

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Los Coches Creek Middle School	37-67991-0111005	December 10, 2019	July 30, 2020

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Additional Targeted Support and Improvement  
Students w/ Disabilities

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

### Academic Achievement

The overall academic performance of students at Los Coches Creek Middle School is at the orange level for both English language arts and mathematics identifying opportunities for growth in both core academic subject matter areas. To more effectively identify struggling readers Los Coches Creek Middle School will assess student reading levels at the beginning, middle, and end of the school year. This will provide all instructors data on student reading levels allowing for more targeted differentiated supports and intervention throughout the school year. Additionally, it will allow for goal setting and progress monitoring throughout the school year.

To meet the English language arts needs of all students across the curriculum LCC Middle School will provide targeted professional learning opportunities for all staff aimed at developing literacy across the curriculum. Teachers will implement visible learning strategies, focus on language acquisition and literacy development in all content areas, and effectively use of technology to enhance instruction. Teachers will be offered high quality professional development, and technology to ensure learning activities are rigorous and appropriately aligned to CCSS. Lessons will be engaging and will support student learning and growth. A school wide focus of aligning instructional activities to students strengths, interests, and values will be maintained as we prepare our students for College and Career and the World of Work.

LCC Middle School shall commit to a team based approach to learning for our students. Teacher teams allow for staff to more effectively meet the dynamic academic, social, and emotional needs of

students by creating consistency throughout their academic day. They foster the development of deep and meaningful relationships between staff, students, and families while creating consistency in expectations for students both academically and socially across classrooms. Teacher teams allow staff to more effectively address students' basic and physiological needs ultimately moving students toward self-actualization both emotionally and academically. LCC Middle School's six student sub groups will have access to targeted intervention software to support their academic progress in the area of mathematics. LCC Middle School's six student sub groups will be provided with targeted support in the area of mathematics before and after school at the LCC Middle School tutoring center. The tutoring center will be staffed by highly qualified, credentialed math teachers. Students with Disabilities Math and English assessment scores as well as Suspension rate and Chronic Absenteeism results all fell in the orange and red categories. We will collaborate with District Special Education and site personnel to examine our scores and develop courses of action to support students in these areas. We will look to increase services for students in these areas to help improve student achievement.

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## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Meaningful engagement of parents, pupils, and other stakeholders, including those representing subgroups that attend our school is critical to the annual School Plan for Student Achievement (SPSA) and budget allocation process. Our site utilizes student outcome data to drive our decisions

and in determining our educational programs, professional learning opportunities and when considering supplemental curriculum. The following stakeholders are part of the SPSA development:

1. The English Learner Advisory Committee (ELAC): This committee meets multiple times throughout the year, but the meeting on March 27, 2019 was the accumulating input meeting for the SPSA development this year.

The ELAC provides a focus on both designated and integrated language opportunities for English learners (ELs). The charge is to support our site in improving language acquisition skills for all levels of ELs. The process used to generate their engagement is a data analysis protocol. English Learner data is analyzed for areas of growth and of need. The language acquisition process is addressed in two ways, through designated language opportunities where language acquisition is the focus and in integrated language opportunities where access to content standards is the focus through scaffolds and strategies.

ELAC confirms that our language development program addresses the needs of the students and are given the opportunity to ask questions and provide input from their child's experiences. Suggestions provide the opportunity to make adjustments as needed to align accelerated language acquisition opportunities for our ELs. Information from this meeting was shared with School Site Council and used in the final development of the SPSA prior to approval of the plan.

2. The School Site Council (SSC): This committee meets multiple times throughout the year, but the meeting on May 21, 2019 was the accumulating input meeting when the SPSA was approved.

The SSC meetings provide a focus of overall academic and social-emotional welfare for all of our students, as well as site safety and fiscal needs. The site focus is to leverage competency-based instruction to engage students in the learning process, nurture their strengths & interests, help them find their role in their community and secure a path toward it. This is accomplished through a continuous site improvement focus where data is analyzed by sub-groups. Site data is analyzed for areas of growth and of need. There are three outcomes considered when reviewing our SPSA:

A. We retain "actions" that show student growth

B. We refine an "action" that shows minimal growth, but progress

C. We eliminate an "action" and replace it with a different way of approaching the need

Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

3. The Leadership Team: This committee meets multiple times throughout the year, but the meeting on February 4, 2019 was the accumulating input meeting.

The Leadership Team is made up of representatives from each level represented at the school, followed by regular leveled collaboration opportunities with the group they represent. As with the SSC, these meetings provide a focus of overall academic and social-emotional welfare for all of our students, as well as site safety and fiscal needs. The charge is to support our site improvement focus, based on the particular needs of a given level or sub-group of students through collaborating as a whole site and then by leveled teams. The focus starts with celebrating successes, program monitoring, and then focusing on next steps. As a site, we develop a continuum through the development of "Actions" based on the "next steps" (focus areas) of each level. These focus areas are then taken back to the grade/subject level group and through collaboration, each level improves instruction, develops student opportunities or requests professional learning to build capacity.

The Leadership Team strengthens the development of personalized learning for students and allows for personalized professional learning for staff as well. Professional Learning (PL) brings our Instructional Model to life as teachers become proficient in facilitating Modern Learning. Our competency-based PL integrates with district-level metrics and supports our teacher's success

through coaching & cohorts. Our goal is to create a culture of educators that are empowered to deliver relevant learning experiences for our students while considering the personalized needs of students. The focus on analyzing data by level, builds capacity among staff. The process used to generate staff engagement is through the data analysis protocol. Site data is analyzed for areas of growth through a Data Analysis process. Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.5%	0.30%	0.51%	3	2	4
African American	1.3%	2.59%	2.42%	8	17	19
Asian	2.0%	2.13%	1.27%	12	14	10
Filipino	1.2%	0.46%	0.38%	7	3	3
Hispanic/Latino	32.1%	31.71%	30.19%	195	208	237
Pacific Islander	0.8%	0.91%	0.51%	5	6	4
White	57.3%	57.47%	57.96%	348	377	455
Multiple/No Response	2.5%	2.29%	4.84%	15	15	38
<b>Total Enrollment</b>				607	656	785

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Grade 6	186	238	272
Grade 7	207	201	280
Grade 8	214	217	233
<b>Total Enrollment</b>	607	656	785

### Conclusions based on this data:

1. Enrollment grew by 49 students from 2016-17 to 2017-18
2. White continues to be largest subgroup
3. White and Hispanic combine for nearly 90% of our student body

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	28	45	57	4.6%	6.9%	7.3%
Fluent English Proficient (FEP)	121	94	88	19.9%	14.3%	11.2%
Reclassified Fluent English Proficient (RFEP)	15	6	4	41.7%	21.4%	8.9%

### Conclusions based on this data:

1. EL population increased by 2.3% from 2016-17 to 2017-18
2. Nearly 6% less students attained Fluent English Proficient status from 2016-17 to 2017-18
3. 9 less students were reclassified from 2016-17 to 2017-18 despite larger overall EL enrollment

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	184		275	182		273	182		273	98.9		99.3
Grade 7	212		271	210		267	210		267	99.1		98.5
Grade 8	213		227	201		222	200		222	94.4		97.8
All Grades	609		773	593		762	592		762	97.4		98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2553.		2528.	30.77		17.95	31.32		33.70	20.88		28.57	17.03		19.78
Grade 7	2576.		2560.	20.95		21.72	42.86		35.58	22.38		21.35	13.81		21.35
Grade 8	2568.		2590.	14.50		26.13	38.50		34.68	28.50		21.62	18.50		17.57
All Grades	N/A	N/A	N/A	21.79		21.65	37.84		34.65	23.99		24.02	16.39		19.69

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	31.32		23.90	50.00		48.53	18.68		27.57	
Grade 7	29.52		27.72	51.43		43.45	19.05		28.84	
Grade 8	23.00		30.77	47.50		45.25	29.50		23.98	
All Grades	27.87		27.24	49.66		45.79	22.47		26.97	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	39.01		18.32	40.11		58.24	20.88		23.44
Grade 7	40.48		36.33	46.19		43.82	13.33		19.85
Grade 8	26.00		33.78	58.00		53.15	16.00		13.06
All Grades	35.14		29.13	48.31		51.71	16.55		19.16



Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	24.73		20.51	63.74		64.47	11.54		15.02
Grade 7	16.19		17.98	70.00		64.42	13.81		17.60
Grade 8	15.50		22.52	69.50		66.67	15.00		10.81
All Grades	18.58		20.21	67.91		65.09	13.51		14.70

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	38.46		24.91	44.51		53.11	17.03		21.98
Grade 7	34.29		30.34	50.48		48.69	15.24		20.97
Grade 8	27.00		36.65	51.50		40.72	21.50		22.62
All Grades	33.11		30.22	48.99		47.96	17.91		21.81

**Conclusions based on this data:**

1. All three grade levels performed relatively similarly in ELA with 50% or more meeting or exceeding standard.
2. 18% of students scored below standard in ELA.
3. Greatest areas for focus include: Reading at all grades, and writing at grade 7, and Listening and Speaking at grade 8.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	184		275	182		273	182		273	98.9		99.3
Grade 7	212		272	210		269	210		269	99.1		98.9
Grade 8	213		227	200		222	200		222	93.9		97.8
All Grades	609		774	592		764	592		764	97.2		98.7

\* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2537.		2505.	26.37		11.36	27.47		25.64	22.53		29.30	23.63		33.70
Grade 7	2545.		2534.	19.52		18.22	23.81		22.30	28.57		29.00	28.10		30.48
Grade 8	2564.		2578.	26.00		36.04	16.50		13.51	24.00		18.47	33.50		31.98
All Grades	N/A	N/A	N/A	23.82		20.94	22.47		20.94	25.17		26.05	28.55		32.07

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	35.71		17.58	32.97		35.16	31.32		47.25
Grade 7	29.52		27.51	36.67		32.34	33.81		40.15
Grade 8	32.00		40.09	31.50		22.97	36.50		36.94
All Grades	32.26		27.62	33.78		30.63	33.95		41.75

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	23.63		11.72	49.45		55.31	26.92		32.97
Grade 7	26.19		22.68	43.81		48.33	30.00		29.00
Grade 8	26.00		31.53	34.50		36.94	39.50		31.53
All Grades	25.34		21.34	42.40		47.51	32.26		31.15

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	31.32		13.92	39.01		52.38	29.67		33.70
Grade 7	20.48		17.47	56.19		56.13	23.33		26.39
Grade 8	25.00		33.78	51.00		45.95	24.00		20.27
All Grades	25.34		20.94	49.16		51.83	25.51		27.23

**Conclusions based on this data:**

1. Approximately 71% of students exceeded, met, or nearly met standard in each grade.
2. Compared to ELA, more students either exceeded, or fell into the below standard range.
3. Key areas of focus include: Concepts and procedures at all three grades, Problem Solving...Data Analysis at grade 6 and 7, and Communicating Reasoning at grades 6 and 8.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1516.8		1508.2		1525.1		22	
Grade 7	1508.5		1514.4		1502.3		11	
Grade 8	*		*		*		*	
All Grades							42	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	28.57		38.10		*		*		42	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	54.76		*		*		*		42	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*		*		33.33		33.33		42	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		54.55		*		22	
All Grades	35.71		47.62		*		42	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	63.64		*		*		22	
All Grades	66.67		*		*		42	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		*		54.55		22	
All Grades	*		*		66.67		42	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		63.64		*		22	
All Grades	*		71.43		*		42	






**Conclusions based on this data:**

1. 2/3 of our students scored Beginning in Reading
2. 2/3 of our students scored Well Developed in Speaking
3. Data can be difficult to disaggregate due to small numbers scoring in each proficiency band

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p><b>English Language Arts</b></p>  <p>Green</p>	<p><b>Chronic Absenteeism</b></p>  <p>Orange</p>	<p><b>Suspension Rate</b></p>  <p>Orange</p>
<p><b>Mathematics</b></p>  <p>Yellow</p>		
<p><b>English Learner Progress</b></p>  <p>No Performance Color</p>		

#### Conclusions based on this data:

1. Overall Academic Performance demonstrate success in English/Language Arts as well as Mathematics
2. Chronic Absenteeism rate is orange
3. Suspension rate is orange

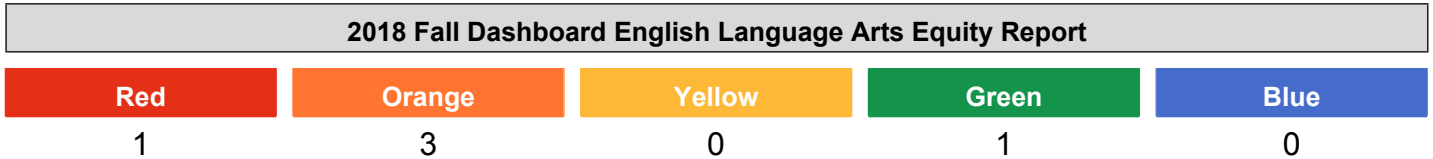
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Green 10.5 points above standard Declined -5.7 points 629 students	<p><b>English Learners</b></p>  Orange 64.3 points below standard Declined -36.8 points 87 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 23.5 points below standard Declined -14.5 points 258 students	<p><b>Students with Disabilities</b></p>  Red 97.6 points below standard Declined -20.7 points 100 students

### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 39.9 points below standard 16 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 81.7 points above standard Increased 22.1 points 14 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 16.1 points below standard Declined -11.1 points 196 students	 No Performance Color 31.6 points below standard Declined -39.6 points 15 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 Green 25.9 points above standard Maintained 0 points 370 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
138 points below standard Declined -5.1 points 39 students	4.4 points below standard Declined -10.6 points 48 students	17.4 points above standard Declined -3.3 points 494 students

**Conclusions based on this data:**

1. All students declined slightly (-5.7 pts), but still remains 10.5 points above standard.
2. Overall scores for each subgroup declined.
3. The school's largest subgroup (white) maintained 25.9 points above standard.



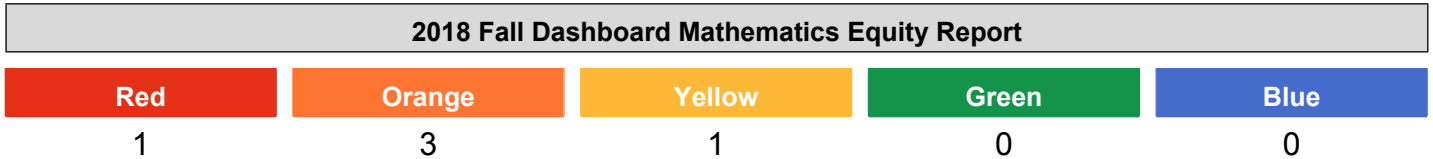
# School and Student Performance Data

## Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 24.3 points below standard Declined -6.5 points 628 students	<p><b>English Learners</b></p>  Orange 93.4 points below standard Declined -25.9 points 87 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 60.9 points below standard Declined -8.1 points 257 students	<p><b>Students with Disabilities</b></p>  Red 134.4 points below standard Declined -11.1 points 100 students

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 122.1 points below standard 16 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 58.9 points above standard Increased 14.6 points 14 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 49.5 points below standard Maintained -2.3 points 195 students	 No Performance Color 55.9 points below standard Declined -31.5 points 15 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 Yellow 9 points below standard Declined -5 points 370 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
162 points below standard Increased 25.8 points 39 students	37.6 points below standard Declined -8.6 points 48 students	19.3 points below standard Declined -7.2 points 494 students

#### Conclusions based on this data:

1. All subgroups math performance declined
2. Our largest subgroup (White) declined 5 points and is now 9 points below standard
3. English Learners showed the largest decline -25.9 pts.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
42	28.6%	38.1%	14.3%	19%

### Conclusions based on this data:

1. The majority of our English Learner students (66.7 %) scored in Levels 3 (Moderately Developed) and 4 (Well developed).
2. 19% of students scored at Level 1 (Beginning)
3. 1/3 of our students are in Level 1 (Beginning) and Level 2 (Somewhat Developed) combined

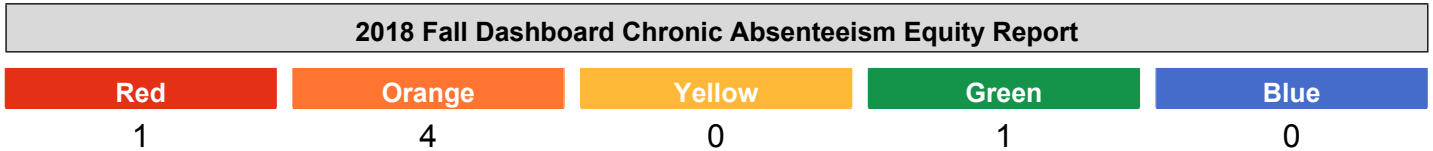
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Orange	 Green	 No Performance Color
9.8% chronically absent	4.3% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 2.1%	Declined 1.8%	3 students
711 students	47 students	
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
 No Performance Color	 Orange	 Orange
46.2% chronically absent	12.3% chronically absent	16.5% chronically absent
Increased 18.9%	Maintained 0.2%	Increased 2.1%
13 students	301 students	121 students

**2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 10% chronically absent 20 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0% chronically absent Maintained 0% 15 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 11.6% chronically absent Increased 3.7% 216 students	 Orange 15.8% chronically absent Increased 5.8% 38 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 Orange 9% chronically absent Increased 0.7% 411 students

**Conclusions based on this data:**

1. Our largest subgroup (White) saw a 0.7% increase in Chronic Absenteeism.
2. Our overall chronic absenteeism rate grew 2.1%
3. English Learner absenteeism rate declined 1.8%

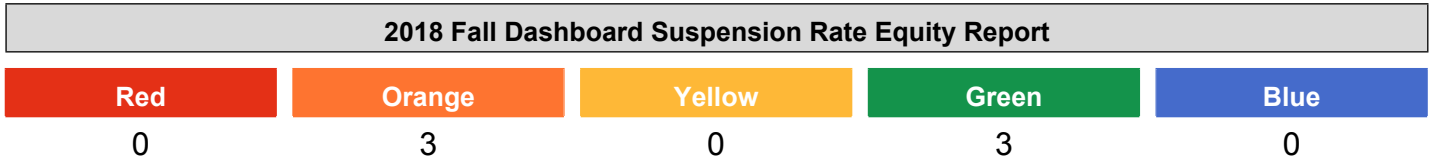
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Orange 4.8% suspended at least once Increased 1.4% 729 students	<p><b>English Learners</b></p>  Green 2% suspended at least once Declined -6.6% 50 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 3 students
<p><b>Homeless</b></p>  No Performance Color 0% suspended at least once Maintained 0% 14 students	<p><b>Socioeconomically Disadvantaged</b></p>  Green 4.8% suspended at least once Declined -0.6% 315 students	<p><b>Students with Disabilities</b></p>  Orange 8.9% suspended at least once Increased 3.1% 123 students

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 14.3% suspended at least once 21 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color 0% suspended at least once Maintained 0% 15 students	 No Performance Color Less than 11 Students - Data 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.5% suspended at least once Declined -2.3% 223 students	 Orange 7.1% suspended at least once Increased 0.7% 42 students	 No Performance Color Less than 11 Students - Data 6 students	 Orange 4.6% suspended at least once Increased 3.2% 417 students

This section provides a view of the percentage of students who were suspended.

### 2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
5.2% suspended at least once	3.4% suspended at least once	4.8% suspended at least once

**Conclusions based on this data:**

1. Overall suspension rate increased 1.4%
2. Despite the increase, less than 5% of students were suspended
3. Hispanic suspension rate declined 2.3%

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Access to, and progress in, core academic standards

## LEA/LCAP Goal

All students have access to high quality teachers and broad range of educational programs to pursue areas of interest as they prepare for college and career success

## Goal 1

All teachers are highly qualified at Los Coches Creek Middle School. For the 2018-19 school year, all students in grade 6 will have equitable access to computer science and media arts instruction as introduced in year two of our transition to a Computer Science and Media Arts Magnet school. This transition phased into grades 7 and 8 in the 2018-19 school year. Further, all students will continue to have access to a broad range of educational programs and materials, as well as one-to-one digital technology to enhance learning across subject areas, and increased opportunities for elective classes related to presentation literacy, art, computer science, drama, dance, band, and robotics.

## Identified Need

Support needs to be provided before, during or after school to meet the various instructional/creative needs of our students. All students are taught by California credentialed, highly qualified teachers who must meet at least twice each month in a subject area and interdisciplinary teams to work toward our vision of creating a collaborative environment that empowers students to be resourceful, independent learners. Teachers need to collaborate on instructional strategies, share knowledge of effective technology tools, create lesson plans that focus on Common Core standards, analyze assessment results, and share best practices

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Review of CA Dashboard: Suspension Data Attendance Data	Chronic absenteeism will drop from 9.8% to 5.8%	5% Increase in student attendance Increased student engagement
Principal observation and teacher classroom schedules	30% of students participated in a World of Work activity	Increase College and Career readiness with 80% of students participating in a World of Work activity
Principal observation Teacher schedules	80% of students have access to core curriculum 80% of EL students have access to StudySync ELD curriculum	100% of students have access to core curriculum 100% of EL students have access to StudySync ELD curriculum



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Observation of Professional Development Specific to EL's Professional Development Logs	All teachers will receive at least 3 days of professional development	Increased staff knowledge of curricular, behavioral, and engagement strategies 10% of staff will attend MS GLAD training

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Teachers will be afforded the opportunity to participate in district professional development and technology opportunities.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Additional Hourly
500	Supplemental Concentration Funding 4000-4999: Books And Supplies Supplies & Materials

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Students will have access to a wide range of educational opportunities including English, Math, Science, History, Physical Education and English Language Development.

Supplemental materials and supplies will be purchased to support student proficiency in core subjects and electives.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,664	Supplemental Concentration Funding 4000-4999: Books And Supplies Materials and Supplies

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Teachers will be offered release, or additional time, time to visit other classrooms to glean information on effective strategies and to collaborate with other teachers on site and at other middle schools across the district.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,157	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Additional Hourly
2,000	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Additional Hourly

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Supplemental materials will be copied and purchased to support student performance.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9,800	Supplemental Concentration Funding 5700-5799: Transfers Of Direct Costs

**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Selected teachers will participate in district sponsored, and out of district, professional development conferences, and other professional development related to increasing student performance through effective instructional practices for students at all levels (below, at or above grade).

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,000

Source(s)

Supplemental Concentration Funding  
5000-5999: Services And Other Operating  
Expenditures  
Travel and Conference expenses

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Positive safe school climate and healthy students

## LEA/LCAP Goal

All schools promote a positive school climate and offer programs that promote health and wellness.

## Goal 2

Los Coches Creek Middle School promotes a positive school climate through close collaboration between teachers, students and parents. Students will engage in character education activities aimed at eliminating incidents of bullying, the use of controlled substances, and increasing self-awareness, empathy, and positive relationships. Our Associated Student Body will actively promote kindness and caring, as well as the inclusion of all subsets of students. Additionally we will continue Social/Emotional well-being and World of Work lessons for all students.

## Identified Need

In looking at chronic absenteeism and suspension data and review school climate information students need to participate in school-wide, classroom and off-site activities that promote positive behavior, school spirit, character education in line with our claim to distinction. In addition to classroom curriculum that focuses on character education and state-mandated Physical Education courses, students need to be offered elective courses and choose to participate in clubs/programs/class they identify with our claim to distinction of arts and leadership and that promote life skills, study skills, social skills and technology. The counselors need to coordinate Character Education Committee meetings. The committee needs to be comprised of staff members revisits and revise plans to educate students on bullying and cyber-bullying to reduce or eliminate bullying and to provide programs and incentives for positive behavior.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate: Goal 95%	2017-18: 95.09%	Continue to exceed District averages
SI&A Report: Chronic Absenteeism Rate, State 9%  CA Dashboard	2017-2018: 8.12%  2017-2018: All students: Increased 2.1% Overall 9.8% Orange  English Learners: Green Low Income: Orange SWD: Orange Hispanic: Red White: Orange Two or More Races: Orange	Move 9% of students in the orange domain to yellow

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard: Suspension Rate 2016-2017: All students: 3.4% Green English Learners: Orange Low Income: Green SWD: Green Hispanic: Orange White: Blue	2017-2018: All students: Increased 1.4% Overall 4.8% Orange  English Learners: Green Low Income: Green SWD: Orange Hispanic: Green White: Orange Two or More Races: Orange	Move 4% of students with disabilities and white students in the orange domain in to yellow
District Student Gallup Results Engagement 4.9 Hope 4.29 Entrepreneurial 2.71 Career/Financial Literacy 3.11	Student Gallup Results Engagement 4.05 Hope 4.29 Entrepreneurial 2.52 Career/Financial Literacy 3.27	Student Gallup Results Engagement 4.1 Hope 4.4 Entrepreneurial 2.6 Career/Financial Literacy 3.3
District Gallup Results: Q00 3.74	Staff Gallup Results: Q00 3.48	Increase to 3.7

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Culture and moral: Focus on PBIS strategies, anti-bullying, and self-awareness.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

300

#### Source(s)

Supplemental Concentration Funding  
4000-4999: Books And Supplies  
Items/supplies to support culture and moral

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Three hours of Health Aide time will be maintained to address student health concerns.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

20,824

Source(s)

Supplemental Concentration Funding  
2000-2999: Classified Personnel Salaries  
Classified Salary and Benefits

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Grade 6 Students

Strategy/Activity

An orientation will be held for all 6th grade students the week before school begins. This provides new students and parents the opportunity to learn more about the school, meet their teachers and classroom aides, and garner information about LCC programs, services, and individual student schedules.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

Supplemental Concentration Funding  
1000-1999: Certificated Personnel Salaries  
Additional Hourly

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will collaborate in order to support the integration of students with disabilities.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

950

Supplemental Concentration Funding  
1000-1999: Certificated Personnel Salaries  
Additional Hourly

### **Strategy/Activity 10**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

#### **Strategy/Activity**

Additional Noon Duty Supervision personnel will be added to ensure a positive, safe and effective learning environment.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,750

Source(s)

Supplemental Concentration Funding  
1000-1999: Certificated Personnel Salaries  
Additional Hourly

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Personalized learning, supporting students passions and career aspirations

## LEA/LCAP Goal

All students demonstrate progress and proficiency over time to mastering standards and developing college and career readiness for global competencies

## Goal 3

All students will master skills, gain knowledge, and develop personal attributes to be competitive in a global society.

## Identified Need

Based on both CAASP data and local assessment it is evident that not only is it important to know overall performance rankings, but also how students score in individual domains. Teachers need to provide on-going formative assessment to students in the classroom and all students take standardized and required State and district summative assessments (EL and SAI students) in order to effectively target specific strategies and areas for student development. Assessment and observation data needs to include feedback to staff in order to monitor, modify and provide academic and social supports to help prepare students to master standards and develop career readiness for global competencies.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Pupil Achievement Statewide Assessments CA Dashboard	<p>Statewide Assessments - CA Dashboard:</p> <p>ELA Student Groups Scoring Red: Student with disabilities</p> <p>Student Groups Scoring Orange: African American EL Socio-Economic Hispanic White</p> <p>Math Student Groups Scoring Red: Student with disabilities EL African American</p>	<p>Statewide Assessment -CA Dashboard</p> <p>ELA</p> <ul style="list-style-type: none"> <li>30% of EL, African American Students, and Students with Disabilities will score in the Orange performance level as indicated on the CA Dashboard.</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>30% of all students in all subgroups will increase in</li> </ul>



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Student Groups Scoring Orange: Socio-Economic Hispanic White	performance level to the next color band.
EL Reclassification Rates	Reclassification: FEP 14.3% RFEP 21.4%	Reclassification Goals: 25%
ELPAC	ELPAC: 19% Beginning Stage 14.3% Somewhat Developed 38.1% Moderately Developed	ELPAC: Students scoring in the Beginning Stage will drop from 19% to 16% and students scoring in Moderately Developed will increase from 38.1% to 43%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 11

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

### Strategy/Activity

An ELDA will work with individual and small groups of ELD students in the areas of Language Arts and writing to supplement their core instructional program and improve ELD performance.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

2,122

#### Source(s)

Supplemental Concentration Funding  
2000-2999: Classified Personnel Salaries  
Classified Hourly

2,000

Supplemental Concentration Funding  
4000-4999: Books And Supplies  
Instructional Supplies & Materials

## Strategy/Activity 12

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 13

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Before/After School tutoring and Technology opportunities students will be implemented for all grade levels to increase to performance of underserved students.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

14,096

Supplemental Concentration Funding  
1000-1999: Certificated Personnel Salaries  
Additional Hourly

## Strategy/Activity 14

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Grade 8 GATE and Honors Students

Strategy/Activity

Before school extension through the LCC Shakespeare Book Club will be available for 8th grade GATE and Honors students.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,500

Supplemental Concentration Funding  
4000-4999: Books And Supplies

Materials: Copies of texts

### Strategy/Activity 15

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

#### Strategy/Activity

Additional English Learner support

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Supplemental Concentration Funding  
2000-2999: Classified Personnel Salaries  
Additional Hourly

### Strategy/Activity 16

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

#### Strategy/Activity

Translations or verbal and written communications in Farsi and Pashto will be made to adequately communicate with EL students a families.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Supplemental Concentration Funding  
2000-2999: Classified Personnel Salaries  
Hourly

### Strategy/Activity 17

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Site will purchase technology materials (i.e. Doc-u-Cams, LCD projector bulbs, calculators, computer hardware/software, printer ink, etc.) to provide visual support to underserved students. Increase as funding becomes available

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,336

Source(s)

Supplemental Concentration Funding  
5000-5999: Services And Other Operating Expenditures  
Hardware and software

**Strategy/Activity 18**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers and library assistant will identify, purchase and implement supplemental magazines to increase the reading comprehension and student performance of at risk students in reading and writing.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

350

Source(s)

Supplemental Concentration Funding  
5000-5999: Services And Other Operating Expenditures  
Contracts: Subscription costs

**Strategy/Activity 19**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Technology Hardware will be purchased to support the school's Computer Science and Media Arts Magnet program that will assist underserved students in competing in today's global economy.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,900

Supplemental Concentration Funding  
5000-5999: Services And Other Operating  
Expenditures  
Supplies & Materials: Hardware

## Strategy/Activity 20

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

District Professional Development (PD) will be provided for all staff and will include, but is not limited to, Curricular Adoptions, MTSS, ELD, etc.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

9,536

S&C PD  
1000-1999: Certificated Personnel Salaries  
Certificated Stipend

2,200

S&C PD  
2000-2999: Classified Personnel Salaries  
Classified Hourly

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Shared Community and Engagement

## LEA/LCAP Goal

Schools foster a sense of shared community and decision making for parents and other stakeholders

## Goal 4

The School Site Council, teachers, administrators, PTA and Associated Student Body will work together to make decisions and set goals related to improving Los Coches Creek's academic, elective and social activities.

## Identified Need

Parent engagement needs to increase in order to keep parent informed and to increase the ability of parents to have voice in site decisions. Strong relationships are important between at risk students, their families, and the Hillsdale staff.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Home Visits	Number of visits:	Home Visits: 15
School Site Council Meetings- 8	Number of parents at meetings:4	SSC will monitor student data and support programs :5
English Learner Advisory Meetings- 8	Number of parents at meetings: 6	Padres bilingües van a recibir informacion sobre ayudando sus niños en escuela.: 15

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 21

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Additional Clerical time, and overtime, will be afforded to assist office staff with student registration, maintenance of student records, scheduling and recording of home-to-school communiques for underserved students.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2,700

Supplemental Concentration Funding  
2000-2999: Classified Personnel Salaries  
Hourly: Additional time

**Strategy/Activity 22**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.



# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$96,685.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
S&C PD	\$11,736.00
Supplemental Concentration Funding	\$84,949.00

Subtotal of state or local funds included for this school: \$96,685.00

Total of federal, state, and/or local funds for this school: \$96,685.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Supplemental Concentration Funding	\$84,949	0.00
S&C PD	\$11,736	0.00

## Expenditures by Funding Source

Funding Source	Amount
S&C PD	11,736.00
Supplemental Concentration Funding	84,949.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	37,489.00
2000-2999: Classified Personnel Salaries	28,846.00
4000-4999: Books And Supplies	11,964.00
5000-5999: Services And Other Operating Expenditures	8,586.00
5700-5799: Transfers Of Direct Costs	9,800.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	S&C PD	9,536.00
2000-2999: Classified Personnel Salaries	S&C PD	2,200.00
1000-1999: Certificated Personnel Salaries	Supplemental Concentration Funding	27,953.00
2000-2999: Classified Personnel Salaries	Supplemental Concentration Funding	26,646.00
4000-4999: Books And Supplies	Supplemental Concentration Funding	11,964.00

5000-5999: Services And Other  
Operating Expenditures

Supplemental Concentration Funding

8,586.00

5700-5799: Transfers Of Direct Costs

Supplemental Concentration Funding

9,800.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	31,121.00
Goal 2	24,824.00
Goal 3	38,040.00
Goal 4	2,700.00

# 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:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Scott Goergens	Principal
Patti Paine-Thoma	Other School Staff
Trevor Blankenship	Classroom Teacher
John Gleaves	Classroom Teacher
Eric Lofgran	Parent or Community Member
Julie Lofgran	Parent or Community Member
Elizabeth Spears	Parent or Community Member
Janelle Bongiovanni	Classroom Teacher
Kellye Buchanon	Parent or Community Member
Jaclyn Sanchez	Parent or Community Member

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.