

2018-2019
School Plan for Student Achievement (SPSA)

Wells 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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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
S	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)
☒ English Learner Advisory Committee: 12/04/18
☒ Leadership Team/Department Advisory Committee: 11/27/2018
☐ Other committees established by the school (LIST):
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: 02/27/2019

Attested:

Typed Names:	Signature:	Date:
Principal: Karin Ribaudo		2.27.19
SSC Chairperson: Angelina Quintero		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	1 (0.1%)	0 (0%)	0 (0%)
Asian	11 (1.1%)	12 (1.3%)	13 (1.5%)
Pacific Islander	2 (0.2%)	3 (0.3%)	3 (0.3%)
Filipino	8 (0.8%)	6 (0.6%)	3 (0.3%)
Hispanic or Latino	914 (92.4%)	915 (94.0%)	844 (93.9%)
African American	12 (1.2%)	3 (0.3%)	3 (0.3%)
White (not Hispanic)	37 (3.8%)	30 (3.1%)	31 (3.5%)
Multiple or No Response	4 (0.4%)	4 (0.4%)	2 (0.2%)
English Learners (EL)	530 (54.6%%)	491 (51.2%%)	427 (47.5%)
Socio-Economically Disadvantaged (SED)	925 (95.6%)	930 (95.6%)	850 (94.5%)
Students with Disabilities	122 (12.6%)	130 (13.4%)	129 (14.3%)
Total Enrollment	989	973	899

Datasource

2014-15, 2015-16 datasource is CALPADS

2016-17 datasource is CALPADS, 12/7/2016

2017-18 datasource is CALPADS, 12/2/2017

2018-19 datasource is CALPADS, 12/19/2018

The ethnicity of Wells' students is predominantly Hispanic representing 94% of the students. The percentage of students classified as English Learners (EL) has decreased to 47.5%. The percentage of students considered Socio-Economically Disadvantage (SED) is 95%, which is similar to previous years.

Enrollment

School Enrollment Trends

Grades	2014-15	2015-16	2016-17	2017-18	2018-19
6	302	337	325	312	254
7	303	327	338	328	315
8	317	306	326	333	330

Facilities and Technology

Wells Middle School is made up of 43 classrooms, a library, an ASB office, two locker rooms, one Gymnasium, one MPR, and one office complex. Students have access to four computer labs (Rm. 64, Rm 109, the Library, and RM 84 which also doubles as a science lab) on campus for research. Each classroom teacher has their own Teacher Computer Bundle. Each classroom includes a projector, projector screen, document camera, and most classrooms have SmartBoards. Seven laptop carts are shared among faculty for student use, and one cart of 20 is available for direct service classes.

Instructional Minutes

For the school year students will attend 180 days of school in order to meet the required instructional minutes. Class periods are 57 minutes, except for 1st period which is 65 minutes long which includes 8 minutes for announcements and homeroom activities. The school year will consist of 6 minimum days for the end of the first semester, parent conferences and the last day of school. Wells will continue with the early release Tuesdays. Each first Tuesday is dedicated to faculty meetings, third Tuesdays are dedicated to the district professional development plan, and the second and fourth Tuesdays are for teacher directed collaboration.

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

Wells Middle School is a collaborative community focused on Relationships, Relevance, and Rigor. Our school mascot, the Phoenix, represents the spirit of our students and staff, and is summarized in our school motto, Soaring to Excellence! Rising Above! In the implementation of Common Core State Standards and the Next Generation Science Standards, our emphasis is on literacy and equity. Our teachers utilize formative assessments, and are shifting from assessment of learning to assessment for learning. Student voice is paramount in all decisions made at Wells, and positive behavior is reinforced through restorative practices. Academic awards and positive incentives for attendance and citizenship promote a caring climate that enhances student learning and creativity. Students drive the Awards Assemblies for these recognitions.

Exceptional programs at Wells include Promethean Academy, AVID, physical education, and visual and performing arts. We have a campus wide focus on wellness, which brings us together as we emphasize the links between healthy bodies and healthy minds. We are also exceptionally proud of our Project Lead the Way elective classes, and our two CTE Programs, Wood 1 and Introduction to Media Arts. Our positive relationship with parents and our community is maintained through Wells Parent University, PTSA, ELAC, and School Site Council. Our highlights of community involvement are our Día de los Muertos celebration in the fall and our Color Run in the spring. Increased club and sports offerings have increased student involvement and bolstered school pride, as has our first Wells Phoenix School Mascot.

Wells Middle School, Home of the Phoenix, is committed to all students realizing their unlimited potential. Our collective efficacy comes from the dedication of all staff members in these important, transitional years between elementary school and high school. We are honored to support our students during this time, in collaboration with our parents and community.

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 administration, teachers, and support staff at Wells Middle School work collaboratively to implement the shared school vision for students. The staff at Wells is committed to promoting a culture of universal achievement and college readiness for all students. The staff is highly invested in teacher leadership, ongoing professional development, research-based instructional strategies, data-driven decision making, and collective accountability for student achievement.

Students are scheduled in language arts, math, history, and science for 57 minutes each day and utilize the adopted instructional program on a daily basis. English Language Learners who have not yet attained proficiency in the English language have access to the core curriculum through ELD and sheltered classes in all core subjects. Teachers use the adopted textbooks on a in language arts, math, history, and science. All students have a textbook in each core content area. Teachers in language arts, history, and science use Cornell note-taking, graphic organizers, and reading strategies in their lessons.

Teachers utilize school/district pacing guides and UPOs (Unit Planning Organizers) to plan instruction. Student progress is monitored using the six-week grades, Common Formative Assessments (Pre and Post) and Performance Assessments. Teachers engage in grade-level department meetings during after school staff meetings and collaborate with their colleagues during early release Tuesdays to revise pacing guides, plan instruction, analyze Common Formative Assessments and Performance Assessment scores, and design lessons for remediation.

Administrators, teachers, and instructional assistants participate in ongoing professional growth opportunities. Administrators attended district meetings and trainings regarding instruction and the district's efforts to implement the California Common Core State Standards. Teachers participate in district curriculum development workshops for the four core content areas, as well as the AVID Summer Institute, the Equity Conference, the Equity Team Institute. Teachers engage in professional development through teacher-driven collaboration, and during staff meeting time after school. Staff development activities focus on research-based instructional strategies. Instructional assistants attend paraprofessional trainings, and other district-sponsored trainings.

Collaboration Process (EPC 5.6,8)

Teachers use their collaboration time to work interdependently to plan lessons, align instruction with pacing guides, and evaluate student learning based on scores from the Common Formative Assessments and Performance Assessments. Teachers collaborate on second and fourth early release Tuesdays to analyze student achievement data and establish interventions for students who are not meeting standards. The staff is committed to a collaborative model that emphasizes interdependent work, a focus on student learning, and immediate intervention when students are not successful. Through the analysis of student achievement data in our Data Teams on third Thursdays, teachers identify students who are not mastering the standards and provide daily interventions.

For the 18-19 school year Wells benefits from the bi-weekly early release Tuesdays for teacher collaboration. Teachers were also given three collaboration and planning days to provide time to plan lessons, develop differentiated lessons and discuss how to increase rigor in their individual classrooms.

Cite Research/Resources for Central Focus on School Reform

For the 2018-2019 school year, Wells will continue to focus on literacy, equity, student engagement, strategies with a high effect size, differentiated instruction, and first best instruction, all under the scope of the continued implementation of the California Common Core State Standards. Teachers will continue the process of implementing common core strategies and developing more rigorous performance tasks in order to prepare our students for college and career readiness. Wells has focused on training staff and implementing Restorative Practices school wide. Work on Literacy and Equity has been supported through Riverside County's Leadership Institute (LIRC).

School Site Council Membership

2018-19 School Site Council					
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Karin Ribaudó	[X]	[]	[]	[]	[]
Jackie Riedell	[]	X			
Juan Casas	[]	X			
Dianne Lechuga	[]	X			
Peter Manley	[]	X			
Karynne Reynoso	[]		X		
Angie Rosa Estrada	[]			X	
Karina Ortega	[]			X	
Reyna Lucero	[]			X	
Aaron Pinto	[]				X
Angelina Quintero	[]				X
Emely Aguilar	[]				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 was selected by the principal, and consists of administration, instructional coach and department chairs. The role of the team is to advise and council the administration and the school on plans to improve overall student achievement. The team acts as a council in deciding the next steps for the school, ideas to improve, research instructional strategies, address issues within the school community and implement plans and projects that have been decided on. In the 17-18 school year members are trained in the five practices of exemplary leadership using Kouzes and Posner's Model of Leadership, in addition to Equity training using the work of Fisher, Frey, Pumpian, and Smith.

2018-19 Leadership Team	
Name of Members	Title
Alana Kolonics	PE Department Chair
Amanda Johnson	Language Arts Department Chair
Arturo Ramirez	Math Department Chair
Adrian Gamez	Science Department Chair
Peter Manley	History Department Chair
Jackie Riedell	Special Education Department Chair
Karynne Reynoso	Instructional Coach
Karin Ribaudó	Principal
Rosa Velardez	Assistant Principal

2018-19 Leadership Team	
Mario Villanueva	Counseling Department Chair
Brian Geil	Electives Department Chair

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:

Parents are informed of their students' progress through ELAC, PTSA, and SSC meetings, Wells Parent University, bi-annual parent conferences, progress reports, individualized parent meetings, reclassification meetings, informational letters, awards nights and various parent nights. Efforts have been made to support all parents in accessing the Aeries Parent Portal, including over 95% of our parents participating in Online Data Confirmation through their Parent Portal.

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.

The results for the Academic Program Survey include the following: Wells meets the requirements of EPC 1- Instructional program with 80% implementation (between Substantially and Fully), EPC 2- Instructional Time with 75% implementations (Substantially), EPC 3- Principal's Instructional Leadership training with 100% implementation (Fully), EPC 4- Teachers Professional Development with 88% implementation (between Substantially and Fully), EPC 5- Student Achievement Monitoring Program with 88% (between Substantially and Fully) , EPC 6- Ongoing Instruction Assistance and Support 75% (Substantially), EPC 7- Monthly Collaboration by Grade/Course Level Teachers with 94% (between Substantially and Fully), EPC 8- Lesson Pacing Guide with 75% implementation (Substantially), EPC 9- Fiscal Support with 92% implementation (between Substantially and Fully).

Standards, Assessment, and Accountability

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

Student CAASPP and ELPAC scores are used, along with District Common Formative Assessments and teacher recommendations, to place students in correct sections for the beginning of the year. During the year, district Common Formative and Performance Assessments are analyzed frequently during teacher's bi-weekly collaboration time in order to guide and direct instruction. From there, teachers adjust their instruction to meet the needs of their students. In addition, the areas of need that are illustrated on Common Formative and Performance Assessments then become the area of focus for instruction.

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

SBAC reports, Achieve3000 lexile levels, comparison reports from EADMS are analyzed in order to determine student academic growth. Data allow teachers and staff to identify areas of need on specific essential standards. In turn, this allows teachers to adjust instruction to target those areas of need and students who need extra support. Interventions and support for students include in class interventions, Homework Zone, and schedule changes if needed.

Staffing and Professional Development

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

All teachers at Wells Middle School are credentialed in their respective content areas and meet the criteria for Highly Qualified status.

Administrators, teachers, and instructional assistants participate in ongoing professional growth opportunities. Teachers participate in collaborative release days, department meetings during staff meeting time after school, workshops, and the AVID Summer Institute and other off-campus seminars during the summer and throughout the school year. Instructional assistants attend paraprofessional trainings on-site, and other district meetings. Teachers engage in professional growth activities as they discuss instructional strategies during grade level, department, and afterschool staff and staff development meetings. Teachers collaborate with their colleagues during the Tuesday collaboration days to plan interventions for students who are not passing their classes or are not mastering the content standards based on Data Analysis of Common Formative Assessments and Performance Assessments.

Teachers are refreshed on differentiated instruction for all students during regular staff development meetings and during district-wide staff development workshops. Special education teachers collaborate with classroom teachers on the IEPs of the students who have been mainstreamed. Staff development priorities are focused on research-based instructional strategies such as cognitively guided instruction, SDAIE, and differentiated instruction. Bilingual assistants attend monthly district in-service days and other conferences.

Professional development will be provided to the entire staff on concepts related to equity, student engagement, AVID strategies, technology, data management and interpretation, interventions, first best instruction.

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

All teachers at Wells Middle School are fully credentialed and are teaching in their correct content area. Staff developments were provided on student engagement, content and language objectives, AVID principles, and support from the instructional coach. Staff development will continue to focus on instructional strategies, student engagement, student centered learning, interventions and the lesson study model. All teachers will continue to receive assistance from the instructional coach. Teachers will also continue to implement new strategies to increase student thinking capabilities and raise student depth of knowledge.

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

For 2018-2019, our focus will continue to be on student engagement, student centered learning, development of depth of knowledge and rigor, first best instruction and interventions. Our ultimate goal has been on student mastery of the new standards through focus on relationships, relevance, and rigor. We will continue to explore Reality Pedagogy and Restorative Practices, and focus on equity in student learning.

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

For the 2013-2014 school year the focus was to work on units of study in order to prepare for common core. Through the staff development plan for the 2013-2014 school year, staff development continued to focus on Direct Instruction, Student Engagement, Step Up to Writing, Marzano Strategies, intervention, lesson studies, and continue to provide coaching assistance from the instructional coach.

For the 2015-2016 school year, staff development continues to focus on the support of the implementation of UPO's. It has and will consist of development on instructional strategies, such as student centered learning, cognitively guided instruction, depth of knowledge, rigorous classroom instruction, and NEU - Universal Achievement. Student Engagement and first best instruction continues to be an important part of our staff development plan and is embedded in all professional development. Collaboration days, as well as instructional support from the Instructional Coach, is ongoing. In the 2016-2017 school year the district developed and added the district professional development plan in collaboration with CTA to provide teachers with trainings in first best instruction. In 2018-2019, there will be a site focus on equity, and expanding access to instructional excellence for all students.

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

Teachers meet bi-weekly for collaboration time during the early release Tuesdays to collaborate on lesson plans, lesson delivery, data analysis, intervention, and at risk students. Teachers were given three release days to work on planning with with a focus on English Language Learners and increasing the level of rigor in their classrooms.

Teachers use their planning time to work interdependently to plan lessons, align instruction with the pacing guides, and evaluate student learning based on scores from the District Common Formative Assessments and Performance assessments. Teachers work together during the early release days to analyze student achievement data and establish interventions for students who are not meeting grade-level standards. Through the analysis of student achievement data, teachers identify students who are not mastering the standards and provide interventions.

Teaching and Learning

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

Teachers in the core curriculum utilize the Alvord Unified School District course descriptions, which are aligned with the California Common Core Standards frameworks. Teachers develop short-term and long-term lesson plans using the districts UPO's and pacing guides along with the California Common Core State Standards. Department and team meetings are utilized for grade-level lesson planning and for sharing standards-based instructional strategies.

Students are scheduled with teachers in language arts, history, math, and science. Sixth grade students are enrolled in two core classes, language arts/history (114 minutes) and math/science (114 minutes), along with physical education and an enrichment class. Seventh and eighth grade students are scheduled in six courses. Students are enrolled in language arts or Honors Language Arts at each grade level based on student request. Enrollment in math is based on student request. Wells offers Common Core Math for 6th, 7th and 8th graders, as well as an accelerated math course for advanced students. Students explore ancient history in the sixth grade, the Middle Ages in the seventh grade, and American History from 1776 to 1900 in the eighth grade. Students learn science following the NGSS for 6th, 7th & 8th grade. The following tables illustrate the course sequence in the core curriculum and the exploratory classes for students based on their needs.

Core Classes

6th Grade: Language Arts, Honors Language Arts, ELD, Course 1 Common Core Math, Accelerated Course 1 Common Core Math, 6th Grade Science NGSS, Ancient History, Physical Education

7th Grade: Language Arts, Honors Language Arts, ELD, Course 2 Common Core Math, Accelerated Course 2 Common Core Math, 7th Grade Science NGSS, World History-Middle Ages, Physical Education

8th Grade: Language Arts, Honors Language Arts, ELD, Course 3 Common Core Math, Accelerated Course 3 (IM1) Common Core Math, 8th Grade Science NGSS, American History -1776-1900, Physical Education

Exploratory/Intervention Courses

6th Grade: AVID, ASB, Beginning Band, Enrichment, Project Lead the Way Design and Modeling

7th Grade: AVID, ASB, Beginning Band, Intermediate Band, Art, CTE Media Arts, CTE Wood 1, Advanced Academic Language Development (AALD), Project Lead the Way Design and Modeling, Project Lead the Way Automation and Robotics

8th Grade: AVID, ASB, Intermediate Band, Art, Advanced Art, CTE Media Arts, CTE Wood 1, Advanced Academic Language Development (AALD), Project Lead the Way Design and Modeling, Project Lead the Way Automation and Robotics, and Spanish 1 for Native Speakers

Courses are specifically designed to meet the targeted needs of students based on their assessment scores and six-week grades, and student interest.

Students with special needs are provided with highly qualified teachers, learning materials, textbooks, and ancillary support personnel to enhance their academic achievement. Special education classes are available for students with identified learning disabilities. Special education emphasizes inclusion and offers a continuum of services ranging from direct service in Language Arts, Math and History to indirect service in language arts, math, history, and science by a qualified teacher or an instructional assistant. GATE students are enrolled in Honors Language Arts, a math class to fit their needs, and explore subject matter concepts in history and science in greater depth and complexity. EL students are scheduled in English language development and sheltered classes in language arts, math, science, and history. A course targeting the needs of Long-term English Learners (LTELs) was developed and implemented beginning in 2013-2014. Termed Advanced Academic Language Development (AALD), the resources used in this classroom target students in the LTEL category.

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

Students are scheduled in language arts, math, history, and science for 57 minutes each day and utilize the adopted instructional program on a daily basis. Teachers align instruction with the school/district pacing guides and administer Common Formative Assessments and Performance Assessments. Enrollment in language arts and math is based on student and parent requests. The number of intervention classes are as follows:

2018-2019

Subject

Subject

Language Arts/ELD: 6th-8th ELD 1 section (6th-8th ELD 1 - 12 students, 6th-8th ELD2 - 10 students, 6-8 ELD3 - 6 students), ELD Lab (1 section 12 students)

No Language Arts or Mathematics Intervention offered

2017-2018

Subject

Language Arts/ELD: 6th-8th ELD 1 section (6th-8th ELD - 17 students, 6th-8th ELD2 - 15 students, 6-8 ELD3 - 0 students), ELD Lab (1 section 20 students)

No Language Arts or Mathematics Intervention offered

2016-2017

Subject

Language Arts/ELD: 6th-8th ELD 1 section (6th-8th ELD - 14 students, 6th-8th ELD2 - 6 students, 6-8 ELD3 - 4 students), ELD Lab (1 section 14 students)

Language Arts Intervention: 6th Grade (1 section ELA Intervention - 24 students, 1 section Sheltered ELA Intervention - 14 students), 7th Grade (1 section- 33 students), 8th Grade (1 section 25 students).

Mathematics: 6th Grade (1 section - 30 students), 7th/8th Grade (1 section - 34)

Total Students - Double Block/Intervention: 6th Grade (44 students), 7th Grade (86 students), 8th Grade (65 students).

2015-2016

Subject

Language Arts/ELD: 6th Grade (2 sections – 48 students), 7th Grade (1 sections – 16 students), 8th Grade (1 section – 24 students)

Mathematics: 6th Grade (1 section - 21 students), 7th Grade (1 section - 12 students), 8th Grade (1 section – 27 students)

Total Students - Double Block/Intervention: 6th Grade (69 students), 7th Grade (28 students), 8th Grade (51 students)

2014-2015

Subject

Language Arts/ELD: 6th Grade (2 sections – 51 students), 7th Grade (1 sections – 26 students), 8th Grade (2 sections – 59 students)

Mathematics: 7th Grade (1 sections - 19 students), 8th Grade (2 sections – 49 students)

Total Students - Double Block/Intervention: 6th Grade (51 students), 7th Grade (45 students), 8th Grade (108 students)

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

The Master Schedule is structured to create the most appropriate learning settings for students and their specific needs. Teachers work interdependently in teams. The Master Schedule is developed with priority given to those with special needs. Students are scheduled in courses based on their personal preferences. Lesson pacing is determined by district pacing guides. The pacing guide allows for all essential standards to be addressed prior to the CAASPP testing window.

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

Teachers are equipped with the necessary curriculum, including supplemental materials for their subject adoption. All Wells classrooms meet the necessary requirements of the Williams Act. In addition, supplemental materials are available for teacher use, such as laptops, brainpop, IXL, Achieve3000, math tools for smart boards, math manipulative, textbook resources located in the library, videos specific to content areas, online learning websites, software programs, etc.

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)

Students use the district adopted textbooks which are aligned to the California standards in language arts, math, history, and science:

Language Arts:

(Grade)- 6/7/8, (Textbook)-Language of Literature. McDougal Littell, (Supplementary Materials) - Language Network, Bridges to Literature, Literature Connections

History:

6th Grade- (Textbook)- History Alive! The Ancient World. TCI, (Supplemental)- McDougal Littell Historical Readers Workbook for each grade level (6/7/8).

7th Grade- (Textbook)- History Alive! The Medieval World and Beyond. TCI

8th Grade- (Textbook)- History Alive! The United States Through Industrialism. Teachers' Curriculum Institute.

Math:

6th Grade- (Textbook)- 6th Grade Math Course 1. McDougal Littell, (Supplemental)- 6th Grade workbook, Standards practice Workbook/Note Taking Guide

7th Grade- (Textbook)- 7th Grade Math Course 2. McDougal Littell, (Supplemental)- 7th Grade workbook, Standards practice Workbook/Note Taking Guide

8th Grade- (Textbook)- Algebra I. McDougal Littell, (Supplemental)- Algebra I workbook, Standards practice Workbook/Note Taking Guide

8th Grade- (Textbook)- Algebra Readiness. McDougal Littell

Science:

6th Grade- (Textbook)- Earth Science. Holt, (Supplemental)- Workbook, Guided Reader

7th Grade- (Textbook)- Life Science. Holt, (Supplemental)- Workbook, Guided Reader

8th Grade- (Textbook)- Physical Science. Holt, (Supplemental)- Workbook, Guided Reader

ELD:

6/7/8 Grades- (Textbooks) High Point, Basic, A, B, and C. Hampton/Brown, (Supplemental)-Reading materials

6/7/8- AALD (Advanced Academic Language Development)- English 3D- Scholastics

Reading:

6/7/8 Grades- (Textbook)- (Supplemental)- R Book, L Book, Workbooks

Language Arts Intervention:

6/7/8 Grades- (Textbook)- Language of Literature. McDougal Littell, (Supplemental)- Bridges to Literature, Literature Connections, Destinations

Math Intervention

6/7/8 Grades- (Textbook)- Course 1, Course 2, Algebra I. McDougal Littell, Pre-Algebra. Prentice Hall, (Supplemental)- Computer Lab Library & 64, laser printer. destinations.

Teachers in language arts, history, and science use Cornell note-taking, graphic organizers, and the Step Up to Writing format.

Opportunity and Equal Educational Access

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

The school budget, Master Schedule, textbook funds, specially designed programs and courses, and qualified teachers are provided by the regular program to enable under performing students to meet the standards. The school budget is used judiciously to support the school-wide action plan. School funds are needed to update computer labs, expand the development of computer carts in each grade level, purchase staff development books, attend staff development conferences and workshops, and acquire instructional equipment and materials for teachers. The school provides each student with a school planner and a student handbook which are utilized by teachers to communicate daily class work and homework assignments to parents.

Teachers utilize research-based strategies such as Direct Instruction, Step Up to Writing and AVID strategies to engage all students in standards-based learning using the adopted textbooks. Students use Cornell note-taking, non-linguistic representations, and a structured writing format in all of their core content classes.

The Advancement Via Individual Determination (AVID) program includes seven classes, with three in 6th grade and two in 7th and 8th grades. In addition to advanced instructional strategies, AVID classes provide students with information on college/university entrance requirements, academic focus, and tutoring/counseling support.

Teachers monitor student learning every week. Teachers send classroom progress reports home with students during intervals between the school's six week grading periods. When students experience difficulty, teachers begin the school's intervention response program. First, teachers notify parents by telephone, mail, or through the student planner. Teachers inform parents of missing assignments and observed patterns of behavior. The second phase of the response program involves an individual or team conference with the parent and student. During the conference, the teachers, parent and student develop a plan for improvement which may include differentiated learning activities, individualized instruction, or small group learning with parent support at home. If the two previous steps fail to bring about improvement, teachers identify the students for a conference with all of the students teachers, counselor and administration. If these efforts fail, a referral is made to the Student Study Team (SST).

The Student Study Team (SST) works with students who exhibit academic problems. The SST is made up of a counselor, the school psychologist, and teachers from special education and the core content areas. The team works with referred students and their parents on alternative learning strategies for improvement. The SST monitors student growth and progress and calls regular meetings to get feedback from the parents and students.

The guidance office provides students with academic counseling, short-term crisis intervention counseling, referral services, drug and alcohol awareness education, and support groups. Counselors meet with students who are failing their classes after each six-week grading period. Counselors discuss study skills with the students and refer students to after school tutoring or PRIME Time homework help. The guidance office and support personnel also provide program changes based on student needs. Counselors furnish incentives for academic improvement that include assemblies and honor roll awards.

Wells offers PRIME Time to assist students in meeting their academic, social, and emotional needs. PRIME Time tutoring is offered every day after school until 6pm.

Wells has implemented an after-school tutoring program and homework help program in which high school students provide support three times a week.

14. Research-based educational practices to raise student achievement

Wells is utilizing first best instruction through developing lessons to support the Common Core Standards. Professional development has focused on equity, student engagement strategies, first best instruction, and AVID strategies. In addition, our teachers are continuing to work through data analysis and planning meetings every second and fourth Tuesday.

Teams of teachers have developed Units of Study using the Rigorous Curriculum Design model in each core content area that are being implemented. These teams are also developing common formative assessments. As they have been taught, revisions have been made this year as well.

Teachers utilize school/district pacing guides to plan instruction and monitor student progress using the six-week grades, and Wells common assessments. Teachers engage in grade-level department meetings during after school staff meetings. Teachers collaborate with their colleagues during the common planning periods. Pacing, lesson complexity, depth of understanding, grouping, and re-teaching are methods used by the teachers to differentiate instruction in all classes to target instruction for under performing students.

Parental Involvement

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

District and site funding is used to provide interventions, after school tutoring, professional development trainings, extra materials, technology, hard ware and software, conferences, parent institutes, and academic centered community activities. Wells has implemented a Parent Engagement Leadership initiative (PELI) called Wells Parent University. We provide training for our parents on Joyce Epstein's research, including the Six Keys of Parent Engagement. These workshops help address the needs of our at risk students, providing information and materials necessary to to parents to help their students, including guest speakers.

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.

Parent participation is a high priority at Wells. Parents have opportunities for meaningful dialogue and decision-making in various forums. Parents contribute to the planning, implementation, and evaluation of the SPSA through the School Site Council. Parents have input in school programs through the Wells Parent University (WPU), PTSA and the ELAC. The Wells Parent University provides parent support from and to the school and to support each other further. This Parent University receives trainings on the Six Essential Keys to Parent Involvement as identified by Joyce Epstein, as well as other topics requested by the parents through ATP.

Back-to-School Night in the fall allows parents to receive information about the academic program, the standards taught to their children, and to meet their child's teachers. Parent conferences are held twice each year. Sixth grade orientation is held in the summer for incoming students. The counselors visit the feeder elementary schools in the spring to test the fifth grade students for placement in math in the sixth grade. An AVID family night is held every year. Parents have opportunities to attend workshops, like the CAFE conference and University visits, using general and LCFF funds.

Communication with parents is conducted regularly regarding student progress and school programs and activities. The school provides each student with a school planner and a student handbook, which is utilized by teachers to communicate daily class work and homework assignments to parents. Parents receive information on school programs through the registration materials, newsletter, school web page and our Wells message broadcast system. Parents have the opportunity to communicate with teachers by telephone, mail, e-mail, and during walk in or pre-arranged conferences.

Funding

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

The school utilizes funds from the Local Control Funding Formula (LCFF) funds to provide teachers with supplementary instructional equipment and materials along with ancillary support services to enable under performing students to meet the standards in language arts, math, science, and history. Teachers access LCFF resources to enhance the instructional program for under performing students in the following ways: computers and software to individualize learning activities for students below grade-level standards, audio-visual equipment for auditory and visual learning modalities, supplies to provide hands-on learning activities for kinesthetic learners such as manipulatives for math lessons and materials for science experiments, material, equipment, and furniture to supplement the classroom environment and enhance the climate for learning, creative lessons and classroom assessments developed on EADMS, standards-based assessments, professional development, books for classroom libraries and test-preparation materials to improve student test-taking skills.

LCFF-EL funds are utilized to implement the goals of the Wells EL program. The goals of the EL program are to develop student proficiency in English and to enable EL students to achieve academic proficiency in the core curriculum. EL students receive instruction in ELD from certificated teachers with CLAD/BCLAD or LDS authorizations. EL students with beginning levels of language fluency as identified on the CELDT are placed in a Structured English Immersion program. EL students are moved to mainstream courses after they meet the district criteria. LCFF-EL funds are used to fund one full time bilingual instructional assistant, two part-time bilingual instructional assistants, instructional equipment and supplies for EL students in core classes, professional development for teachers, parent training (Wells Parent University and CAFE), computers, audio-visual equipment, instructional materials and supplies to support language acquisition.

LCFF funds are allocated for supplementary personnel to support student achievement. The project specialist/instructional coach is funded from district LCFF funds. Bilingual instructional assistants are paid for through District Title III funds. LCFF funds are also utilized for professional development. Teachers attend site-based workshops, off-campus conferences, and district in-services to stay current on research-based instructional strategies. These funds are accessed by teachers and parents to attend CAFE and other related workshops. AVID allocations are used specifically for AVID coordinator workshops and the AVID Summer Institute. Teachers engage in professional growth activities as they discuss instructional strategies during grade-level department meetings during after school staff meetings and during the common planning periods. Staff development priorities are focused on research-based instructional strategies such as first best instruction, Step-up to Writing, SDAIE, and differentiated instruction. Instructional assistants attend the annual district in-service day and other conferences. These monies are also used for teachers and staff to attend conferences and institutes for the No Excuses University, which promotes college and career readiness for all students.

The special education program ensures that all students with exceptional needs are appropriately identified, assessed, and provided with designated services to meet their individual needs in the least restrictive environment. A continuum of program options is offered to meet the needs of special education students based on their IEPs. Program options include mainstream classes, direct service classes, indirect service classes, speech and language services, and adaptive physical education. This model is designed to promote optimum participation by all students in school activities.

18. Fiscal support (EPC)

LCFF funds will be utilized to support interventions within the school. These interventions include technology, software, supplies, collaboration days, professional development, conferences, after school tutoring, enrichment activities, and reference materials.

SPSA Annual Evaluation

Outcomes

Identify any goals in the most recent SPSA that were met. What actions were particularly effective in meeting the goal?
Goal 3 was met: All teachers at Wells are highly qualified

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?

Goal 1.1 was not met, for our ELA SA scores essentially remained unchanged. Goal 1.2 was met, for our math scores rose by 5 points above normal grade level growth, and the goal was 3. Goal 1.3 was not met by a narrow margin, for 83% of students earned a grade of A-C, and the goal was 85%. Goal 1.4 was not met, for all students did not meet promotion requirements. Goal 2 was not met, for the same reason as goal 1.4, specific to English Learners. Goal 3 was not met, although the school did see a slight increase in attendance and unfortunately an increase in school discipline incidences. Goal 4 was not met, for the same reasons as goals 1.4 and 2, indicating that 100% of students were not prepared for high school. Gains were made in all areas, although we did not reach 100% mastery. Barriers include teachers still learning the ELA/ELD framework, math CCSS and SMPs, a transition to NGSS, and a transient student population. All professional development has been focused on these barriers, in an effort to mitigate them. Teachers recognize that grading practices vary across teachers.

Involvement/Governance

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

Both SSC and ELAC reviewed the plan, commented on what has been effective and what has not, and what changes they would like to see. In addition, all staff provided input on at least one section of Performance Goal 1, based on the content they teach.

How was the plan monitored during the school year?

All professional development and school expenditures required reference the plan, ensuring that our focus stayed on achieving our goals. Regular review of our plan by staff and parent groups ensured a focus on established goals and actions, and future goals.

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

Efforts will be made in the future to ensure that all staff continue to regularly review the plan and have input into it. In addition, we are making adjustments to our ELAC in order to increase attendance, which will increase parent involvement in our plan development and monitoring. In addition, there will continue to be transparency with regards to site budget planning.

Description of Barriers and Related School Goals

The biggest barrier that Wells Middle School currently faces is motivating at-risk and economically disadvantaged students. These students currently face many social and emotional barriers that cause them difficulty with learning and working in the normal school environment. Additionally, students face barriers in the neighborhood that concern safe schools. Gangs, drug and alcohol use, and exposure to inappropriate activities is a difficult force our students often face. Our low test scores are influenced by many of the disadvantages our students encounter. We have addressed this barrier through Equity Institutes, Unconscious Bias Trainings, Restorative Practices, various counseling services and PrimeTime.

An additional barrier is the use of technology. While technology is increasingly available to our students intermittently at school, with approximately 12.5 computer carts for the campus, most students and families in our attendance area are limited to the use of a smart phone at home, and do not have computers at home. This is of particular concern as we continue with the implementation of the common core and state testing on the computer. We continue to make technology purchases a priority, and increased the number of devices on campus by 50% over the last year.

In the 17-18 school year, Wells added two more electives to increase engagement, Spanish 1 and Project Lead the Way Gateway Design and Modeling. We will offer the same electives in the 18-19 school year, and also added Spanish 1 for Native Speakers and another Project Lead the Way Gateway course, Automation and Robotics. In addition, we added two CTE courses as electives, Wood 1 and Media Arts.

Another barrier for our school is lack of parent involvement. Wells has great students and great parents, and we have not yet developed a way to involve a significant number of parents in our school. Parent and family activities are often poorly attended. We have a core group of parents, but find it difficult to expand our parent groups beyond those who are always available. Efforts to inform families about high school graduation requirements and pathways to college and career readiness are a vital component of our parent education program. During the 2012-2013 school year, Wells staff participated in the Parent Engagement Leadership Initiative training series. The coursework and modules introduced in this series of trainings has been developed into parent trainings presented at the Wells Parent University. The Wells Parent University continues to draw parents throughout the 2018-2019 school year.

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	336	322	320	332	318	311	331	318	310	98.8	98.8	97.2
Grade 7	329	340	340	325	334	330	324	334	330	98.8	98.2	97.1
Grade 8	315	332	327	312	321	320	312	321	319	99	96.7	97.9
All Grades	980	994	987	969	973	961	967	973	959	98.9	97.9	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2468.2	2478.2	2472.1	6	4.40	3.23	21	23.90	24.19	27	31.76	29.03	46	39.94	43.55
Grade 7	2492.2	2472.9	2481.2	3	2.69	2.12	22	19.76	24.24	29	21.86	25.45	46	55.69	48.18
Grade 8	2513.7	2502.4	2501.7	5	3.74	4.70	25	17.45	21.63	29	33.02	24.14	42	45.79	49.53
All Grades	N/A	N/A	N/A	5	3.60	3.34	22	20.35	23.36	28	28.78	26.17	45	47.28	47.13

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	6	7.86	9.42	36	46.23	37.99	58	45.91	52.60
Grade 7	8	7.49	6.36	39	31.14	40.30	53	61.38	53.33
Grade 8	11	6.85	7.21	42	37.38	34.80	47	55.76	57.99
All Grades	8	7.40	7.63	39	38.13	37.72	53	54.47	54.65

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	8	6.92	7.52	43	45.60	45.10	49	47.48	47.39
Grade 7	11	8.38	9.45	46	44.31	47.56	43	47.31	42.99
Grade 8	11	8.72	9.09	45	46.11	41.07	44	45.17	49.84
All Grades	10	8.02	8.71	45	45.32	44.60	45	46.66	46.69

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	4	5.35	6.21	64	65.41	58.50	32	29.25	35.29
Grade 7	5	2.99	3.35	66	47.60	51.83	29	49.40	44.82
Grade 8	5	5.30	7.52	64	59.81	51.72	31	34.89	40.75
All Grades	5	4.52	5.67	65	57.45	53.93	31	38.03	40.40

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	18	13.52	14.38	54	52.52	51.96	27	33.96	33.66
Grade 7	13	12.28	13.41	46	41.92	42.99	41	45.81	43.60
Grade 8	14	11.84	17.24	49	49.84	42.32	37	38.32	40.44
All Grades	15	12.54	15.01	50	48.00	45.65	35	39.47	39.35

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	335	322	320	334	321	312	334	321	310	99.4	99.7	97.5
Grade 7	329	341	340	327	341	335	327	341	335	99.1	100	98.5
Grade 8	315	332	327	311	330	323	310	330	322	98.4	99.4	98.8
All Grades	979	995	987	972	992	970	971	992	967	99	99.7	98.3

* 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	2441.5	2440.4	2451.0	3	2.18	1.29	8	7.79	10.32	28	30.53	34.52	60	59.50	53.87
Grade 7	2475.2	2454.5	2458.6	4	3.52	1.19	12	9.97	13.13	33	24.93	28.06	51	61.58	57.61
Grade 8	2488.6	2463.2	2468.1	4	4.24	1.86	12	6.36	10.87	28	19.70	22.98	56	69.70	64.29
All Grades	N/A	N/A	N/A	4	3.33	1.45	11	8.06	11.48	30	25.00	28.44	56	63.61	58.63

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	5	1.87	3.24	19	24.30	28.48	76	73.83	68.28
Grade 7	8	7.04	5.07	27	23.75	28.96	65	69.21	65.97
Grade 8	7	5.15	3.42	31	20.00	28.88	63	74.85	67.70
All Grades	7	4.74	3.93	25	22.68	28.78	68	72.58	67.29

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	3	2.49	3.23	35	32.09	40.65	62	65.42	56.13
Grade 7	5	4.69	3.28	38	38.42	41.79	57	56.89	54.93
Grade 8	6	7.58	6.21	53	24.85	42.55	40	67.58	51.24
All Grades	5	4.94	4.24	42	31.85	41.68	53	63.21	54.08

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	5	3.74	3.56	45	33.02	38.83	49	63.24	57.61
Grade 7	8	3.52	5.07	49	44.87	51.34	44	51.61	43.58
Grade 8	5	3.33	2.80	55	43.33	44.41	41	53.33	52.80
All Grades	6	3.53	3.83	49	40.52	45.03	45	55.95	51.14

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

While our overall movement in ELA was essentially flat, we still had significant positive movement. In 16-17, 23.95% of our students scored at or above standard, and in 17-18 it increased to 26.70%. Additionally, Our students scoring nearly or not met decreased from 76.06% to 73.3%. Within specific claims, our % above standard increased in all four domains. In reading the growth was from 7.4% to 7.63%, in writing 8.02% to 8.71%, in Listening from 4.52% to 5.67%, and in Research/Inquiry from 12.54% to 15.01%. Our challenge remains overall growth, and moving those who are below standard up.

Mathematics

All Students

Our school saw growth in math this year, which has in the past been a challenge area for us. Overall, we increased by 5 points, and our RFEPs grew by 12 points. In 16-17, 11.39% of our students were at or above standard, and in 17-18 we increased to 12.93%. Our students scoring nearly met or did not meet standard dropped from 88.61% to 87.07%. For specific claims, the % of students scoring above standards unfortunately decreased in Concepts and Procedures and Problem Solving & Modeling, but increased in Communicating Reasoning from 3.53% to 3.83%. On a positive note, however, the % of students scoring below standard decreased in all 3 areas. In Concepts and Procedures it dropped from 72.58% below standard to 67.29%, Problem Solving & Modeling dropped from 63.21% to 54.08%, and Communicating Reasoning dropped from 55.95% to 51.14%. Our teachers are embracing a new supplemental curriculum, and we will begin using MDTP data and IXL data to inform interventions.

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	1537.6	1530.6	1544.3	154
Grade 7	1533.9	1525.0	1542.3	148
Grade 8	1559.6	1549.7	1568.9	150
All Grades				452

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	54	35.06	63	40.91	22	14.29	15	9.74	154
Grade 7	52	35.14	49	33.11	29	19.59	18	12.16	148
Grade 8	91	60.67	35	23.33	15	10.00	*	*	150
All Grades	197	43.58	147	32.52	66	14.60	42	9.29	452

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	82	53.25	48	31.17	15	9.74	*	*	154
Grade 7	70	47.30	46	31.08	22	14.86	*	*	148
Grade 8	92	61.33	42	28.00	12	8.00	*	*	150
All Grades	244	53.98	136	30.09	49	10.84	23	5.09	452

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	38	24.68	45	29.22	40	25.97	31	20.13	154
Grade 7	40	27.03	35	23.65	38	25.68	35	23.65	148
Grade 8	75	50.00	31	20.67	28	18.67	16	10.67	150
All Grades	153	33.85	111	24.56	106	23.45	82	18.14	452

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	54	35.06	84	54.55	16	10.39	154
Grade 7	49	33.11	85	57.43	14	9.46	148
Grade 8	73	48.67	65	43.33	12	8.00	150
All Grades	176	38.94	234	51.77	42	9.29	452

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	115	74.68	31	20.13	*	*	154
Grade 7	96	64.86	40	27.03	12	8.11	148
Grade 8	119	79.33	25	16.67	*	*	150
All Grades	330	73.01	96	21.24	26	5.75	452

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	42	27.27	46	29.87	66	42.86	154
Grade 7	47	31.76	34	22.97	67	45.27	148
Grade 8	77	51.33	36	24.00	37	24.67	150
All Grades	166	36.73	116	25.66	170	37.61	452

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	33	21.43	111	72.08	*	*	154
Grade 7	27	18.24	111	75.00	*	*	148
Grade 8	55	36.67	93	62.00	*	*	150
All Grades	115	25.44	315	69.69	22	4.87	452

Conclusions indicated by the ELPAC data:

76.1% of all English learners in grades 6-8 are a level 3 or 4 overall in English language development.

Looking deeper into student achievement on the ELPAC, Oral Language is stronger than Written Language with 84.0% of all students scoring a level 3 or 4 in Oral Language compared to 58.4% of all students scoring a level 3 or 4 in Written Language.

Finally, the Reading Domain is the weakest of all 4 domains (Reading, Writing, Listening, and Speaking), with 36.7% of all students scoring "well developed," 25.7% of all students scoring "somewhat/moderately developed," and 37.6% of all students scoring at the "beginning" level, although in the Writing Domain, only 25.44% scored Well Developed. Our school will continue to work on systems to teach reading and writing.

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 the end of the 2018-2019 school year, every student will increase her/his English Language Arts scores by more than 3 points beyond one year's growth as measured by the SBAC Summative Assessment

Data Used to Form this Goal:

Site common assessments

SBAC SA test results

Findings from the Analysis of this Data:

Wells SBAC scores decreased during the 2017 test administration. By focusing on literacy, equity, 21st century skills, and research-based effective English pedagogy, we will ensure that every student experiences academic growth.

CAASPP results indicate a continued need to prioritize in English-Language Arts content and skills for the 2018-2019 school year. Teachers are working on creating a school-wide writing format, in addition to grade norming, to help student focus their writing. They are also creating a common rubric based on the CAASPP performance task rubrics to help prepare students for the rigor of the writing test, test preparation and skills, and a common writing assessment.

How the School will Evaluate the Progress of this Goal:

Wells will monitor and evaluate the progress of the goal through the subject/grade level common formative writing assessments. ELA teachers will use the CAASPP rubric to evaluate student writing.

Teachers will evaluate the effectiveness of the common writing system to determine the areas of improvement for students throughout the school year.

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	Biweekly collaboration meetings analyzing curriculum, developing lessons, analyzing data from additional assessments.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	The school provides all students in 6th, 7th, and 8th grade with a language arts textbook. Teachers use the district created UPOs for instructional content guidance and pacing.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Administrators and teachers comply with and monitor implementation of instructional time for language arts. Every student receives one period of language arts instruction in her/his schedule.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Teachers reflect on assigned grades at the end of each Marking Period and assessment by analyzing the number and percentage of each letter grade assigned and the areas of growth needed.	July 2018	June 2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	3 - Comprehensive PreK-12 program	<p>Teachers use the District UPOs in language arts to plan, sequence, and deliver lessons.</p> <p>Instructional strategies for reading comprehension in all disciplines: Utilize supplemental materials to develop reading comprehension skills in language arts, history, and science. Implement vocabulary building in all disciplines. Utilize Venn diagrams and graphic organizers. Require learning activities to identify similarities and differences. Require learning activities that require students to identify and interpret figurative language and words with multiple meanings. Require learning activities that expect students to clarify word meanings through definitions, examples, restatements, and contrasts. Require learning activities that ask students to understand common word origins to determine English word meanings. Utilize story/plot maps and graphic organizers to identify and evaluate structural elements of plot. Use annotation strategies with difficult texts. Implement Workshops - both Reading and Writing - to support learners at all levels.</p> <p>Instructional strategies for writing applications: writing strategies, and writing conventions in language arts, history, science, and enrichment. Continue implementation of school-wide format for analytical writing for compositions that establish controlling impression, coherent thesis, and clear conclusion. Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques. Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices. Continue Cornell note-taking in all disciplines. Coach-district staff trainings on instructional strategies. Encourage use of Learning Logs across all disciplines.</p>	July 2018	June 2019	4000-4999: Books And Supplies	Title I	5000.00
					4000-4999: Books And Supplies	LCFF-EL	2450.00
Research-based Strategy Instruction/ Supplemental Instruction							
	3 - Comprehensive PreK-12 program	<p>Librarian - Teacher Librarian supports teachers and students in promoting reading and research of content. Provides trainings for teachers and students regarding research-related lessons, literacy, libraries, and research. Supports students with educational needs - reports, research. Maintains library, library collections, computers, and collaborates with teachers on lessons. District LCFF funded.</p>	July 2018	June 2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	3 - Comprehensive PreK-12 program	Computer Assistant - Computer Assistant assists teachers and students with technology and projects. Collaborates with teachers and students on individual or small group specific computer based learning tasks. Assists teachers with implementation of computer-based programs with a focus on literacy. Responsible for overall function and maintenance of computer lab, teaching computer skills to students, and maintaining overall technology of school. District LCFF funded.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	All students can attend after school tutoring by staff and Norte Vista IB / AVID students through Homework Zone every Monday, Wednesday, and Thursday, AVID tutors support AVID students, and PRIME TIME staff support students in after school programs.	July 2018	June 2019	1000-1999: Certificated Personnel Salaries	LCFF-EL	4108.00
	3 - Comprehensive PreK-12 program	English Learners - ELD is using High Point textbook, McGraw-Hill StudySync, Rosetta Stone software, and Achieve 3000. Advanced Academic Language Development (AALD) support using English 3D curriculum.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Expand the school library through the selection of new books.	July 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	500.00
	3 - Comprehensive PreK-12 program	Vertical and horizontal collaboration to ensure attainment of ELA and ELD standards	July 2018	June 2019	5000-5999: Services And Other Operating Expenditures	Title I	10000
Targeted Professional Development	3 - Comprehensive PreK-12 program	Teachers receive ongoing instructional support in language arts through district and site instructional coaches in order to implement the California Common Core State Standards, with an emphasis on the ELA/ELD Framework. Collaboration includes planning with instructional coach and colleagues. Subs to cover collaboration dates.	July 2018	June 2019	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	LCFF-LI Title I	5250.00 5000.00
	3 - Comprehensive PreK-12 program	Teachers use second and fourth Tuesday early release days for collaboration around data analysis, ELA/ELD framework, development of lesson plans, pacing, common assessments, grade norming, and implementation of school-wide writing systems.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Teachers receive ongoing support with instructional strategies to address Relationships, Relevance, and Rigor, and work toward student mastery of the California Common Core State Standards.	July 2018	June 2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	3 - Comprehensive PreK-12 program	All Certificated staff participate in the District Professional Development Plan, on the third Tuesday six times this year	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Teachers attend staff meetings to learn and dialogue about research-based instructional strategies and best practices in education.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Teachers and support staff attend the AVID Summer Institute, the Excellence through Equity Conference, and the Equity Team Institute.	July 2018	June 2019			
Achievement/Data Driven Structure and Support	3 - Comprehensive PreK-12 program	Instructional Coach - supplemental support for students and teachers to support all students. Monitors and analyzes data to create and implement action plans to improve student achievement. Supports professional development opportunities for teachers and collaborates to create effective learning lessons, instruction and student engagement. Assists in creating common assessments and analyzing the data.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Supplemental support to develop scaffolded lessons, Reality Pedagogy, increase student engagement, engaging lesson delivery, rigorous curriculum units and lessons. Project based learning, and assessments. Interventions targeted for at risk students specific needs. Materials to support this supplemental scaffold include copy machines, Duplos, materials for copy machine, copy contracts, printers, printer ink, LCD projectors, LCD bulbs, and supplies such as paper, white boards, white board markers, markers, index cards, folders, etc.	July 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	5500.00
Academic-Centered Family and Community Engagement	7 - Family engagement	Wells Parent University program to provide support, information, and strategies for parents to help their students succeed. A series of workshops created for parents to increase Parent Involvement and overall student achievement. WPU planning team will attend meetings and conferences in order to assist in providing relevant and helpful information to Wells parents. Topics determined by parent input.	July 2018	June 2019			
	7 - Family engagement	Parent Groups and volunteer communities: School Site Council (SSC), Parent Teacher Student Association (PTSA), English Learner Advisory Committee (ELAC), Wells Parent University (WPU), Wellness Committee, and AVID - Supplies and materials necessary to run these groups.	July 2018	June 2019	4000-4999: Books And Supplies 4000-4999: Books And Supplies	LCFF-LI LCFF-EL	100.00 100.00

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	7 - Family engagement	Parent Involvement nights - Multicultural events, choir, counselor activities, awards ceremonies, AVID activities, ASB activities, Dances, Club Live, Literapalooza. Supplies and funds to support events and materials needed for each.	July 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	100.00
	7 - Family engagement	Community outreach and message broadcasts, and teacher communication through the use of a telephone communication system - Blackboard/Teleparent, 5-Star Student.	July 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	500

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 the end of the 2018-2019 school year, all math teachers will use effective mathematical pedagogy to help every student increase by a minimum of 3 points beyond one year's growth on the SBAC Summative Assessment.

By the end of 2018-2019 school year, as a result of all math teachers using effective mathematical pedagogy, 80% of students will increase by a minimum of 3 points beyond one year's growth on the SBAC Summative Assessment, or they will reach a 25% increase of MDTP Scores.

Data Used to Form this Goal:

SBAC SA Results

Findings from the Analysis of this Data:

All students currently measured a 15.4% decline on the 2016-2017 State Accountability Test, which is considered a "significant decline" by State standards.

How the School will Evaluate the Progress of this Goal:

All students will be monitored and evaluated.

Wells will monitor and evaluate the progress of the goal through subject/grade level common formative assessments and Mark Analysis reports generated at the end of each marking period. The culminating determinant of the effectiveness of this goal will be grades assigned by the classroom teacher after the 5th marking period. While the goal applies directly to 8th grade students, teachers at all grade levels and content areas will be responsible for this goal, as their efforts to form relationships and influence students will have a great impact on the well-being of all students at Wells Middle School.

Each year, teachers, guidance counselors and administrators will evaluate the effectiveness of our program by evaluating student grades in mathematics in preparation for promotion related activities.

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	Biweekly collaboration meetings analyzing curriculum, developing lessons, analyzing data from CFAs, additional assessments.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Teachers use the district created UPOs for instructional content guidance and pacing.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Administrators and teachers comply with and monitor implementation of instructional time for math. Every student receives one period of math instruction in her/his schedule.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Teachers reflect on assigned grades at the end of each Marking Period by analyzing the number and percentage of each letter grade assigned	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Teachers use the district UPOs in math to plan, sequence, and deliver lessons.	July 2018	June 2019			
Research-based Strategy Instruction/ Supplemental Instruction	3 - Comprehensive PreK-12 program	Librarian - Teacher Librarian supports teachers and students in promoting reading and research of content. Provides trainings for teachers and students regarding research-related lessons, literacy, libraries, and research. Supports students with educational needs - reports, research. Maintains library, library collections, computers, and collaborates with teachers on lessons. District LCFF funded.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Computer Assistant - Computer Assistant assists teachers and students with technology and projects. Collaborates with teachers and students on individual or small group specific computer based learning tasks. Assists teachers with implementation of computer-based intervention programs with a focus on literacy and numeracy. Responsible for overall function and maintenance of computer lab, teaching computer skills to students, and maintaining overall technology of school. District LCFF funded.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	All students can attend after school tutoring by staff and Norte Vista IB students through Homework Zone every Monday, Wednesday, and Thursday, AVID tutors support AVID students, and PRIME TIME staff support students in after school programs.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	English Learners - EL support classes with support teacher using IXL and other supplementary materials.	July 2018	June 2019			
	3 - Comprehensive PreK-12	Biweekly collaboration meetings to analyze student	July	June			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	program	data, develop lessons, and identify strategies to differentiate learning. Vertical collaboration of subject level departments is held regularly.	2018	2019			
Targeted Professional Development	3 - Comprehensive PreK-12 program	Teachers receive ongoing instructional support in math through district and site instructional coaches in order to implement the new California Common Core State Standards. Collaboration includes planning with instructional coach and peers. Emphasis on meeting needs of English Learners. Subs to cover collaboration dates.	July 2018	June 2019	1000-1999: Certificated Personnel Salaries	Title I	5000.00
					1000-1999: Certificated Personnel Salaries	LCFF-EL	1100.00
	3 - Comprehensive PreK-12 program	Teachers use second and fourth Tuesday early release days for collaboration around data analysis, ELA/ELD framework, development of lesson plans, pacing, and common assessments.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Teachers receive ongoing support with instructional strategies to address Relationships, Relevance, and Rigor, and work toward student mastery of the California Common Core State Standards.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	All Certificated staff participate in the District Professional Development Plan, on the third Tuesday six times this year	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Teachers attend staff meetings to learn and dialogue about research-based instructional strategies and best practices in education.	July 2018	June 2019			
Achievement/Data Driven Structure and Support	3 - Comprehensive PreK-12 program	Teachers and support staff attend professional development provided by outside agencies to support the development of current strategies and pedagogy in teaching mathematics, the AVID Summer Institute, the Excellence through Equity Conference, and the Equity Institute	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Instructional Coach - supplemental support for students and teachers to support all students. Monitors and analyzes data to create and implement action plans to improve student achievement. Supports professional development opportunities for teachers and collaborates to create effective learning lessons, instruction and student engagement. Assists in creating common assessments and analyzing the data.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Supplemental support to develop scaffolded lessons, Reality Pedagogy, increase student engagement, engaging lesson delivery, rigorous curriculum units and lessons. Project based learning, and assessments. Interventions targeted for at risk students specific needs. Materials to support this supplemental scaffold include copy	July 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	5500.00

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
		machines, Duplos, materials for copy machine, copy contracts, printers, printer ink, LCD projectors, LCD bulbs, and supplies such as paper, white boards, white board markers, markers, index cards, folders, etc.					
Academic-Centered Family and Community Engagement	7 - Family engagement	Wells Parent University program to provide support, information, and strategies for parents to help their students succeed. A series of workshops created for parents to increase Parent Involvement and overall student achievement. WPU planning team will attend meetings and conferences in order to assist in providing relevant and helpful information to Wells parents. Topics determined by parent input.	July 2018	June 2019			
	7 - Family engagement	Parent Groups and volunteer communities: School Site Council (SSC), Parent Teacher Student Association (PTSA), English Learner Advisory Committee (ELAC), Wells Parent University (WPU), Wellness Committee, and AVID - Supplies and materials necessary to run these groups.	July 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	100.00
					4000-4999: Books And Supplies	LCFF-EL	100.00
	7 - Family engagement	Parent Involvement nights - Multicultural events, choir, counselor activities, awards ceremonies, AVID activities, ASB activities, Dances, Club Live, Literapalooza. Supplies and funds to support events and materials needed for each.	July 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	100.00
	7 - Family engagement	Community outreach and message broadcasts, and teacher communication through the use of a telephone communication system - Blackboard/Teleparent, 5-Star Student.	July 2018	June 2019			

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 the end of the 2018-2019 school year, all students will meet academic proficiency requirements in history,. This will be as evidenced by 75% of all students earning passing marks (A, B, or C) on semester grades in history/social studies.

Data Used to Form this Goal:

Student grades

Site common assessments

Findings from the Analysis of this Data:

Wells Middle School currently experiences a promotion rate of approximately 80%. We recognize through our work with creating a culture of universal achievement, that all students should be earning passing grades on each semester report card. Teachers and staff members, regardless of grade level or subject assignment, can influence our students to do well. By doing so, students will improve their academic abilities.

Instructional priorities will be ancient civilizations in 6th grade, Late Antiquity, Middle Ages, Renaissance and Reformation in 7th grade and Early US History, the Constitution, and the Civil War and its aftermath in 8th grade. A focus in the social sciences continues to be on the use of Document Based Questions and the ELA/ELD Framework. Teachers are working on improving their instructional knowledge and the rigor in their classrooms as they assist students with working toward mastery of the new content standards. Specific focus will be paid to English Learners and Low Income students.

How the School will Evaluate the Progress of this Goal:

Wells will monitor and evaluate the progress of the goal through subject/grade common formative assessments, and mark analysis reports generated at the end of each marking period. The culminating determinant of the effectiveness of this goal will be grades assigned by the classroom teacher after Grading Period 3 and 6.

Each year, guidance counselors and administration will evaluate the effectiveness of our program by evaluating student grades in history.

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	Collaboration meetings analyzing curriculum, developing lessons, analyzing data from CFAs, or additional assessments.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	The school provide all students in 6th, 7th, and 8th grade with a history textbook. Teachers and students use this textbook as a guide for the class, basis for information and for research purposes. Teachers use the district created UPOs for instructional content guidance and pacing.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Administrators and teachers comply with and monitor implementation of instructional time for history/social science. Every student receives one period of history/social science instruction in her/his schedule.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Teachers use the District UPOs in history/social science to plan, sequence, and deliver lessons. Supported by the use of Document-Based Questions (DBQs) or similar historical articles, multi-paragraph writing assignments/essays and research projects in history for each unit of instruction, focusing on standards based writing strategies. Essays, research papers, and other writing projects in history require students to compare and contrast, distinguish fact from opinion, discern relevant from irrelevant information, detect different historical points of view, and recognize historical interpretations. Students confront issues and write analytical commentaries in history.	July 2018	June 2019	4000-4999: Books And Supplies 4000-4999: Books And Supplies	LCFF-LI LCFF-EL	
	3 - Comprehensive PreK-12 program	Teachers reflect on assigned grades at the end of each Marking Period by analyzing the number and percentage of each letter grade assigned	July 2018	June 2019			
Research-based Strategy Instruction/ Supplemental Instruction	3 - Comprehensive PreK-12 program	Librarian - Teacher Librarian supports teachers and students in promoting reading and research of content. Provides trainings for teachers and students regarding research-related lessons, literacy, libraries, and research. Supports students with educational needs - reports, research. Maintains library, library collections, computers, and collaborates with teachers on lessons. District LCFF funded.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Computer Assistant - Computer Assistant assists teachers and students with technology and projects. Collaborates with teachers and students on individual or small group specific computer based learning tasks. Assists teachers with implementation of computer-based programs with a focus on literacy. Responsible for overall	July 2018	June 2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
		function and maintenance of computer lab, teaching computer skills to students, and maintaining overall technology of school. District LCFF funded.					
	3 - Comprehensive PreK-12 program	Teachers will have access to professional learning on common core, the ELA/ELD Framework, student engagement, EL strategies, Document Based Questions, and conferences such as NCSS. Teachers will also have access to coaching and lesson demos from instructional coach.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	All students can attend after school tutoring by staff and Norte Vista IB / AVID students through Homework Zone every Monday, Wednesday, and Thursday, AVID tutors support AVID students, and PRIME-Time staff support students in after school programs.	July 2018	June 2019	0001-0999: Unrestricted: Locally Defined	LCFF-EL	
	3 - Comprehensive PreK-12 program	Vertical and horizontal collaboration will be planned to ensure attainment of history/social science and literacy standards	July 2018	June 2019			
Targeted Professional Development	3 - Comprehensive PreK-12 program	Teachers receive ongoing instructional support in history and literacy through district and site instructional coaches in order to implement the California Common Core State Standards, with an emphasis on the ELA/ELD Framework. Collaboration includes cognitive planning with instructional coach and colleagues. Subs will be provided to cover collaboration dates.	July 2018	June 2019	1000-1999: Certificated Personnel Salaries	Title I	5750.00
					1000-1999: Certificated Personnel Salaries	LCFF-EL	500.00
	3 - Comprehensive PreK-12 program	Teachers use second and fourth Tuesday early release days for collaboration around data analysis, history standards, ELA/ELD framework, development of lesson plans, pacing, and common assessments.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Teachers receive ongoing support with instructional strategies to address relationships, relevance, and rigor, and work toward student mastery of the California Common Core State Standards.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Teachers attend staff meetings to learn and dialogue about research-based instructional strategies and best practices in education.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Teachers and support staff attend the AVID Summer Institute, the Excellence through Equity Conference, and the Equity Team Institute.	July 2018	June 2019			
Achievement/Data Driven Structure	3 - Comprehensive PreK-12 program	Instructional Coach - supplemental support for students and teachers to support all students.	July 2018	June 2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
and Support		Monitors and analyzes data to create and implement action plans to improve student achievement. Supports professional development opportunities for teachers and collaborates to create effective learning lessons, instruction and student engagement. Assists in creating common assessments and analyzing the data.					
	3 - Comprehensive PreK-12 program	Supplemental support to develop scaffolded lessons, Reality Pedagogy, increase student engagement, engaging lesson delivery, rigorous curriculum units and lessons. Project based learning, I.S, and assessments. Interventions targeted for at-risk students' specific needs. Materials to support this supplemental scaffold include copy machines, Duplos, materials for copy machine, copy contracts, printers, printer ink, LCD projectors, LCD bulbs, and supplies such as paper, white boards, white board markers, markers, index cards, folders, etc.	July 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	3500.00
Academic-Centered Family and Community Engagement	7 - Family engagement	Wells Parent University program to provide support, information, and strategies for parents to help their students succeed. A series of workshops created for parents to increase Parent Involvement and overall student achievement. WPU planning team will attend meetings and conferences in order to assist in providing relevant and helpful information to Wells parents. Topics determined by parent input.	July 2018	June 2019			
	7 - Family engagement	Parent Groups and volunteer communities: School Site Council (SSC), Parent Teacher Student Association (PTSA), English Learner Advisory Committee (ELAC), Wells Parent University (WPU), Wellness Committee, and AVID - Supplies and materials necessary to run these groups.	July 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	100.00
					4000-4999: Books And Supplies	LCFF-EL	100.00
	7 - Family engagement	Parent Involvement nights - Multicultural events, choir, counselor activities, awards ceremonies, AVID activities, ASB activities, Dances, Club Live, Literapalooza. Supplies and funds to support events and materials needed for each.	July 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	100.00
	7 - Family engagement	Community outreach and message broadcasts, and teacher communication through the use of a telephone communication system - Blackboard/Teleparent, 5-Star Student.	July 2018	June 2019			

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 the end of the 2018-2019 school year, all students will meet academic proficiency requirements, as evidenced by all 8th grade students meeting promotion requirements. This includes academic proficiency in science.

All students will meet state standards as measured by the CAST results.

Data Used to Form this Goal:

Student grades
Site common assessments
CAST results

Findings from the Analysis of this Data:

Wells Middle School currently experiences a promotion rate of approximately 80%. We recognize through our work with the No Excuses University and creating a culture of universal achievement, that all students should be meeting promotion requirements. Teachers and staff members, regardless of grade level or subject assignment, can influence our students to do well and encourage them to meet promotion requirements. By doing so, state test scores should increase and students will improve their academic abilities.

CAST results indicate a need to prioritize in science content and skills for the 2017-2018 school year. Teachers are working on improving their instructional knowledge and the rigor in their classrooms as they assist students with working towards mastery of the Next Generation Science Standards (NGSS). Specific focus will be paid to English Learners and Low Income students. Instructional priorities will continue to focus on the Integrated model specified in Appendix K of the NGSS.

How the School will Evaluate the Progress of this Goal:

Wells will monitor and evaluate the progress of the goal through the subject/grade level common formative assessments and Mark Analysis reports generated at the end of each marking period. The culminating determinant of the effectiveness of this goal will be grades assigned by the classroom teacher after Grading Period 5. While the goal applies directly to 8th grade students, teachers at all grade levels and content areas will be responsible for this goal, as their efforts to form relationships and influence students will have a great impact on the well-being of all students at Wells Middle School.

Each year, guidance counselors and administration will evaluate the effectiveness of our program by evaluating student grades in science in preparation for promotion related activities.

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	Biweekly collaboration meetings analyzing curriculum, developing lessons, analyzing data from CFAs, additional assessments.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	The school provides all students in 6th, 7th, and 8th grade with a science textbook. Teachers and students use these resources as a guide for the class, base for information, and for research purposes.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Administrators and teachers comply with and monitor implementation of instructional time for science. Every student receives one period of science instruction in her/his schedule.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Teachers use the District pacing guides in science to plan, sequence, and deliver lessons. Teachers focus on implementation of the 3 domains of the NGSS: Disciplinary Core Ideas (DCIs), Cross Cutting Concepts (CCCs), and Science and Engineering Practices (SEPs). Teachers utilize Venn diagrams and graphic organizers. Require learning activities to identify similarities and differences. Assign laboratory experiments in science involving measurement, data analysis, statistics, and probability using the scientific method. Require students to construct appropriate graphs from data and develop quantitative statements about relationships between variables. Provide materials/supplies to support science standards.	July 2018	June 2019	4000-4999: Books And Supplies 4000-4999: Books And Supplies	LCFF-LI LCFF-EL	
	3 - Comprehensive PreK-12 program	Three department-wide collaboration days throughout the year to create pacing guides, rubrics, and common assessments in order to meet our SMART Goal.	July 2018	June 2019			
Research-based Strategy Instruction/ Supplemental Instruction	3 - Comprehensive PreK-12 program	Librarian - Teacher Librarian supports teachers and students in promoting reading and research of content. Provides trainings for teachers and students regarding research-related lessons, literacy, libraries, and research. Supports students with educational needs - reports, research. Maintains library, library collections, computers, and collaborates with teachers on lessons. District LCFF funded.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Computer Assistant - Computer Assistant assists teachers and students with technology and projects. Collaborates with teachers and students on individual or small group specific computer based learning tasks. Assists teachers with implementation of computer-based programs with a focus on literacy. Responsible for overall	July 2018	June 2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
		function and maintenance of computer lab, teaching computer skills to students, and maintaining overall technology of school. District LCFF funded.					
	3 - Comprehensive PreK-12 program	Teachers will have access to professional learning on common core, the ELA/ELD Framework, student engagement, EL strategies, Step Up to Writing and NGSS. Will also have access to coach and lesson demos from instructional coach.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	All students can attend after school tutoring by staff and Norte Vista IB / AVID students through Homework Zone every Monday, Wednesday, and Thursday, AVID tutors support AVID students, and PRIME TIME staff support students in after school programs.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Vertical and horizontal collaboration to ensure attainment of NGSS and all three dimensions (DCIs, CCCs, and SEPs)	July 2018	June 2019			
Targeted Professional Development	3 - Comprehensive PreK-12 program	Teachers receive ongoing instructional support in science and literacy through district and site instructional coaches in order to implement the NGSS, along with the California Common Core State Standards, with an emphasis on the ELA/ELD Framework. Collaboration includes cognitive planning with instructional coach and colleagues. Subs to cover collaboration dates.	July 2018	June 2019	1000-1999: Certificated Personnel Salaries	Title I	5750.00
					1000-1999: Certificated Personnel Salaries	LCFF-EL	475.00
	3 - Comprehensive PreK-12 program	Teachers use second and fourth Tuesday early release days for collaboration around data analysis, NGSS, ELA/ELD framework, development of lesson plans, pacing, and common assessments.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Teachers receive ongoing support with instructional strategies to address Relationships, Relevance, and Rigor, and work toward student mastery of the California Common Core State Standards.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	All Certificated staff participate in the District Professional Development Plan, on the third Tuesday six times this year	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Teachers attend staff meetings to learn and dialogue about research-based instructional strategies and best practices in education.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Teachers and support staff attend the AVID Summer Institute, the Excellence through Equity Conference, and the Equity Team Institute	July 2018	June 2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Achievement/Data Driven Structure and Support	3 - Comprehensive PreK-12 program	Instructional Coach - supplemental support for students and teachers to support all students. Monitors and analyzes data to create and implement action plans to improve student achievement. Supports professional development opportunities for teachers and collaborates to create effective learning lessons, instruction and student engagement. Assists in creating common assessments and analyzing the data.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Supplemental support to develop scaffolded lessons, Reality Pedagogy, increase student engagement, engaging lesson delivery, rigorous curriculum units and lessons. Project based learning, and assessments. Interventions targeted for at risk students specific needs. Materials to support this supplemental scaffold include copy machines, Duplos, materials for copy machine, copy contracts, printers, printer ink, LCD projectors, LCD bulbs, and supplies such as paper, white boards, white board markers, markers, index cards, folders, etc.	July 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	4500.00
Academic-Centered Family and Community Engagement	7 - Family engagement	Wells Parent University program to provide support, information, and strategies for parents to help their students succeed. A series of workshops created for parents to increase Parent Involvement and overall student achievement. WPU planning team will attend meetings and conferences in order to assist in providing relevant and helpful information to Wells parents. Topics determined by parent input.	July 2018	June 2019			
	7 - Family engagement	Parent Groups and volunteer communities: School Site Council (SSC), Parent Teacher Student Association (PTSA), English Learner Advisory Committee (ELAC), Wells Parent University (WPU), Wellness Committee, and AVID - Supplies and materials necessary to run these groups.	July 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	100.00
	7 - Family engagement	Parent Involvement nights - Multicultural events, choir, counselor activities, awards ceremonies, AVID activities, ASB activities, Dances, Club Live, Literapalooza. Supplies and funds to support events and materials needed for each.	July 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	100.00
	7 - Family engagement	Community outreach and message broadcasts, and teacher communication through the use of a telephone communication system - Blackboard/Teleparent, 5-Star Student.	July 2018	June 2019			

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 the end of the 2018-2019 school year, English Language Learners will continue to progress toward English language acquisition, as evidenced by increased numbers of students reclassifying as proficient in English.

Data Used to Form this Goal:

Student grades
ELPAC test scores
SOLOM Assessments
SBAC SA Scores

Findings from the Analysis of this Data:

Three bilingual instructional assistants provide Spanish primary language support for EL students in sheltered classes. The EL program provides ELD and SDAIE methodology for bilingual students. Sheltered courses parallel both the content and concepts of the CCSS in the core curriculum. The teachers of ELD and sheltered courses possess a CLAD/BCLAD credential. LCFF-EL funds provide support personnel, ancillary materials, and additional supports for students with limited English proficiency. A significant focus will also be on Long-term English Learners (LTELs). The Advanced Academic Language Development (AALD) course allows LTEL students to increase reading ability, word analysis skills, comprehension and vocabulary, and it will benefit from combining it with our AVID Program, in our first ever Wells Opportunity classes, with our AALD students benefiting from AVID tutors and other supports.

How the School will Evaluate the Progress of this Goal:

Wells will monitor and evaluate the progress of the goal throughout the subject/ grade level common formative assessments, and ELPAC scores. The culminating determinant of the effectiveness of this goal will be grades assigned by the classroom teacher after Grading Periods 3 and 6, ELPAC scores, and SBAC SA scores.

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	Three bilingual assistants provide primary language support for EL students who have been in American schools for three years or less. Assistants work with students individually and in small groups, assist with specific learning tasks, assist students by interpreting classroom assignments, read to students and listen to students read, assist pupils with audio-visual aids, assist in preparing progress reports for students and assist teachers with parent contacts. District Title I/Title III funded.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Teachers provide all ELD students in 6th, 7th, and 8th grade with the adopted textbook. Teachers ensure that students appropriately use the Hampton-Brown High Point and/or the McDougal Littell Language of Literature programs.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Administrators and teachers comply with and monitor implementation of instructional time for language arts/ELD/ELD Lab.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Teachers use the District UPOs and the ELA/ELD Framework in the sheltered and ELD classes to plan, sequence, and deliver lessons.	July 2018	June 2019			
		Continue to address motivation through incentives and peer mentoring	July 2018	June 2019			
Research-based Strategy Instruction/ Supplemental Instruction	3 - Comprehensive PreK-12 program	Intervention Teacher - Teacher to support at-risk students struggling with reading, reading comprehension, phonics, and fluency. Students identified by test scores and teacher recommendation. Targeted support and intervention for EL students struggling with Academic language and language arts. Targeted strategic intervention for at risk students in Language Arts. District LCFF funded.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	AALD - Advanced Academic Language Development Course - targeted for Long Term EL students (LTELs). Academic Language support for LTEL students in grade 7 and 8. English 3D curriculum to support and enhance academic language to continue progress on CELDT / ELPAC for reclassification.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Supplemental materials to enhance lesson delivery and student engagement. Strategies targeted to address EL needs and scaffold lessons. Strategies help EL students achieve the core curriculum and gain academic language skills in reading, writing, listening, and speaking. Materials used in sheltered, ELD, and AALD classes only. Materials include computers, software (Rosetta Stone), technology,	July 2018	June 2019	4000-4999: Books And Supplies	LCFF-EL	18847.00

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
		materials (visuals and hands-on materials) intervention tutoring during school and after school, and intervention classes, and software equipment for language development.					
	3 - Comprehensive PreK-12 program	Biweekly collaboration meetings to analyze student data, differentiate learning. Vertical collaboration of subject level departments is held regularly.	July 2018	June 2019			
Targeted Professional Development	3 - Comprehensive PreK-12 program	The bilingual instructional assistants attend district trainings and site para-professional trainings.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Teachers receive ongoing instructional support in in all four core subjects through district and site instructional coaches in order to implement CCSS and NGSS, with an emphasis on the ELA/ELD Framework. Collaboration includes planning with instructional coach and colleagues. Subs to cover collaboration dates.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Teachers use second and fourth Tuesday early release days for collaboration around data analysis, history standards, ELA/ELD framework, development of lesson plans, pacing, and common assessments.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Teachers receive ongoing support with instructional strategies to address Relationships, Relevance, and Rigor, and work toward student mastery of the California Common Core State Standards.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Teachers attend staff meetings to learn and dialogue about research-based instructional strategies and best practices in education.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Teachers and support staff attend the AVID Summer Institute, the Excellence through Equity Conference, and the Equity Team Institute.	July 2018	June 2019			
Achievement/Data Driven Structure and Support	3 - Comprehensive PreK-12 program	EL Facilitator - assists with ELAC, RFEP Monitoring, CELDT, Reclassification and celebration planning, EL trainings, EL support for teachers, addressing needs of EL students	July 2018	June 2019	1000-1999: Certificated Personnel Salaries	LCFF-EL	3635.00
	3 - Comprehensive PreK-12 program	Instructional Coach - supplemental support for students and teachers to support all students. Monitors and analyzes data to create and implement action plans to improve student achievement. Supports professional development opportunities for teachers and collaborates to create effective learning lessons, instruction and student engagement. Assists in creating common assessments and analyzing the data.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	CELDT / ELPAC- Additional Hours for CELDT / ELPAC testing coordinators to prepare, organize,	July 2018	June 2019	1000-1999: Certificated Personnel Salaries	LCFF-EL	900.00

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
		and administer CELDT /ELPAC for Wells students. Includes CELDT / ELPAC chats and organizing class lists, facilitating CELDT / ELPAC process from Oral testers to Group testing.					
	3 - Comprehensive PreK-12 program	LCFF-EL funds are used to purchase supplemental instructional materials for ELD, sheltered, and AALD classes. Instructional equipment and materials for lesson preparation, instructional delivery student assessment and reporting include copy machines and supplies, Duplo, Rosetta Stone, tablets, computers, printers, technology, ink, bulbs, paper, LCD/ELMO projectors, professional development consultants and trainings.	July 2018	June 2019	4000-4999: Books And Supplies	LCFF-EL	6000.00
Academic-Centered Family and Community Engagement	4 - Communicate effectively	Translators - for parent meetings, trainings, and conferences in order to have effective and efficient parent communication. Additional hours for translators to provide these services.	July 2018	June 2019	2000-2999: Classified Personnel Salaries	LCFF-EL	1500.00
	7 - Family engagement	Wells Parent University program to provide support, information, and strategies for parents to help their students succeed. A series of workshops created for parents to increase Parent Involvement and overall student achievement. WPU planning team will attend meetings and conferences in order to assist in providing relevant and helpful information to Wells parents. Topics determined by parent input.	July 2018	June 2019			
	7 - Family engagement	Parent Groups and volunteer communities: School Site Council (SSC), Parent Teacher Student Association (PTSA), English Learner Advisory Committee (ELAC), Wells Parent University (WPU), Wellness Committee, and AVID - Supplies and materials necessary to run these groups.	July 2018	June 2019	4000-4999: Books And Supplies	LCFF-EL	500.00
	7 - Family engagement	Parent Involvement nights - Multicultural events, choir, counselor activities, awards ceremonies, AVID activities, ASB activities, Dances, Club Live, Literapalooza. Supplies and funds to support events and materials needed for each.	July 2018	June 2019			
	7 - Family engagement	Community outreach and message broadcasts, and teacher communication through the use of a telephone communication system - Blackboard/Teleparent, 5-Star Student.	July 2018	June 2019			
	7 - Family engagement	ELAC meets every month during the school year to plan activities, advise parents on programs, and offer input into the EL program and the SPSA.	July 2018	June 2019			
	7 - Family engagement	Parents of EL students are able to attend CAFE regional conference to enhance their knowledge of school programs to best meet the needs of their EL students.	July 2018	June 2019	5000-5999: Services And Other Operating Expenditures	LCFF-EL	3000.00

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 1%.

By June 2019, suspensions and discipline for drugs, alcohol, tobacco, or physical violence will decrease by 3%.

Data Used to Form this Goal:

Attendance data

Suspension data

Findings from the Analysis of this Data:

Wells provides a safe learning environment. Staff members promote caring and nurturing relationships and work cooperatively with parents, students, law enforcement and other community members. Our school-wide focus on Relationships, Relevance, and Rigor promotes the concept of building positive relationships as the top priority of the school. We have made Restorative Practices a priority on campus, and in addition to several teachers and support staff being trained, we will also train two teachers as trainers of Restorative Practices this year. Staff members stress prevention of violence on campus and prepare students to handle conflict, anger and other threats to safety.

The school administration and teachers develop, monitor and evaluate the school safety plan components each year. The Wells Middle School discipline policy provides students with behavior guidelines that are aligned to the State Education Code and district policies. School-wide rules, the dress code and consequences for rule infractions provide students with clear expectations for behavior. OCI is designed to modify student behavior through Restorative Practices.

Students have access to support programs that include after school tutoring at Homework Zone for all students and through the PrimeTime program. This assists them in meeting their academic, social and emotional needs. Parent organizations such as the PTSA, ELAC and School Site Council, along with the Wells Parent University, have been involved in the development and implementation of the discipline policy and the Safe School Plan.

Suspension and attendance rates at Wells Middle School continue to improve each year. As we continue to improve the culture at Wells Middle School, it is important to continue to provide opportunities for students to develop character and academic skills. Counselors provide guidance counseling services to all students. A part-time Wylie Center counselor also provides anger management and controlled substance avoidance counseling services to students.

How the School will Evaluate the Progress of this Goal:

Suspension rates and attendance data will be reviewed at least quarterly each year to ensure the progress of these goals.

Strategies	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	High visibility and relationship building by school administrators, counselors, OCI teacher, and campus supervisors before school, during passing periods and lunch, and after school. Counselors present in classrooms, and are highly visible in street runs, WPU, PTSA, ELAC, and ATP.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Teachers / counselors meet regularly to discuss student progress and to develop interventions for students who need additional support.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	All teachers / counselors build assets by staying cognizant of Maslow's Hierarchy of Needs. By being aware of patterns of student behavior, staff focus on building relationships with students, connecting students to school activities, and maintaining a positive and caring climate.	July 2018	June 2019			
	5 - Develop character of students	Caught Being Good slips and Phoenix/Citizen of the Month awards are utilized by teachers and staff for academic achievement, academic improvement, good citizenship/behavior, perfect attendance, or for other criteria established by staff members	July 2018	June 2019			
	5 - Develop character of students	Academic awards and positive incentives for attendance include monthly perfect attendance awards, honor roll recognition, and an end-of-the-year awards ceremony.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Counselors identify students struggling with grades, and try to identify what might contribute to a lack of success in school. Counselors discuss study skills with the students and refer students to after school tutoring or PRIME Time homework help. Every 6 weeks a non-promote list is generated, and staff "adopt" students at risk of not promoting. The guidance office and support personnel also provide program changes based on student needs, and hosts CELDT (ELPAC) chats with students regarding reclassification.	July 2018	June 2019			
	5 - Develop character of students	The guidance office provides students with short-term crisis intervention counseling, referral services for more extensive counseling, drug and alcohol awareness education, and support groups.	July 2018	June 2019			
	5 - Develop character of students	The Student Success Team (SST) works with students who are identified and referred by their teachers, counselors, and parents as having academic challenges. The SST monitors student growth and progress and calls regular meetings to obtain feedback from parents and students.	July 2018	June 2019			

Strategies	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	3 - Comprehensive PreK-12 program	Staff and families are given the opportunity to express their perspectives on the programs and safety of the school through Coffee with the Counselors. Students give feedback via the annual School Climate Survey.	July 2018	June 2019			
	2 - Collaborate with partners	Counselors have established partnerships with Savers and Wells Fargo in order to offer food and clothing to needy families.	July 2018	June 2019			
Research-based Strategy Instruction/ Supplemental Instruction	5 - Develop character of students	School rules are provided through the Student Handbook, and rules are reviewed at the beginning of each semester in a grade-level discipline assembly. In this assembly, administration reviews site rules, expectations, and potential consequences of inappropriate behavior.	July 2018	June 2019			
	5 - Develop character of students	Canine detection provided by district funding is used to deter alcohol, drug and dangerous items on campus. Counseling is provided for students who are found with such items after appropriate consequences have been issued, and each time a student returns from a suspension.	July 2018	June 2019			
	5 - Develop character of students	Analysis of discipline reports, behavior trends, OCI records to identify possible interventions, and plan appropriate and consistent consequences for all students.	July 2018	June 2019			
Targeted Professional Development	5 - Develop character of students	Annually review suspension and expulsion data with all staff.	July 2018	June 2019			
	6 - Support exemplary staff	Counselors attend monthly district counseling meetings as set per district administration	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	AVID teachers attend the AVID summer institute and Select teachers attend other trainings, such as the Excellence Through Equity Conference, Restorative Practices training, Reality Pedagogy training, Unconscious Bias Training, and the Equity Team Institute.	July 2018	June 2019	5000-5999: Services And Other Operating Expenditures	Title I	9250.00
					5000-5999: Services And Other Operating Expenditures	LCFF-LI	10964.00
Achievement/Data Driven Structure and Support	7 - Family engagement	Child Welfare and Attendance presentations at Wells Parent University	July 2018	June 2019			
	7 - Family engagement	Annually review suspension and expulsion data with SSC, ELAC and WPU.	July 2018	June 2019			
	7 - Family engagement	Child Nutrition Services presentations at PTSA, ELAC, and WPU.	July 2018	June 2019			
Academic-Centered Family and Community Engagement	7 - Family engagement	Wells Parent University program continues to provide support, information, and strategies for parents to help their students succeed. A series of workshops are created each year for parents to become more informed about how to support all	July 2018	June 2019			

Strategies	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
		aspects of student achievement. WPU program team will collaborate to provide relevant and helpful information to Wells parents.					
	7 - Family engagement	Parent and community groups: School Site Council (SSC), Parent Teacher Student Association (PTSA), English Learner Advisory Committee (ELAC), Wells Parent University (WPU)- Supplies and materials necessary to run these groups. Counselors also participate in 6th grade orientation night and awards nights.	July 2018	June 2019			
	7 - Family engagement	Parent Involvement nights - Multicultural events, counselor, awards ceremonies, AVID activities, ASB activities, Dances, Club Live, and YEMP. Supplies and funds to support events and materials needed for each.	July 2018	June 2019			
	7 - Family engagement	Community outreach and message broadcasts, and teacher communication through the use of communication and tracking systems- Blackboard/Teleparent and 5-Star Student.	July 2018	June 2019			

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 the end of the 2018-2019 school year, all students will meet academic proficiency requirements, as evidenced by all 8th grade students meeting promotion requirements. All students, therefore, will be prepared for high school, making them prepared to graduate from high school and attend college.

Data Used to Form this Goal:

Promotion rates

High school graduation rates

AVID participation rates

Findings from the Analysis of this Data:

Wells Middle School continues to highlight college and career readiness through a campus-wide focus on a future that includes success in high school and college. Our AVID program continues to expand and provides students with an opportunity to be exposed to college and further prepare themselves to achieve through their own individual determination. The addition of rigorous college prep electives has helped students see the connection between success in middle school and success in high school.

How the School will Evaluate the Progress of this Goal:

We will continue to evaluate our promotion rates, including rates of student subgroups, our participation rates in AVID, and progress in the implementation of equitable practices in access and success.

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	Core Units of Study are aligned to state standards.	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Focus on first best instruction within the classroom by utilizing strategies with an effect size greater than 0.4. Focus on full implementation of the California Common Core State Standards and Next Generation Science Standards.	July 2018	June 2019			
Research-based Strategy Instruction/ Supplemental Instruction	3 - Comprehensive PreK-12 program	Biweekly collaboration meetings analyzing curriculum, developing lessons, analyzing data from CFAs, additional assessments.	July 2018	June 2019			
	8 - Learning environment to achieve excellence	Start the implementation process to offer a comprehensive enrichment program that lets students apply their academic knowledge outside the students' core classes including gardening, engineering, music, and other offerings that strengthen academic English, based on teacher expertise and student interest.	July 2018	June 2019	1000-1999: Certificated Personnel Salaries	LCFF-LI	6532
	3 - Comprehensive PreK-12 program	Rolling carts and chrome books will be purchased in order to improve the level of access to technology throughout the campus.	July 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	25000.00
	3 - Comprehensive PreK-12 program	Analysis of student success and course requests to place students in master schedule.	July 2018	June 2019			
Targeted Professional Development							
	3 - Comprehensive PreK-12 program	Staff professional development focused on Common Core Standards and assessments, Aeries, EADMS, SUTW, Hattie's Effect sizes, Reality Pedagogy, Formative Assessment, NEU, Student Engagement, AVID Principles	July 2018	June 2019			
	3 - Comprehensive PreK-12 program	Continue the development of the Promethean Academy as a targeted way to increase the number of students interested in International Baccalaureate at the high school level.	July 2018	June 2019	5000-5999: Services And Other Operating Expenditures	LCFF-LI	5000.00

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	3 - Comprehensive PreK-12 program	Research and implement the middle school program Project Lead the Way (PLTW) Gateway by adding one course per year, in order to better prepare students for PLTW at the high school level.	July 2018	June 2019	5000-5999: Services And Other Operating Expenditures	LCFF-LI	5000.00
Achievement/Data Driven Structure and Support	3 - Comprehensive PreK-12 program	Coaching support to develop lessons, deliver lessons, data analysis, and cognitive planning with site and district instructional coaches.	July 2018	June 2019			
Academic-Centered Family and Community Engagement	7 - Family engagement	Wells Parent University program continues to provide support, information, and strategies for parents to help their students succeed. A series of workshops are created each year for parents to become more informed about how to support all aspects of student achievement. WPU program team will collaborate to provide relevant and helpful information to Wells parents.	July 2018	June 2019			
	7 - Family engagement	Parent and community groups: School Site Council (SSC), Parent Teacher Student Association (PTSA), English Learner Advisory Committee (ELAC), Wells Parent University (WPU)- Supplies and materials necessary to run these groups	July 2018	June 2019			
	7 - Family engagement	Parent Involvement nights - Multicultural events, counselor, awards ceremonies, AVID activities, ASB activities, Dances, Club Live. Supplies and funds to support events and materials needed for each.	July 2018	June 2019			
	7 - Family engagement	Community outreach and message broadcasts, and teacher communication through the use of communication and tracking systems- Blackboard/Teleparent and 5-Star Student.	July 2018	June 2019			

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	43,415	0.00
LCFF-LI	78,546	0.00
Title I	45,750	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF-EL	43,415.00
LCFF-LI	78,546.00
Title I	45,750.00

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	10,718.00
2000-2999: Classified Personnel	LCFF-EL	1,500.00
4000-4999: Books And Supplies	LCFF-EL	28,197.00
5000-5999: Services And Other	LCFF-EL	3,000.00
1000-1999: Certificated Personnel	LCFF-LI	11,782.00
4000-4999: Books And Supplies	LCFF-LI	45,800.00
5000-5999: Services And Other	LCFF-LI	20,964.00
1000-1999: Certificated Personnel	Title I	21,500.00
4000-4999: Books And Supplies	Title I	5,000.00
5000-5999: Services And Other	Title I	19,250.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	44,000.00
2000-2999: Classified Personnel Salaries	1,500.00
4000-4999: Books And Supplies	78,997.00
5000-5999: Services And Other Operating Expenditures	43,214.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Area	Total Expenditures
Reading/Language Arts	38,608.00
Mathematics	11,900.00
History/Social Studies (Secondary Only)	10,050.00
Science (Secondary Only)	11,025.00
Limited English Proficient Students	34,382.00
Highly Qualified Teacher/Paraprofessional	
Safe and Drug-Free Learning Environment	20,214.00
High School Graduation/College Readiness	41,532.00

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

LCFF-LI and EL funds provide educational resources that supplement the core curriculum.

Maintain a focus on literacy, numeracy, and equity (LCFF-LI)

Implement programs to increase Relevance and Rigor (Promethean Academy, Project Lead the Way) (LCFF-LI)

Increase the number of bilingual resources available. (LCFF-EL)

Reduce the average age of our collections (nonfiction average to be no more than 15 years old) (LCFF-LI)

Maintain equipment and software to manage the library as well as providing access to electronic resources for students. (LCFF-LI and LCFF-EL)

Provide collaboration days to cognitively plan lessons that emphasize the use of effect size when choosing strategies, the implementation of Reality Pedagogy, and the use of Formative Assessments in lesson design. (LCFF-LI, LCFF-EL)
Improve resources for teachers as they implement CCSS and NGSS and shift instructional strategies. (LCFF-LI)
Improve technology throughout entire campus. (LCFF-LI and LCFF-EL)

Program Descriptions
Title I Schoolwide (SWP) or Targeted Assistance School (TAS) Program

Intent

The intent of Title I, Part A, is to improve the teaching and learning of children who are at risk of not meeting challenging academic standards and who reside in areas with high concentrations of children from low-income families. In addition, to support effective, research-based educational strategies that close the achievement gap between high and low-performing students and enable the students to meet the state's challenging academic standards.

Description of District Program

Each eligible Title I SWP or TAS school develops, in consultation with the LEA, a comprehensive School Plan for Student Achievement (SPSA). The SPSA is used to guide the instructional program and ensure alignment with the goals and targets of the LEAP. The SPSA provides opportunities for all students to meet proficient and advanced levels of student academic achievement as defined by the state.

This SPSA describes how each school will implement the following Title I components:

- o A comprehensive needs assessment of the entire school using School Data Profiles, and State/District assessment data that has been reviewed and analyzed to develop reform strategies;
- o School wide reform strategies
 - opportunities for all children to meet the State's proficient and advanced levels of academic achievement
 - use effective methods and instructional strategies that are based on scientifically-based research that strengthen the core academic program in the school;
 - increase the amount and quality of learning time, such as providing an extended school year, before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum
 - include strategies for meeting the educational needs of historically underserved populations such as females and African Americans
 - include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards, which may include counseling, pupil services, and mentoring services; college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and the integration of vocational and technical education programs; and address how the school will determine if such needs have been met; and are consistent with, and are designed to implement the State and local improvement plans.
- o Instruction by highly qualified teachers.
- o High-quality and ongoing professional development for teachers, principals, and paraprofessionals, parents, community members, and other staff to enable all students in the school to meet the State's student academic achievement standards.
- o Strategies to attract high-quality highly qualified teachers to high-need schools.
- o Parental involvement strategies include participating in plan writing (developing, implementing, evaluating), developing School-Parent Compact, Parent Involvement Policy, attending Site/District committees, partnering with Site/District professional development activities, and decision-making regarding how funds are allocated for parental involvement activities.
- o Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. The District provides a variety of school-based and work-based learning opportunities aligned to academic content standards. Through the Regional Occupation Program, career academies, and other career technical programs, students have access to programs that meet University of California a-g requirements and are articulated with the community college and California State University system. Through partnerships with the Riverside Community College and California State University campuses, teachers collaborate and articulate curriculum, pathways are defined, and the need for remediation in English, ELD and mathematics are being addressed prior to graduation from high school.

- o Measures to include teachers in the decisions regarding the use of academic assessments described in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- o Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement shall be provided with effective, timely additional assistance which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
- o Coordination and integration of Federal, State, and local services and programs, including violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
- o Supplemental programs reflect the needs of at-risk, ELL, GATE, RSP/SDC, and disabled students, and may include services for social, emotional and physical challenges through access to psychologists, personal services consultants, counselors, and nurses.
- o Homeless students are provided with immediate enrollment, transportation, age-appropriate tutorial sessions, peer counseling, and mentoring and parenting skill development. Additional support includes college/career awareness and preparation, the integration of vocational and technical education, applied learning, and team teaching.

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

District Objectives

The District goal for Title I School wide (SWP) and Targeted Assisted Schools (TAS) is to improve student achievement to meet the State's proficient and advanced skills in the language arts and mathematics program

Description of Site Program

Wells Middle School is intentionally working to improve student achievement in language arts and mathematics. Our efforts target at-risk students, which is almost our entire student population, because we are 96% economically disadvantaged. Our site priorities are Relationships, Relevance, and Rigor, and we are working to support our district priorities of Literacy and Equity. We are implementing a school-wide writing approach of Claim - Evidence - Reasoning, and our staff have completed an Equity Review, which has informed leadership's work in the Equity Team Institute. On- and off- site professional development is all focused on supporting this work. Our Data Teams are planning strategic interventions, based on department data, to support our targeted students.

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.)

N/A

Title	Description

Objectives

- Each student improve score on CAASPP SA exams in ELA and Math by at least 3 points beyond one year's growth
- Make the professional development of faculty and paraprofessionals a priority in terms of site fiscal allocations

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

EL students are scheduled in a Structured English Immersion program that includes English language development and sheltered classes in ELA, math, science, and history. The English Learner program provides services to English learners through qualified teachers, ELD and Sheltered courses, and primary language support for Spanish speakers. Students are placed in ELD and sheltered classes based primarily on their number of years in American schools. Primary language support in Spanish is used to clarify directions and clarify concepts. Sheltered courses parallel both the content and concepts of the state standards in the core curriculum. ELD teachers utilize High Point (Hampton-Brown), Language of Literature/Bridges to Literature (McDougal-Littell), and supplementary reading materials. The teachers of ELD and Sheltered courses possess CLAD/BCLAD (Cross-cultural Language Academic Development/Bilingual CLAD) or are in training for these certificates. Teachers of sheltered classes use SDAIE and RCOE DITUD methodologies. LCFF-EL funds provide educational assistance and materials/equipment to students with limited English proficiency. Funding is utilized to support trainings, materials, cognitive planning, and coaching days.

At the beginning of the 2013-2014 school year, a new class was added to the schedule in order to meet the needs of our Long-term English Learner (LTEL) population. This new course, Advanced Academic Language Development (AALD), targets students who have been in American schools for extended periods of time but are still scoring low on SBAC and/or ELPAC. This class focuses largely on vocabulary development and reading skills, and serves as an additional intervention for our EL students. Starting in 18-19, AALD students are enrolled in AVID Opportunities, with tutoring twice a week, and inclusion in all AVID activities.

In the Spring of 2018, we administered the ELPAC for the first time, which replaced the CELDT. We have spent faculty meeting time going over ELPAC item types, and the shift in rigor that is anticipated with this new assessment. Schoolwide focus on writing and listening is showing in our positive results on the ELPAC.

EL students participate in language study in a variety of contexts ranging from informal classroom conversations to teacher-directed instruction in language forms and structures. Teachers model and teach the language patterns and vocabulary needed to understand and participate in the study of the language arts and other content areas. Students learn English phonology, morphology, (including spelling and syllabication patterns), syntax, and semantics through teacher modeling classroom interaction, and teacher-directed instruction. Three bilingual instructional assistants (one full time and two part time) provide primary language support for Spanish-speaking students.

The Wells English Language Advisory Council (ELAC) provides parents with opportunities to have input into the EL program and to assist students in their courses. The ELAC meets every month during the school year to plan activities, The School Plan for Student Achievement

advise parents on programs, and offer input into the EL program. The ELAC works with the District English Language Advisory Council (DELAC) in a number of areas.

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.)

Three Bilingual Assistants: Multi-funded 50% Title I District and 50% Title III District (TI-\$3,615, \$29,278 & \$8,273) and (TIII-\$3,615, \$29,278 & \$8,273)

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

Title	Description
Bilingual Assistant	<p>Three bilingual assistants provide primary language support for EL students, focusing on those who have been in American schools for less than five years.</p> <p>Work with students in ELD and Sheltered classes individually and in small groups, assisting with specific learning tasks.</p> <p>Assist students in ELD and Sheltered classes by interpreting classroom assignments, reading to students, and listening to students read.</p> <p>Assist pupils in ELD and Sheltered classes with audio-visual aids and assists in preparing progress reports for students.</p> <p>Assist teachers with parent contacts when parents' primary language is Spanish.</p>
English Learner Facilitator	<p>Attends district meetings, plans ELAC meetings, assists with reclassification process and celebrations, and maintains EL records.</p>

Objectives

Improve EL proficiency levels on the ELPAC, SBAC, and in all core courses. Provide reading materials, computers, software, equipment, materials, and intervention tutoring. Provide extended learning time through Homework Zone, tutoring by teachers and college tutors. Provide enrichment opportunities through field trips outside of school.

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

GATE services provide an enriched and differentiated curriculum for identified students in challenging learning experiences that enable students to explore subject matter concepts in greater depth and complexity. GATE students are provided with opportunities for acceleration in Honors Language Arts and/or Honors/Advanced Math and IM1. GATE students have opportunities to learn with students of all ability levels in PE and electives. We offer Promethean Academy science and history classes in the 7th and 8th grades. These courses allow for greater extension of learning, and are designed to prepare students for Norte Vista's International Baccalaureate Program.

Enrichment classes are offered at each grade level to enable students to extend their learning of the core content and to expand their understanding of different perspectives. Sixth grade enrichment classes consist of AVID, Band (Beginning or Intermediate) or Enrichment. Seventh and Eighth grade enrichment classes include ASB, AVID, Art, Digital Media, Band (Intermediate or Advanced), Spanish 1, and Project Lead the Way Design and Modeling, PLTW Automation and Robotics, and Intro to Wood.

The school schedule is structured to meet the individual needs of all students. Teachers discuss instructional strategies during department and team meetings. Teachers nurture the abilities of GATE students and assist students with translating their talents into performances that are commensurate with their abilities. The subject matter content is

modified in the following ways: content, process skills, and products or outcomes of learning. Teachers differentiate the curriculum in the core subjects and modify instruction by accelerating or individualizing instruction when appropriate. Content differentiating includes, but is not limited to the following: pacing, complexity, and novelty. Creative thinking is encouraged in all classes as a method to differentiate process skills. Lessons enable students to demonstrate fluency, flexibility, originality, problem solving, and critical thinking. Teachers emphasize multiple modes of expression in student products. Independent study skills are developed in all core classes.

Wells students are recognized for academic achievement, academic improvement, good citizenship/behavior, perfect attendance, or for other criteria established by their teachers. Academic awards and positive incentives for attendance include Student and Citizen of the Month awards assemblies, perfect attendance awards, gift certificates from local businesses, reward dances, honor roll recognition, and the end-of-the-semester/year awards ceremony.

GATE funds, if available, are intended to provide teachers with resources to develop differentiated learning activities for students. GATE resources provide computers, monitors, printers, cameras, camcorders, supplementary instructional materials, books, study trips to colleges/universities and museums, parent trainings, and academic competitions.

Objectives

Obtain materials for differentiated instruction in the core classes.

Obtain equipment and materials to enable students to engage in learning in greater depth and complexity.

Participate in academic competitions such as the Science Fair, Spelling Bee, and Science Olympiad.

Provide opportunities for parent participation in GATE conferences.

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

Referrals for Special Education testing are generally made through the Student Study Team (SST). Students qualify for special education services by meeting criteria as defined by California Educational Codes. Once eligibility has been determined by the IEP team, goals and objectives are developed to address educational needs.

The special education program at Wells includes Direct Services with a special education teacher in the core content and Indirect Services in regular classes through a collaborative model. Special education services are designed to meet the needs of all qualified students in the least restrictive environment. Students have an opportunity to be fully mainstreamed into general education classes with periodic monitoring of progress by the special education teacher providing indirect services, or they can be in a general education class that has the support of both the general education teacher and the special education teacher providing indirect services. Students who require more specialized instruction receive direct services in a class with fewer students taught by a special education teacher. These classes are designed to provide individualized instruction at the students individualized pace of learning offering techniques and strategies to address specific learning needs. Placement in each Direct Service or Indirect Service class is determined by the IEP team of each student. Wells also hosts our district's Opportunities Program, which is designed to meet the needs of our ED students.

Each student receiving special education services is monitored by a case carrier. The case carrier serves as liaison between the students, parents and the regular education teachers and is responsible for assessing learning needs, developing goals, and implementing the IEP. Meetings are held at least annually to measure growth on current goals, develop new goals and to ensure appropriate services for each student. A student's academic progress is monitored and reported to parents through regular reporting periods. District Program Specialists are available as needed to support the site teachers, parents, and administrators in assuring appropriate placement and services through the IEP process.

The staff is comprised of 7 FTE special education teachers, one full-time psychologist, a part-time speech therapist, and 8 special education instructional assistants.

Objectives

To fully align instruction with core curriculum in order to increase skills necessary to attain proficiency on SBAC tests and to better prepare for successful completion of High School graduation and A-G requirements.

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

The use of technology at Wells Middle School is focused on providing students with equipment to utilize for conducting research using the Internet, and becoming fluent in the suite of Google apps for education. This includes writing assignments (Google Docs), analyzing data (Google Sheets), and preparing presentations (Google Slides). In addition, teachers utilize technology (Smart Boards, computers, document cameras, LCDs) to differentiate instruction and provide students with learning activities for acceleration or remediation. Computer based intervention programs used at Wells include Brain Pop, MobyMax, Achieve3000, and IXL.

The library holds traditional media and a variety of technological tools, including computers, Internet access, on-line references, and multi-media programs. Wells Middle School maintains two computer labs (each equipped with 32 computers and networked printers) which are connected to the Internet. Ten mobile carts are available for teachers to use with their classes. Teachers utilize computers to differentiate instruction for students, to build skills in reading and math, and for investigations and research-based activities.

Information literacy is defined as the ability to define, locate, select, organize, present, and assess information in and through a variety of media technologies and contexts to meet diverse learning needs and purposes. An informationally literate person knows and follows safety, ethical, and legal procedures in the use of technology. The District Library Plan (2002) includes a Basic Information Competencies and Concepts list, with a Scope and Sequence Curriculum Integration Matrix, but implementation of this plan has been limited. Library Media Teachers at the secondary schools lead or assist with the teaching of information literacy skills.

Under this Technology Plan, especially in elementary and middle schools, technology and information literacy skills will be taught by academic subject teachers in the course of teaching their content curriculum. Library Media Teachers will continue to teach information literacy skills at the secondary level.

Should students require additional equipment or facilities to enjoy equal access to technology tools, appropriate assistive technologies will be purchased to meet their needs, as outlined in their IEPs.

Objectives

To provide students with up-to-date technology to prepare them for high school and post-secondary education. The staff at Wells Middle School has identified the following priorities for technology:

- Provide each teacher with current technology
- Reliable, safe intranet/Internet service of sufficient bandwidth, with email for teachers.
- SMART boards for every classroom and the library.
- Computer carts for classes or groups to take online assessments, work on projects, search the Internet, develop technology and information literacy skills, work on courseware and intervention software.
- Computers in the library and classrooms where students can work individually on projects, word processing, technology and information literacy skills, intervention software.
- Sufficient printing capacity for students and teachers.
- Continue to purchase Chromebook carts

**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

Wells focuses on a safe and secure learning environment free of violence, intimidation/fear, and drugs. Wells seeks to prepare students to be self-disciplined and responsible citizens who can meet the challenge of living in an ethnically and socio-economically diverse community. Providing a safe learning environment is a priority for staff, parents, students, and school community members. Staff members promote caring and nurturing relationships and work cooperatively with parents, students, law enforcement representatives, and other community members. Staff members stress prevention of violence on campus and prepare students to handle conflict, anger, and other threats to safety.

The school administration and teachers develop, monitor, and evaluate school safety plan components each year. The Wells Middle School discipline policy provides students with behavior guidelines that are aligned to the State Education Code and district policies. School-wide rules, classroom rules, the dress code, and consequences for rule infractions provide students with clear expectations for behavior. OCI (On-Campus Intervention) is used to modify student behavior. Each student receives a student planner at the beginning of each school year. The rules are reviewed with all students at the beginning of each semester. They are also reviewed via the morning announcement program on an as-needed basis. The Wells administration reviews average daily attendance records, suspension/expulsion reports, Interquest canine visit logs, and the results from the School Climate Survey to evaluate the goals of the Safe School Plan. A school wide focus on Restorative Practices has shifted consequences from being focused on restitution rather than retribution.

Students have access to two full-time and one part-time guidance counselors, a part-time Wylie center counselor, and PRIME Time to assist them in meeting their academic, social, and emotional needs. Procedures for reporting and stopping bullying are in place, and students know to report bullying to an adult on campus immediately. Restorative Circles and Conflict Mediations are implemented regularly to mitigate conflicts and teach students how to peacefully resolve conflicts in the future. Parent organizations such as the PTSA, ELAC, and School Site Council, along with the Wellness Committee, continue to be involved in the development and implementation of the discipline policy and the Safe School Plan.

Objectives

Goals: All students will be educated in learning environments that are safe, intoxicant free, and conducive to learning.

Implement Restorative Practices as a strategy to focus on restitution rather than retribution.

Reduce suspensions for use of alcohol and other intoxicants: Teach students about the dangers of alcohol, drugs (including marijuana and prescription pills), and tobacco in their science and physical education classes. Provide information on school safety and drugs to parents at PTSA, WPU, and ELAC meetings.

Physical environment that is safe and orderly: Maintain a safe, secure, and clean school environment through systematic deterrence that emphasizes adequate supervision, conflict mediation, immediate intervention when conflicts or substance

abuse arise, and consequences/restitution for rule infractions. Create a culture of solving conflicts through peer mediation and provide programs and activities for students that promote respect of ethnic and gender differences. The number of suspensions for 48900(a) violations, referrals, and detentions for conflicts, threatening behavior, and nonphysical intimidation during the school year will decrease by 5% as compared to the data for the previous year.

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

Wells Middle School has developed a Wells Parent University that uses a curriculum developed by the Riverside County Office of Education Parent Engagement Leadership Initiative. Wells parents are trained on a series of workshops that are intended to provide parents with the knowledge and skills to help with their child's education and learn parenting skills. Topics for WPU are determined by a committee of faculty and parents. All parents are welcomed and encouraged to attend the trainings. Parents will receive a diploma and graduation at the end of the course indicating workshop attendance hours.

In addition to the Wells Parent University, we have other programs/groups that our parents may be involved with. These groups are: School Site Council (SSC), ATP (Action Team Partnership), English Learner Advisory Committee (ELAC), and Parent Teacher Student Association (PTSA). Additional opportunities for parent involvement include Street Runs, Literacy Night, and Movie nights.

Objectives

To educate, support and encourage parent involvement of all parents and guardians in order to positively impact our students' education.

**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 \$78,546.

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 \$43,415.

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 \$45,750. There is a carryover of 0 for a total allocation of 45,750

*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.

Parent Involvement Policy (Title I Schools)

Each Title I school is required to develop a written parent and family engagement policy. This policy describes how the school will support and increase parent and family engagement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be approved by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

Schools who are allocated Title I/ funds must develop a written parent and family engagement policy with the participation of parents, families, and community members that describes how the school will:

- a. engage parents and family members in their children's education
- b. inform parents and family members that they can directly effect the success of their children's learning
- c. build consistent and effective communication between home/school
- d. train teachers and administrators to communicate effectively with parents and families
- e. integrate parent and family members programs with the SPSA (EC 11504)

Attach Parent and Family Engagement Policy (Title I Schools)

School-Parent Compact (Title I Schools)

Section 1116(a) of ESSA advocates shared responsibilities for high student achievement. The school-parent compact is a component of the Parent and Family Engagement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

Attach School-Parent Compact (Title I Schools)

**Wells Middle School
Title I Targeted Assistance School
Parent and Family Engagement Policy
2017-2019**

Wells Middle School jointly developed its written Title I parent and family engagement policy with input from Title I parents and family members. Such policy shall be made available to the local community and updated periodically to meet the changing needs of the school and parents. Means of gathering input included reviewing and discussing the policy during the annual Title I, ELAC and SSC meetings. The policy is updated with input from parents every two years.

The policy is distributed to parents and family members of all students at the beginning of the school year in the registration packets and to new enrollees and returning students as part of their new student enrollment packet. During the first year of implementation (2017-2018), the policy was distributed to parents and family members via their student.

The policy describes the means for carrying out the following Title I parent and family engagement requirement. [20 USC 6318 Section 1118(a)-(f) inclusive]

Engagement of Parents and Family Members in the Title I Program

To involve parents and family members in the Title I program at Wells Middle School, the following practices have been established:

- The school convenes an annual meeting, at a convenient time to which all parents are invited and encouraged to attend, to inform parents and family members about their school's participation under this part and to explain the Title I requirements, and about the right of parents to be involved.

The Title I annual meeting is held each fall. Parents are notified by the Blackboard messaging system, postings on the school website and flyers distributed via email using the Peachjar system.

- The school offers a flexible number of meetings for parents and family members, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care or home visits, as such services relate to parent involvement.
 Parent groups decided to convene one annual meeting in the evening. If parents request additional meetings, their requests will be met.
- The school involves parents and family members in an organized, ongoing, and timely way, in the planning, review and improvement of the school's Title I programs and the Title I parental involvement policy.
 Parents have the opportunity to be involved in the Title program by providing suggestions during the annual meeting. Additionally, School Site Council and English Learner Advisory Committee members have the opportunity to make suggestions and provide input into the school's Title I and parent/family engagement programs during their meetings.
- The school provides parents and family members with timely information about Title I programs through the distribution of the parent and family engagement policy, parent-teacher-student compact, and annual meeting.

- The school provides parents and family members with an explanation of the curriculum to be used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
All parents who attend PTSA, ELAC, Wells Parent University, or School Site Council are informed about Common Core State Standards and Next Generation Science Standards. CAASPP Summative Assessments and the California Science Test (CAST) are also explained, including scores required to Meet Standards in ELA and Math.
- If requested by parents and family members, the school provides opportunities for regular meetings that allow the parents and family members to participate in decisions relating to the education of their children.
Parents are continually encouraged by all staff members to keep in contact with the school regarding their child's educational needs. Parents are provided with the school's contact information. Parents are invited to attend SST meetings, IEP meetings, and SART meetings to discuss their child's educational program.

Student-Parent-Teacher Compact

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

- ✓ The school's responsibility to provide high-quality curriculum and instruction
- ✓ The ways parents will be responsible for supporting their children's learning
- ✓ The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities

The student-parent-teacher compact was written with input from staff and site parent groups. The student-parent-teacher compact is reviewed bi-annually in the spring during a parent meeting. Parents are provided the opportunity to make suggestions to the compact.

Building Capacity for Engagement and Involvement

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

- The school provides parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve achievement of their children.
All parents who attend PTSA, ELAC, Wells Parent University, or School Site Council are informed about Common Core State Standards and Next Generation Science Standards. CAASPP Summative Assessments and the California Science Test (CAST) are also explained, including scores required to Meet Standards in ELA and Math.

- The school provides parents with materials and training to help them work with their children to improve their children's achievement.
Parents are provided with information about how to access the Aeries Parent Portal where they can see their children's grades and attendance minute by minute. Many family nights are provided for parents that train parents with how to work with their children at home. Most topics of Wells Parent University classes focus on how to help students succeed.
- With the assistance of parents, the school educates the staff members about the value of parent contributions, and in how to work with parents as equal partners.
Parent Conferences are held twice a year, and in addition an incoming 6th grade Parent Night and a Back to School Night are held each fall. These venues are our opportunity to stress the importance of working in partnership to support each student. In addition, our Action Team Partnership consists of parents from all stakeholder groups, and this group plans events for parent participation throughout the year.
- The school coordinates and integrates the parent and family engagement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
Parent involvement is encouraged in campus activities that include but are not limited to Back-to-School Night, School Site Council participation, English Learner Advisory Committee participation, PTSA participation, Lunches on the Lawn, Wells Parent University classes and family nights.
- The school distributes information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.
Parent involvement information is disseminated during registration in both English and Spanish. Additional activities and events that occur throughout the year are communicated to parents via flyers, the school website, Blackboard phone calls and the Peachjar electronic flyer system.

Accessibility

Wells Middle School provides opportunities for the participation of all parents and family members, including those with limited English proficiency, those with disabilities, and parents and family members of migratory students. Information and school reports are provided in a format and language that parents and family members understand. Parent involvement information is disseminated during registration in both English and Spanish. Additional activities and events that occur throughout the year are communicate to parents via flyers, the school website, Blackboard phone calls and the Peachjar electronic flyer system.

Adoption

This policy was adopted by Wells Middle School Site Council on 3/28/18 and will be in effect for the period 2017-2019.

Escuela Intermedia Wells
Escuela Identificada para recibir ayuda Título I
Política de Participación de Padres y Familias
2017-2019

La Escuela Intermedia Wells desarrolló por escrito su política de Título I y participación familiar en conjunto con las sugerencias de padres y familiares de alumnos en el programa de Título I. Dicha política debe ponerse a disposición de la comunidad local y actualizarse periódicamente para cumplir con las cambiantes necesidades de la escuela y padres de familia. Las formas de obtener las sugerencias incluyeron el dialogar de la política durante la junta anual Título I y las juntas ELAC y SSC. La política se actualiza cada dos años, con las sugerencias de los padres.

La política se distribuye a los padres y familiares de todos los alumnos al principio del año escolar en los paquetes de inscripción y a los nuevos inscritos y estudiantes que regresan como parte de su nuevo paquete de inscripción. Durante el primer año de implementación (2017-2018), la política se distribuyó a los padres y familiares por medio de sus hijos.

La política describe la manera para cumplir con el siguiente requisito de participación de padres y familiares en el programa de Título I. [20 USC 6318 Section 1118(a)-(f) inclusive]

Participación de Padres y Miembros de Familia en el Programa Título I

Se han establecido las siguientes prácticas para que los padres y miembros de familia participen en el programa Título I de la Escuela Intermedia Wells:

- La escuela realiza una junta anual en un horario conveniente para que se invite y anime a que asistan los padres de los alumnos correspondientes, con el propósito de informarles acerca de la participación de la escuela en este programa, explicar los requisitos del Título I y su derecho a participar.

La junta anual Título I se lleva a cabo cada otoño. A los padres se les notifica por medio del Sistema automatizado Blackboard, publicaciones en el sitio web escolar y folletos distribuidos por correo electrónico utilizando el sistema Peachjar.

- La escuela ofrece un número indeterminado de juntas para los padres y miembros de familia, incluyendo juntas por las mañanas o tardes y con los fondos proporcionados bajo dicha sección, podrían proporcionarse transportación, cuidado infantil o visitas a los hogares, ya que estos servicios están relacionados a la participación de padres.

Los grupos de padres decidieron convocar una reunión anual en la noche. Si los padres solicitan juntas adicionales, se cumplirán sus peticiones.

- La escuela logra la participación de padres y familiares de alumnos en el programa de Título I de manera organizada, constante y oportuna para la planeación, revisión y mejora de dichos programas y política de participación de padres.

Los padres tienen la oportunidad de participar en el programa Título I al proporcionar sugerencias durante la junta anual. Además, los miembros del Concilio Escolar y el Comité Consejero para Aprendices del Idioma Inglés tienen la oportunidad de hacer sugerencias y proporcionar recomendaciones para los programas escolares de Título I y participación de padres/familias durante sus juntas.

- La escuela proporciona a los padres y familiares información oportuna acerca de programas Título I mediante la distribución de la política de participación y padres y familiares, acuerdo de padres-maestros-alumnos y la junta anual.
- La escuela proporciona a los padres y familiares una explicación del currículo usado en la escuela, las evaluaciones con que se mide el progreso de los alumnos y las expectativas en cuanto al nivel de dominio que los alumnos deben alcanzar.
A todos los padres que asisten a PTSA, ELAC, Universidad de Padres de Wells, o Concilio Escolar se les informa acerca de los Estándares Básicos Comunes y Estándares de Ciencias Próxima Generación. También se explican las Evaluaciones Sumativas CAASPP y el Examen de Ciencias de California(CAST), incluyendo las puntuaciones requeridas para lograr los estándares en artes de lenguaje y matemáticas.
- Si los padres o miembros de familia lo solicitan, la escuela proporciona oportunidades para juntas frecuentes que les permitan participar en la toma de decisiones en relación a la educación de sus hijos.
Los padres son animados continuamente por todo el personal escolar a mantenerse en contacto con la escuela acerca de las necesidades educativas de sus hijos. A los padres se les proporciona la información de contacto de la escuela. Se invita a los padres a participar en las juntas SST, IEP, y SART para dialogar acerca del programa educativo de sus hijos.

Acuerdo entre el alumno-padres-maestros

La Escuela Intermedia Wells distribuye a los padres y miembros de familia un acuerdo entre alumnos-padres-maestros. El acuerdo, desarrollado en conjunto con los padres y miembros de familia, define como ellos, el personal escolar y los alumnos comparten la responsabilidad de mejorar el desempeño académico estudiantil. Describe maneras específicas en que la escuela y las familias colaborarán para ayudar a que los niños alcancen los altos estándares académicos estatales. Aborda los siguientes temas requeridos por la ley, al igual que otras sugerencias hechas por los padres y miembros de familia:

- ✓ La responsabilidad de la escuela de proporcionar currículo e instrucción de alta calidad
- ✓ Las maneras en que los padres serán responsables de apoyar la educación de sus hijos
- ✓ La importancia de la continua comunicación entre padres y maestros, por lo menos durante las conferencias de padres-maestros; reportes de progreso frecuentes; acceso al personal escolar; oportunidades para que los padres y miembros de familia sean voluntarios y participen en la clase de los hijos; oportunidades para observar las actividades en el salón de clases.

El acuerdo de alumnos-padres-maestros fue redactado con recomendaciones del personal y los grupos de padres de la escuela. El acuerdo de alumnos-padres-maestros se revisa cada dos años en la primavera durante una junta con los padres. A los padres se les proporciona la oportunidad de hacer recomendaciones para el acuerdo.

Desarrollando la capacidad para la participación

La Escuela Intermedia Wells incluye a los padres y miembros de familia en interacciones significativas con la escuela. Apoya la colaboración entre el personal escolar, padres y miembros de familia y la comunidad para mejorar el desempeño académico de los alumnos. La escuela ha establecido las siguientes prácticas para ayudar a que se logren esas metas:

- La escuela proporciona a los padres ayuda para entender los estándares académicos estatales, las evaluaciones y como monitorear y mejorar el desempeño de sus hijos.

A todos los padres que asisten a las juntas PTSA, ELAC, Universidad para Padres de Wells, o Concilio Escolar se les informa acerca de los Estándares Básicos Comunes y los Estándares de Ciencias Próxima Generación. También se les explica la Evaluaciones Sumativas CAASPP y el Examen de Ciencias de California (CAST), incluyendo las puntuaciones requeridas para lograr los estándares en artes de lenguaje y matemáticas.

- La escuela proporciona a los padres materiales y capacitación para ayudarles a trabajar con sus hijos y mejorar su desempeño.
A los padres se les proporciona información de cómo tener acceso al portal para padres Aeries donde pueden ver las calificaciones y asistencia escolar de sus hijos minuto a minuto. Se proporcionan varias noches familiares para los padres que los capacitan sobre cómo trabajar con sus hijos en el hogar. La mayoría de los temas de las clases de Universidad para padres se centran en cómo ayudar a que los alumnos tengan éxito.
- Con el apoyo de los padres, la escuela educa al personal escolar acerca del valor de la contribución de los padres y sobre cómo trabajar con ellos como socios igualitarios.
Las conferencias para padres ocurren dos veces al año, y además cada otoño se llevan a cabo la Noche para Padres de los nuevos alumnos de 6° grado y la Noche de Regreso a la Escuela. Estas ocasiones son nuestra oportunidad para enfatizar la importancia de trabajar juntamente para apoyar a cada alumno. Adicionalmente, nuestro Equipo de Acción para las Asociaciones Escolares consiste de padres de todos los grupos interesados y este grupo planea eventos para que los padres participen durante todo el año escolar.
- La escuela coordina e integra la participación de padres con otros programas y lleva a cabo otras actividades tales como centros de recursos para padres, con el propósito de apoyarlos y motivarlos a que participen ampliamente en la educación de los hijos.
Se fomenta la participación de padres en las actividades del campo escolar las cuales incluyen entre otras, la Noche de Regreso a la Escuela, participación en el Concilio Escolar, Comité Consejero para Aprendices del Idioma Inglés, PTSA, Almuerzos en el Césped, Clases de Universidad para Padres de Wells y noches familiares.
- La escuela distribuye información relacionada a la escuela y programas para padres, juntas y otras actividades en un formato y lenguaje que los padres pueden entender.
La información de participación de padres es difundida tanto en inglés como en español durante la inscripción. Las actividades y eventos adicionales que ocurren a lo largo del año escolar se comunica a los padres a través de folletos, el sitio web de la escuela, llamadas automatizadas *Blackboard* y el sistema de volantes electrónicos *Peachjar*.

Disponibilidad

La Escuela Intermedia Wells proporciona oportunidades para la participación de todos los padres y miembros de familia, incluso aquellos con dominio limitado del idioma inglés, con discapacidades y padres y familiares de alumnos migrantes. La información y reportes escolares se proporcionan en un formato y lenguaje que los padres y miembros de la familia entienden. La información de participación de padres es difundida tanto en inglés como en español durante la inscripción. Las actividades y eventos adicionales que ocurren a lo largo del año escolar se comunica a los padres a través de folletos, el sitio web de la escuela, llamadas automatizadas *Blackboard* y el sistema de volantes electrónicos *Peachjar*.

Adopción

Esta política fue adoptada por el Concilio Escolar de la Escuela Intermedia Wells el 3/28/18 y estará vigente durante el período 2017-2019.



Wells Middle School Student-Teacher-Parent Compact 2018-2019

This compact is an agreement between three parties: the parent, the student and the teacher. It lists what each party needs to do to support student learning at Wells Middle School.

The staff and parents at Wells Middle School have high expectations of themselves and of the students at the school. In an effort to provide the highest quality instructional program to the students and to show how the school and family are working together to educate the students at Wells, the staff, parents and students agree to implement this contract.

Parent/Guardian Responsibilities:

- Ensure that my child attends school every day and is on time and discuss the importance of attendance with my child.
- Have access to the grade level standards my child is expected to learn.
- Contact my child's teacher when I am concerned about my child's progress or have questions regarding the standards or assignments.
- Set aside a specific time and provide a quiet place to do homework and help my child develop a schedule to complete homework.
- Look over homework and check for understanding.
- Sign and return all papers that require a parent signature by the due date, including this compact.
- Volunteer and/or become involved in English Learner Advisory Committee, School Site Council, Parent-Teacher-Student Association and other activities when possible.
- Participate in scheduled parent-teacher conferences, Back to School Night and other parent/family events.
- Schedule appointments with the teacher to observe student's classroom when appropriate or necessary.
- Access my child's grades and attendance through the AERIES Parent Portal.
- Communicate with teachers regarding student academic and /or behavior concerns.
- Encourage respect of personal rights and property of others as well as cultural, racial, and ethnic differences.
- Be kind, be polite to others, and show honesty.

Student Responsibilities:

- Attend school every day and on time.
- Be proactive if I do not understand my homework or classroom assignments, by talking to the teacher or seeking school-wide interventions.
- Complete all standards-based homework and classroom assignments on time with my best efforts.
- Respect and obey all school rules and classroom behavior expectations.
- Develop a schedule to complete work outside of class.
- Deliver all documents to parent/guardian and return any documents that require a parent signature by the due date.
- Display appropriate citizenship and behavior at all times on campus or at school events.
- Respect the personal rights and personal property of others as well as cultural, racial, and ethnic differences.
- Tell my teachers about issues that may affect my learning in or out of school.
- Use AERIES to check my grades and missing work.
- Believe that I can and will learn.
- Talk with my parent/guardian each day about my school activities.
- Be kind, be polite to others, and show honesty.

School/Teacher Responsibilities:

- Provide high quality standards-based instruction in order for all students to experience academic success.
- Hold high expectations for all students and believe that all student can and will learn.
- Communicate regularly with parents regarding their student's academic progress.
- Provide opportunities for parents to observe their student's classroom if requested.
- Provide a stimulating, supportive, and effective learning environment that enables students to meet state standards.
- Allow standards-based assessment to drive instruction focusing on students' needs.
- Keep AERIES system current with student's attendance and grades.
- Provide opportunities for parents to be involved at school
- Encourage parents to monitor their child's homework daily.
- Offer parents opportunities for parent-teacher conferences.
- Provide information to families about grade level standards and how parents can help their child achieve the standards.
- Encourage respect of personal rights and property of others as well as cultural, racial, and ethnic differences.
- Be kind, be polite to others, and show honesty.

-----Cut on dotted line and return signature portion to school-----

Wells Middle School Student-Teacher-Parent Compact 2018-2019

Parents: Discuss this compact with your child before signing.

Print Student Name _____

Grade _____

Parent Signature: _____

Date _____

Student Signature: _____

Date _____

Teacher Signature: _____

Date _____



Acuerdo de Alumnos-Maestros-Padres de la Escuela Intermedia Wells 2018-2019

Este acuerdo es un convenio entre tres partes: El padre, el alumno y el maestro. Este acuerdo enumera lo que cada parte tiene que hacer para apoyar el aprendizaje de los alumnos en la Escuela Intermedia Wells.

El personal docente y los padres de la Escuela Intermedia Wells tienen altas expectativas para sí mismos y para los alumnos de la escuela. En un esfuerzo para proporcionar un programa de instrucción de la más alta calidad para los alumnos y para mostrarles cómo la escuela y las familias trabajan juntas para educar a los alumnos de Wells, el personal docente, los padres y los alumnos están de acuerdo en la implementación de este contrato.

Responsabilidad de Padres/Tutores:

- Asegurar que mi hijo asista a la escuela diario y puntualmente y hablar de la importancia de la asistencia escolar con mi hijo.
- Tener acceso a los estándares de nivel de grado que se espera que mi hijo aprenda.
- Comunicarme con el maestro de mi hijo cuando tenga alguna preocupación acerca de su progreso o preguntas sobre los estándares o trabajo escolar.
- Establecer un tiempo específico y proporcionar un lugar tranquilo para hacer la tarea y ayudar a mi hijo a desarrollar un horario para completarla.
- Revisar la tarea y verificar que la comprende.
- Firmar y devolver todos los documentos que requieran mi firma para la fecha indicada incluyendo este acuerdo.
- Ser voluntario y/o participar en el Comité Consejero para Aprendices del Idioma Inglés, Concilio Escolar, Asociación de Padres-Maestros-Alumnos y otras actividades cuando sea posible.
- Participar en las conferencias de padres-maestros, Noche de Regreso a la Escuela y otros eventos para padres/familias.
- Programar citas con los maestros de mi hijo para observar en el salón de clase cuando sea apropiado o necesario.
- Revisar las calificaciones y asistencia escolar de mi hijo por medio del Portal AERIES para padres.
- Comunicarme con los maestros acerca de las preocupaciones académicas y de comportamiento de mi hijo.
- Fomentar el respeto a los derechos y pertenencias de los demás, así como a las diferencias culturales, raciales y étnicas.
- Ser amable, cortés con los demás y demostrar honestidad.

Responsabilidades de los Alumnos:

- Asistir a la escuela diario y puntualmente.
- Ser proactivo si no entiendo mi tarea o trabajo de clase, al hablar con el maestro o buscar intervenciones escolares.
- Completar a tiempo y con mi mejor esfuerzo toda la tarea basada en los estándares y el trabajo de clase.
- Respetar y obedecer todas las reglas escolares y las expectativas de comportamiento en el salón de clase.
- Desarrollar un horario para completar el trabajo fuera de clase.
- Entregar todos los documentos al padre/tutor y regresar los que requieran su firma para la fecha indicada.
- Mostrar civismo y comportamiento apropiado en todo momento en el plantel o evento escolar.
- Respetar los derechos y pertenencias de los demás, así como las diferencias culturales, raciales y étnicas.
- Informar a mis maestros sobre problemas que puedan afectar mi aprendizaje dentro o fuera de la escuela.
- Utilizar AERIES para revisar mis calificaciones y trabajo que me haga falta.
- Creer que puedo y voy a aprender.
- Hablar con mi padre/tutor diariamente acerca de mis actividades escolares.
- Ser amable, cortés con los demás y demostrar honestidad.

Responsabilidades de la Escuela/Maestros:

- Proporcionar instrucción de alta calidad en base a los estándares para que todos los alumnos experimenten éxito académico.
- Tener altas expectativas para todos los alumnos y creer que ellos pueden aprender y lo harán.
- Comunicarse regularmente con los padres en relación al progreso académico de sus hijos.
- Cuando los padres lo soliciten, proporcionar oportunidades para que puedan observar en los salones de clases de sus hijos.
- Proporcionar un ambiente de apoyo y aprendizaje efectivo que permita a los alumnos alcanzar los estándares académicos.
- Permitir que la evaluación en base a los estándares impulse la instrucción centrada en las necesidades de los alumnos.
- Mantener el sistema AERIES vigente con información de asistencia y calificaciones de los alumnos.
- Proporcionar oportunidades para que los padres participen en la escuela.
- Animar a los padres a que revisen diariamente la tarea de sus hijos.
- Ofrecer oportunidades a los padres para las conferencias de padres y maestros.
- Proporcionar a las familias información acerca de los estándares de nivel de grado y de cómo ayudar a sus hijos para que los logren.
- Fomentar el respeto hacia los derechos y propiedad personal de los demás, así como de las diferencias culturales, raciales y étnicas.
- Ser amable, cortés con los demás y demostrar honestidad.

-----Favor de recortar y regresar esta sección a la escuela-----

Acuerdo de Alumnos-Maestros-Padres de la Escuela Intermedia Wells 2018-2019

Padres: Hablen de este acuerdo con su hijo antes de firmarlo.

Nombre del alumno _____

Grado _____

Firma del Padre: _____

Fecha _____

Firma del Alumno: _____

Fecha _____

Firma del Maestro: _____

Fecha _____



**Wells Middle School
School Site Council Agenda
February 27, 2019
Room 52/3:30 pm - 4:30 pm**

I. Introductory Procedure

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

II. Action Items

1. Approve minutes from 01/27/19
2. Approve Categorical Expenditures for:
 - a. LCFF-LI
 - b. LCFF-EL
 - c. Title I

III. Discussion/Information

1. Budget Reports by Funding Source
2. Training Topics:
 - Gather District LCAP Input – Thought Exchange
 - Seek input for next year's compact & parent involvement policy
3. Single Plan for Student Achievement
 - Continue monitoring student progress – Grades Data
 - Approve SPSA
4. Reports from Parent Committees
 - English Learners Advisory Committee (ELAC)
 - Action Team for Partnership (ATP)
 - District Parent Advisory Committee (PAC)
5. Program Reports
 - Professional Development Opportunities (Paraprofessionals, Teachers)
 - Parent and Family Involvement Opportunities
 - Interventions
6. Principal's Report

IV. 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.

V. Adjournment

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for March 20, 2019
3. Adjournment



**Wells Middle School
School Site Council
February 27, 2019
Room 52/3:30 pm - 4:30 pm
Minutes**

I. Introductory Procedure

1. Call to Order
Meeting was called to order at 3:40 by Chairperson Quintana.
2. Establishment of Quorum
Quorum was established (8 members, 2 guests).
3. Pledge of Allegiance
The Pledge of Allegiance was recited by members, led by Ms. Quintana.
4. Welcome

II. Action Items

1. Approve minutes from 1/30/19
It was motioned/seconded/carried to approve the January 30, 2019, minutes (Lechuga, Estrada) (8-0-0)
2. Approve categorical expenditures for
 - a. LCFF-LI
½ cart of laptops (18 Chromebooks @ \$300.00 each) NTE \$5,400.00 and an open PO for assorted technologies for use in classrooms (printers, document cameras, LCD projectors, bulbs) \$1,983.00.
 - b. LCFF-EL
½ cart of laptops (18 Chromebooks @ \$300.00 each) NTE \$5,400.00 and an open PO for sheltered class teachers to shop for supplies, NTE \$3,300.00.
 - c. Title I
Funds for a parent appreciation celebration, NTE \$1,000.00.
It was motioned/seconded/carried to approve the categorical expenditures as stated. (Manley, Lechuga) (8-0-0)
3. SPSA approval – was moved up as an action item. Was previously under discussion/information.
Ms. Ribaldo presented census data, observed that the SSC is legal and correctly constituted, and noted how this body has carefully reviewed the SPSA, which had also been presented to the school staff and leadership team for improvement opportunities. It was motioned/seconded/carried to approve the SPSA. (Manley, Riedell) (8-0-0)

III. Discussion/Information

1. Budget Reports
 - a. LCFF-LI remaining: \$7,383.00
 - b. LCFF-EL remaining: \$8,755.00
 - c. Title I remaining: \$5,310.00
2. Training Topics
 - a. Ms. Ribaldo shared the District method for community communication and unput, Thought Exchange.
 - b. The draft of next year's compact and parent involvement policy was reviewed and accepted as written by the council for the 2019-20 school year.
3. Single Plan for Student Achievement
 - a. Continue monitoring student progress using grades data.
 - b. Approve SPSA – Was moved up as an action item
4. Reports from Parent Committees
 - a. English Learners Advisory Committee (ELAC)
Mr. Casas spoke to particulars of the ELPAC. Ms. Ribaldo mentioned that the reclassification criteria is changing.
 - b. Action Team for Partnership (ATP)
The last Wells Parent University will be April 5.
 - c. District Parent Advisory Committee (PAC)
Parent representative was not able to attend.

5. Program Reports

a. Professional Development Opportunities (Paraprofessionals, Teachers)

ELA teachers went to an AVID training. Ms. Riedell described the training as having good teaching strategies. She said that everyone was excited and inspired to try AVID strategies at Wells. Ms. Ribaudó reminded council members that Wells can become a demonstration site for AVID in the future if AVID teaching strategies are adopted school wide.

b. Parent and Family Involvement Opportunities

Parent support organization PIQE (Parent Institute for Quality Education) has a 6-week program wherein they call our parents for the program and teach parents the urgency of doing well in school and how to engage in school to achieve broader success. Attendees participate in STEM activities and then presenters will co-teach lessons with our very own Math teachers.

c. Interventions

Wells is continuing to implement teacher-designed interventions.

6. Principal's Report

- a. The incentive assembly was today. Ms. Ribaudó explained how well the event went. Students really enjoyed it, and despite the length of the event and the necessity that they sit through it, they were a captive audience. Students took video of the event to share on KFNN and met the cast of high school students at the end. GPA was the tool used to qualify entry to the assembly, and only the top 100 from each class was allowed. Council members discussed how this generated positive discussions between students about GPA and the need for achieving high marks.

IV. Hearing Session/Public Comments

None

V. Adjournment

1. Agenda building for next meeting: None.
2. The next SSC meeting is scheduled for March 20, 2019.
3. Adjournment: It was motioned/seconded/carried to end the SSC meeting at 4:49. (Casas, Estrada) (8-0-0)



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

Name	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Karin Ribauda		Principal	
Juan Casas		Classroom Teacher	
Dianne Lechuga		Classroom Teacher	
Peter Manley		Classroom Teacher	Secretary
Jackie Riedell		Classroom Teacher	
Karynne Reynoso		Other Staff	
PARENTS/ STUDENTS/COMMUNITY MEMBERS			
Rosa Estrada		Parent/Community Member	PAC Rep.
Karina Ortega		Parent/Community Member	
Reyna Lucero		Parent/Community Member	
Angelina Quintero		Student	Chairperson
Aaron Pinto		Student	Vice Chairperson
Emely Aguilar		Student	

NON-MEMBERS/GUESTS		
Name (Print)	Signature	Title
Rosa Velardez		Assistant Principal
Nathalie Mason		Bilingual Clerk



Alvord Unified School District
Wells Middle School
English Learners Advisory Committee

December 4, 2018
8:45 am Room 52

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 Minutes from **October 2, 2018**
Amendment(s)?
Motion made by _____ Second by _____
Unanimously passed?
- III. Discussion Information
 - a. Training – High School and College Requirements and Information
 - b. School Site Council Input
 - c. DELAC Report
 - d. CAFE Information
 - e. EL Budget – LCFF EL
 - f. ATP – Parent Engagement Team
- IV. Other Hearing Session
This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35145.5 prohibit the Council from discussing or acting upon matters not on the Agenda.
- V. Adjournment
 - a. Next Meeting: January 8, 2019 8:45 am



Distrito Escolar Unificado Alvord
Escuela Intermedia Wells
Comité Consejero para Aprendices del Idioma Inglés

4 de diciembre de 2018
8:45 am Salón 52

Agenda

- I. Procedimientos de introducción
 - a. Llamar al orden
 - b. Bienvenida/registro de asistencia
 - c. Saludo a la Bandera

- II. Asuntos de acción
 - a. Elección de nuevos miembros en ELAC (2a)
 - b. Aprobación de la Minuta la junta del **2 de octubre de 2018**
¿Enmienda(s)?
Moción propuesta por: Secundada por:
¿Aprobada por unanimidad?

- III. Diálogo información
 - a. Capacitación – Requisitos e información de la escuela secundaria y la universidad
 - b. Consejo para SSC
 - c. Reporte de DELAC
 - d. Información sobre CAFE
 - e. Presupuesto EL – LCFF EL
 - f. ATP – Equipo de Acción para las Asociaciones Escolares

- IV. Otro Sesión de Audiencia
Este asunto se coloca en la Agenda para dar a los miembros de la audiencia la oportunidad de opinar sobre los asuntos o preocupaciones que no aparecen en la Agenda. La presidencia reserva el derecho de limitar el tiempo del orador a tres minutos. El Código Gubernamental Sección 54954.2 y la Sección 35145.5 del Código de Educación prohíben que el Comité discuta o tome acción sobre asuntos no colocados en la Agenda.

- V. Clausura
 - a. Próxima junta: 8 de enero de 2019 a las 8:45 am



Alvord Unified School District
Wells Middle School
English Learners Advisory Committee

December 4, 2018
8:45 am Room 52

Minutes

- I. Introductory Procedures
 - a. Call to Order – 8:55 am
 - b. Welcome/Sign-in
 - c. Pledge of Allegiance

- II. Action Items
 - a. Election of new ELAC members (2a)
 - b. Approval of Minutes from **October 2, 2018**
Amendment(s)? None
Motion made by Leticia Aguayo Second by Maria Nunez.
Unanimously passed? Yes

- III. Discussion Information
 - a. Training – High School and College Requirements and Information
- Mr. Casas discussed the high school graduation requirements (A-G). He also discussed the various requirements for college applications. He also discussed FAFSA and the different ways to pay for college. The committee had a discussion on the differences between grants and loans.
 - b. School Site Council Input
- Mrs. Ribaldo described the district program and the school program. She talked about our AALD class, AALD-AVID class, and ELPAC. She also talked about our site objectives. She listed our objectives as improving our ELPAC and SBAC scores. She also discussed our school focus on improving equipment, materials, and Homework Zone. Parents on the committee indicated that they were in agreement with our objectives and would like to see continued efforts for improved materials and tutoring opportunities.
 - c. DELAC Report
- Our DELAC representative did not attend the meeting.
 - d. CAFE Information
- Mr. Casas shared information about the 2019 CAFE conference. It will take place on Friday, May 10th in Riverside.
 - e. EL Budget – LCFF EL
- Mrs. Ribaldo discussed the current EL Budget. She said that we currently have \$11,845.02 and that we are still utilizing it for
 - f. ATP – Parent Engagement Team
- Mrs. Ribaldo discussed upcoming parent activities. She also discussed the upcoming break and the end of the semester.

IV. Other Hearing Session

This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35145.5 prohibit the Council from discussing or acting upon matters not on the Agenda.

V. Adjournment

a. Next Meeting: January 8, 2019 10:15 am



Distrito Escolar Unificado Alvord
Escuela Intermedia Wells
Comité Consejero para Aprendices del Idioma Inglés

4 de diciembre de 2018
8:45 am Salón 52

Minutas

- I. Procedimientos de introducción
 - a. Llamar al orden – 8:55 am
 - b. Bienvenida/registro de asistencia
 - c. Saludo a la Bandera

- II. Asuntos de acción
 - a. Elección de nuevos miembros en ELAC (2a)
 - b. Aprobación de la Minuta la junta del **2 de octubre de 2018**
¿Enmienda(s)? No
Moción propuesta por: Leticia Aguayo Secundada por: Maria Nunez
¿Aprobada por unanimidad? Si

- III. Diálogo información
 - a. Capacitación – Requisitos e información de la escuela secundaria y la universidad
- El Sr. Casas hablo sobre los requisitos de graduación de la escuela secundaria. También hablo sobre los diversos requisitos para la universidad. También discutió FAFSA y las diferentes maneras de pagar la universidad. El comité tuvo una discusión sobre las diferencias entre becas y préstamos.
 - b. Consejo para SSC
- La Sra. Ribaud describió el programa del distrito y el programa de nuestra escuela. Ella hablo de la clase de AALD, la clase de AALD-AVID, y de ELPAC. Ella hablo de nuestros objetivos que son mejorar nuestros puntajes de ELPAC y de SBAC. También hablo sobre nuestro enfoque para mejorar los materiales, los computadores, y la Zona de Tarea (Homework Zone). Los padres en el comité indicaron que estaban de acuerdo con nuestros objetivos y les gustaría ver esfuerzos continuos para mejorar los materiales y las oportunidades de tutoría.
 - c. Reporte de DELAC
- Nuestro representante no asistió a la reunión de DELAC.
 - d. Información sobre CABA
- Sr. Casas compartió información sobre la conferencia de CABA 2019. La conferencia tendrá lugar el viernes 10 de mayo en Riverside.
 - e. Presupuesto EL – LCFF EL
- Sra. Ribaud hablo sobre el presupuesto EL actual. Dijo que actualmente tenemos \$11,845.02 y que todavía lo estamos usando para una excursión para estudiantes EL a una universidad y para la conferencia de CABA.
 - f. ATP – Equipo de Acción para las Asociaciones Escolares
- Sra. Ribaud hablo sobre las próximas actividades para padres. También hablo sobre las próximas vacaciones y el final del semestre.

IV. Otro Sesión de Audiencia

Este asunto se coloca en la Agenda para dar a los miembros de la audiencia la oportunidad de opinar sobre los asuntos o preocupaciones que no aparecen en la Agenda. La presidencia reserva el derecho de limitar el tiempo del orador a tres minutos. El Código Gubernamental Sección 54954.2 y la Sección 35145.5 del Código de Educación prohíben que el Comité discuta o tome acción sobre asuntos no colocados en la Agenda.

- No se hicieron comentarios.

V. Clausura

- La reunión concluyo a las 10:15 am.

a. Próxima junta: 8 de enero de 2019 a las 8:45 am