

The Single Plan for Student Achievement

School: (Willma) Cavitt Junior High School
CDS Code: 31-66829-6101778
District: Eureka Union School District
Principal: Jennifer Platt
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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School Vision and Mission

(Willma) Cavitt Junior High School's Vision and Mission Statements

Cavitt Junior High School Philosophy Statement

Cavitt Junior High School is dedicated to providing a student-centered learning environment which will prepare our students to be productive citizens of the twenty-first century. Although California has effectively implemented plans for standards-based instruction and assessment, there is a broader scope to consider as we prepare students for the future. It is not enough to focus only on the content standards. We must also consider the life long learning skills students will need to develop. Most educators agree that the skills to communicate effectively, to think critically and creatively and the ability to access and process information will be keys to success in a global future. The vision of the Eureka Union School District reflects these beliefs and we work to align Cavitt's philosophy and programs to these beliefs. We will provide a student-centered learning environment and demonstrate a commitment to developing in students the skills they need to be self-motivated and self-directed learners. We support and encourage students to be independent and motivated learners by implementing learning opportunities in our classrooms that utilize Challenge 21 skills (all disciplines) and through our unique and dynamic S.T.E.M. (Science, Technology, Engineering and Mathematics) electives/enrichments. The learning opportunities coupled with our continued inclusion of the arts provides students a well-rounded education that prepares students for their futures. In the spring of 2015, Cavitt JHS was named a Gold Ribbon School for our Model Program of S.T.E.M. courses by the California Department of Education.

Cavitt Junior High School enjoys a reputation as having a strong academic program with a capable, caring staff and administration. Cavitt Junior High School's vision encourages staff, community and students to work together developing responsibilities, integrity and an enthusiasm for learning. Cavitt also provides an environment that encourages students to become responsible, independent and competent so they are prepared for their futures.

As a school-based coordinated program, we include Economic Impact Aid/LEP and Special Education in our plan.

Eureka Union School District Mission Statement

It is the mission of the Eureka Union School District to establish and develop an educational system through a process of student, staff, and community involvement and participation. The innate abilities and interests of each child will be valued and used in ways that challenge, motivate and equip him/her to be responsible for his/her own well-being and contribute to the constantly changing society in which he/she lives. In this process each child will maximize his/her potential and develop the ability to be a life long learner.

Eureka Union School District Vision Statement

The Eureka Union School District is dedicated to developing learned and inspired global citizens. We will provide our students with a dynamic, rigorous education that focuses on collaboration, critical thinking and character development. Our students will be supported in a nurturing environment which fosters the healthy academic, social, emotional and physical development of each individual. Our partnership of students, families, educators and community members encourages creativity and celebrates innovation.

Eureka Union School District Pathways

Relevant Challenging Curriculum

The Eureka Union School District provides a rigorous, relevant, challenging curriculum for all students

- Curriculum is focused on an established set of life-long learning skills and content standards.
- Curriculum is continually reviewed and improved to meet the evolving needs of a changing world as well as the individual student.
- Learning opportunities transcend time and place and students will be given choice about what and how to learn whenever feasibly possible.
- Students are provided with meaningful, authentic opportunities to apply knowledge and skills.
- Students are provided with a strong academic foundation and each student is encouraged and supported as an individual learner.
- Training and time for collaboration is provided for all educators.

Individual Responsibility as a part of a Global Learning Community

The Eureka Union School District trains students to be citizens of the 21st century, each responsible for his choices and his learning

- Students pursue learning activities related to individual interests that demonstrate proficiencies that expand personal knowledge and contribute to the global community.
- Opportunities are provided to develop participation skills that lead to voice as a citizen.
- Each student accepts responsibility for his role in the care of the earth; students are provided opportunities to work for the betterment of the community and the world at large.
- Students develop strategies and plans for attending to their personal health and wellness and understand connections of these strategies and plans to achieving quality of life.

Partnerships and Collaboration

The Eureka Union School District receives support through active partnerships with other educational organizations and local and national businesses with an interest in learning and the community.

- A culture is created that encourages divergent thinking, promotes creativity and generates innovative ideas.
- The community of learners is inclusive and representative of all members of the regional population.
- Partnerships are pursued with agencies and community representatives to combine expertise of those involved to mutually enhance one another.

Resources, Governance and Tools

The Eureka Union School District applies available resources to support and encourage attainment of the vision

- The development of a seamless learning environment, utilizing the latest technology, encourages learning for all participants.
- The district actively investigates and promotes creative funding options.
- Staff members are highly competent in their field(s) of practice; dedicated to the needs of our students.
- Human resources are allocated to best meet the needs of all learners.
- The governance structure of the district supports the use of resources and tools that lead to the attainment of our vision.
- Facilities are allocated and used with flexibility, sustainability, and accessibility in mind

Innovation, Change, and Renewal

The Eureka Union School District champions creative uses of time and space, for innovative programs and learning opportunities.

- The district welcomes creative and thought-provoking change aimed at better serving the client population.
- The interaction of students, educators, and community members provides opportunities for the development of new ideas and global thought and practice at the local level.
- All school-community members are committed to continuing learning and are provided ongoing opportunities for professional development, collaboration, and innovation.

Local Control Accountability Plan Priority Goal Areas:

1. CORE INSTRUCTION - Instructionally challenge all students district-wide to prepare them with 21st century college and career ready skills and demonstrated proficiency of state standards.
2. INTERVENTION and STUDENT SERVICES - Raise levels of student proficiency, resiliency, and school engagement through targeted evidence-based school and classroom practices, interventions, and supplemental services.
3. ENRICHMENT - Increase levels of student proficiency, course of study and school engagement through enrichments and electives for all students district-wide.
4. SUPPORT SERVICES - Maintain effective and efficient operational and administrative support services for EUSD students and staff to ensure ongoing focus on the educational program and support of student achievement and engagement.
5. LEARNING ENVIRONMENT/FACILITIES - Provide safe, well-maintained and environmentally sustainable facilities to foster effective learning environments and valued community centers.

School Profile

Cavitt School is part of the Eureka Union School District. During the past two decades, the District had experienced rapid growth reaching a total enrollment of 4,020 students. Currently, the District is in a period of declining enrollment. The District is composed of three K-3 elementary schools, two 4-6 elementary schools and two 7-8 junior highs and serves approximately 3,000 students at this time. Cavitt has a population of 400 students in grades 7 and 8. Information below is from our School Accountability Report Card 2015-2016 published in 2016 - 2017.

Student Enrollment by Group

Black or African American - 1.9%

American Indian or Alaska Native - .3%

Asian 7%

Filipino - .8%

Hispanic/Latino - 7.9%

Native Hawaiian or Pacific Islander - 0%

Caucasian - 79.1%

Two or more races - 2.4%

Socioeconomically Disadvantaged - 6%

English Learners - .5%

Students with Disabilities - 7%

Foster Youth - 0%

SCHOOL CLIMATE & LEARNING ENVIRONMENT

The District places pride in providing well maintained facilities that are safe for students, staff and the community. The Safe School Plan in place is updated on a yearly basis. Staff and students are in-serviced on procedures and the emergency information and supplies are updated annually. The different emergency drills are scheduled and practiced regularly and followed with some drills followed by debriefing/follow-up. School pride is reflected on the Cavitt campus through the continual maintenance of the buildings and grounds throughout the campus. Students, staff, and school community are proud of their campus and continually take steps to assist in making it a safe and special place. Students are encouraged to be responsible, independent, and to be proactive in their education, personal growth, and community contributions.

Cavitt promotes school pride through various activities such as Student of the Month/Pride Award, assemblies on "Prevention of Drug, Alcohol Use", and "Bullying", spirit rallies, professional theatrical productions (curriculum related), community partnerships (guest speakers and collaborators), and student run daily televised news. Other activities include student government (open to all students), book group and craft lunches through the library, staff vs. student competitions, field trips, guest speakers, lunchtime sport competitions and community service projects. Cavitt is a WEB school (Where Everyone Belongs) and implements an orientation to support our 7th graders and our new 8th graders. The WEB program also provides support (peer to peer) throughout the year with Coordinator (adult) facilitation.

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).

EUSD invited all families to participate in a Parent Survey during the Fall 2016. Every family was given the opportunity to take the EUSD survey as it was communicated through emails, newsletters, on the main website and was available in hard copy. Highlights are listed below:

PARENT SURVEY

89% of families state that their child feels safe and connected to his/her school.

87% of families believe that we work hard to ensure a safe and supportive learning environment

90% of families state that their child has access to standards-aligned texts including digital resources

85% of families state that instruction is guided by academic and performance standards

85% of families state that their student has access to core classes and enrichment classes

Questions in the survey aligned with efforts to collect data collected to support the creation of the Local Control and Accountability Plan. The data collected from the Cavitt families was combined with all other school's data to support the LCAP work.

We always strive and seek as much participation for this survey. We hope our families recognize, through our communication to them, that we are dedicated to continuous improvement. We are pleased that the results from the survey demonstrate again our families understanding of the importance we place on student safety, learning and continuous improvement.

Classroom Observations

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

Formal observations of lessons occur for tenured teachers every two years, probationary, temporary and interns (treated as probationary) occur twice a year. Both the Principal and Assistant Principal walk through classrooms. Teachers are required to write an Ed Plan including goals and objectives for the year based on the goals adopted by the EUSD Board of Trustees. Each teacher meets with an administrator to go over his/her goals and the students the teacher has chosen to focus on during the school year. During Ed Plan meetings and PLC meetings within the Department, differentiating curriculum and instruction are discussed as it relates to meeting the needs of all students assigned to that class. Targeted students are discussed as it relates to GATE, Socioeconomically Disadvantaged, below standard or approaching achievement for inclusion in our interventions in the classroom, by department or school-wide. Progress on the objective, data-driven goals is checked at mid-year and also at the beginning of the year after summative data becomes available from the State. Cavitt staff focuses on every student as needs are diverse and individual to the particular student. (Additionally, both administrators are on-campus during break and lunch supervising students and observing student behavior and building supportive relationships with students and staff.)

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)

Cavitt JHS staff reviews and/or will review and analyze student data including CAASPP, CMA, CAPA, CELDT and local benchmarks to drive instructional practices.

District-wide, teachers have created standards-based assessments in math which are administered at all sites and grade levels throughout the year. District-wide, teachers have not created standards-based assessments in language arts due to lack of consistent curriculum aligned to Common Core. Creation of common assessments is the goal to occur next school year. When assessments are available, data will either be collected within our data management program if the assessment is given through the technology or the data will be uploaded by the teacher. This will allow departments and teachers to discuss student achievement on a more regular basis. Teachers meet weekly to review student performance and develop instructional plans and student groupings based upon current data from assessments. Student performance data is disaggregated allowing staff to monitor progress of students of specific populations and in specific programs.

Teachers meet weekly during designated collaboration time to review student performance and develop instructional plans and student groupings based upon current data from assessments.

Interventions employed address the needs of all students in the general education setting. Students performing "standard not met" and "standard nearly met" may receive supplemental support (pull out English/Language Arts or math support by a credentialed teacher or if qualified, additional support through Special Education.) All students are offered the opportunity to attend after school math lab staffed by a credentialed math teacher for extra support.

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

Teachers use assessments from publishers of adopted curriculum as pre- and post-tests to measure student growth toward specific standards-based objectives. Teachers use personally developed assessments, grade level common assessments, and continual observation to monitor student growth toward specific standards-based objectives. Teachers meet weekly to review student performance and develop instructional plans and student groupings based upon current data from classroom-based assessments. Cavitt Staff also yearly analyzes summative assessment results.

Staffing and Professional Development

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

General education and special education staff are "highly qualified" based upon federal guidelines (NCLB).

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

All general education and special education staff are fully credentialed. Upon adoption of new materials, teachers will participate in AB466 "like" staff development.

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

All teachers are involved in district and PCOE professional development which includes California State Standards and Common Core Standards Mathematics and English Language Arts training.

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

Teachers participate on a district-level curriculum and instruction (C & I) strand team. The C & I members develop enhanced expertise in specific subject discipline and serve as district-level planners for curriculum to establish broad district goals specific training within the content area. The C & I team also reviews instructional materials for district-wide adoptions.

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

Teacher collaboration time is established by the District on Monday afternoons. Collaboration norms have been established in alignment with the PLC model ensuring that collaboration is driven by student performance data. Collaboration time provides opportunity for teachers to examine student data, compare effective practices, identify areas of need or particular student populations in need of intervention, and develop action plans to address those areas of need.

Teaching and Learning

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

Cavitt uses California state adopted curriculum for all content areas.

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

Cavitt mindfully integrates language arts and math skills instruction into other content areas. The current hands-on science materials afford observable opportunities for mathematics skills to be reinforced and practiced. Reading Comprehension, particularly with expository text, is highly practiced in Social Studies and Science. Students receive ample practice in skills development across the curriculum, throughout the day.

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

Departments discuss pacing schedules content to which students are exposed during a given period of instruction to maintain equitable learning opportunities for all students. Assessments are in place to measure student success towards achieving proficiency. Curriculum strand teams review district-established curriculum assessments and pacing guides.

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

Standards-based instructional materials are available to all students. Supplemental materials employed to support students performing at the "Standard Nearly Met" or the "Standard Not Met" levels are identified by classroom teachers. The materials are utilized by teacher discretion to reteach essential skills.

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)

Supplemental materials employed to support students performing below Standard are aligned with California Content Standards. The materials are utilized by teacher discretion to reteach essential skills.

The staff at Cavitt School provides a strong academic program and physical education program for its students. The school day follows a departmentalized seven period schedule with each period lasting approximately 45 minutes. All students take required courses in math, science, language arts, social science, and physical education. All seventh grade students have a two period English and history block class. Students have one enrichment class each trimester. Math classes are broadly grouped by ability, advanced or on-grade-level. Courses offered range from Common Core 7, Common Core 8, Advanced 7 and Integrated (8th)). All teachers differentiate for varying ability levels; however, there are five certified GATE teachers in English Language Arts / history, two math teachers and a physical education teacher.

Opportunity and Equal Educational Access

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

Title I funds are provided by the Federal Government to provide supplemental services and materials to support the academic success of students with identified needs in reading and/or mathematics. These services and materials may be provided to students through enrollment in the Reading Lab/Math Lab or through small-group instruction before or after school. Students qualify for support and assistance based on multiple measures, including classroom assessments, teacher evaluations, and scores on the CAASPP that are indicate “not meeting standards.” Cavitt JHS is not a Title 1 school.

LCFF Supplemental and Title III funding is used to provide supplemental tutoring services to qualifying English Learners.

LCFF and Title II funding is used to support the three staff development days, as well as Educator Effectiveness funds.

14. Research-based educational practices to raise student achievement

Cavitt Junior High School uses basal texts sanctioned by the California State Board of Education. It is assumed these materials are developed through extensive research on the part of publisher author teams. Teachers are provided staff development in practices aligned with current research.

Parental Involvement

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

Parent volunteers and community support are important parts of the educational program and student development at Cavitt. We are dedicated to keeping parents informed and utilize our PTC, School Site Council, Parent Orientations, our website, CTV broadcasts (loaded onto our website), and podcasts of student announcements to keep parents informed of what is going on in school and encourage families to become or stay involved. Additionally, the Cavitt office communicates with families in the following "push" ways: weekly Cavitt Connection email and specific time-sensitive emails as needed.

Cavitt provides a variety of parent and community volunteer opportunities such as library, orientation parent volunteer sign-ups, classroom, PTC membership, cross-country and track team supervision, School Site Council Membership, History classroom art docents, PAWS (parents assisting with safety) and parent volunteers for our band.

Parent education and training opportunities are mostly through parent information nights. These nights may either be sponsored by the District or the school. A sample of types of learning opportunities are: PAWS orientation, art docent training, 6th grade parent orientation night in May, STEM information and Showcase night, 7th grade parent and new student orientation in August, band parent meetings, GATE meetings, parent conferences and various parent workshops sponsored by the EUSD. Several times over the last few years, Cavitt and EUSD have offered community-based and EUSD sponsored workshops on cyber safety for parents/guardians.

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 are informed of school goals, programs, policies, guidelines and special events on an ongoing and regular basis. They are actively involved in the planning, implementation, and evaluation of all school programs and activities. They are considered strong participants as part of the educational team.

Specific parental involvement activities have included but not been limited to assistance with performing arts events, art and science docents, volunteering in the computer lab, tutoring in classroom academic programs, chaperoning field trips and assisting with clerical tasks. In addition the PTC has allocated funds to assist with several programs including assemblies, art docent programs, library and classroom books, field trips, classroom materials/supplies/equipment, performing arts programs, student planners. This assistance has helped to offset the state budget cuts due to a decline in student enrollment.

Parents are strongly encouraged to attend school events including Parent-Teacher conferences, Back to School Night, Open House, grade level events, performances from the band and choir and parent education nights. Information regarding school events is communicated to parents regularly through the school newsletters and marquee board.

Teachers communicate regularly with parents through phone calls, notes, email, class web-sites, parent conferences, and SST meetings. Academic progress is communicated through report card and progress reports, and special notes offering support for students.

Site Council - Cavitt Junior High School maintains a School Site Council consistent with requirements established in statute. Currently, the SSC consists of five parent members, three certificated members, a classified member and the site administrator. Members are selected/elected consistent with established state and federal regulation. The SSC reviews student performance data and parent survey responses. From this base of information, the SSC monitors the progress of the general student population and the progress of specific significant student subgroups. Using data from combined sources, the committee contributes to the composition of this plan. The SSC respectfully fulfills the responsibilities of any subcommittees that Cavitt might have based on funding or student populations.

Parent Teacher Club - We enjoy a PTC that supports our academic goals and culture. The PTC functions as an auxiliary organization, serves as a funding source for school activities, students materials and as an additional source for feedback and input on student program support and concerns. As state funding sources have been given "flexibility" to support general fund expenditures, the PTC has been called upon to supplement resources (successfully) that are no longer available.

Funding

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

ELD instruction is provided to EL students within the classroom throughout the school day by CLAD-certified teachers. Students may also receive tutorial helps outside/within the school day to support achievement. Tutoring is provided through EIA/LEP funding.

18. Fiscal support (EPC)

The primary funding source for student instructional service is the local district. The Eureka Union School District provides financial resource to ensure that all students are offered a standards-based instructional program staff with highly-qualified teachers holding appropriate credentials.

District funding has traditionally been supplemented by four additional sources:

- 1) voluntary contributions from the public funneled through the Cavitt Parent Teacher Club or the Eureka Schools Foundation;
- 2) grants from local, regional, private or commercial foundations;
- 3) LCFF (Local Control Funding Formula) funds from the state
- 4) federal categorical sources including, Title II for staff development and Title III for English Learners (as a part of a local consortium).

Description of Barriers and Related School Goals

The barriers to achieve the academic goals are: 1) general fiscal (funding), 2) funding for technology maintenance and innovation, 3) creating and maintaining interventions for striving students and 8) curriculum California Common Core State Standards including training, materials and technology. At this time, we focused on training teachers on the new expectations for learning, however, we are implementing newly adopted CCCSS materials in 17/18 in ELA. In Math, materials are aligned to the CCCSS and staff worked to create common assessments by trimester. Teachers continued to reflect and prioritize lessons and resources to best match the blueprint of skills.

Another barrier for implementing related school goals related to the Common Core State Standards is the availability funding for standardizing 21st Century Technology in all classrooms. Our network has recently been updated and additional student devices have been purchased so that every ELA teacher has a class set of Chromebooks in his/her room. We will begin working towards our mathematics classes having class sets. The current curriculum and Challenge 21 program rely heavily on the use of technology for learning, it is important that we continue to provide up-to-date technology in our classrooms. In addition, the Smarter Balanced Assessments, assess the Common Core Standards via online testing technology. It is critical that we continue to support this important district-wide need with an ongoing replacement budget.

The Eureka Union School District is also similar to many districts as we are in declining enrollment, in addition to suffering with less than adequate state/federal funding. This impacts on our ability to funnel funds to upgrade and maintain appropriate levels of technology on our campuses and in our classrooms. As the technology funding from the state and federal government is not at a level to provide teachers with current hardware and/or software, we currently do not have a minimum standard of technology for our classrooms. We are fortunate to have a private foundation, The Eureka Schools Foundation, and our Parent Teacher Club as supportive partners to provide additional funding toward technology needs.

The Parent Teacher Club has generously provided the administrative staff an allocation of fund-raised funds to support continuing education of the professional educators that teach at Cavitt Junior High. This small, but very important, fund of money will be used to send staff to workshops, provide on-site training, purchase resources found at trainings/workshops and will generally enhance the primary academic instruction, including 21st Century Skills, in class remediation of skills and overall effectiveness of instruction. Though we are in fiscally challenging times, there is no dime better spent than one that teaches an instructor how to more effectively reach their learners. Additionally, we purchase general supplies, supplemental science materials, elective and enrichment materials to back-fill the current reduction of donation funds. (Historically and currently, we ask (voluntarily) from parents, a donation to support our enrichment courses. The amount of funding from families has significantly decreased in the last

few years.) The amount of funding for this purpose provided by the general education budget allocated by the District Office is not sufficient to support on-going learning that is so necessary for maintaining and enhancing our student's academic performance.

At this time, based on the current funding model which has EUSD receiving limited funds compared to the other local district, maintaining our programs, support staffing and maintaining our technology will be challenging.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	186	176	184	175	184	175	98.9	99.4
Grade 8	157	185	150	185	150	185	95.5	98.9
All Grades	343	361	334	360	334	360	97.4	99.2

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	2599.5	2615.4	28	36	49	41	17	18	7	5
Grade 8	2615.1	2622.0	31	30	45	48	16	16	8	6
All Grades	N/A	N/A	29	33	47	44	16	17	7	6

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	33	45	55	46	12	10
Grade 8	45	43	44	44	11	13
All Grades	39	44	50	45	11	11

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	49	58	45	38	7	4
Grade 8	45	48	49	46	6	5
All Grades	47	53	46	42	6	5

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	24	33	71	64	5	3
Grade 8	24	33	67	61	9	6
All Grades	24	33	69	63	7	4

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	38	43	54	51	8	6
Grade 8	37	44	53	46	11	10
All Grades	37	44	54	49	9	8

Conclusions based on this data:

1. Our students in English / Language Arts had strong performance on this base year of testing. 76% of our students Exceeded or Met Standard, 16% of our students Nearly Met Standard and 7% of our students were Standard Not Met.
2. Listening is an area for growth as it is our lowest performing sub test for Above Standard students. It has the most students in the At or Near Standard band.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	186	176	184	175	184	174	98.9	98.9
Grade 8	157	185	150	185	149	184	95.5	99.5
All Grades	343	361	334	360	333	358	97.4	99.2

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	2588.9	2600.0	30	35	32	30	25	29	13	6
Grade 8	2598.4	2620.7	30	42	29	27	25	20	15	11
All Grades	N/A	N/A	30	39	31	28	25	24	14	9

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	43	42	38	43	19	15
Grade 8	38	50	43	36	19	14
All Grades	41	46	40	39	19	15

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	39	41	53	51	8	8
Grade 8	28	46	63	39	9	15
All Grades	34	44	57	45	8	11

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	34	41	54	53	12	6
Grade 8	31	34	56	57	13	9
All Grades	32	37	55	55	12	8

Conclusions based on this data:

1. Our students in Mathematics base performance on this initial year of testing. is 61% of our students Exceeded or Met Standard, 25% of our students Nearly Met Standard and 14% of our students were Standard Not Met.
2. Concepts and Procedures is an area for growth as it has the most students in the Below Standard Range.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
7	***	***	***					***							
8				***					***	***					
Total	33	50	50	33				50	50	33					

Conclusions based on this data:

1. We have very few English Language Learners.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
7	***	***						***							
8	25			25						25			25		
Total	40	67		20				33		20			20		

Conclusions based on this data:

1. Our four English Language Learner students do not have commonality of achievement in their English development.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	6		2
Percent with Prior Year Data	0.0%		0.0%
Number in Cohort	0		0
Number Met	--		--
Percent Met	--		--
NCLB Target	59.0		62.0%
Met Target	--		--

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1	5			1	1
Number Met	--	--			--	--
Percent Met	--	--			--	--
NCLB Target	22.8	49.0			25.4%	52.8%
Met Target	--	--			--	--

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

Conclusions based on this data:

1. There is very limited data available.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	119		113
Percent with Prior Year Data	6.7		3.5
Number in Cohort	8		4
Number Met	0		--
Percent Met	0.0		--
NCLB Target	59.0		62.0%
Met Target	No		N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	120	29			136	20
Number Met	51	22			46	12
Percent Met	42.5	75.9			33.8	60
NCLB Target	22.8	49.0			25.4%	52.8%
Met Target	Yes	Yes*			N/A	N/A

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

Conclusions based on this data:

1. EUSD has not received Title III funds for the past two years. Data has not been collected.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Mathematics
LCAP/LEA GOAL:
Goal 1: CORE INSTRUCTION - EUSD will continue to offer challenging core instructional programs to promote student acquisition of 21st century college and career ready skills and mastery of state content standards.
SCHOOL GOAL #1:
<p>MATH: In alignment with district goal #1, the Cavitt JHS staff will adapt, refine, and implement core instructional programs, through high-quality General Ed staff who are supported with appropriate resources, materials and professional development. We remain committed to the use of our Professional Learning Communities (PLCs), to focus on effective instructional strategies aligned to the CCCSS and will continue to utilize critically the newly adopted materials to meet the instructional blueprint of skills.</p> <p>On the CAASPP performance for 2015 61 % of our students Met or Exceeded state content standards as measured on the Smarter Balanced assessments. On the CAASPP performance for 2016 67 % of our students Met or Exceeded state content standards as measured on the Smarter Balanced assessments. (Goal was 70% for 2017) On the CAASPP performance for 2017 ___ % of our students Met or Exceeded state content standards as measured on the Smarter Balanced assessments.</p> <p>Goal for 2018: On the CAASPP performance for 2018 73% of our students will Met or Exceeded state content standards as measured on the Smarter Balanced assessments. (May 22, 2017)</p>
Data Used to Form this Goal:
2017 CAASPP data for mathematics was used to create this goal.
Findings from the Analysis of this Data:
Based on data collected during the current school year (chapter tests, common assessments and other classroom evidence), students have made progress on the CCCSS for Mathematics, but a continued focus on the standards, utilizing our updated instructional materials, will continue to prepare our students for the Smarter Balanced assessments and future college and careers.
How the School will Evaluate the Progress of this Goal:
Summatively, the Smarter Balanced Assessments will provide data on students' progress. We will be reflecting on our scores compared to other local, similar school scores. Formatively, the teachers will be reviewing their chapter tests, common assessments and other classroom evidence to provide on-going data for discussion of practices within the instructional day.

Actions to be Taken to Reach This Goal	Timeline	Process for Evaluation	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All teachers will review the CCCSS Standards and implementation plans for the newly adopted mathematics materials.	August	Completion by department	No supplemental funding required.			0
The Math department, as a team, will review, modify and implement adopted instructional materials to best serve student learning.	August - June	Instructional Sequences will be discussed in PLC and outcomes will be reflected on to improve for the future.	<p>PLC teams meet for 1 hour during estimated 31 Collaboration days throughout the school year. Estimate includes both salaries and benefits for the year.</p> <p>All collaboration, curriculum development, implementation planning and assessment of the Instruction Sequences occur during regularly scheduled staff development time funded entirely through unrestricted funds. Detailed district level expenditure data is available in the Local Control Accountability Plan (LCAP).</p> <p>Additionally, carryover from the State's one-time CCCSS funding will be used to further support the implementation and detailed district level expenditure data is available in the LCAP.</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	District Funded	24313

Actions to be Taken to Reach This Goal	Timeline	Process for Evaluation	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Departments will receive training related to instructional strategies for teaching students to access CCCSS in specific content areas.	August - June	Attendance at Staff Development Days and/or other training days	<p>District-level expenditure for CCCSS Staff development.</p> <p>All collaboration, curriculum development, implementation planning and assessment of the CCCSS occur during regularly scheduled staff development time funded entirely through unrestricted funds. Detailed district level expenditure data is available in the Local Control Accountability Plan.</p> <p>Additionally, carryover from the State's one-time CCCSS funding will be used to further support the implementation and detailed district level expenditure data is available in the LCAP.</p>	<p>0001-0999: Unrestricted: Locally Defined</p> <p>3000-3999: Employee Benefits</p> <p>5000-5999: Services And Other Operating Expenditures</p>	District Funded	
The Math Department will develop a specific SMART goal based on the prior year's assessment data.	August	Completion of the activity	No supplemental funding required	<p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	District Funded	24313

Actions to be Taken to Reach This Goal	Timeline	Process for Evaluation	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Working in PLC teams, Math teachers will implement the common assessments created in 2016/2017 and discuss student performance and teacher instructional strategies.	August - June	Completion of activity	PLC teams meet for 1 hour during estimated 31 Collaboration days throughout the school year. Estimate includes both salaries and benefits for the entire year.	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	District Funded	

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Safety
LCAP/LEA GOAL:
GOAL 5: LEARNING ENVIRONMENT AND FACILITIES - Provide safe, well-maintained and environmentally sustainable facilities to foster effective learning environments and valued community centers.
SCHOOL GOAL #2:
In alignment with district goal #5, Cavitt JHS places a high priority upon the ongoing safety ("on-site" and "virtual"), health and wellness of our students. Students, parents and community will be made aware of training opportunities including workshops on safety, including bullying, cyber bullying and other topics to support the development of healthy students. Additionally, we will ensure our safety procedures are inline with our Comprehensive Safe School Plan.
Data Used to Form this Goal:
Currently, we do not have data that bullying is a significant problem at Cavitt JHS. However, as technology continues to be dynamic and access to electronic social media sites becomes more available, educating students and families is vital. The laws surrounding social media and cyber bullying are often updated and it is an expectation that schools respond by educating and investigating appropriately. As Safety procedures are updated, education of stakeholders will occur based on DPREP recommendations.
Findings from the Analysis of this Data:
At this time, we do not have data that defines this as an area that needs attention. However, educating students on their responsibilities regarding technology to maintain that this is an areas that we have significant incidents continuing to be proactive and relevant is important to Cavitt.
How the School will Evaluate the Progress of this Goal:
Review of discipline data and review of opportunities provided to families and students.

Actions to be Taken to Reach This Goal	Timeline	Process for Evaluation	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to educate families and students regarding keeping students safe electronically.	On-going	Review inclusion of newsletter articles and/or student workshops.	No supplemental funding required.			

Actions to be Taken to Reach This Goal	Timeline	Process for Evaluation	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to notify and invite parents to workshops within and outside the District regarding keeping young people safe electronically, what is considered cyber bullying and actions that families can take to support their children.	On-going	As available, workshops will be publicized.	No supplemental funding required.			
Continue to have School Resource Officer (SRO) provide cyber safety workshops (designed for Cavitt and Olympus students by SRO) to teach students about personal responsibility in terms of making responsible decisions, cyber bullying, harassing and/or other illegal communication and the consequences of such choices.	On-going	Task Completion	No supplemental funding required.			
Continue to seek the guidance of our SRO when electronic interactions need to be addressed with law enforcement.	As needed	Consult SRO when needed	No supplemental funding required.			
Update the Student Handbook to reflect current law and interpretations so that families are aware of a students responsibility. Each family also signs a School/Family compact verifying that they understand the contents of the handbook which support disciplinary action in the future, if needed.	End-of-year	Task completion	No supplemental funding required.			
Counsel individual students (administratively) regarding his/her responsibility to act responsibility with social media and electronic interactions. Work with individual families regarding seriousness of such acts.	On-going	Consultation with students and families as situations occur.	No supplemental funding required.			

Actions to be Taken to Reach This Goal	Timeline	Process for Evaluation	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize Counseling staff to support students if they need emotional support due to electronic issues.	On-going	Consultation with counseling staff of incidents.	No supplemental funding required.			
Provide a complete copy of the updated Comprehensive School Safety plan, and the district Emergency Response Plan to all Cavitt staff members.	August	Completion of task	No supplemental funding required			
Communication of expectations for checking in at the office to parents and families, by providing the written procedures to all families, and discussing the expectations at all Back to School Night classroom presentations.	August	Completion of task	No supplemental funding required			
Conduct a comprehensive review of procedures for all drills including shelter-in-place and site lockdown drills with staff.	August	Completion of task	No supplemental funding required			
Practice of lock down drill procedures with all students and staff. Debrief practices session during staff meetings to identify any areas in need of revision or attention.	Within the school year	Completion of tasks	No supplemental funding required.			
Review and revision of Comprehensive School Safety Plan as needed with School Site Council to prepare plan for annual approval.	March / April	Updated Comprehensive Safety Plan	No supplemental funding required.			

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Enrichment
LCAP/LEA GOAL:
Goal 3: All EUSD students will demonstrate increased levels of proficiency and school engagement through participation in a wide variety of courses of study, including enrichments and electives.
SCHOOL GOAL #3:
Enhance the core instructional program by offering a wide variety of experiences, enrichment, and resources that appeal to the interests of all students to further encourage a love of learning. EUSD will provide adequate funding to provide sufficient staffing, resources and professional development opportunities. Provide students and families information regarding course offerings and the different pathways available to enhance the Core Academic coursework we offer. Offer a Zero Period to allow students to take multiple enrichments during the school day.
Data Used to Form this Goal:
Data collection of the number of students requesting two-trimester or year-long elective courses. Data collection of the number of students requesting Zero period. Data collection of the number of students that were able to take Zero period.
Findings from the Analysis of this Data:
Student knowledge and interest of different opportunities continues to grow.
How the School will Evaluate the Progress of this Goal:
Review the data collected via the Intent to Return / Elective & Enrichment Forms distributed in the Spring.

Actions to be Taken to Reach This Goal	Timeline	Process for Evaluation	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Communicate with families regarding schedule options.	Spring and on-going	Completion of the task	No supplemental funding required			

Actions to be Taken to Reach This Goal	Timeline	Process for Evaluation	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Highlight unique courses and experiences to make the parent community aware of our students experiences via Parent Orientation, the enrichment handout, the Cavitt Connection email, Facebook and our new website.	Ongoing	Completion of the task	No supplemental funding required			
Allow time for Elective teachers to educate students in lower grade regarding the opportunities.	Winter / Spring	Completion of the task	Administrators to cover classes if needed to provide release time.	None Specified		
Review and find funding to support creative enrichment and elective classes that support student interest.	Ongoing	Teacher feedback that equipment or materials he/she needed for the course was available.	Purchase materials and equipment.	0000: Unrestricted	Donations	
				0001-0999: Unrestricted: Locally Defined	General Fund	
Support Professional Development for teachers to increase skills in his/her current enrichment or elective or as a means to create a new course.	Ongoing	Teacher feedback that they were able to create a new course with support (if applicable).	Attend trainings/workshops. Expenditures for fees and substitutes.	0001-0999: Unrestricted: Locally Defined	General Fund	
Apply for any grants that might be available to support Career Technical Education opportunities.	Spring 2017 and Fall 2017	Completion of paperwork	No supplemental funding required			

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: English / Language Arts
LCAP/LEA GOAL:
Goal 1: CORE INSTRUCTION - EUSD will continue to offer challenging core instructional programs to promote student acquisition of 21st century college and career ready skills and mastery of state content standards.
SCHOOL GOAL #4:
English / Language Arts: In alignment with district goal #1, the Cavitt JHS staff will adapt, refine, and implement core instructional programs, through high-quality General Ed staff who are supported with appropriate resources, materials and professional development. We remain committed to the use of our Professional Learning Communities (PLCs), to focus on effective instructional strategies aligned to the CCCSS and will continue to utilize critically the newly adopted materials to meet the instructional blueprint of skills. On the CAASPP performance for 2015 76% of our students Met or Exceeded state content standards as measured on the Smarter Balanced assessments. On the CAASPP performance for 2016 78 % of our students Met or Exceeded state content standards as measured on the Smarter Balanced assessments. (Goal was 81% for 2017.) On the CAASPP performance for 2017 ___ % of our students Met or Exceeded state content standards as measured on the Smarter Balanced assessments. Goal for 2018: On the CAASPP performance for 2018 84% of our students will Met or Exceeded state content standards as measured on the Smarter Balanced assessments. (May 22, 2017
Data Used to Form this Goal:
2017 CAASPP data for English / Language Arts was used to create this goal.
Findings from the Analysis of this Data:
Based on data collected during the current school year, students have made progress on the CCCSS for Language Arts, but a continued focus on the standards, utilizing our newly adopted Language Arts units, will continue to prepare our students for the Smarter Balanced assessments and future college and careers.
How the School will Evaluate the Progress of this Goal:
Summatively, the Smarter Balanced Assessments will provide data on students' progress. We will be reflecting on our scores compared to other local, similar school scores. Formatively, the teachers will be reviewing their locally created tests, common assessments and other classroom evidence to provide on-going data for discussion of practices within the instructional day.

Actions to be Taken to Reach This Goal	Timeline	Process for Evaluation	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All teachers will review the grade level Common Core Standards for Reading and Writing.	August	Completion of activity by grade level	No supplemental funding required			
All departments will develop SMART goals related to student acquisition of skills related to the CCCSS for English/Language Arts.	August - September	August - September, 2015	August - September, 2015			
All teachers will continue to receive training related to instructional strategies for teaching students to access and utilize informational text and for developing English/Language Arts units aligned to the CCCSS.	During PD Days	After PD Days	<p>District-wide cost of professional development for CCCSS</p> <p>All collaboration, curriculum development, implementation planning, and assessment of the CCCSS program occurs during regularly scheduled staff development time funded entirely through unrestricted funds. Detailed district level expenditure data is available in the Local Control Accountability Plan (LCAP).</p> <p>Additionally, carryover from the State's one time CCCSS funding will be used to further support the implementation as detailed in the LCAP.</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>5000-5999: Services And Other Operating Expenditures</p>	Common Core	

Actions to be Taken to Reach This Goal	Timeline	Process for Evaluation	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Working in PLC teams, each grade level will continue to revise and plan for the implementation of Challenge 21 units aligned to the Common Core State Standards and includes appropriate strategies and assessments. Units will be implemented with fidelity by all team members.	August - May	Assessment data from student responses	<p>PLC teams meet during Collaboration days throughout school year. Estimated at 31 days, 1 hour per day and inclusive of salaries and benefits</p> <p>All collaboration, curriculum development, implementation planning, and assessment of the CCCSS program occurs during regularly scheduled staff development time funded entirely through unrestricted funds. Detailed district level expenditure data is available in the Local Control Accountability Plan (LCAP).</p> <p>Additionally, carryover from the State's one time CCCSS funding will be used to further support the implementation as detailed in the LCAP.</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	District Funded	

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	48,626.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	48,626.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	District Funded	48,626.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	48,626.00

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 Platt	X				
Judy Vincent		X			
Susan Taylor		X			
Ellen Meeker		X			
Liz Campo			X		
Ursula Hempstead				X	
Nicole Darabi				X	
Trici Jones				X	
Asif Sheikh				X	
Kim Vincent				X	
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

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

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

X	State Compensatory Education Advisory Committee	_____ Signature
	English Learner Advisory Committee	_____ Signature
	Special Education Advisory Committee	_____ Signature
X	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
	Departmental Advisory Committee (secondary)	_____ Signature
	Other committees established by the school or district (list):	_____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on May 22, 2017.

Attested:

Jennifer Platt		
Typed Name of School Principal	Signature of School Principal	Date

Nicole Darabi		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

