Specialists, Director's Assistant, Assessment/Evaluation Technician, Secretary, Clerks, and part-time clerical assistance staff the Categorical/English Language Learners Offices and provide indirect services. Bilingual assistants, project specialists/instructional coaches, intervention teachers, librarians, elementary library assistants, and instructional computer assistants provide direct support to school sites. These positions are single and multi-funded from a combination of sources including, Title I (TI), Title III (TIII) and Local Control Funding Formula (LCFF) funds. LCFF supplemental and concentration grants are targeted to increase and improve services for students from low-income families, English learners, and foster youth.

Funding for Title I is applied for annually through the Consolidated Programs Application process. Funding allocations to the schools are on a per pupil basis. The Central Office monitors the expenditures of program funds for a variety of programmatic considerations. Foremost among the considerations are guidelines for the use of the funds that will meet the needs of students and the annual audit requirements including the Federal Program Monitoring (FPM) criteria. The school's portion of each program is as follows:

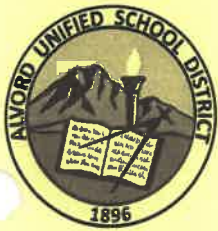
LCFF-LI funds provide targeted support for students from low income families and foster youth at each site which supplements and supports the district's educational program. The school's allocation is \$62,743.

LCFF-EL funds provide targeted support for English Language Learners (ELL) at each site which supplements and supports the district's educational program for ELL students. The school's allocation is \$31,000.

Title I funds provide support for students at risk of not meeting academic standards and who reside in areas with high concentrations of children from low-income families. The school's allocation for Title I is 0. There is a carryover of 0 for a total allocation of 0

*Supplemental and Concentration grant portion of Local Control Funding Formula (LCFF)

Categorical Budget Narrative		
Object Code	Description	Narrative
1110	Teacher's Salaries - Extra Duty	<ul style="list-style-type: none"> Hourly rate for certificated staff to perform leadership duties, grade level planning/articulation, parent education/involvement activities and other duties related to categorical programs. Salaries for Special Projects Personnel to manage and conduct categorically related duties. Includes Certificated Personnel Salaries (Project Specialists/Instructional Coach). Includes Classified Personnel Salaries (Clerks, Instructional Assistant/Computer, Instructional Assistants, and Bilingual Assistants). Hourly rate for classified staff to perform additional duties related to categorical programs may be necessary.
1130	Teacher's Salaries - Substitutes	
1140	Teacher Salaries - Stipends	
1900	Teacher's Salaries Project Specialists/Instructional Coaches	
2100	Instructional Aide's Salary	
2110	Instructional Aide's Salary - Hourly	
2200	Classified Support Salaries	
2400	Clerical, Technical, Office Staff Salaries	
2410	Clerical, Technical, Office Staff Salaries - Hourly	
2900	Other Classified Salaries	
2910	Other Classified Salaries - Hourly	
3000	Employee Benefits	Contributions to retirement plans and health and welfare benefits. Includes STRS, PERS, SS, HW, SUI, Workers' Compensation.
4200	Books/Other Ref Materials (Instructional Books Other Than Textbooks)	Books to enhance students' language development. Materials to maintain and enhance classroom programs, parent workshops, and professional development (VENDOR).
4300	Instructional Materials and Supplies	Instructional materials and supplies that are used (student workbooks, supplies, etc). Non-instructional supplies and resources used for support, efficiency, organization, and enhancement of program i.e., maintenance, parent workshops, office supplies, identifying equipment. (VENDOR)
4405	Equipment \$500.00 - \$4999.99	Equipment and supplies \$500.00 through \$4999.99 per item.
5200	Travel, Conferences	Professional development related to focus areas in the SPSA.
5300	Dues and Memberships	Memberships and dues in professional associations.
5620	Leases	Expenditures for rental by outside vendors of sites, buildings, and equipment to maintain categorical programs/equipment. Provide leased equipment for the use of resource development for the instructional program.
5630	Repairs	Expenditures for repairs or maintenance by outside vendors of sites, buildings, and equipment to maintain categorical programs/equipment. Provide repairs or maintenance for the use of resource development for the instructional program.
5640	Maintenance Contract	Expenditures for maintenance agreements by outside vendors of sites, buildings, and equipment to maintain categorical programs/equipment. Provide maintenance contract for equipment for the use of resource development for the instructional program.
5800	Assemblies/Other Services	Assemblies
5815	Consultants	Consultants
5845	Printing	Outside printing. Copies to maintain supplemental programs.
5850	Software license	Purchase site license rights for technology applications across the curriculum for use in the computer lab and classrooms.
5910	Postage	Postage for various communications, i.e., parent involvement, parent advisory council, business-related communication.
5920	Telephone	Cover telephone costs incurred in the management of categorical programs.
6400	Equipment over \$5,000.00	Equipment and supplies over \$5,000.00 per item.



Ysmael Villegas Middle School

The Alvord Unified School District Promise – All students will realize their unlimited potential!



School Site Council

Meeting Date: Thursday, February 27, 2019

Meeting Location: Room 25 Time: 3:30-4:30

MEETING AGENDA

I. Introductory Procedure

1. Call to Order
2. Establishment of Quorum
3. Pledge of Allegiance
4. Welcome

II. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

III. Action Items

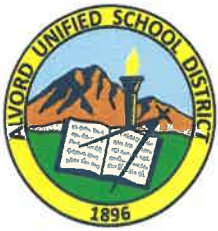
1. Approval of Minutes of Meeting from 1/24/19
2. Approval of Expenditures
 - A. Review and approve the purchase of replacement printer ink for teacher classroom printers to support common core instruction (NTE \$1700) (LCFF-LI)
 - B. Review and approve the purchase of LCD projectors with replacement bulbs to support common core instruction (NTE \$1800) (LCFF-LI)
 - C. Review and approve the purchase of replacement light bulbs to support common core instruction (NTE \$750) (LCFF-LI)
 - D. Review and approve the purchase of teacher classroom printers to support common core instruction (NTE \$750) (LCFF-LI)
3. Review and Approve Sections of School Plan and Budgets
 - A. Review and Approve participation in a School Based Coordinated Program (SBCP)
 - B. Review and Approve participation in 2018-2019 Centralized Services
 - C. Review and Approve site categorical budgets for 2018-19 (final 2018-2019 budget allocations)
 - D. Review and Approve the 2018-19 Single Plan for Student Achievement

IV. Discussion/Information

1. Budget Reports
2. Reports from Parent Committees
 - A. English Learner Advisory Committee (ELAC)/DELAC
 - B. Action Team for Partnership (ATP)
 - C. Parent Advisory Committee (PAC)
3. Program Reports
 - A. Professional Development Opportunities (Paraprofessionals, Teachers)
 - B. Parent and Family Involvement Opportunities
 - C. Interventions
4. Principal's Report
5. Other

V. Adjournment

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for 3/14/19.
3. Adjournment: Action Item



Ysmael Villegas Middle School

The Alvord Unified School District Promise – All students will realize their unlimited potential!



School Site Council

Meeting Date: Wednesday, February 27, 2019

Meeting Location: Room 25 Time: 3:30-4:30

MEETING MINUTES

I. Introductory Procedure

1. *The meeting was called to order at 3:36pm.*
2. Establishment of Quorum
 - A. Ten members of the council were present: *D. Ferguson, K. Hubbell, K. Lawson, T. Wilson, Y. Aguilar, A. Delgado, Z. Milkie, M. Attallah, E. Milkie, M. Patino.*
 - B. One guest was present: *K. Moorhouse.*
3. *The Pledge of Allegiance was led by E. Milkie.*
4. Welcome: *E. Milkie welcomed the council members.*

II. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

E. Milkie opened the floor for audience members. No guests came forward.

III. Action Items

1. Approval of Minutes of Meeting from 1/24/19: *The minutes for the meeting held on 1/24/19 were reviewed. No revisions were requested.*

Motion to approve:
1st—K. Lawson
2nd—K. Hubbell
Unanimously approved.
2. Approval of Expenditures
 - A. Review and approve the purchase of replacement printer ink for teacher classroom printers to support common core instruction (NTE \$1700) (LCFF-LI): *D. Ferguson explained the expenditure request.*

Motion to approve:
1st—M. Attallah
2nd—T. Wilson
Unanimously approved.
 - B. Review and approve the purchase of LCD projectors with replacement bulbs to support common core instruction (NTE \$1800) (LCFF-LI): *D. Ferguson explained the expenditure request.*

Motion to approve:
1st—Y. Aguilar
2nd—K. Lawson
Unanimously approved.
 - C. Review and approve the purchase of replacement light bulbs to support common core instruction (NTE \$750) (LCFF-LI): *D. Ferguson explained the expenditure request.*

Motion to approve:
1st—K. Hubbell
2nd—A. Delgado
Unanimously approved.

- D. Review and approve the purchase of teacher classroom printers to support common core instruction (NTE \$750) (LCFF-LI): *D. Ferguson explained the expenditure request.*
Motion to approve:
1st—T. Wilson
2nd—E. Milkie
Unanimously approved.
- 3. Review and Approve Sections of School Plan and Budgets – *A thorough review of each of the items listed below was conducted by K. Moorhouse and D. Ferguson.*
 - A. Review and Approve participation in a School Based Coordinated Program (SBCP)
Motion to approve:
1st—A. Delgado
2nd—E. Milkie
Unanimously approved.
 - B. Review and Approve participation in 2018-2019 Centralized Services
Motion to approve:
1st—E. Milkie
2nd—Y. Aguilar
Unanimously approved.
 - C. Review and Approve site categorical budgets for 2018-19 (final 2018-2019 budget allocations)
Motion to approve:
1st—A. Delgado
2nd—E. Milkie
Unanimously approved.
 - D. Review and Approve the 2018-19 Single Plan for Student Achievement
Motion to approve:
1st—E. Milkie
2nd—M. Patino
Unanimously approved.

IV. Discussion/Information

- 1. Budget Reports – *D. Ferguson reviewed the budgets for the council. After today's approved expenditures are purchased, there will be very little money left over. Any remaining money will be discussed at our March meeting, as the deadline to order through the district is March 15, 2019.*
- 2. Reports from Parent Committees
 - A. English Learner Advisory Committee (ELAC)/DELAC – *The February ELAC meeting was cancelled. Ms. Ventura has worked diligently on the reclassifications for our site. We had the highest percentage of students being reclassified in the district in the fall. We are proud of this data. A few additional students are being reclassified in the spring.*
 - B. Action Team for Partnership (ATP) – *Our ATP met on January 31, 2019. Those attending discussed the great impact Kevin Bracy has had on the site and the hope to continue the relationship with him. They also requested another Lunch on the Lawn. It has been scheduled for April 12, 2019. Mrs. Martinez has enjoyed decorating for these events. She will be going with a baseball theme since this is near the beginning of the baseball season.*
 - C. Parent Advisory Committee (PAC) – *Y. Aguilar reported that the next PAC meeting is not until next month.*
- 3. Program Reports
 - A. Professional Development Opportunities (Paraprofessionals, Teachers) – *Teacher professional development continues to be at the site level and is focusing on what has already been reported previously this year. We are excited about a grant partnership we are entering along with Wells Middle School, Arizona Middle School, La Sierra High School and Hillcrest High School with California GearUp. The grant will work towards improvements in mathematics instruction, math teacher professional development, vertical alignment between the middle and high schools, improving data analysis to drive instruction and furthering family engagement opportunities.*
 - B. Parent and Family Involvement Opportunities – *The Principal's report will cover this information.*
 - C. Interventions – *We are finding our intervention classes to be very successful this year. We hope to model our master schedule after what has been done this year.*


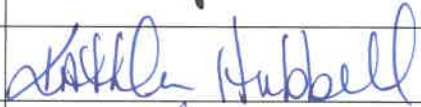


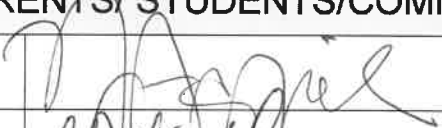



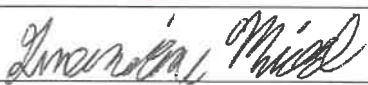

4. *Principal's Report: Parent Teacher Conferences have been scheduled for Thursday, March 21, 2019 from 3pm to 7pm. The annual mile run race will be held the next day during 1st and 2nd period. Spring Break then begins at the conclusion of that Friday's minimum day. As already mentioned, our next Lunch on the Lawn has been scheduled for Friday, April 12, 2019. Kevin Bracy continues to be a part of our campus culture this year. He returned earlier in February to conduct leadership and empathy trainings for about 200 of our students. We look forward to our continued relationship with him next year, particularly with parents again and our staff. It was suggested that we possibly reach out to other motivational speakers as well. A. Delgado offered her husband's services. He is a motivational speaker and could put something similar together in Spanish.*
5. *Other: D. Ferguson handed out the school's SARC, which was recently completed. D. Ferguson also handed out the site's comprehensive safety plan, which was approved by our Site Safety Committee at their meeting on February 5, 2019. There was an inquiry about the partnership with La Sierra University and the opportunity to have a Language Arts tutoring program. D. Ferguson and K. Moorhouse explained that we are working with them, in hopes of starting a literacy/writing lab after spring break in an effort to assist students in promoting and meeting requirements to participate in end of year activities.*

V. Adjournment

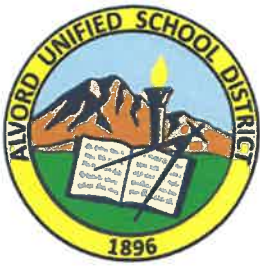
1. *Agenda building for next meeting: We will be asking for final approval of our allotted money at our next meeting. Please plan to attend. We may not need to meet in April.*
2. *The next SSC meeting is scheduled for 3/14/19.*
3. *Adjournment: Action Item E. Milkie asked for a motion to adjourn the meeting at 4:25pm.*
Motion to approve:
1st—Z. Milkie
2nd—T. Wilson
Unanimously approved.

Ysmael Villegas Middle School

School Site Council Secondary Sign-In Sheet Wednesday, February 27, 2019

Name (Type)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
David Ferguson		Principal	
Sandra Hales		Classroom Teacher	
Kathleen Hubbell		Classroom Teacher	
Kelli Lawson		Classroom Teacher	
Terry Wilson		Classroom Teacher	
Stephen Kirk Dayton		Other Staff	
PARENTS/ STUDENTS/COMMUNITY MEMBERS			
Yesenia Aguilar		Parent/Community Member	
Alma Delgado		Parent/Community Member	
Zoe Milkie		Parent/Community Member	
Mariam Atallah		Student	
Eve Milkie		Student	
Mia Patino		Student	

NON-MEMBERS/GUESTS		
Name (Print)	Signature	Title
Kristen Moorhouse		Assistant Principal



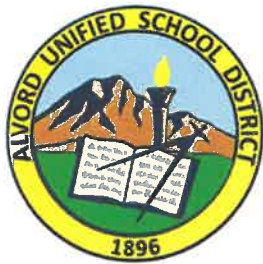
Alvord Unified School District
Ysmael Villegas Middle School
English Learners Advisory Committee



January 10, 2019
8:30 a.m. Room: 25

Agenda

- I. Introductory Procedures
 - a. Call to order
 - b. Welcome/Sign-in
 - c. Pledge of Allegiance
- II. Action Items
 - a. Election of new ELAC members (2a)
 - b. Approval of **11/15/18** Minutes
- III. **Discussion/Information**
 - a. Training- Counselor, Sara Ontiveros
 - b. SSC Report
 - c. Attendance (#2e3)
 - d. EL Budget – LCFF EL (2h)
 - e. DELAC report
 - f. ATP
 - g. SPSA
 - h. CABE-
- IV. Other Hearing Session
- V. Adjournment



Alvord Unified School District
Ysmael Villegas Middle School
English Learners Advisory Committee



January 10, 2019
8:30 a.m. Room: 25

Minutes

- I. Introductory Procedures
 - a. Call to order 8:39
 - b. Welcome/Sign-in
 - c. Pledge of Allegiance led by announcement prior to the meeting.
- II. Action Items
 - a. Election of new ELAC members (2a) new member
First motion by Corina Soto
Second motion by Linda
Passed unanimously.
 - b. Approval of **11/15/18 Minutes**- Mrs. Ventura asked for approval to have the 11/15/18 Minutes ready for February's meeting
1st. Bianca Rangel
2nd Corina Soto
Approved unanimously.
- III. Discussion/Information
 - a. Training- The counselor Sarai talked about the following topic.
 - i. *¿What services, support and programs do our counselors provide for our EL students??*
English Language Development classes (ELD)
Levels 1 or 2
Sheltered classes strategies for the development of English language
Basic classes levels 3 or 4, intervention classes Language level + grades. She also talked about the additional supports including,
>Math tutoring every Tuesday and Thursday 7:30 to 8:00 at the school library
>Access to Rosetta Stone account.
>Bilingual aids for (Spanish speaking students)
>Supports for the ELPAC & SBAC tests.
Rosa Diaz asked about the Health class that students can take during the summer after eighth grade. Mr. Ferguson stated that students will receive more information during spring.
 - b. SSC Report
 - i. *Mr. Ferguson presented the SSC report and asked for input on how to use the funds \$\$ for the ELA students. These were the suggestions...*
>More iPods, Laptops, Interactive TV.
> Plan a parent and student field trip to a university.
>Have the bilingual assistant stay extra hours.
 - c. Attendance (#2e3)
 - i. *I. Ventura reviewed December's attendance rates for every grade level. The 97% goal was not met by any of the grade levels*

Principal Ferguson talked about the importance of attendance and how important it is for students to be in school.

- ii.
- d. EL Budget – LCFF EL (2h)
 - i. *There was no report*
- e. DELAC report
 - i. *Mrs. Meliana shared the DELAC report. Ricardo Chaparro from Collett Elementary talked about the programs for students. They have a total of 600 English Learner students.*
 - *Programs*
 - >ELD –English Language Development
 - >Designated English -30 minutes daily
 - >Language stations
 - >Listening station
 - >Language game
 - >Developing text
 - >Integrated English
 - *There are some bilingual teachers in each grade, every teacher has some sort of certification to teach students to develop the English language.*
 - >Technology- using computers to Access Rossetta Stone. Using Imagine Learning with support in Spanish.
 - *Bilingual Instructional assistants – Two aides 3 and a half hours daily*
 - >Support students with lowest ELPAC levels
 - >Support new students who only speak Spanish.
 - *Parent involvement*
 - *ELAC meetings*
 - *Normally second Monday of every month*
 - > Reclassification
 - *Parent meeting to explain progress and congratulate them for their children's achievements*
 - >Recognition during award ceremonies
 - *School events*
 - *Back to School Night*
 - *Picnic at the park*
 - *Family nights*
 - *Open House.*
 - Mrs. Maria Cornejo talked about how parents can help their children with homework.*
 - There was also a discussion about reclassification.*

- f. ATP-
 - i. *Mr. Ferguson promoted the next ATP meeting which will be held January 31 at 9:30. He also promoted the January 24 meeting during which Mrs. Moorehouse will talk about safety when it comes to technology. He also mentioned the interaction of 2000 parents through ATP and that PTO has more than 500 members.*
- g. SPSA-
 - i. *D. Ferguson explained the SPSA and how it is the plan that outlines everything the school does and how our money is spent. Mr. Ferguson led a discussion about the plan and how ELAC parents would like to see our funding for ELs spent. Suggestions included:*
 - iPads, more technology and being able to take it home.*
 - TV screen technology.*

- College fieldtrips for students and parents
- Extend days to BIA /Counselors to support EL students more during the school day.

h. CABA-

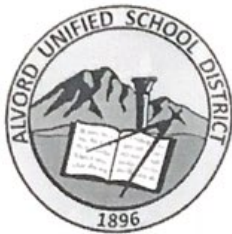
- i. Mrs. Ventura promoted the CABA conference once more and asked those who are interested to fill out a form.

IV. Other Hearing Session

- i. Mrs. Ventura sent us more information at this time. Links through Remind.
- ii. 1/25 College and Career fair
- iii. Kevin Bracey
- iv. 1/24 Mrs. Moorehouse will talk to us about technology safety.

V. Adjournment meeting ended at 9:30

- a. Next meeting: February 7, 2019 Time: 8:30 a.m.



Ysmael Villegas Middle School
English Learner Advisory Committee
 Comité Consejero de Alumnos Aprendices del Ingles



Sign in Sheet
 Registro de Asistencia
 1/10/19

ELAC Board/Mesa Directiva

Position/Posición	Parent Name Nombre de Padre	Student Name Nombre de Alumno	Grade	Identification * (EL4b)	Signature Firma
President Presidente	Dinca Rangel	Fabiana Gonzalez	6		<i>[Signature]</i>
Vice President Vice Presidente	Corinna Soto	Sec Below			<i>[Signature]</i>
Secretary Secretaria	Rosa Diaz	Sec Below			
DELAC Rep Representante de DELAC	Meliana S.	"			
Alternative DELAC Rep Representante Alterno de DELAC	Bianca Rangel	"			

*Identify if attendee is an EL parent, EO parent, Staff, R-FEP/I-FEP parent, Community, or District Employee)

Parent Name Nombre de Padre	Student's Name Nombre de Alumno	Student Grade	Identification* (EL4b)	Signature Firma
Evangeline Ortiz	Matthew Perez	8		<i>[Signature]</i>
Corinna Soto	Kenneth Solorzano	6		<i>[Signature]</i>
Linda Sarhan	Haya + Jana Alousadi	6 th		<i>[Signature]</i>
Lupe Salas	Ysmael Salas	6		<i>[Signature]</i>
JOSE M. FERNANDEZ	MIGUEL A. FERNANDEZ	6 th		
Rosa Diaz	Jonathan Diaz Diana Diaz	6 y 8		<i>[Signature]</i>
Rocio Tapia	Janine Garcia	6		<i>[Signature]</i>
Jara Ontiveros			STAFF	
Deborah Ponce	Andrez Ponce	7		<i>[Signature]</i>
Eluzai Valente	Milca Ayala	7		<i>[Signature]</i>
Meliana Sudra	Angela W	7		<i>[Signature]</i>
Danid Ferguson	-	-	PRINCIPAL	<i>[Signature]</i>
Eufraia Margaz	Yesselle Lulu Madrazo	7 th		<i>[Signature]</i>
Marici DePrano	Alan Serrano	7 th		<i>[Signature]</i>
Paz L. Paniagua	Leticia Paniagua	7 th		<i>[Signature]</i>
IMELDA VENTURA	-	1	ELF	<i>[Signature]</i>



Ysmael Villegas Middle School

The Alvord Unified School District Promise – All students will realize their unlimited potential!



Leadership Team Meeting

Tuesday, February 5, 2019

7:00am – 8:00am

Rm. 25

Group Norms, Expectations

- Stay focused and be present
- Honor time
- Be understanding of other opinions
- Have a growth mindset
- Be respectful of the conversations being had and how we share information

Four Site Goals for the Year

- Building an Instructional Focus on Campus
- Creating a Positive and Supportive Environment for All
- Creating a College Bound Culture
- Fostering a Commitment to Health and Wellness

Agenda

Welcome	Ferguson
PLC Goals Review	Ferguson
Lockdown Drill/Video Feedback	Moorhouse
Testing Update	Moorhouse
19-20 Master Schedule	Ferguson
SPSA Input	Ferguson
Student/Staff Relationships	Ferguson
Questions, Comments, Ideas	Ferguson

Villegas Middle School

PTO Executive Board Meeting Minutes

January 24th 2019

Attendees: Amanda Heveran, Michelle Gianella, Malisa Henderly, Tameka Miller, Maribel Loustaunau, Karen Cruz, David Ferguson, Nathan Michel, Zoe Milkie, Kristen Moorhouse, Adela Bariu, Maribel Mandujano

Call to order: Meeting was called to order @4:39 p.m by Amanda (President)

Pledge of Allegiance: Lead by Amanda

Secretary: Motion made by Tameka to accept minutes from November, 2018 PTO meeting, and the Emergency meeting held in December 2018. Motion accepted by Malisa and carried.

Presidents Report:

- Holiday store did really well, raised \$1,400
- Bottle filling water stations received November 30th, 2018 waiting on installation date.
- Pennies for patients coming up in March 4th, 2019 all donations will be for the Leukemia fund.
- Still need ideas for spring fundraisers which will be sometime in April 2019 .
- Alvord 5k coming up on February 02,2019 at Notre Vista High school, Mr. Ferguson would like for PTO to sponsor it which be a \$500 donation with all Villegas staff, students and their families will be covered under Villegas.
- Approval to go back to original popcorn we use to use in the beginning, need to make a purchase from Smart and Final and NTE \$125, Karen will make a purchase online to use the \$25 first online discount. Need 4 cases and 1 box of bags.
- Motion made by Michelle to approve the \$500 donation for the Alvord 5K, motion accepted by Karen and carried.

Principals Report:

- Career day will be tomorrow Jan. 25th2019
- Receipts was received by Rachel Storks for the purchase of the coffee for career day, and by Ms.Ugalde from Costco's for the snacks needed for career day.
- Motion made by Tameka pay \$47.44 to Rachel Stortz, motion accepted by Karen and carried.
- Motion made by Karen to pay \$89.87 to Ms.Ugalde , motion accepted by Tameka and carried.
- ATP meeting coming up on Thursday January 31st, 2019
- Kevin Bracy to return for one on one for February 1st and the 4th 2019
- Awards nights will be held on February 5th, 6th, and the 7th 2019
- Valentines Day dance coming up on February 7th, 2019
- February break coming up on February 11-18, 2019
- Mr. Ferguson asked for suggestions for the site's SPSA, which is a document that says how the school should spend its money. He talked about their current goals and which ones were met. Suggestions included more tutoring, technology and supplies.

Treasures Report:

- Treasures report read by Malisa and states changes were made to budget.
- Fundraisers has gone up from \$2,000 to \$3,000, with the addition of the Holiday Shop and the disburse amount of \$300
- Field trips were added to the programs for the amount of \$1000
- Hospitality went up from \$50 to \$150
- Clubs and student programs for \$415.73
- Operations and general supply and office expenses went from \$150 to \$200
- Association meeting treasures report from the period of August 1st-December 31st 2018 beginning bank balance as of 8/01/18 was \$7,182.41, total deposits of \$11,371.69, expense total in the amount of \$10,258.49 which gives us an ending balance as of 12/31/18 in the amount of \$8,295.61
- Month of January 2019 report beginning balance as of January 01st 2019 was in the amount of \$8,295.61, deposit total in the amount of \$370.50, expense total in the amount of \$831.45 with ending balance as of January 31st 2019 in the amount of \$7,834.66, statement balance as of 1/24/19 \$7,89.36 with outstanding check #1127 in the amount of \$24.70 for Mz. Stoll, conciled balance as of 1/24/2019 \$7,834.66
- Month of December, 2018 report beginning balance as of 12/01/18 in the amount of \$8,450.04 total deposits of \$1,442.26, expenses total of \$1,626.89, with the ending balance as of December 31st 2018 in the amount of \$8,295.61
- Month of November, 2018 BEGINNING BALANCE AS OF 11/01/2018 IN THE AMOUNT OF \$8,642.32, TOTAL DEPOSITS IN THE AMOUNT OF \$4,840.68, expense total in the amount of \$5,002.96 , with ending balance as of 11/30/18 in the amount of \$8,480.04
- Motion made by Malisa to accept mid. Year budget report. Accepted motion has not yet to be approved as of 02/12/19.
- Motion made by Zoe to make a new line item for PTO taxes, motion accepted by Karen and carried.
- Motion made by Zoe to put into the line that was just created \$86 pulled from today insurance line item, motion accepted by Karen and carried.
- Revision not approved until further notice.

Teachers Report:

- **NO TEACHERS TO REPORT, but teacher's appreciation week will be coming up on May 6-10th 2019, and need some ideas for the week activities.**

Chairs Report: Open Floor

- **Box Tops :** Zoe will be making a submission in march and in may, box top check received in the amount of \$277
- **Membership:** membership total is 487, total income \$3,850.00 donations total of \$93.00 and gift card total \$10.00
- **Fundraiser:** \$30 was raised from the month of December, from Upita's

NEXT MEETING February 22ND 2019 @ 4:30 PM

MEETING ADJOURNED @ 5:34 PM