

# The Single Plan for Student Achievement

**School:** Mary P. Henck Intermediate School  
**CDS Code:** 36-67868-6068779  
**District:** Rim of The World Unified School District  
**Principal:** Jennifer Whiteside  
**Revision Date:** December 18, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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**The District Governing Board approved this revision of the SPSA on June 15, 2016.**

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## School Vision and Mission

### Mary P. Henck Intermediate School's Vision and Mission Statements

Mary Putnam Henck Intermediate is dedicated to bolstering student achievement through diverse methods of delivering rigorous curriculum, including technological components and enhanced student engagement opportunities, beneficial to the preparation of students' future collegiate and career pursuits, in a safe and supportive learning environment.

The MPH School community strives to help each student become a life-long learner and an adaptive, productive citizen with the ability to enter high school on a college or career pathway, who is socially and emotionally proactive.

To facilitate student development, we employ collaborative planning, research-based and differentiated teaching strategies in a safe atmosphere where students take responsible learning risks while exhibiting respect and responsibility.

#### MISSION STATEMENT

Mary Putnam Henck Intermediate is dedicated to bolstering student achievement through diverse methods of delivering rigorous curriculum, including technological components and enhanced student engagement opportunities, beneficial to the preparation of students' future collegiate and career pursuits, in a safe and supportive learning environment.

#### VISION STATEMENT

At MPH, our vision is to ready our students for the 21st century through creating a safe environment where communication, critical thinking, collaboration and creativity can flourish. We will invest in innovative teaching and engagement strategies and the use of modern technology. Learning will be enhanced with computer software and educational games that will allow students to proceed at their own rate according to their ability.

## School Profile

Mary Putnam Henck Intermediate School, home of the Mountain Lions, is the single intermediate school in a rural area that encompasses approximately 132 square miles and 21 communities in the San Bernardino Mountains. Its original facilities were built in 1970. The school services approximately 779 students in the sixth, seventh, and eighth grades, and draws students from the four community elementary schools; Charles Hoffman Elementary, Grandview Elementary, Lake Arrowhead Elementary, and Valley of Enchantment Elementary. The site includes forty one classrooms, staff work rooms, counseling offices, and administrative offices. Our student population is comprised of 790 students, 60% white, 33% Hispanic or Latino, 1% African American, 0.5% Filipino, 0.5% Asian, 0.4% American Indian, and over 4% of two or more races. 92 students are served by Individual Education Plans (45 Resource and 47 SDC), while over 100 students are identified as Gifted and Talented. Meanwhile, 48% of MPH students are socioeconomically disadvantaged. Parent education levels range as follows: 9% are not high school graduates, 20% are high school graduates, 38% have attended some college, 17% are college graduates, 11% have earned advanced degrees or designations and 4.8% decline to state.

## Comprehensive Needs Assessment Components

### Data Analysis

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

### Surveys

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

Students were surveyed about campus safety and their comfort levels at MPH this past fall. Most students felt safe at the campus and that at least one teacher cared about them. Results were mixed concerning the amount of rigor and difficulty presented in classes.

### Classroom Observations

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

Administrators, district office staff and community members visit classrooms during the course of the school year to monitor the implementation of Common Core State Standards, PBIS and support for all students.

There is a need for Mary Putnam Henck Intermediate to be identified as a school-wide Title I program, moving away from the target assistance program, in order to best meet the needs of all students including all subgroups. Mary Putnam Henck Intermediate demonstrates eligibility for the school-wide Title I program as there is 442/783 = 56% students identified as socioeconomically disadvantaged. The Mary Putnam Henck Intermediate School Site Council discussed and approved this transition in April 2017, and re-reviewed in October 2017 with the newly elected team.

### Analysis of Current Instructional Program

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

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

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

### Standards, Assessment, and Accountability

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

The Rim of the World Unified School District uses all mandated state assessment programs to provide data necessary to make data-based decisions to meet district and site goals. Assessment data is analyzed using the EADMS, the AERIES Student Information System (ABI), and various tools developed at the district office. The results of all assessments are presented and summarized to schools annually. In addition to state assessments, the Rim of the World Unified School District has implemented its own system of Multiple Measures that are administered throughout the year. These Measures are standardized throughout the district. The district provides some analysis of ongoing trends indicated in the assessment data. Each school site also develops its own approach to analyzing assessment data and to making decisions based on the data.

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

MPH teachers are working with the district Instructional Support Team to develop instructional maps and pacing guides and SBAC aligned benchmark/ common assessments correlated to the implementation of Common Core State Standards in an effort to assess student levels of learning and the need to further instruct and have students practice the skills therein.

### Staffing and Professional Development

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

MPH staff members are credentialed and highly qualified.

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

MPH staff members are appropriately credentialed to teach the subject matter for which they have been assigned.

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

Staff development is aligned to student performance levels and professional needs. The Rim of the World Unified School District plans, organizes and presents in-service programs designed to equip the teaching and support staff with knowledge of Common Core State Standards and the tools to deliver the instruction to support full implementation for rigorous student academic performance. The school is beginning to use multiple measures to analyze student progress in department/subject/grade levels.

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

Rim of the World Unified School District has contracted with Data Works to provide awareness and implementation of the Common Core State Standards for all subjects. Meanwhile, many teachers attend trainings presented by the San Bernardino County Office of Education.

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

Department and grade level leaders work collaboratively via monthly meetings every first and third Wednesday of the month. As well, departments are continuing their endeavors to create single instructional maps by content and grade level to ensure standards based education. Departments also collaborate with administration and counselors in creation of the master schedule to best meet the learning needs of students.

Teaching and Learning

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

The curriculum in all core areas is being aligned to the Common Core State Standards. Current materials are being adapted to match the stated outcomes of the Common Core State Standards. Through DataWorks, San Bernardino County Superintendent of Schools and other source training, teachers are building their capacity to deliver the instruction necessary for students to engage with the Common Core State Standards.

Mathematics: MPH teachers are adapting their current materials as well as supplemental materials to address the demands of Common Core's integrated math approach. These standards focus on essential content for all students and prepare students for the study of advanced mathematics, and are broken down:

- Ratio and Proportion
- The number system
- Expressions and equations
- Geometry
- Statistics and probability

And with 8th grade, a focus on Functions replaces Ratio and Proportions.

Meanwhile, our teachers are increasing their individual and collective capacities to focus on the standards for Mathematical Practices: Mathematical Practices:

1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.

English-Language Arts: MPH teachers are building their knowledge of the Common Core State Standards for English-Language Arts and honing their instructional tools to match. Instructional strategies that best align to delivery of the Common Core State Standards are provided by DataWorks, San Bernardino County Superintendent of Schools and other sources. The College and Career Readiness Anchor Standards focus on a few different areas:

- Reading Narrative and Informational texts with a focus on: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity. These are laid out in ten (10) standards for narrative text and the same ten (10) standards adapted for informational text. These standards progressively step up a ladder of rigor as they progress toward the College and Career Anchor Standards.
- College and Career Readiness anchor standards for writing focus on: Text Types and Purposes (arguments, informative/explanatory texts and narrative texts), Product and Distribution of writing, Researching to build and present knowledge and a Range of Writing.
- The college and career readiness standards for speaking and listening focus upon: Comprehension and Collaboration and Presentation of Knowledge and Ideas
- The college and career readiness standards for Language focus upon: Conventions of Standard English, Knowledge of Language and Vocabulary Acquisition and Use.

The Common Core State English-Language Arts standards for Reading and writing informational and technical texts are applied to History-Social Science and Science.

Special Education Services offered at Mary Putnam Henck Intermediate School: All special-needs students at Mary Putnam Henck Intermediate School receive an Individualized Education Program (IEP) and 504 plan that outlines how the school will meet the student's individual needs. The Individuals with Disabilities Education Act (IDEA) requires that students with special needs be provided with a Free Appropriate Public Education in the Least Restrictive Environment that is appropriate to the student's needs. Government-run schools provide special education in varying degrees from least restrictive, such as full inclusion, to the most restrictive, such as segregation in a special school. The education offered by the school must be appropriate to the student's individual needs. American schools are also required to provide many medical services, such as speech therapy, if the student needs these services.

MPH offers GATE program activities for students in all grade levels. Advanced Language Arts classes are offered to students in grades 7 and 8. Available electives include Art, Advanced Art, Computer Applications, Drafting and Woodshop, Band, Jazz Band, Environmental Science and Leadership. The "Meet the Masters," art program is provided to 6th grade students by parent volunteers. Intervention and enrichment occurs before and after school to all students. These programs include "Odyssey of the Minds," a Strings music program provided by Arrowhead Arts, Rim Family Services after school arts program, and the Soroptomists "Every Girl Counts" program.

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

MPH students meet and exceed the required number of instructional minutes as set forth by the state of California.

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

The master schedule is updated during the course of the school year to provide flexibility to adjust to student needs.

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

Common Core State Standards curriculum and instruction is provided to all MPH students. MPH uses different materials and software to address student needs. STAR Math and Reading assessments are used to determine current student reading and math levels. Accelerated math is used to provide students extra practice or enrichment. Special Education students use ALEK and Lexia online platforms to focus on their individual needs. 7th & 8th grade teachers are beginning to implement Expository Reading and Writing curriculum and instruction to all students to prepare them for college and career pathways.

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)

MPH uses core and supplemental materials that are approved by the California State Board of Education.

Opportunity and Equal Educational Access

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

Several intervening services, designed to assist students in meeting state standards, are part of the regular program at MPH. Underperforming students are provided with the following programs: 1) Student Study Teams, 2) parent conferencing, 3) before school, after school, during lunches, and evening tutoring programs that provide tutoring and standards specific remediation, 4) remedial materials directly connected to the standards and district adopted text, 5) Tutorials, 6) ARK (At Risk Kids) advisory program, 7) Foundations classes for Mathematics for 7th and 8th grades, 8) 6th grade intervention block 9) counseling, and 10) individualized classroom instruction based on individual student needs.

14. Evidence-based educational practices to raise student achievement

Some teachers differentiate instructional delivery to meet the needs of their students. Currently scheduling of students is conducted to match student needs to teacher strengths. More professional development, monitoring and coaching is needed to facilitate a more balanced instructional approach on the campus.

Parental Involvement

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

Resources available to our students include but are not limited to the following: 1) systematic parent/teacher communication, 2) a variety of student focused remedial and improvement programs which include a before and after school tutoring, standards specific remediation materials directly connected to the district adopted text and standards, and computer based programs that diagnose deficiencies, provide remedial materials, 3) grade level teams, 4) social and academic activities, 5) ARK (At Risk Kids) support, 6) GATE, 7) computer lab and classroom computer access, 8) library and library software, 9) County Special Education Classes, 10) Rim of the World Education Foundation, 11) Rim Family Service, 12) Rim of the World Park and Recreation District class room websites, and 13) business partnerships.



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)

Parents, community representatives, classroom teachers and school staff are involved in many endeavors. These include:

- English Learners Advisory Committee (ELAC)
- School Site Council
- Parent Teacher Association (PTA)
- Soroptimists
- Rim Family Services
- Meet the Masters

### Funding

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

1) Title I teachers and aides, 2) Foundations classes for Mathematics for 7th and 8th grades, 3) before and after school tutorial improvement and remediation program, 4) bilingual aides, 5) English Language Learners (ELL) programs, and 6) English Language Acquisition classes.

18. Fiscal support (EPC)

- The school/district Base and Supplemental funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in English-Language Arts and mathematics and the SPSA. The SPSA is aligned with the goals and activities in the LEA Plan and LCAP. The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the Academic Program Survey, and is applied in the SPSA. District base and supplemental funds and the LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.

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

MPH's rural mountain location with weather variances impacts both student transportation and health. The effects are shown in reduced student attendance at certain times of the school year. The long commute times of many parents limit student access to before and after school programs. The wide variance of socioeconomic conditions in the mountain communities we serve are addressed by community organizations such as Rim Family Services, Mountain Counseling and Lutheran Counseling Services. Local Rotary and Soroptimist organizations as well as the Arrowhead Arts Association support MPH with service and enrichment programs.

MPH Intermediate serves a large contingent of English Learning students as well as many students with learning gaps and needs. Locally Controlled Accountability Funds (LCFF) and Federal Title I funding contribute to serving these students' needs during the school day.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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 4	1			1			1			100		
Grade 5	2	*		2	*		1	*		100		
Grade 6	267	273		243	257		232	257		93.5	94.1	
Grade 7	257	254		236	237		233	237		92.5	93.3	
Grade 8	286	247		263	224		261	224		91	90.7	
All Grades	813	775		745	719		728	719		92.3	92.8	

\* 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 4	*			*			*			*			*		
Grade 5	*	*		*	*		*	*		*	*		*	*	
Grade 6	2458.1	2485.4		2	2.72		16	29.96		36	32.68		46	34.63	
Grade 7	2498.0	2493.0		5	3.80		24	23.63		29	28.69		41	43.88	
Grade 8	2500.1	2517.0		4	5.80		23	26.79		28	27.68		45	39.73	
All Grades	N/A	N/A	N/A	4	4.03		21	26.84		31	29.76		44	39.36	

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 4	*			*			*			
Grade 5	*	*		*	*		*	*		
Grade 6	4	10.89		46	54.09		50	35.02		
Grade 7	12	13.92		47	45.15		41	40.93		
Grade 8	13	19.20		40	41.52		47	39.29		
All Grades	10	14.46		44	47.15		46	38.39		

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 4	*			*			*		
Grade 5	*	*		*	*		*	*	
Grade 6	3	5.06		36	47.08		61	47.86	
Grade 7	11	10.17		45	41.53		44	48.31	
Grade 8	7	10.27		38	38.84		56	50.89	
All Grades	7	8.36		40	42.62		54	49.03	

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 4	*			*			*		
Grade 5	*	*		*	*		*	*	
Grade 6	7	7.00		66	75.10		28	17.90	
Grade 7	6	4.64		66	63.71		27	31.65	
Grade 8	9	9.38		58	69.64		32	20.98	
All Grades	8	6.95		63	69.54		29	23.50	

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 4	*			*			*		
Grade 5	*	*		*	*		*	*	
Grade 6	6	9.34		65	63.42		30	27.24	
Grade 7	12	9.28		52	52.32		36	38.40	
Grade 8	11	12.95		53	47.77		36	39.29	
All Grades	10	10.43		56	54.80		34	34.77	

**Conclusions based on this data:**

1. There is still an achievement gap between White and other subgroups in 6th grade: "Standard Exceeded/Met" - White 38%, Hispanic 22%, EL 0%, Socioeconomically Disadvantaged 26%, SWD 17%.
2. There is still an achievement gap between White and other subgroups in 7th grade: "Standard Exceeded/Met" - White 32%, Hispanic 25%, EL 0%, Socioeconomically Disadvantaged 23%, SWD 2%.
3. There is an achievement gap in 8th grade: "Standard Exceeded/Met" - White 26%, Hispanic 32%, EL 0%, Socioeconomically Disadvantaged 21%, SWD 3%.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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 4	1			1			1			100		
Grade 5	2	*		2	*		1	*		100		
Grade 6	266	273		239	255		226	255		92	93.4	
Grade 7	257	254		236	237		234	237		92.5	93.3	
Grade 8	287	248		265	225		263	225		91.4	90.7	
All Grades	813	776		743	718		725	718		92	92.5	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 4	*			*			*			*			*		
Grade 5	*	*		*	*		*	*		*	*		*	*	
Grade 6	2448.9	2466.2		3	2.35		8	15.69		31	32.16		58	49.80	
Grade 7	2497.8	2482.5		7	6.75		18	10.13		36	36.29		39	46.84	
Grade 8	2497.9	2523.7		6	12.00		12	18.67		30	26.67		51	42.67	
All Grades	N/A	N/A	N/A	5	6.82		13	14.76		32	31.75		50	46.66	

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 4	*			*			*		
Grade 5	*	*		*	*		*	*	
Grade 6	4	5.10		26	32.94		70	61.96	
Grade 7	14	10.13		36	24.47		50	65.40	
Grade 8	9	19.11		33	34.22		58	46.67	
All Grades	9	11.14		32	30.50		59	58.36	

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 4	*			*			*		
Grade 5	*	*		*	*		*	*	
Grade 6	3	4.71		35	38.04		62	57.25	
Grade 7	8	6.75		46	45.57		46	47.68	
Grade 8	7	12.89		58	41.33		35	45.78	
All Grades	6	7.94		47	41.50		47	50.56	

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 4	*			*			*		
Grade 5	*	*		*	*		*	*	
Grade 6	4	6.67		44	42.35		52	50.98	
Grade 7	9	8.86		52	45.57		39	45.57	
Grade 8	9	15.56		47	45.78		44	38.67	
All Grades	7	10.17		48	44.43		45	45.40	

**Conclusions based on this data:**

1. There is still an achievement gap between White and other subgroups in 6th grade: "Standard Exceeded/Met" - White 22%, Hispanic 12%, EL 0%, Socioeconomically Disadvantaged 16%, SWD 12%.
2. There is still an achievement gap between White and other subgroups in 7th grade: "Standard Exceeded/Met" - White 20%, Hispanic 11%, EL 0%, Socioeconomically Disadvantaged 11%, SWD 9%.
3. There is still an achievement gap between White and other subgroups in 8th grade: "Standard Exceeded/Met" - White 29%, Hispanic 26%, EL 19%, Socioeconomically Disadvantaged 18%, SWD 13%.

Overall the enhancement of curriculum and differentiation for our EL population, socioeconomically disadvantaged and students with disabilities is necessary to close the achievement gap.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	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
5													***		
6	8	12		44	42		33	31		10	12		5	4	
7	25	32		73	32		18	22		5	11		5	3	
8	22	13		37	61		19	17		7	4		15	4	
<b>Total</b>	10	21		48	43		25	23		8	9		9	3	

#### Conclusions based on this data:

1. MPH needs to focus on Long Term English Learners and target interventions to these students. MPH will look to moving away from traditional "pull-out" ELD classes and move towards a "push-in" program, with more effective utilization of aide support in the classroom. CELDT level 1-3 students will be serviced via an ELD Technology course elective focused on the EL framework and standards. CELDT 4-5 students will be "pushed in" and provided opportunities along with their EO peers. Additionally, MPH will use CELDT/ ELPAC, GPA, teacher contribution in PLC discussions to move EL students towards fluency.
2. Continue Professional Development/training in PLC regarding explicit literacy instructions in all classes and consistent use of SDAIE and SIOP models.
3. Continue to designate an MPH counselor to monitor EL students after exiting EL program for academic success. As well, work with EL coordinator to monitor student progress and provide further access to technology, and other language acquisition tools.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	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
5													***		
6	8	11		45	46		33	29		10	11		5	4	
7	4	32		71	32		17	22		4	11		4	3	
8	22	13		37	58		19	17		7	4		15	8	
<b>Total</b>	11	20		49	44		24	22		8	9		9	4	

#### Conclusions based on this data:





1. 6th grade students with a CELDT level 3 or below are nearly half the EL population. Demonstrating a need for language acquisition support via the ELD Frameworks and Standards.
2. 7th grade students with a CELDT level 3 or below are nearly a quarter the EL population. Demonstrating a need for language acquisition support via the ELD Frameworks and Standards.
3. 8th grade students with a CELDT level 3 or below are nearly half the EL population. Demonstrating a need for language acquisition support via the ELD Frameworks and Standards.

All grade levels continue to see a need for designated support via a pull out method for their CELDT level 3 and below students. MPH has created an ELD technology elective for these 7th and 8th grade students and looks to provide EL support to 6th grade students via a designated ELD 6th grade 6th grade self inclusion setting. As well, the Read 180 license will be updated and maintained for all three grade levels to further develop language acquisition. Students with a CELDT level 4-5 will be serviced through a push in model utilizing differentiation in the classroom setting. MPH is seeking potential professional development to provide strategies and methods of successful differentiation.

## School and Student Performance Data

### Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		6	4
English Learner Progress (1-12)		1	0
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		5	2
Mathematics (3-8)		5	3

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

#### Conclusions based on this data:

1.



## School and Student Performance Data

### Status and Change Report

#### Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2016-17 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates

#### Conclusions based on this data:


1.

## School and Student Performance Data








### Status and Change Report

#### Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		833	High 11.8%	Maintained -0.1%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		833	High 11.8%	Maintained -0.1%
English Learners		92	Very High 13%	Declined -1.7%
Foster Youth		12	Very High 33.3%	
Homeless		20	High 10%	Declined Significantly -8.5%
Socioeconomically Disadvantaged		445	Very High 13.3%	Maintained -0.1%
Students with Disabilities		139	High 10.1%	Declined -0.7%
African American		14	Very High 21.4%	Increased Significantly +6.1%
American Indian		1	*	*
Asian		3	*	*
Filipino		2	*	*
Hispanic		321	High 8.4%	Declined Significantly -5.6%
Pacific Islander		2	*	*
Two or More Races		32	Very High 12.5%	Maintained 0%
White		456	Very High 13.8%	Increased +3.1%

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

**Conclusions based on this data:**


1.

## School and Student Performance Data





### Status and Change Report

#### English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		91	Very High 93.4%	Increased Significantly +19.9%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very High 13%	Declined -1.7%
English Learner Progress (1-12)		Very High 93.4%	Increased Significantly +19.9%
English Language Arts (3-8)		Very Low 85.5 points below level 3	Increased Significantly +16.3 points
Mathematics (3-8)		Very Low 122.5 points below level 3	Increased +4.5 points

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Status and Change Report

#### Graduation Rate





This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Report				
Student Group	Student Performance	Number of Students	Status	Change

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

#### Conclusions based on this data:


1.

## School and Student Performance Data







### Status and Change Report

#### Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		687	Low 76.5 points below level 3	Increased +10.2 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		687	Low 76.5 points below level 3	Increased +10.2 points
English Learners		131	Very Low 122.5 points below level 3	Increased +4.5 points
Foster Youth		6	*	*
Homeless		12	Low 45.5 points below level 3	Increased Significantly +69.1 points
Socioeconomically Disadvantaged		369	Low 93.3 points below level 3	Increased +11.2 points
Students with Disabilities		113	Very Low 151.2 points below level 3	Maintained -2.5 points
African American		7	*	*
American Indian		1	*	*
Asian		3	*	*
Filipino		1	*	*
Hispanic		279	Very Low 100.1 points below level 3	Increased +6.7 points
Pacific Islander		2	*	*
Two or More Races		29	Low 75.4 points below level 3	Declined -7.6 points
White		365	Low 58.9 points below level 3	Increased +13.8 points

### Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.




Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	54	Low 79.6 points below level 3	Declined -10.9 points
EL - English Learner Only	77	Very Low 152.6 points below level 3	Increased Significantly  +21.3 points
English Only	529	Low 69 points below level 3	Increased +8.4 points

### Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

**Conclusions based on this data:**

- 1.

## School and Student Performance Data

### Detailed Report

#### Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners	73.5%	93.4%
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The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts	65 points below level 3	50.4 points below level 3
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Mathematics	86.8 points below level 3	76.5 points below level 3
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Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts

Mathematics

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

**Conclusions based on this data:**

1.



## School and Student Performance Data

### Detailed Report

#### School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	11.9% (104)	11.8% (98)

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#### Conclusions based on this data:

1.

# School and Student Performance Data

## Detailed Report

### Academic Engagement

Graduation			
Indicator	2015	2016	2017

#### Graduation

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#### Conclusions based on this data:

- 1.

# School and Student Performance Data

## Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator						
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics
All Students						
English Learners						
Foster Youth						
Homeless						
Socioeconomically Disadvantaged						
Students with Disabilities						
African American						
American Indian						
Asian						
Filipino						
Hispanic						
Pacific Islander						
Two or More Races						
White						

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

**Performance Levels:** Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

**Conclusions based on this data:**

- 1.

## Planned Improvements in Student Performance

### School Goal #1

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

<b>SUBJECT: Student Learning and Achievement.</b>
<b>LEA GOAL:</b>
LCAP Goal # 1: Student Learning: All Students have equitable access to rigorous, relevant, and engaging learning experiences for life-long success. District Goal #1: Student Learning.
<b>SCHOOL GOAL #1:</b>
1- Improve student achievement through standards based instruction in accordance with content and grade level expectations. 1.a. Creating instructional maps aligned to standards in collaboration with the district Instructional Support team.  Embedded within the goal is continuous academic achievement across all subgroups as measured across a variety of indicators, including but not limited to:  Embedded within the goal is continuous academic achievement across all subgroups as measured across a variety of indicators, including but not limited to: Objective 1: Increasing achievement by all sub groups of 6th, 7th, and 8th grade students scoring "Standard Exceeded/Met" on the English Language Arts portion of the CAASPP by 5%. Objective 2: Increasing achievement by all sub groups of 6th, 7th, and 8th grade students scoring "Standard Exceeded/Met" on the Math portion of the CAASPP by 5%. Objective 3: Improving English Language Learner (EL) students' performance on SBAC state testing by one performance level, increasing grades through EL intervention practices with the EL coordinator and EL counselor by reducing the number of D's and F's, demonstrating improvement via ELPAC testing during the 2017-2018 school year from their initial during the 2016-2017 school year, and increasing the total number of EL reclassifications above the number of 4/88 during the 2016-2017 school year. Objective 4: Decrease the "D/F" rate by 5%.
<b>Data Used to Form this Goal:</b>
1. Student grades. 3. CELDT/ ELPAC 4. EL Reclassification rates. 2015-2016 End of the year Re-Classification Numbers: 3 students. 2016-2017 End of the year reclassification = 4 students. 5. CAASPP (2014-2015) English Language Arts (ELA) results for subgroups: 6th grade: "Standard Exceeded/Met" - White 38%, Hispanic 22%, EL 0%, Socioeconomically Disadvantaged 26%, SWD 17%.

7th grade: "Standard Exceeded/Met" - White 32%, Hispanic 25%, EL 0%, Socioeconomically Disadvantaged 23%, SWD 2%.  
 8th grade: "Standard Exceeded/Met" - White 26%, Hispanic 32%, EL 0%, Socioeconomically Disadvantaged 21%, SWD 3%.

**Math results for subgroups:**

6th grade: "Standard Exceeded/Met" - White 22%, Hispanic 12%, EL 0%, Socioeconomically Disadvantaged 16%, SWD 12%.  
 7th grade: "Standard Exceeded/Met" - White 20%, Hispanic 11%, EL 0%, Socioeconomically Disadvantaged 11%, SWD 9%.  
 8th grade: "Standard Exceeded/Met" - White 29%, Hispanic 26%, EL 19%, Socioeconomically Disadvantaged 18%, SWD 13%.

**Findings from the Analysis of this Data:**

1. More than 70% of MPH students enter the Common Core era below grade level in reading, writing and mathematics.
2. There is still an achievement gap between the White subgroup and the Hispanic, EL, Socioeconomically Disadvantaged, and SWD in both ELA and Math in all grades, the exception being in ELA 8th grade.
3. The CELDT results for MPH students indicate that most MPH EL students score at the Intermediate level or higher. Less than one-third of the MPH English Learner's are at the Early Intermediate or Beginning levels.
4. The re-classification rate for EL students remains an issue. Focus on EL support must be a priority to increase re-classification rate for EL students.

**How the School will Evaluate the Progress of this Goal:**

1. Professional Learning Communities (PLC) meetings to do analysis, review, and implementation of standards based instruction for CAASPP, high school, college and career prep. Staff will then utilize the data to identify at-risk students or students needing intervention and use the data to drive differentiated instruction.
2. MPH School Site Council will review data to evaluate success of programs.
3. Number/percentage of students failing one or more courses at the semester.
4. Percent of subgroup students "Exceeding/Met Standard" on CAASPP.
5. Number and percentage Reclassification of EL students.
6. Number of students enrolled in Honors/Advanced courses, including Hispanic, EL, Socioeconomically Disadvantaged, Foster Youth subgroups.
7. Reclassification data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Continue to provide Common Core standards-based aligned curriculum and assessments across all subjects and electives with high quality instruction to prepare students to enter high school successfully, ready for college and career path.  a. Continue to provide research-based instructional materials aligned to Common Core standards.	08/15/2017-06/07/18	Administrators, Counselors, Teachers, Staff	Purchase instructional materials and supplies, including computer hardware and software. Incidental Supplies. Purchase of consumable common core materials needed to replace lost/stolen/damaged items.	4000-4999: Books And Supplies	Lottery: Instructional Materials	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>b. Such effort is inclusive of all un-duplicated students (EL, Socioeconomically Disadvantaged, Foster Youth) and the Hispanic subgroup. This will include providing their classrooms with enhanced technology tools, such as "Computers on Wheels" (COWS) and computer labs to facilitate an interactive engaging learning experience. This inclusive effort will also include differentiated instruction, and support Webb's Depth of Knowledge and Cognitive Spectrum. See 1.8 for more information.</p> <p>c. Continue the initial stages of Common Core implementation and standards alignment in the current curriculum to create instructional maps by content area and grade level commensurate to SBAC testing targets.</p> <p>d. Continue to develop and refine checkpoint assessment tests to establish competencies and monitor student progress to include a writing component in accordance with SBAC. Ensure checkpoint assessments and course requirements align to Common Core and State Standards.</p>						
<p>1.2 MPH will improve all students ELA skills in accordance with Common Core State Standards, as measured on the CAASPP. Provide intervention materials for students not meeting</p>	08/15/2017-06/07/18	Administrators, Counselors, Teachers, Staff.	Scholastic News subscription. Library Novels.	4000-4999: Books And Supplies 4000-4999: Books And Supplies	Lottery: Instructional Materials Unrestricted	535.00 250.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
standards. a MPH will increase all students capacity to read and write: <ul style="list-style-type: none"> <li>arguments to support claims with clear reasons and relevant evidence,</li> <li>informative/explanatory texts to examine a topic and convey ideas, concepts, and information;</li> <li>narratives to develop real or imagined experience or events</li> </ul>			Lexia for Special Ed students	4000-4999: Books And Supplies	District Funded	0.00
			ERWC (Expository Reading and Writing Conference).	5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
			English Supplies - \$100.00 allotment to each teacher in the department. 7th/8th Grade - 3 teachers. 6th grade - 2 teachers to divide department equally among the core subjects. SPED - 2 teachers to divide among the core subjects.	4000-4999: Books And Supplies	Unrestricted	700.00
1.3 MPH will increase English Learners' capacity with the English language and increase reclassifications for English learners (but have another program for them to step into to continue their progress). This will include purchasing consumable interactive materials for students.  a. Continue development of an EL "push-in" model for literacy, clustering EL students into the general population ELA classes. Materials to have ELD curriculum/differentiated instruction imbedded.  Cluster EL students with a CELDT level	08/15/2017-06/07/2018	Administrators, Counselors, Teachers, English Learner Support Staff.	EL Coordinator.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000.00
			Read 180 (30 licences) and system 44 (10 licenses) host licenses, to be used in ELD Technology class. - License Renewal.	4000-4999: Books And Supplies	Title I	1,050.00
			EL Supplemental Materials. ELAC. Equitable to teacher allotments.	4000-4999: Books And Supplies	Lottery: Instructional Materials	100.00
			Bilingual Counselor.	1000-1999: Certificated Personnel Salaries	District Funded	0



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1-3 into general ELA classes, and into ELD technology elective to acquire ELD framework for English language acquisition.</p> <p>b. Bilingual Aides available to support EL cluster of CELDT level 1-3 students in core subjects including math, science and history.</p> <p>c. Bilingual counselor will monitor progress of EL students every 5 weeks to offer intervention as appropriate.</p> <p>i. Bilingual counselor to assist EL Coordinator with ELAC and student reclassification as needed.</p>						
<p>1.4 MPH will improve all students' mathematical skills and capacity for integrated and higher level math upon entering high school. This will include purchasing student consumable materials to focus on problem solving and other math skills.</p> <p>b. Currently, MPH is using CPM textbook Book 2 for 7th grade and Book 3 for 8th grade.</p> <p>c. Continue to provide training and assistance with 6th grade adopted GoMath materials.</p>	08/15/2017-06/07/2018	Administrators, Counselors, Teachers, Staff.	<p>Aleks licenses, to be used by Special Ed for math purposes.</p> <p>Consumables - Math workbooks and re-teach workbooks.</p> <p>Professional Development provided to 6th grade teacher on use of adopted GoMath Materials.</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>Title I</p> <p>Lottery: Instructional Materials</p> <p>District Funded</p>	<p>2,555.00</p> <p>2725.00</p> <p>0.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Math Supplies - \$100.00 allotment to each teacher in the department. 7th/8th Grade - 3 teachers. 6th grade - 2 teachers to divide department equally among the core subjects. SPED - 2 teachers to divide among the core subjects.	4000-4999: Books And Supplies	Unrestricted	700.00
1.5 MPH will increase all students' understanding, analysis and application of Science in preparation for the CAST.  a. Move towards implementing Next Generation Science Standards; compile resources and align with high school.	08/15/2017-06/07/2018	Administrators, Counselors, Teachers, Staff.	Geography/Science Spin.  Focus on Earth Science workbooks.  Scholastic Science Magazine.  Interactive Science workbook.  Science Supplies - \$100.00 allotment to each teacher in the department. 7th/8th Grade - 3 teachers. 6th grade - 2 teachers to divide department equally among the core subjects. SPED - 2 teachers to divide among the core subjects.	4000-4999: Books And Supplies  4000-4999: Books And Supplies  4000-4999: Books And Supplies  4000-4999: Books And Supplies  4000-4999: Books And Supplies	Lottery: Instructional Materials  Lottery: Instructional Materials  Lottery: Instructional Materials  Lottery: Instructional Materials  Unrestricted	140.00  220.00  350.00  525.00  700.00
1.6 MPH will increase all students' understanding, analysis and application of History/Social Studies.	08/15/2017-06/07/2018	Administrators, Counselors, Teachers, Staff.	History supplemental reading books.	4000-4999: Books And Supplies	Lottery: Instructional Materials	805.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			World History Weekly subscription.	4000-4999: Books And Supplies	Lottery: Instructional Materials	220.00
			Inside USA interactive literature	4000-4999: Books And Supplies	Lottery: Instructional Materials	200.00
			Social Studies Supplies - \$100.00 allotment to each teacher in the department. 7th/8th Grade - 3 teachers. 6th grade - 2 teachers to divide department equally among the core subjects. SPED - 1 teacher to divide among the core subjects.	4000-4999: Books And Supplies	Unrestricted	600.00
1.7 MPH will increase all students' level of physical fitness.	08/15/2017-06/07/2018	Administrators, P.E. Teachers.	P.E. Supplies - \$100.00 allotment to each teacher in the department. 7th/8th Grade - 2 teachers.	4000-4999: Books And Supplies	Unrestricted	200.00
1.8 Develop and implement college and career readiness exploration for all students, with assistance provided by sub group as needed.  a. Develop and implement Career Day(s)/ Week/ Month including spirit activities, assemblies, and community members to raise awareness of college and career paths and opportunities.  b. AVID -One class 7th grade and 8th grade elective AVID course, as well as	08/15/2017-06/07/2018	Administrators, Counselors, Teachers.	Career exploration program, including student interest assessments.  Career Day/Week/Month Materials and Supplies provided by PTA, and ASB clubs.  AVID classes in Master Schedule.	4000-4999: Books And Supplies  4000-4999: Books And Supplies  1000-1999: Certificated Personnel Salaries	District Funded  Parent-Teacher Association (PTA)  District Funded	0.0  0.0  0.0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>an AVID enrichment provided in on 6th grade cluster.</p> <p>c. Build interventions and support for students at-risk for possibly transitioning unsuccessfully into 9th grade.</p> <p>d. Include teachers and staff college visual displays inside classrooms.</p>						
<p>1.9 MPH will increase access in alternative, enhanced programs, and enrichment opportunities, including AVID, honors/advanced courses, GATE, and electives such as Art, Music, CAD, etc.</p> <p>a. One 7th/8th grade AVID elective course, and one 6th grade AVID exploratory skills enrichment offered.</p> <p>b. GATE cluster provided in one 6th grade team of two teachers to facilitate further enrichment opportunities. GATE Parent Advisory Board created to further support GATE program.</p> <p>c. One Honors English and Math course offered in both grade seven and eight.</p> <p>d. Wood shop and advanced wood shop elective offered.</p> <p>e. Music program includes one band</p>	08/15/2017-06/07/2018	Administrators, Counselors, Teachers.	<p>AVID Program Materials through Foundation.</p> <p>AVID Supplies - Program Materials. Equitable to \$100.00 allotment to each teacher in cores subjects.</p> <p>AVID Coordinator</p> <p>CAD - Woodshop materials</p> <p>Music Supplies - Program Materials. Equitable to \$100.00 allotment to each teacher in cores subjects.</p> <p>Music/Band Coordinator</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Foundation</p> <p>Unrestricted</p> <p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p> <p>Unrestricted</p> <p>LCFF - Supplemental</p>	<p>0</p> <p>100.00</p> <p>500.00</p> <p>700.00</p> <p>100.00</p> <p>787.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>course, one choir course and one music appreciation course for grades seven and eight. 6th grade provided enrichment opportunity to attend band during period 6 two days a week. String program offered after school.</p> <p>f. Art and Advanced art elective courses offered to grade seven and eight. 6th grade provided art enrichment through itinerant art program.</p> <p>g. Leadership/ A.S.B. club offered to support spirit days, dances and monitoring of MPH A.S.B. clubs and accounts.</p> <p>h. ELD Technology course offered to support instruction of ELD framework and develop English language acquisition by English learner population. Technology component to support elective offering and further technical skills acquisition.</p>			<p>Art Supplies - Program Materials. Equitable to \$100.00 allotment to each teacher in cores subjects.</p> <p>Leadership/ ASB Coordinator</p>	<p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Unrestricted</p> <p>Unrestricted</p>	<p>100.00</p> <p>1,000.00</p>
<p>1.10 MPH will increase student access to technology through modeling, instruction, and use of CAASPP digital library and interim assessments in preparation for checkpoint assessments, CAASPP, high school preparation and college and career readiness.</p> <p>a. MPH will also invest in increasing classroom technology to support teachers offering various modes of instructional delivery. Will continue</p>	08/15/2017-06/07/2018	Administrators, Teachers, Staff.	<p>COWs (Computers on Wheels) to include cart and Acer Chromebooks (36 Chromebooks). (SEE GOAL 6)</p> <p>Update technology in A building computer lab. (SEE GOAL 6)</p>	<p>None Specified</p> <p>None Specified</p>	<p>None Specified</p> <p>None Specified</p>	<p>0</p> <p>0</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
to research opportunities for purchase of more COWs and refurbishment of computer labs.  SEE GOAL 6 FOR EXPENDITURES.						
1.11 MPH will begin vertical articulation meetings with the elementary schools and high school to develop:  a. Career Pathways, tying and aligning MPH electives and curriculum to the high school's CTE courses, curriculum, and Career Pathways.  b. Curriculum mapping between elementary schools, MPH and the high school.	08/15/2017-06/07/2018	District, Administrators, Counselors, Teachers.	Attendance in district meetings of Instructional Support Team and other stakeholder and vertical articulations meetings.	None Specified	District Funded	0
1.12 MPH will research and move towards implementing a middle school model.  6th grade teachers may team teach.	08/15/2017-06/07/2018	District, Administrators, Counselors, Teachers.	Master Schedule - Middle School Model Planning	1000-1999: Certificated Personnel Salaries	District Funded	0
1.13 Student "reminder binder" planner to include calendar, school rules, pages for student notes on assignments, etc.	08/15/2017-06/07/2018	District, Administrators, Counselors, Teachers.	Reminder Binder books - Funded by Rim Educational Foundation Grant	4000-4999: Books And Supplies	Foundation	0
1.14 Research and develop a plan for intervention and/or tutoring to assist with student achievement.	08/15/2017-06/07/2018	District, Administrators, Counselors, Teachers.	Academic Intervention/ Tutoring  Title I Coordinator	1000-1999: Certificated Personnel Salaries  1000-1999: Certificated Personnel Salaries	Title I  Title I	13,500  1,500

## Planned Improvements in Student Performance

### School Goal #2

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

<b>SUBJECT: College and Career Readiness.</b>
<b>LEA GOAL:</b>
LCAP Goal #2: College and Career Readiness: All Students are prepared with knowledge and skills for post-secondary success to meet the demands of a challenging global world. District Goal #2: College and Career Readiness.
<b>SCHOOL GOAL #2:</b>
2- Enhance curriculum to meet the identified needs of individual students through college and career awareness, preparation and readiness. a. Differentiation in all academic environments utilizing EL Strategies, GATE Strategies, IEP/ 504 accommodations and modifications, etc.
<b>Data Used to Form this Goal:</b>
1. CAASPP scores. 2. Grades. 3. D/F rate. 4. Disciplinary data, including suspension/expulsion. 5. Attendance. 6. Student Survey.
<b>Findings from the Analysis of this Data:</b>
MPH needs to develop and implement a college and career readiness plan for greater awareness by 8th grade students of the high school course offerings pertaining to their particular college and career interests.
<b>How the School will Evaluate the Progress of this Goal:</b>
1. Data from high school, including but not limited to: first semester freshmen "D/F" rate, grades, attendance, and discipline data. 2. Student Survey. 3. Parent Survey.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.1 MPH will provide differentiated instruction and learning support for all students including: at-risk students, Foster students, English-Learners, Hispanic, Socioeconomically Disadvantaged, Special Education, and GATE/Honors students.</p> <p>a. Such effort is inclusive of all unduplicated students (EL, Socioeconomically Disadvantaged, Foster Youth) and the Hispanic subgroup. This will include providing their classrooms with enhanced technology tools, such as "Computers on Wheels" (COWS) and computer labs to facilitate an interactive engaging learning experience. This inclusive effort will also include differentiated instruction, and support Webb's Depth of Knowledge and Cognitive Spectrum.</p> <p>b. "Push-in" model for interventions for RSP students</p>	08/15/2017-06/07/2018	Administrators, Counselors, Teachers, Staff.	Title I aide will provide standards-based group and individual Math assistance to students clustered in Math courses.	2000-2999: Classified Personnel Salaries	Title I	36,073.90
			Provide opportunities for professional development to enhance differentiation to English Learner Population via Dr. Kate Kinsella 6 day workshop to 3 teachers and administration. Information disseminated to staff via teachers at staff meetings.	5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
			GATE Coordinator	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000.00
			GATE Supplies. - Program Materials. Equitable to \$100.00 allotment to each teacher in core subjects.	4000-4999: Books And Supplies	Unrestricted	100.00



## Planned Improvements in Student Performance

### School Goal #3

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

<b>SUBJECT: Highly Qualified &amp; Competent Staff - Professional Development.</b>
<b>LEA GOAL:</b>
LCAP Goal #3: Highly Qualified Staff: All students receive high quality education and services from caring, highly qualified, and competent staff. District Goal #3: Highly Qualified Staff.
<b>SCHOOL GOAL #3:</b>
Specified SSC Approved Goal Assist teaching staff with increasing student use of technology via authentic assignments, tasks and projects, EADMS assessments, and SBAC interim and practice assessments in preparation for future academic, collegial and occupational endeavors.
<b>Data Used to Form this Goal:</b>
PLC Reports. Classroom Observations. County walkthrough visitations.
<b>Findings from the Analysis of this Data:</b>
1. MPH is in year four of Common Core implementation but needs to utilize PLC to continue successful implementation, including effective first instruction and development of effective quarterly common assessments. 1. MPH staff needs consistency in Common Core instruction, project-based learning lesson design, and lessons geared toward developing critical thinking skills. 2. MPH staff needs consistent, active, and effective lessons designed for differentiated instruction.
<b>How the School will Evaluate the Progress of this Goal:</b>
1. Professional Learning Communities (PLC) reports. 2. Classroom Observation. 3. Staff Survey. 4. Professional Development workshops agendas and sign-in sheets.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.1 Continue staff participation in scheduled PLC meetings during the school year. This time is to be used for collaboration on analyzing data (CAASPP, common assessments, and grades) and evaluate data to ensure success of pacing guides and lesson designs, common assessments, effective first instruction and integration of differentiated instruction.</p> <p>a. Utilization of PLC to develop instructional maps, post and demonstrate evidence to students of standards based instruction, continue development of checkpoint assessments, increased use modeling and providing students with opportunities to use technology for authentic assignments and assessments, as well as increase use of writing to develop students written communication in accordance with common core state standards.</p> <p>b. Moving towards utilizing PLCs to include meetings across grade levels and subjects to discuss identified at-risk students, including EL students, for support strategies.</p>	08/15/2017-06/07/2018	Administrators, PLC Teams, Teachers, Staff, Counselors.	Ongoing Professional Development in accordance with LCAP district goals and site specific goals.	None Specified	None Specified	0
<p>3.2 Staff will receive on-going professional development whereby the most effective research-based teaching strategies will be provided in order to meet the needs of ALL learners including our English Language Learner Population.</p>	08/15/2017-06/07/2018	Administrators, Teachers, Staff.	English Language Development Network conference to include administration and EL coordinator	5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.3 All teachers, para-professionals, and administrators will acquire and implement instructional practices to enable ALL students in the school to meet academic content standards.</p> <p>a. Effective first instruction.</p> <p>b. Teachers need to be trained in differentiated instruction, to include ELD across curriculum.</p> <p>c. Active Instructional Practices, Linear and Looping Lesson Designs, with "bell to bell" instruction; introducing, developing, and implementing effective instructional strategies.</p> <p>d. Common Core Standards emphasis on project-based learning and use of critical thinking skills.</p> <p>e. Specific to EL students, continue Professional Development/training in PLC regarding explicit literacy instructions in all classes and consistent use of SDAIE and SIOP models. Revisit SDAIE training.</p>	08/15/2017-06/07/2018	Administrators, Teachers, Staff, Counselors.	<p>Provide opportunities for professional development to enhance differentiation to English Learner Population via Dr. Kate Kinsella 6 day workshop to 3 teachers and administration. Information disseminated to staff via teachers at staff meetings. (IN GOAL 2)</p> <p>ERWC (Expository Reading and Writing Conference). (In Goal 1)</p> <p>NGSS - Science Network to include science teachers in an effort to align to NGSS standards in preparation for CAST.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>District Funded</p> <p>District Funded</p> <p>District Funded</p>	<p>0</p> <p>0.0</p> <p>0.0</p>
3.4 AVID (Advanced Via Individual Determination) training.	08/15/2017-06/07/2018	Administrators, Teachers, Counselors.	AVID Summer Institute to train teachers. - Rim Ed Foundation Funding	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			AVID training - Rim Ed Foundation Funding	None Specified	None Specified	0
3.5 Peer coaching. Attendance by MPH teachers at District Instructional Support Team allows for dialogue at PLC.	08/15/2017-06/07/2018	Administrators, Teachers.	District training.	5800: Professional/Consulting Services And Operating Expenditures	District Funded	0
3.6 Align educational practices and standards between elementary, middle, and high school.	08/15/2017-06/07/2018	Administrators, Teachers.	Attendance at District Instructional Support Team.	None Specified	District Funded	0

## Planned Improvements in Student Performance

### School Goal #4

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

<b>SUBJECT: School Climate, Culture, Security, and Student Safety.</b>
<b>LEA GOAL:</b>
LCAP Goal #4: Safe, Well Maintained, and Secure Facilities. District Goal #4: Safe, Well Maintained, and Secure Facilities.
<b>SCHOOL GOAL #4:</b>
Utilization of the Positive Behavior Intervention Support (PBIS) program to encourage a positive school climate conducive to exceptional academic achievement.
<b>Data Used to Form this Goal:</b>
<ol style="list-style-type: none"><li>1. Student Survey.</li><li>2. Parent Survey.</li><li>3. Academic GPAs.</li><li>4. Attendance Report.</li><li>5. Referral/Suspension/Detention Data.</li><li>6. Leadership student involvement numbers.</li><li>7. Club and campus activities/events participation.</li></ol>
<b>Findings from the Analysis of this Data:</b>
<ol style="list-style-type: none"><li>1. MPH Campus is in good physical standing.</li><li>2. Aeries, staff, parent, and student surveys reveals a need to implement PBIS to improve behavior and climate of campus.</li><li>3. In the process of developing parent and surveys in order to collect data.</li></ol>
<b>How the School will Evaluate the Progress of this Goal:</b>
<ol style="list-style-type: none"><li>1. Fewer student referrals and suspensions.</li><li>2. Increased student attendance.</li><li>3. Increased percentage of students participating in leadership, campus activities/events, and clubs.</li><li>5. Increased percentage of parents who survey feel their student is "safe" on campus.</li><li>6. Increased percentage of parents who survey that MPH's facilities are "well maintained, functional, clean, and in good working condition."</li><li>7. Increased percentage of students who feel "safe" at school.</li><li>8. Increased percentage of students who feel the campus is clean.</li></ol>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>4.1 Continue to implement PBIS schoolwide.</p> <p>a. Visual displays of expected behavior posted throughout the campus.</p> <p>b. Staff will attend PBIS training/conference/professional development to continue implementation of PBIS.</p> <p>c. Assemblies to address expected student behavior.</p> <p>d. PBIS Program identifies minor and major infractions of failure to be respectful, responsible and safe using forms indicating infraction, location, motivation, and intervention method. Tier II team working to identify "at risk students" for further intervention. Staff trained on use of forms and documentation in AERIES and SWIS program.</p> <p>e. Creation and printing of Lion Loot for distribution to validate students being respectful, responsible and safe.</p>	08/15/2017-06/07/2018	Administrators, Counselors, Teachers, Staff.	PBIS Training.	5000-5999: Services And Other Operating Expenditures	District Funded	0
			SWIS Annual License. Program used to identify "at risk students."	5800: Professional/Consulting Services And Operating Expenditures	Title I	350.00
			RHS ROP Print (PBIS Infraction Forms)	4000-4999: Books And Supplies	Title I	400.00
			RHS ROP Printing of PBIS Lion Loot	4000-4999: Books And Supplies	Title I	500.00
<p>4.2 Continue Positive Connection to School, focusing especially on "at-risk" students, to ensure success in school and increase attendance</p> <p>a. Attendance Incentives Program.</p>	08/15/2017-06/07/2018	Administrators, Counselors, Teachers, Staff.	Tickets (principal's field trip).	4000-4999: Books And Supplies	Unrestricted	3000.00
			Transportation (principal's field trip)	5000-5999: Services And Other Operating Expenditures	Unrestricted	1000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Attend today. Achieve Tomorrow.  i. Criteria to strive for to take part in quarterly events and end of the year principal's field trip include: 95% attendance and no tardies, positive academics with no D s or F s, and positive behavior with no minor or major infractions.			Substitute (principal's field trip).	1000-1999: Certificated Personnel Salaries	Unrestricted	500.00
4.3 Continue award and recognition assemblies and events.  a. Purchase supplies, certificates, pins and bumper stickers through MPH ASB Principal's Incentives Club for awards assemblies. .	08/15/2017-06/07/2018	Administrators, Counselors, Staff, Students.	Awards, supplies, certificates.	4000-4999: Books And Supplies	ASB	500.00
4.4 Continue enrichment opportunities for all students, including but limited to: GATE, Band, CAD, Woodshop, Art, Advanced Art, ASB, Clubs, and STEAM.	08/15/2017-06/07/2018	Administrators, Teachers, Staff.	Enrichment through electives and ASB clubs.	None Specified	ASB	0
4.5 Continue to offer AVID, for which students interview for the program and includes 7th and 8th grade students. AVID enrichment provided to 6th grade students.  a. AVID field trip to colleges as enrichment incentive.	08/15/2017-06/07/2018	Administrators, AVID Teachers, Rim Education Foundation.	AVID materials and supplies. High School peer tutors. Field Trip transportation.	4000-4999: Books And Supplies None Specified 5000-5999: Services And Other Operating Expenditures	Foundation Foundation Foundation	0 0 0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.6 MPH ASB/Leadership to continue to increase campus positive spirit by organizing school-wide student activities, dances, and assemblies.	08/15/2017-06/07/2018	Administrators, ASB/Leadership Teacher, ASB/Leadership.	Materials, supplies, and other activity/event costs.	4000-4999: Books And Supplies	ASB	0
4.7 MPH will work with Rim Family Services to provide lunchtime counseling services and support to students.	08/15/2017-06/07/2018	Administrators, Counselors, Rim Family Services.	Rim Family Services Personnel.	None Specified	None Specified	0
4.8 Soroptimist to continue after school "Every Girl Counts" program.	08/15/2017-06/07/2018	Administrators, Soroptimist.	Soroptimist Personnel.	None Specified	Donations	0
4.9 Provide community resources and outreach to students and parents needing available services, including Drug/Alcohol Abuse.  a. "Club Live" is a drug prevention program hosted on the MPH Campus.	08/15/2017-06/07/2018	Administrators, Counselors, Teachers, Staff.	Rim Family Services Personnel, San Bernardino County department of education.	None Specified	None Specified	0
4.10 Review the MPH Comprehensive School Safety Plan annually and propose any changes to improve security.  a. Principal's Designee identified in accordance with Education Code 48911 to assist with school safety and security in absence of Principal or Assistant Principal.	08/15/2017-06/07/2018	Administrators, Teachers, Staff.	Principal's Designee.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	802.00
4.11 Continue use of 2 security officers and one noon duty to support minor and major infraction process in accordance with PBIS, positive school climate and education code.	08/15/2017-06/07/2018	District, Administrators.	Two security officers and one noon duty.	2000-2999: Classified Personnel Salaries	District Funded	0
4.12 Review physical site annually (or more frequently) for maintenance, safety, cleanliness, and security issues, including campus lighting.	08/15/2017-06/07/2018	District, Administrators, Staff.	Security cameras.	5000-5999: Services And Other Operating Expenditures	District Funded	0



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Enhance the security monitoring process by purchasing and installing additional security cameras to address potential problem areas of the campus.						
4.13 Conduct annual drills: lockdown, disaster and fire. review and refine Emergency Plans in staff handbook and Comprehensive School Safety Plan.  a. Administration attend Stop the Bleed training hosted by Medical Reserve Corps of the San Bernardino County Sheriff to acquire medical and active shooter training.	08/15/2017-06/07/2018	Administrators	Lock down, Fire and earthquake drills.	None Specified	None Specified	0.00
			Stop the Bleed Training - San Bernardino County Sheriff Medical Reserve Corps Workshop. Training attended by Administration and relayed to staff.	5800: Professional/Consulting Services And Operating Expenditures	Other	0.00

## Planned Improvements in Student Performance

### School Goal #5

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

<b>SUBJECT: Parent and Community Engagement.</b>
<b>LEA GOAL:</b>
LCAP Goal #5: Community Involvement: All parents and community members are actively integrated in a collaborative model of building enhanced relationships that support teaching and learning. District Goal #5: Community Involvement.
<b>SCHOOL GOAL #5:</b>
Increase student engagement through diverse and rigorous course work in preparation for college and career pursuits, while encouraging participation parent advisory groups such as PTA, School Site Council, ELAC, GATE Advisory Board, as well as various parent and students nights in collaboration with the community stakeholders.
<b>Data Used to Form this Goal:</b>
Parent Survey. Community Survey. Number of parents and community members involved in campus organizations and as support for school needs. Community recommendations through meetings and events. LCAP Community, Parent, and Student Stakeholder Groups.
<b>Findings from the Analysis of this Data:</b>
MPH has significant parent participation with the MPH PTA. MPH has significant active support from community organizations; Soroptimist, Rotaries, Rim Family Services, and Rim Education Foundation. MPH needs to increase EL parent participation in ELAC.
<b>How the School will Evaluate the Progress of this Goal:</b>
1. MPH SSC & ELAC meetings/minutes. 2. MPH PTA meetings/minutes and sponsored events. 3. AVID meetings/minutes. 4. Community meetings/Minutes. 5. Parent meetings/minutes. 6. Community Organization Presentations (i.e. Rotary, Arrowhead Arts, etc.). 7. Leadership, Clubs, and Academic sponsored activities/events.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>5.1 Develop and maintain relationships and community partnerships with local industry/business partners to support student achievement and success.</p> <p>a. Organizations to include (but not limited to) are all local Rotaries, Rim of the World Education Foundation, Soroptimists, MPH PTA, Rim Family Services, Hearts &amp; Lives, and local businesses.</p> <p>b. Businesses and community organizations to be an integral part and support system of Career Day.</p>	08/15/2017-06/07/2018	Administrators.	Partner with community groups to host parent/community nights. SBCS	None Specified	None Specified	0
<p>5.2 Parents solicited to be member participants in various committees, such as Site Council, GATE Parent Advisory Committee, ELAC, LCAP, District Parent Advisory Committee, and others.</p>	08/15/2017-06/07/2018	Administrators.	Monthly School Site Council and ELAC meetings.	None Specified	None Specified	0
<p>5.3 Parents and community members will be encouraged to participate in and support various campus organizations, including school activities/events, clubs, PTA, AVID, and other support structures.</p>	08/15/2017-06/07/2018	Administrators.	Parent/ Community Outreach to include community groups in campus activities.	None Specified	None Specified	0
<p>5.5 Increase the use of social media - Facebook, Twitter, E-Blast, Auto-Call and MPH school webpage - to keep MPH staff, students, parents, and community members abreast of pertinent information, programs, and activities.</p>	08/15/2017-06/07/2018	Administrators, Counselors, Teachers, Staff.	Parentlink - Weekly Updates	None Specified	District Funded	0
<p>5.6 Continue award and recognition</p>	08/15/2017-	Administrators.		None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
assemblies and events attended by parents. a. Academic Assembly.	06/07/2018					
5.7 Continue assemblies, activities, and events which promote school spirit, with parent and community attendance and participation encouraged.	08/15/2017-06/07/2018	Administrators.		None Specified	None Specified	0
5.8 MPH and Rim Family Services will provide at least two "Community Nights" evening forums to address concerns of adolescence.	08/15/2017-06/07/2018	Administrators, Counselors, Staff, Rim Family Services, Sheriff's Department.	Evening meetings in cafeteria. Materials and supplies provided by Rim Family Services, PTA, and Sheriff's Department.	None Specified	Donations	0

## Planned Improvements in Student Performance

### School Goal #6

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

<b>SUBJECT: Technology.</b>
<b>LEA GOAL:</b>
LCAP Goal #6: Budget, Infrastructure, Resources: The district prioritizes and allocates resources effectively to support goals while maintaining fiscal responsibility and building sustainability. District Goal #6: Budget, Infrastructure, and Resources.
<b>SCHOOL GOAL #6:</b>
Increase student use of technology via authentic assignments, tasks and projects, EADMS assessments, and SBAC interim and practice assessments in preparation for future academic, collegiate and occupational endeavors.
<b>Data Used to Form this Goal:</b>
Staff use of technology in the classroom (survey). Classroom Observations. Parent and Student Surveys.
<b>Findings from the Analysis of this Data:</b>
Staff, student, and parent feedback indicate that MPH does not adequately provide or support technological instruction or have enough access to technology. MPH classrooms lack the needed technology for global course access and enhanced instructional resources.
<b>How the School will Evaluate the Progress of this Goal:</b>
<ol style="list-style-type: none"> <li>1. Administrator walkthroughs and classroom observations.</li> <li>2. PLC professional development specific to technology.</li> <li>3. Technology Plan measures.</li> <li>4. Attendance of faculty and staff in-services for technology.</li> <li>5. MPH School will receive from administration a report on use of technology in classroom and professional development in support of teacher use of technology to measure improvement.</li> </ol>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6.1 Develop a school site-specific technology plan which will increase and improve technology available at	08/15/2017-06/07/2018	District, Administrators, Tech Personnel,		None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>the school, and provide adequate training on effective use of technology by both staff and students. The plan should incorporate the next generation technology to support 21st Century Learning.</p> <p>a. Conduct a technology needs assessment and consult with district personnel to prioritize needs.</p>		Teachers, Staff.				
<p>6.2 Develop technology related courses, programs, and learning/teaching tools which will increase student access to curriculum and enable individual accommodations to struggling and at-risk students, with a specific focus on Hispanic, EL, Socioeconomically Disadvantaged, and Foster Youth students.</p> <p>a. Increase use of technology-based strategies for teaching and learning.</p> <p>b. Research and investigate purchase of technology programs and devices that support instruction.</p>	08/15/2017-06/07/2018	District, Administrators, Tech Personnel, Teachers, Staff.		None Specified	None Specified	0
<p>6.3 Continue to upgrade and modify instructional hardware and software around school, including the expansion of required infrastructure. Research opportunities to acquire new technology and to upgrade to current technology.</p> <p>Such effort is inclusive of all un-</p>	08/15/2017-06/07/2018	District, Administrators, Tech Personnel, Teachers, Staff.	Update A building computer labs and purchase more COWs	4000-4999: Books And Supplies	Title I	21,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>duplicated students (EL, Socioeconomically Disadvantaged, Foster Youth) and the Hispanic subgroup. This will include providing their classrooms with enhanced technology tools such as "Computers on Wheels" (COWS) to facilitate an interactive engaging learning experience based on differentiated instruction, and support Webb's Depth of Knowledge and Cognitive Spectrum. COWS will support Tutoring and Foundations ELA and Math classes and tutoring/interventions in ELA and Mathematics.</p> <p>a. Hardware. b. Software</p>						
<p>6.4 Through collaborative development by instructional leaders in PLC planning, continue integration of technology (as acquired) into the classroom to support and enhance additional instructional practices and learning implementation of the Common Core. Such effort is inclusive of Hispanic, EL, Socioeconomically Disadvantaged, and Foster Youth subgroups.</p>	08/15/2017-06/07/2018	District, Administrators, Tech Personnel, Teachers, Staff.	PLC time.	None Specified	District Funded	0
<p>6.5 Conduct professional development for technology, both of software and hardware.</p> <p>a. Increase the use of technology by teachers in their instructional practices.</p>	08/15/2017-06/07/2018	District, Administrators, Tech Personnel, Teachers, Staff.	Professional Development during PLC time.	None Specified	District Funded	0





## Centralized Services for Planned Improvements in Student Performance

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

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #1:</b>
MPH will increase the number of students that promote from MPH on the college and career readiness track at Rim of the World High School

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide standards-aligned curriculum and assessments with high quality instruction to prepare students to graduate college and career ready. Subgoal 1.1 Emphasis on Reading/Language Arts, ELD, Writing, Mathematics, Science, History/Social Sciences	08/25/2014~6/18/2015	ROWUSD	Purchase and/or develop standards aligned instructional materials and assessments for math and ELA	4000-4999: Books And Supplies	LCFF - Base	806000
			Professional development for teachers/staff on new ELA/ELD standards to increase awareness.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	17000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional coaches to enhance professional learning, enhance instructional strategies, and support best first instruction.	08/25/2014~6/18/2015	ROWUSD	Continue funding for instructional coaches in ELA/ELD and Math  Professional Development includes access and training on Rubicon Atlas online warehouse for CCSS lesson planning templates  Professional Development includes training on Illuminate Ed to facilitate data driven PLC discussions and SMART goal work.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	310000
Sub Goal 1.3: Increase capacity in alternative & enhanced programs including Virtual, AP, AVID, ROP/CTE, Arts, Music, Athletics, etc.	08/25/2014~6/18/2015	ROWUSD	Develop an articulated plan of programs and activities to develop college and career readiness beginning in elementary, through middle school, culminating in the high school.	None Specified		
Improve/reconfigure/update school libraries to support varied learning environments, digital media, and resource center concept (including availability to parents).	08/25/2014~6/18/2015	ROWUSD	Planning for updates to school libraries	None Specified	LCFF - Base	187698

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

<b>Funding Source</b>	<b>Total Expenditures</b>
ASB	500.00
District Funded	0.00
Donations	0.00
Foundation	0.00
LCFF - Supplemental	4,789.00
Lottery: Instructional Materials	6,320.00
None Specified	0.00
Other	0.00
Parent-Teacher Association (PTA)	0.00
Title I	76,928.90
Unrestricted	9,050.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	20,589.00
2000-2999: Classified Personnel Salaries	36,073.90
4000-4999: Books And Supplies	39,575.00
5000-5999: Services And Other Operating Expenditures	1,000.00
5800: Professional/Consulting Services And Operating	350.00
None Specified	0.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	32,362.00
<b>Goal 2</b>	37,173.90
<b>Goal 3</b>	0.00
<b>Goal 4</b>	7,052.00
<b>Goal 5</b>	0.00
<b>Goal 6</b>	21,000.00

## School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jennifer Whiteside	X				
Gena Mills		X			
Tina West		X			
Jaqueline Dickson-Smith		X			
Heidi Erlanger		X			
Michelle Clarke				X	
Andrea Epstein				X	
Desma Nikas				X	
Donna Garcia			X		
Kylie Clarke					X
Jeremiah Kortsen					X
Rose Romer					X
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>

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

## Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

X District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

Other committees established by the school or district (list):

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on December 18, 2017.

Attested:

Jennifer Whiteside

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Michelle Clarke

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date