

The Single Plan for Student Achievement

School: Judkins Middle School
CDS Code: 40-68759-6043020
District: Lucia Mar Unified School District
Principal: Ian Penton
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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

Judkins Middle School's Vision and Mission Statements

The Panther mission is to ensure that each student is placed in the appropriate academic program to challenge her/his ability. We strive to engage students in learning by connecting content to the world around them. By doing this, we hope to inspire students to be critical and independent thinkers who are college and career ready.

School Profile

Located on the heights overlooking Pismo Beach on the Central Coast of California, Judkins Middle School includes a diverse population of students, teachers, administrators, parents, community volunteers, and support personnel. Judkins serves 496 students that come from six different feeder schools in the surrounding Five Cities area. Very few of these students live in the neighborhood that surrounds the school. The fact that Judkins is not a neighborhood school presents challenges in parental involvement and transportation to and from campus. Last year's parents survey showed that our student body was 55% white, 33% Hispanic, 2% African American, 1% Filipino, 1% Pacific Islander and 8% declined to state. Families at Judkins represent all economic backgrounds and we posted 57% free and reduced lunch rate for the Fall of 2017.

Judkins Middle School is committed to working in partnership with parents and the community toward student success. We model and promote a rich environment of academic excellence, respect, honor, cooperation, and communication in order for all students to be successful individuals in high school and the world beyond. Ongoing site reviews of curriculum, classroom performance, state testing, after school programs, and extracurricular activities assist in the evaluation of the effectiveness of Judkins' mission to develop "critical and independent thinkers."

Judkins Middle School is committed to providing multiple avenues for students to connect to school and extend their learning. Judkins offers free tutoring to students by our teachers four days a week and includes free transportation. Judkins also offers extensive extra-curricular activities that include: band, colorguard, drama, mock trial, athletics (10 different sports), community service, the arts, and many more.

Judkins' school-wide goals reflect greater Lucia Mar Unified School District goals: to close the achievement gap and increase academic achievement for all students. Goals directly targeting English Language Arts and Math subgroups were generated in response to a comprehensive analysis of CAASPP and CELDT test results, district MAP assessments, student grades, recommendations of Judkins' Instructional Leadership Team, School Site Council, English Language Learner Advisory Committee, content departments, individual teachers, parent and student surveys, and the State/District Performance Standards.

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).

We survey our stakeholders annually to allow input on several aspects of the school. Last year (Spring 2017) we surveyed teachers and students to allow input in refining our Positive Behavior Intervention System (PBIS) that was rolled out in Fall of 2016.

Classroom Observations

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

Teachers are observed through informal and walk-through observations by administrators on a regular basis. Teachers are coached based on an instructional goal they select from an instructional model called the "Critical Components of a Judkins Lesson." This document was collaboratively created in the Fall of 2015 by all teachers at Judkins. It has been refined every year and was converted to a tree-map Fall of 2017. The document covers three domains: 1) Planning, 2) Instruction, and 3) Environment. The document gives suggestions on effective strategies to address student needs in all three domains and was influenced by Danielson's

research on effective instruction. Teachers are formally evaluated with one full period observation every other year to create for a formal evaluation according to union contract, but can receive as much coaching and feedback as they desire through support from administration and our Teacher on Special Assignment (TOSA). The TOSA offers planning support, team teaching, modeling, co-teaching, and walk through feedback to support teachers in their development.

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)

This year all students will take the NWEA MAP assessments three times (Fall, Winter, and Spring) to measure growth in reading and math. MAP scores are used as a district assessment that measures individual student growth several times a year. This tool also allows us to analyze student growth from year to year. The results from these assessments are used to place students in the proper courses and determine who is selected for advanced, regular, and intervention courses. MAP results continue to show strong student growth throughout the year for all students at all levels.

Spring 2017 CASSPP results show strong student performance in Language (particularly 8th grade Language) and an area of growth in Mathematics (also reflective of overall district and statewide trends). All teachers and the Instructional Leadership Team (ILT) crafted school goals for 2017-2018 based on a thorough analysis of CASSPP results.

In February of 2017 the district administered the District Writing Assessment where students in 7th and 8th grade had 45 minutes to compose an essay on a given prompt. Judkins met the LMUSD average and continue to showcase that Language skills are an area of strength.

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

Results from assessments drive instruction at Judkins Middle School. Every three weeks teachers participate in the professional development that focuses on an overall school wide goal as well as targeted professional development for their particular content area.

Staffing and Professional Development

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

All teachers meet the requirements for "highly qualified" teachers according to ESEA.

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

All teachers teach within their credentialed area.

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

Staff development is delivered weekly to support teachers and students in the implementation of the CCSS, researched instructional practices. The "critical elements of a Judkins lesson" is used to guide instruction. Thinking Maps still permeate every content area as a way to organize thinking.

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

Teachers are observed informally every few weeks by members of the administration team. They are coached with specific feedback highlighting strengths and recommendations. Teachers have access to an instructional coach (TOSA) for planning, modeling, team teaching or support in any aspect of instruction that they want.

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

Teachers meet every three weeks formally as departments and grade level partners.

Teaching and Learning

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

All professional development includes time where teachers reflect on effective teaching strategies modeled.

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

Students exceed the recommended instructional minutes by the state of California by over 3,000 minutes within the daily bell schedule. All students are offered over 6,000 additional minutes of instructional support through our after school program lead by our teachers.

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

Judkins offers two sections of Math Intervention, two sections of Language Intervention, four sections of Opportunity Language, three sections of ELD Intervention, 18 sections of Resource/SDC instruction, two sections of AVID, and free tutoring four days a week by our teachers.

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

All district adopted curriculum is standards based and grade aligned.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All courses use standards aligned curriculum.

Opportunity and Equal Educational Access

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

Intervention Math and Language courses offer extra support to meet the standards for students with identified skill deficits. Opportunity Language offers accessible curriculum for students with language deficits. Math intervention uses Math 180 as it's core program.

14. Research-based educational practices to raise student achievement

Judkins implements instructional practices connected to Danielson and Marzano's research on quality instruction. Results have consistently demonstrated that, on average, students grow a year or more during one year of instruction at Judkins.

Parental Involvement

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

Judkins offers family education events as a resource to parents. Some of these night are academic in nature (Math Carnival) and some the of the nights are connected to the development of middle school students (relational aggression and social media).

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)

School Site Council (composed of staff, parents and students) is an oversight committee dedicated to evaluate the ConApp programs.

Funding

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

3010 (1110)- Additional technological support for underrepresented students.

3010 (2420)- Additional hours of bilingual secretary to help facilitate communication and translate documents into Spanish.

4203 (1130)- A translation instructional assistant to help newcomers through CORE classes.

0709 (1130)- Additional support for TOSA to design and deliver professional development to the staff.

0709 (4300)- Set aside for instructional materials to supplement the content areas.

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

Though 56% of our students meet or exceed the standard on the CASSPP in Language, this means that 44% do not. More severe is that fact that only 34% of our students are meeting the common core standards in Math and 66% are not. As our neediest students progress in grade level, their proficiency in Math decreases. There are significant numbers of students who matriculate to Judkins significantly below grade level in comparison to their peers. Though we offer some interventions for our neediest students, those interventions are not enough to catch them up to grade level in two years.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	1	1	*	1	0	*	1	0	*	100.0	0	
Grade 7	210	240	235	206	235	233	206	235	233	98.1	98.3	99.1
Grade 8	221	217	241	215	212	236	215	212	236	97.3	96.4	97.9
All Grades	432	458	478	422	447	471	422	447	471	97.7	97.2	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	2550.3	2566.2	2557.9	6	17	17.60	49	43	38.63	29	23	21.89	16	17	21.89
Grade 8	2576.4	2589.4	2582.4	15	19	22.88	37	43	33.47	33	23	24.58	15	15	19.07
All Grades	N/A	N/A	N/A	11	18	20.17	43	43	35.88	31	23	23.14	15	16	20.81

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 6	*	*	*	*	*	*	*	*	*	
Grade 7	14	26	23.61	62	46	45.92	24	28	30.47	
Grade 8	24	27	26.69	53	51	47.03	23	21	26.27	
All Grades	19	27	25.05	57	49	46.28	24	25	28.66	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	31	39	31.33	55	46	53.65	13	15	15.02
Grade 8	28	32	35.59	50	51	47.88	22	17	16.53
All Grades	30	36	33.33	53	49	50.53	18	16	16.14

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	7	20	12.88	77	66	64.38	16	15	22.75
Grade 8	21	19	13.14	65	67	70.76	14	13	16.10
All Grades	14	19	12.95	71	66	67.52	15	14	19.53

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	17	34	32.62	69	49	48.93	14	16	18.45
Grade 8	25	32	37.29	60	54	42.37	15	15	20.34
All Grades	21	33	34.82	64	51	45.65	14	15	19.53

Conclusions based on this data:

1. Language results continue to be a strong point for Judkins.
2. In 2016/2017 more students were above standard in every sub group.
3. We need to support our students in Reading by infusing reading strategies in our classrooms of both literary analysis and non-fiction texts.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	1	1	*	1	0	*	1	0	*	100.0	0	
Grade 7	210	240	235	205	235	234	205	234	234	97.6	98.3	99.6
Grade 8	221	217	241	215	210	238	215	210	238	97.3	95.5	98.8
All Grades	432	458	478	421	445	474	421	444	474	97.5	96.7	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		
	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
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	2538.0	2529.8	2532.2	12	16	17.95	26	20	20.94	38	34	29.06	23	31	32.05
Grade 8	2534.3	2541.3	2522.8	13	12	12.61	19	27	16.81	31	25	28.15	38	36	42.44
All Grades	N/A	N/A	N/A	12	14	15.19	22	23	18.78	34	30	28.48	31	33	37.55

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 6	*	*	*	*	*	*	*	*	*	
Grade 7	20	22	25.43	47	36	34.05	33	42	40.52	
Grade 8	15	14	14.29	38	40	29.83	47	46	55.88	
All Grades	18	18	19.70	42	38	31.78	40	44	48.52	

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	19	17	20.09	53	51	47.01	28	32	32.91
Grade 8	15	16	16.39	58	59	44.96	27	25	38.66
All Grades	17	16	18.14	56	55	45.78	27	29	36.08

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	15	15	19.23	73	60	56.84	12	25	23.93
Grade 8	17	20	12.18	53	56	56.30	30	24	31.51
All Grades	16	17	15.61	63	58	56.33	21	25	28.06

Conclusions based on this data:

1. The majority of students did not meet the standard for Math. The percent of students not meeting the standard increased in every subgroup.
2. Communicating reasoning and demonstrating an ability to support mathematical conclusions is an area of student strength.
3. Applying mathematical concepts and procedures is our greatest area of need.

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	17	11	22	33	63	48	37	21	17	7		13	7	5	
8		30	11	50	39	56	27	22	28	12			12	9	6
Total	9	21	17	41	50	51	32	21	22	9		7	9	7	2

Conclusions based on this data:

1. Both 7th and 8th grade students are progressing toward Advanced and Early Advanced classifications.
2. These results have lead to a strong rise in reclassification rates.
3. As the newcomer magnet school for the district, Judkins will always have students in the beginning stages of language acquisition.

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	16	13	20	32	52	44	39	22	20	6		12	6	13	4
8		26	10	50	33	50	27	19	25	12	7		12	15	15
Total	9	20	16	40	42	47	33	20	22	9	4	7	9	14	9

Conclusions based on this data:

1. The large majority of our students (82%) have a basic grasp of the English Language.
2. Those students who do not have a basic grasp of English (the other 13%) represent our newcomers who just immigrated to the United States.
3. Judkins students make quick progress in our ELD (English Language Development) program due to sound teaching practices.

District Assessments

NWEA MAP

Reading

Grade	Achievement Status				Growth Level		
	Fall		Spring		Growth		
	Mean RIT	Percentile	Mean RIT	Percentile	Observed Growth	Projected Growth	Percent Met Projected Growth
7	216	59	221.7	72	5.7	3.3	64
8	221.9	73	227.3	84	5.4	2.4	66

Math

Grade	Achievement Status				Growth Level		
	Fall		Spring		Growth		
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Percent Met
7	222.4	49	228.5	53	6.1	5.1	64
8	226.5	51	232.6	59	6.1	4.1	64

District Writing Assessment (DWA)

Grade	Average Score
7	5.43
8	6.25

ReadiStep College and Career Readiness

Grade	2016		2015		2014	
	Count	Percent	Count	Percent	Count	Percent
Eighth			256	36.2%	243	33.5%

PSAT College and Career Readiness

Grade	2016		2015		2014	
	Count	Percent	Count	Percent	Count	Percent
Sophomores						

School District Goals

Lucia Mar Unified School District Goals

Student Success: LMUSD will ensure that all students are prepared for college and career choices by meeting the Common Core State Standards with an emphasis on 21st Century Skills while ensuring a safe, nurturing and positive learning environment.

Goal #1: **Student Achievement** - All Lucia Mar students will meet or exceed their individualized learning targets while utilizing the Four C's of 21st Century Learning: Communication; Creativity, Critical Thinking and Collaboration. Learning targets may be defined in Individualized Education Plans for District set learning targets for all students or groups of students as appropriate.

Goal #2: **School Climate** - Lucia Mar schools will support the growth of the whole child and their families by providing social-emotional support and parent education.

Goal #3: **Future Ready** - Lucia Mar students and staff will utilize technology as a tool in the learning/work environment to allow students and staff to learn and work using personalized, research-based digital learning strategies in order to equip all students with skills to problem solve, work collaboratively and utilize technology and 21st Century facilities in order to achieve their full potential.

Goal # 4: **Organizational Excellence** - Lucia Mar staff will work together to upgrade District policies and procedures to support increased efficiencies, student learning, as well as student & staff safety.

How the Single Plan for Student Achievement is aligned to the District Goals:

The school goals are reflective of the district goals but modified to our school's needs. The main focus of the school site is student achievement.

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 programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

SUBJECT: Achievement
Lucia Mar Unified School District Goal:
All Lucia Mar students will meet or exceed their individualized learning targets while utilizing the 4C's of 21 st Century Learning: Communication, Creativity, Critical Thinking, and Collaboration. Learning targets may be defined in Individualized Education Plans or District set learning targets for all students or groups of students as appropriate.
SCHOOL GOAL #1:
1) Judkins will deliver school wide professional development aligned to "The Critical Elements of a Judkins Lesson ". This tree map focuses on effective strategies in the realms of planning, instruction and the environment. Coaching and supporting all teachers on instruction directly translates to student achievement.
2) English Language Arts- will maintain their overall rating on the CAASPP in green on the CA dashboard and strive for an overall average DWA score of 7.0.
3) Math- will increase their overall average on the CAASPP (by at least seven points) to move from a yellow rating of the CA dashboard to a green rating.
Data Used to Form this Goal:
The ILT analyzed CAASPP Spring 2017 scores as well as Spring 2017 DWA scores. Both the Math and Language department analyzed these same scores to formulate new goals. The ILT synthesized the data and created specific targets during the first several weeks of the school year.
Findings from the Analysis of this Data:
The data analysis revealed a increase in DWA scores and Math scores that did not meet our previous year's goal. So we created an action plan for each goal: 1) There will be school wide professional development for all teachers, all content areas, every three weeks aligned to "Critical Elements of a Judkins Lesson." 2) The Language Department will focus on reading strategies to address our lowest cohort scores in Language. 3) The Math department will participate in targeted professional development in Math every three weeks at Judkins as well as monthly participation in professional development for all teachers of LMUSD in grades 6-8.
How the School will Evaluate the Progress of this Goal:
1) By September of 2018, Judkins will maintain its green rating in Language on the CAASPP dashboard. 2) By March 2018, the average DWA score will be a 7. 3) By June of 2018, all students will increase on average a 7 point gain to move us from yellow to green on the CAASPP dashboard.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1) Focus on Reading: literary analysis and non-fiction texts. 2) Focus on Writing: release days for the Language department to norm and score all essays from timed write situations. 3) Math specific professional development every three weeks focused on the 8 Mathematical practices, and whole school advisory lessons on the 8 Mathematical practices.	August 2017- June 2018	ILT: Ian Penton, Jeannie Cross, Alyssa Labrado, Fran Ardizzone, Stefanie Hardgrave, Karen Richmond, Christine Pierce, Tim Cano, and all Teachers.	Partially funding Alyssa Labrado (TOSA funded with an extra release period to design professional development) with an additional .2 FTE.	3000-3999: Employee Benefits	0709	4,835
			Partially funding homework club where students have access to an additional hour of tutoring lead by teachers from Judkins four days a week.	1000-1999: Certificated Personnel Salaries	0709	15,426
Offer two intervention classes in Math (Math 7 and Math 8) to assist students who score below standard or grade level on the MAP and CAASPP assessments.	August 2017- June 2018	Kevin Hitchen	Students will lose their elective and take an additional period of Math. Math 180 will be used as the curriculum during this extra period.	1000-1999: Certificated Personnel Salaries	District Funded	
Offer two intervention classes (7th grade Language/Reading and 8th grade Language/Reading) to assist students who score below grade level on the MAP assessment or have not met the standard on CAASPP.	August 2017-June 2018	Karen Richmond & Alyssa Labrado	An extra period of Language and loss of elective to catch up to grade level in Reading and Language.	1000-1999: Certificated Personnel Salaries	District Funded	
Math Carnival hosted by the California Mathematics Council for students and parents.	Spring semester	Ian Penton and Christine Pierce	A night event to help parents understand how they can help support their student in Math	5000-5999: Services And Other Operating Expenditures	3010	1836
			Parent materials for Math Carnival.	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	553
Offer Homework club four days a week (M-Th) for an additional hour of support for struggling students.	September 2017- June 2018	David Johnson, Barb Babka, Christine Pierce, Heidi Luenser, Fran Ardizzone, Thomas	Teachers paid hourly for extra duty.	1000-1999: Certificated Personnel Salaries	3010	5,164

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Cano, Karen Richmond, and Cassandra Enciso	Additional chromebooks for students to use during homework club.	4000-4999: Books And Supplies	3010	10,364
Offer a late bus with limited stops so students can stay after school.	September 2017- June 2018		District funded intervention bus.	5000-5999: Services And Other Operating Expenditures	None Specified	
Spanish translation IA to support newcomers in their CORE classes.	September 2017- June 2018	Carlos Herrera	District funded	2000-2999: Classified Personnel Salaries	District Funded	
Purchase novels for Language classes in Spanish for our newcomers.	September 2017	Ian Penton	District Funded	4000-4999: Books And Supplies	4203	1,998

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 programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

SUBJECT: School Climate
Lucia Mar Unified School District Goal:
Lucia Mar schools will support the growth of the whole child and their families by providing social-emotional support and parent education.
SCHOOL GOAL #2:
During the 2017-2018 school year Judkins will deploy a school wide positive behavior intervention and support (PBIS) store where students can cash in their rewards for tangible items of their desire. The PRIDE matrix highlights the characteristics we want our students to value: 1) Positive Attitude, 2) Respect, 3) Integrity, 4) Determination, and 5) Empathy. We hope motivate students by offering students a desired reward for their positive behavior and build on our initial implementation from last year.
Data Used to Form this Goal:
We analyzed total tickets from Spring 2017 and saw low numbers. The initial momentum from Fall 2016 was lost.
Findings from the Analysis of this Data:
Student surveys revealed that students wanted specific and tangible items as rewards.
How the School will Evaluate the Progress of this Goal:
By June 2018 Judkins will use Aeries analytics to evaluate the effects of PBIS on campus. We have entered tier I, tier II and tier III interventions to drop down menus in Aeries so we can track the data specifically. We will also calculate ticket totals Spring 2018 and compare it to Spring 2017 with a hopeful increase.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Specific lessons were created to teach all students the expectations (tier I) and reinforced every Friday throughout the year.	August 2017	All Advisory teachers at Judkins.				
Student store funds secured by PTO and local businesses.	October 2017-June 2018	Ian Penton, Parent groups.				
Formal meetings with parents and administration to re-teach the expectations with the family (tier III).	August 2017 -June 2018	Ian Penton, Jeannie Cross, Jami Wozniak.				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Outreach to Spanish to Spanish speaking families through certified translator.	August 2017-June 2018	Christi Buenrostro	Translate all meetings, documents, and parent communications for Spanish speaking families.	2000-2999: Classified Personnel Salaries	3010	5,234
				3000-3999: Employee Benefits	3010	2,608
Additional counseling services for students and families through the use of a half-time counselor from County Mental Health.	August 2017-June 2018	Jami Wozniak	Referrals for counseling services based on academic or behavioral concerns.		Grant	
A half-time Family Advocate to support families with needs in the community (clothes, vouchers, housing, insurance, doctors appointments, transportation, school supplies, etc.)	August 2017-June 2018	Jami Wozniak	Links parents and students with resources in the community.		Grant	
A probation officer runs weekly group for students at-risk for grade and behavioral reasons.	August 2017-June 2018	Dino Gemingnani	Students are advised on positive choices in the "Youth in Action" curriculum.		Grant	

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 programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

SUBJECT: Future Ready Education
Lucia Mar Unified School District Goal:
Lucia Mar students and staff will utilize technology as a tool in the learning/work environment to allow students and staff to learn and work using personalized, research-based digital learning strategies in order to equip all students with skills to problem solve, work collaboratively and utilize technology and 21st Century facilities in order to achieve their full potential.
SCHOOL GOAL #3:
Judkins will support teachers and students by integrating future ready technological lessons into the weekly curriculum. Teachers will work toward Google certification. The school will increase student to chromebook access.
Data Used to Form this Goal:
Feedback from the Bright Bytes survey from teachers, parents, and staff have informed this goal.
Findings from the Analysis of this Data:
The survey results revealed that several teachers are ready or willing to utilize google classroom on a daily basis, they just need access and the devices.
How the School will Evaluate the Progress of this Goal:
Analysis/comparison of student to technology ratio Spring 2017 to Spring 2018.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create more opportunities to access/use technology in the classroom. Move toward a paperless classroom.	August 2017-June 2018.	All teachers	Purchase more chromebooks to give both teachers and students access to the technology.	4000-4999: Books And Supplies	0709	13,689
				4000-4999: Books And Supplies	3010	5,720

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer teachers 15 hours of compensation for attaining Google level 1 certification.	August 2017-June 2018	All teachers	A mini grant was written and funds were approved for 7 additional teachers.	1000-1999: Certificated Personnel Salaries	Grant	4,000
Offer Friday "Google University" training for staff.	October 2017-May 2018	Karen Richmond	Teachers will be guided through aspects of GAPE to attain certification.			
Purchase three additional chromecarts and make ELA and Science 1:1 departments.	September 2017	Ian Penton	ELA and Science will become the first departments to use Google classroom daily.	4000-4999: Books And Supplies	Grant	12,000

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 programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

SUBJECT: Organizational Excellence
Lucia Mar Unified School District Goal:
Lucia Mar staff will work together to upgrade District policies and procedures to support increased efficiencies, student learning, as well as student and staff safety.
SCHOOL GOAL #4:
Judkins (as well as all LMUSD schools) have revised lockdown procedures by working in conjunction with SROs and local law enforcement.
Data Used to Form this Goal:
Feedback from the mutli-agency "active shooter" training Spring 2016 have informed this goal.
Findings from the Analysis of this Data:
The analysis of the data found our policies were inconsistent from school to school which was very confusing to students.
How the School will Evaluate the Progress of this Goal:
Quarterly lockdown drills will reinforce our new system and condition students and staff to a quick response no matter what school site they are on. Danielle Mytych of PBPD will advise Judkins during quarterly lockdown drills.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Quarterly lockdown drills with de-briefings on successes and setbacks.	August 2017-June 2018	Ian Penton, Jeannie Cross, and Jami Wozniak				

Planned Improvements in Student Performance

School Goal: Non-Academic

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

SUBJECT:
Lucia Mar Unified School District Goal:
SCHOOL GOAL:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal: Non-Academic

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

SUBJECT:
Lucia Mar Unified School District Goal:
SCHOOL GOAL:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services: Preliminary Budget – District

Centralized Services	2016-2017 Projected Preliminary Categorical Budget								5/25/16
	Carryover (distributed in October)	\$95,295.00	\$ 14,542.00		\$56,404.00	\$31,490.00			\$297,731.00
	Preliminary 2016-2017	\$200,000.00	\$219,629.00	\$79,437.00	\$192,559.00	\$54,693.00		\$42,376.00	\$788,694.00
	Hold Harmless 15%								
	Available Resources for Planning	\$ 295,295.00	\$334,171.00	\$79,437.00	\$248,963.00	\$ 86,183.00		\$42,376.00	\$1,086,425.00
	Site Budgets:	Program 3010	Program 3010-1202	Program 3010-1202-0300	Program 4035	Program 4203		Program 3060	\$
	Description								
	Resource Codes	Title I	Title I Program Improvement	Title I PD	Title II	Title III	Immigrant	Migrant	
Object Codes									
1110	Teachers Full Time				39,077	19,539			\$58,616.00
1130	Teachers Hourly (LST/CSR)		150,000						\$150,000.00
1150	Teacher Extra Duty		68,500	25,000	30,000				\$123,500.00
1160	Teacher Substitutes	61,000		20,000	22,500				\$103,500.00
2700	Administrators	60,104			64781				\$124,885.00
2100	Inst. Assistant Salary								
2130	Inst. Assistant Hourly								
2150	Inst. Assistant Extra Duty								
2160	Inst. Assistant Sub								
2400	Clerical Salaries	21,742				21,742		22827	\$66,311.00
2420	Clerical Part-Time								
2460	Clerical Substitute								
2470	Clerical Overtime								
2930	Other Classified Hourly Extra Duty								

2960	Other Classified Hourly Sub	2,500							\$2,500.00
3000	Certificated Benefits 16.70%	20,224	36,490	7,515	15,293	3,263			\$82,785.24
3000	Cert H&W (\$10,000) (add for each employee if applicable)	5,000			10,000	5,000			\$20,000.00
3000	Classified Benefits 25.32%	6,138				5,505		5,780	\$17,422.95
3000	Class H&W (District cost of H&W package) (add for each employee if applicable)	5,000				5,000		10000	\$20,000.00
3000	Total Benefits	36,362	36,490	7,515	25,293	18,768	-	15,780	\$140,208.19
Subtotal	1000-3000's	181,708	254,990	52,515	181,651	60,049	-	38,607	\$769,520.19
For Page 2	4000-6000's	\$113,587	\$79,182	\$26,922	\$67,312	\$26,134	\$0	\$3,769	\$316,904.81
2017-2018 Projected Preliminary Categorical Budget									
Remaining \$	For 4000 - 6000	113,587	79,182	26,922	67,312	26,134			\$313,135.61
	Site Budgets:	Program 3010	Program 3010-1202	Program 3010-1202-0300	Program 4035	Program 4203		Program 3060	5/25/17
	Description								
	Resource Codes	Title I	Title I Program Improvement	Title I PD	Title II	Title III	Immigrant	Migrant	
Object Code									
4200	Books and Reference Materials	5000		5000					\$10,000.00
4220	Library Books								
4300- 1000	Instructional/Classroom Materials	10,000	816	5,000				2769	\$18,585.00
4300 - 2700	Program Supplies								
4323	Technology under \$500								
4423	Technology over \$500								
4400	Non Capital (equipment/technology over \$500)								
5200	Travel and Conference			16,000	10,908				\$26,908.00
5230	Mileage	1,000						1000	\$2,000.00
5300	Dues and Professional Memberships								

5621	Rentals/Copier Leases/Monthly Charges								
5640	Repairs/Maintenance Equipment								
5670	Software Support Contracts (ongoing yearly)								
5713	Field Trips (district bus)								
5716	Duplicating (Repro Dept)	1,000		922					\$ 1,922.00
5760	Food Service (order from Food Servces)								
5800	Consultants (need consulting agreements)								
5840	Fingerprinting	1,292							\$1,292.00
5855	Outside Printing								
5861	Car rental/Outside Vendor Bus								
5912	Communication/ IPAD Data Plans								
5921	Communication/Cell Phones								
5930	Postage/Meter								
5899	Holdback	95,295	78,365		56,404	26,134			\$256,198.00
4000 - 6000	Total 4000-5000's	113,587	79,181	26,922	67,312	26,134	-	3,769	\$316,905.00
Must match	Total								

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
0709	33,950	0.00
3010	30,926	0.00
4203	1,998	0.00
Title I Part A: Parent Involvement	553	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
0709	33,950.00
3010	30,926.00
4203	1,998.00
Grant	16,000.00
Title I Part A: Parent Involvement	553.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	24,590.00
2000-2999: Classified Personnel Salaries	5,234.00
3000-3999: Employee Benefits	7,443.00
4000-4999: Books And Supplies	44,324.00
5000-5999: Services And Other Operating Expenditures	1,836.00

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	0709	15,426.00
3000-3999: Employee Benefits	0709	4,835.00
4000-4999: Books And Supplies	0709	13,689.00
1000-1999: Certificated Personnel Salaries	3010	5,164.00
2000-2999: Classified Personnel Salaries	3010	5,234.00
3000-3999: Employee Benefits	3010	2,608.00
4000-4999: Books And Supplies	3010	16,084.00
5000-5999: Services And Other Operating	3010	1,836.00
4000-4999: Books And Supplies	4203	1,998.00
1000-1999: Certificated Personnel Salaries	Grant	4,000.00
4000-4999: Books And Supplies	Grant	12,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	553.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	40,176.00
Goal 2	7,842.00
Goal 3	35,409.00

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
Karrie Ingram				X	
Shannon McMillan				X	
Brandi Pasquini				X	
Ava Parker					X
Maddie Kasper					X
Emma Galvan					X
Heidi Luenser		X			
Christine Pierce		X			
Fran Ardizzone		X			
Lourie Amaral			X		
Ian Penton	X				
Numbers of members of each category:	1	3	1	3	3

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

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 .

Attested:

Ian Penton

Typed Name of School Principal

Signature of School Principal

Date

Shannon MacMillan

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Recommendations and Assurances





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

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

	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	 _____ Signature
	Special Education Advisory Committee	_____ Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
	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 .

Attested:

<p>Ian Penton</p> <p>_____ Typed Name of School Principal</p>	<p></p> <p>_____ Signature of School Principal</p>	<p></p> <p>_____ Date</p>
<p>Shannon MacMillan</p> <p>_____ Typed Name of SSC Chairperson</p>	<p></p> <p>_____ Signature of SSC Chairperson</p>	<p></p> <p>_____ Date</p>

SCHOOL SITE COUNCIL MEETING

Thursday November 9, 2017

2:30PM

Shannon MacMillan (President), Karrie Ingram (Vice President), Brandi Pasquini (Secretary), Fran Ardizzone (teacher), Heidi Luenser (teacher), Christine Pierce (teacher), Lourie Amaral (classified), Emma Galvan (student), Julia Patterson (student), Maddie Kasper (student), Emma Pasquini (student) and Ian Penton (Principal).

- 1) The meeting was called to order by President MacMillan at 2:38.
- 2) The minutes from the October 5, 2017 meeting were reviewed. The correct spelling of Karrie Ingram and Emma Galvan were found incorrect. Shannon MacMillan made a motion to accept the Minutes with corrections, Heidi Luenser seconded the motion and all were in favor.
- 3) The Single Plan for Student Achievement was reviewed. Mr. Penton had sent the entire document to all members two weeks prior to the meeting for review. A few corrections were proposed. CAASPP was mistyped on p.17 On page 19 August 2017-2018 change was made. Fran Ardizzone could not remember if we did the MAP assessment three times during the 2016-2017 school year. Mr. Penton clarified that we did but the third administration was optional. Mrs. Pierce said that she is definitely interested in doing a Math Carnival but not in Dec. 6, so Mr. Penton said that we could change it to TBD. Shannon MacMillan made a motion to approve the SPSA with the corrections. Maddie Kasper second the motion. All voted favor.
- 4) Fran Ardizzone announced that the Student Government officers had been elected for the school year. Mr. Penton explained that any student can attend a SSC not just students in Student Government.
- 5) The next SSC meeting will probably not be until May to review the preliminary budget for the 2018-2019 school year.
- 6) Mr. Penton informed everyone of the upcoming school fees situation that is coming down the road. He explained that the school has to provide all necessary materials for each student. We will probably see a larger amount of money going for school supplies next year.

7) President MacMillan made a motion to adjourn the meeting. Christine Pierce seconded. All were in favor.

8) The meeting was adjourned at 3:08PM

SCHOOL SITE COUNCIL MEETING

Thursday October 5, 2017

2:30PM

Shannon MacMillan (Parent), Brandi Pasquini (Parent), Karrie Ingram (Parent), Lourie Amaral (Classified), Francesca Ardizzone (Teacher), Heidi Luenser (Teacher), Christine Pierce (Teacher), Emma Galvan (student), Julia Patterson (student), Emma Pasquini (student), Maddie Kasper (student), Janette Trujillo (student) and Ava Parker (student).

- 1) The meeting was called to order by Mr. Ian Penton at 2:35PM.
- 2) Mr. Penton explained the duties of SAC/SSC. He distributed a chart and walked the group through their purpose.
- 3) Officers were elected as follows: Karri Ingram made a motion to elect Shannon MacMillan President seconded by Heidi Luenser. A vote was conducted and all voted in favor. Christine Pierce made a motion to elect Karri Ingram Vice President and it was seconded by Francesca Ardizzone. A vote was conducted and all voted in favor. Shannon MacMillan made a motion to elect Brandi Pasquini Secretary seconded by Maddie Kasper. A vote was conducted and all voted in favor.
- 4) Delegation of Power: Mr. Penton led a discussion of the opportunity to combine the duties of the SAC and SSC. Heidi Luenser made a motion to combine SSC/SAC seconded by Karrie Ingram. A vote was conducted and all voted in favor.
- 5) Mr. Penton presented the state sample of the By-Laws that govern an SSC. Ava Parker made a motion to accept the By Laws inserting Judkins Middle School into the blanks. Christine Pierce seconded her motion. All voted in favor.
- 6) The Annual Notification to SSC, PTO... was offered/presented by Mr. Penton. Everyone declined to read them. Mr. Penton stated that copies of the Annual Notification are available to anyone interested online and in the office.
- 7) The minutes from last SSC meeting were read. Brandi Pasquini made a motion to accept the minutes and Heidi Luenser seconded the motion. All voted in favor.
- 8) Mr. Penton presented the LMUSD Goals. He explained how these goals will be reflected at the site level through the SPSA.
- 9) The Dashboard-CASSPP state test data analysis was presented by Mr. Penton. Mrs. Pierce explained what the district was doing to help students struggling with math concepts.

10) The preliminary categorical budget from Spring 2017 was explained by Mr Penton. He broke down the major expenditures in each category. He identified the specific staff members that are partially funded by Title programs. There was a discussion of line item totals not adding up by Mrs. Luenser and Mrs. Pierce. Mr. Penton asked the group if they wanted to make any changes in the expenditures. No one proposed any changes. Karrie Ingram made a motion to keep the categorical budget unchanged for the 17/18 school year with a priority on technology. The motion was seconded by Brandi Pasquini and all voted in favor.

11) The Parent/School Compact was presented. Mr. Penton presented the state recommended compact then presented the one that has been created for Judkins (a tri-fold, color, pamphlet). Corrections were noted in the "at-home" and "in the classroom" sections. Maddie Kasper made a motion to approve the compact with corrections. Fran Ardizzone seconded the motion. All voted in favor.

12) The Safety Plan was reviewed in detail (section by section) by Mr. Penton. The tactical response and utility locations were not shared with the group. Mrs. Pierce made a motion to approve the Judkins Safety Plan. The motion was seconded by Emma Galvan. All voted in favor.

13) Mr. Penton explained the purpose of the SPSA and the fact that it is due November 3rd.

Brandi Pasquini made a motion to adjourn the meeting with Heidi Luenser seconding and all were in favor.

The meeting was adjourned at 3:25PM.