

# MORENO VALLEY UNIFIED SCHOOL DISTRICT

## The Single Plan for Student Achievement

### Palm Middle School

33-67124-6110027  
CDS Code

**Date of this revision: 4/2017**

The Single Plan for Student Achievement (SPSA) is a plan of action to improve student academic performance by coordinating all educational services and resources.

Pursuant to California Education Code (EC) Section 64001 and the Every Student Succeeds Act (ESSA) schools that receive state and federal funds through the Consolidated Application and Reporting System (CARS) and ESSA funds consolidate all school plans into the Single Plan for Student Achievement (SPSA).

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

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The District Governing Board approved this revision of the School Plan on June 13, 2017.

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## **II. School Vision and Mission Statements**

The Mission of Palm Middle School is to prepare our students for the future by:

1. Providing opportunities that promote leadership, respect, responsibility, and creativity in a safe environment.
2. Achieving high academic standards through a rigorous and relevant curriculum.
3. Learning to understand and celebrate our cultural diversity.
4. Maintaining a partnership among school, parents, and community to ensure success for all students.

The Vision of Palm Middle School will be developed during the 2017-2018 school year collaboratively with administration, certificated and classified staff.

### **III. School Profile & Demographics**

Palm Middle School is a traditional 6-8 grade middle school. Our student population is over 1,300. Our latest reported attendance rate is 95%. According to our 2016 CALPAD data our student population is 66.4% Hispanic, 13% African American, 12.8% White, .5% American Indian, 1.9% Filipino, .6% Pacific Islander, and 4.8% Asian. Palm also has 10.5% of its students in the English Learner program. It is projected that Palm will have at least 182 English Learners for the 2017-2018 school year. In addition, 170 English Learner students have been reclassified and are in monitoring status. To date we have 71 students in special day classes and 129 students receiving Resource Specialist Support. CALPADs reports that 76.5% of students participate in the Free/Reduced Lunch Program. Palm students also participate in the district wide breakfast program where all students can receive a free breakfast daily.

Palm is a Title I school where all students are encouraged to learn and be active participants in their education. Programs offered at Palm focus on providing services for students in order to create and maintain a positive learning environment. Special education programs serve students with exceptional needs. The English Learner program assists students in developing proficiency in English as rapidly and effectively as possible, while achieving proficiency in core standards.

Our trained staff members, such as the school psychologists, student study team members, health service providers, and student services staff assist students, parents, and the school in maintaining a positive learning environment.

Our demographics continue to change every year with an increase in the percentage of EL students. The changing demographics have a great impact on our staffing needs, as well as parent and community involvement. As a part of our constant effort to meet the needs of our changing demographics, staff and parents work together to analyze the instructional programs offered. Parents support students through PTSA, SSC, ELAC and AAPAC Committees. One hundred percent of certificated staff at Palm are NCLB compliant.

## IV. Comprehensive Needs Assessment Components

### SPSA Evaluation

**Requirements:** Title I regulations require the SSC of a school receiving Title I, Part A funds to annually develop, review, update, and approve the SPSA as well as to monitor and evaluate the implementation of, and results achieved by, the Title I programs. The school must revise its SPSA as necessary based on the results of the evaluation.

Actions/Activities (Strategies)	What is working	What is not working	Modification based on evaluation results
1. Provide extra duty time and/or release time for teachers to develop and review common assessments and for articulation time to meet with grade alike and across grade level teams.	According to staff survey responses teachers feel that the time provided to meet with teams is valuable and necessary to meeting student needs and to fully implementing the Common Core State Standards.	Teachers stated on staff surveys that they felt there is a need to increase the articulation time provided and to provide time for teachers to meet in cross curricular groups as well as in subject matter groups across grade levels.	Articulation time will be scheduled for teachers to meet in various groupings through the use of release days, Flex Wednesdays, Release Days, and Summer Planning sessions. Funds will be available to provide both extra duty pay and certificated substitutes.
2. One full time Title I teacher will be hired to teach the Read 180 program to identified at risk students. This will also allow class sizes in other Language Arts classes to be reduced.	At this time according to staff surveys and grade reports, students who are enrolled in the READ 180 program are participating in the intervention program.	The number of students in READ 180 intervention classes has been increased to the recommended number and the number has been maintained through the year.	Administrators, Counselors, and Language Arts teachers will continue to work to more accurately identify students who need to be enrolled in the READ 180 intervention program and to ensure that the classes are fully utilized.
3. Site counselors will offer at least four parent workshop sessions next year that will provide parents with information about home/school communication, school transitions, and academic resources that are available to them.	Through the AVID program Palm offers a College Night Program and college field trips to students and parents to provide information about preparing for college attendance. School counselors also provide parent training about college programs. These programs are well attended by parents and have high student participation according to surveys, sign ins, and field trip attendance lists.	Teachers stated on survey that more timely meeting notices need to go out to the parents.	Site counselors will work with site administrators and staff to offer at least four parent workshop sessions next year that will provide parents with information about home/school communication, school transitions, and academic resources that are available to them.
4. Classroom technology equipment and materials designed to support at risk students will be provided and maintained.	According to information provided through classroom walk-throughs, staff surveys, and equipment inventories teachers have and are using the technology that is available to them; laptop computers,	There are concerns expressed about the need to continue to update and maintain the technology schoolwide due to the current online assessments being administered and implementation of individual devices for student use	Site will continue to maintain current technology. Site will also develop a plan to replace outdated technology on a rotating basis. Funds will be made available to lease additional Chromecarts for

	Chromebook carts, LCD projectors, Smartboards, and document cameras. Where equipment is nonfunctional or missing there are procedures in place to repair or replace the items. Most staff feel at least moderately comfortable with the use of available technology.	(Chromebooks). Teachers also expressed a need to have additional training in the use of available technology, both hardware and software resources, in order to ensure that all students are able to address CCSS related to technology. Additionally, teachers stated that current laptops are outdated. Also, they state the need for a desktop or second laptop for their classrooms.	assessment purposes and for classroom use so that teachers can fully implement CCSS. Funds will also be made available for conference costs, substitutes, and extra duty pay so that teachers can continue to receive training in the use and implementation of technology strategies.
5. AVID tutors will be paid to assist students with academic content and to help students to utilize technology resources to increase their level of achievement in core academic areas.	The students who work with AVID tutors show improvement in their understanding of the subject matter that is covered in tutoring sessions as is evidenced by student grade reports. Students also report feeling that they benefit and have more confidence after working with AVID tutors.	There are concerns about the consistency with which we are able to provide AVID tutors to work with students. AVID tutors do not always consistently show up to work with the students who need their assistance. There are also concerns about AVID tutors time being fully utilized in working with students when they are on campus. Fidelity of tutors being assigned to various AVID classes was stated as a concern.	AVID coordinators and administration will continue to work to recruit AVID tutors who will be available to work with students on a more consistent basis. Funds will be allocated to ensure that AVID tutors can be paid throughout the school year.
6. Ensure that core and core intervention material are being used by all teachers.	Supplemental workbooks, teacher researched online resources, and currently adopted materials that address Common Core State Standards.	Outdated Teacher Editions and Student Textbooks in ELA continues to be a concern. However, teachers state they are anxiously awaiting the textbook adoption to be disseminated.	Teachers will be provided release time and resources to continue to supplement out of date TE's and student textbooks with supplemental materials and internet resources. A District-wide textbook adoption has been implemented for ELA.
7. Provide certificated substitutes so that teachers can attend conferences and workshops to increase knowledge and implementation of best practices in Common Core Standards and use of technology.	Teachers who have had opportunities to attend conferences and workshops have reported that they have gained knowledge that has helped them implement new strategies in their classrooms to increase student achievement.	Teachers continue to express a need for increased training in the use of Chromebooks and the integration of internet technology. Teachers state that they prefer professional development to be administered by a colleague rather than a non school site member.	Additional opportunities to attend trainings and workshops will continue to be provided. Teachers will also be given opportunities to participate in onsite trainings in the use of technology during Flex Wednesdays.

**Conclusion:** A narrative describing what worked or did not work and the modifications or changes that the school has made to improve the academic achievement of students.



## Comprehensive Needs Assessment Components

### A. Data Analysis

#### I. English-Language Arts

Palm Middle School staff continues to utilize both formative and summative assessment data in collaborative communities to drive instruction in English Language Arts. In addition, teachers use

- Intervention classes, such as READ 180, within the school day for targeted interventions.
- After school interventions take place for specific standards support based on site developed common assessments, CAASPP, and District benchmark exams (MAP Assessments).
- Professional Development will be implemented to support best practices.
- Monthly Flex Wednesdays will be devoted to targeted intervention groups as identified through summative and formative assessment data.
- Teachers will continue to collaborate to implement the newly adopted Language Arts curriculum.
- Teachers may use the CAASPP interim assessment blocks (IAB's) as an additional pre/post resource for grade level specific language/arts standards.
- Shmoop may be used as an additional resources for interventions or enrichments for language arts.

Administration will provide Professional Development to review the Professional Learning Community process. Continuing with the philosophy of becoming a Professional Learning Community, Palm Middle School staff collaborates on a monthly basis in each subject matter and by grade level to discuss district and common core assessments. Additionally, teachers also meet regularly during common prep periods to discuss academic achievement, English Learner and special education interventions, READ 180 data reports, and department lesson planning.

#### II. Mathematics

- A need is seen to increase student achievement in this area across subgroups.
- Teachers will continue to collaborate to implement the newly adopted mathematics curriculum as well as to develop common assessments to target areas of student need.
- Before school and after school interventions will be offered to students who are in need of additional instruction to master targeted standards.
- Flex day intervention will be offered at least once a month.
- Targeted students will utilize a computer internet based intervention program.
- FEV Tutoring was used during the 2016-2017 school year as a Math intervention pilot. Many of the students with consistent attendance showed progress on either MAP or teacher created assessments.
- Teachers may use the CAASPP interim assessment blocks (IAB's) as an additional pre/post resource for grade level specific math standards.
- Shmoop may be used as an additional resources for interventions or enrichments for math.

Administration will provide Professional Development to review the Professional Learning Community process. Continuing with the philosophy of becoming a Professional Learning Community, Palm Middle School staff collaborates on a monthly basis in each subject matter and by grade level to discuss district and common core assessments. Additionally, teachers also meet regularly during common prep periods to discuss academic

achievement, English Learner and special education interventions, READ 180 data reports, and department lesson planning.

### III. English Learners

- AMAO1 Target was 63.5 % which was not met
- AMAO2a for students with less than 5 years of EL instruction Target was 26.7% which was not met.
- AMAO2b for students with more than 5 years of EL instruction Target was 54.7% which was not met.
- Reclassification rate was 18% of eligible students.

Both English Learners with more than 5 years and less than 5 years are having difficulty meeting state proficiency targets and continue to need academic support in the areas of English and Math. Additionally, students at the Intermediate CELDT Level 3 are not progressing towards Early Advanced/Advanced CELDT Levels. Approximately 18 students dropped 1 proficiency level which impedes Reclassification to English Fluent Proficient. It is imperative that all ELs have access to speaking, listening, and collaboration activities with academic language in all core subject areas.

Administration will provide Professional Development to review the Professional Learning Community process. Continuing with the philosophy of becoming a Professional Learning Community, Palm Middle School staff collaborates on a monthly basis in each subject matter and by grade level to discuss district and common core assessments. Additionally, teachers also meet regularly during common prep periods to discuss academic achievement, English Learner and special education interventions, READ 180 data reports, and department lesson planning.

### IV. Students with Disabilities

There is a need for continued interventions for SWD in the areas of Math and ELA.

PLC time will include time for collaboration with special education teachers and the content teachers. Palm will continue to use the SDC pull-out model with mainstreaming whenever possible. RSP students will receive services through a collaborative model, with a study skills pull-out. Students will be included in after school interventions as well. Special education teachers will be given the opportunity to attend professional development trainings/conferences in order to develop best practices and enhance instruction. RSP Teachers will be invited to facilitate intervention professional development for general education teachers.

## B. Surveys

### I. Staff Surveys

Staff Survey Summary was done in the month of February and the following results were found:

Opportunities to meet with department teachers and cross curricular teachers

Increase professional development and training opportunities in the area of technology integration

Working toward consistencies in lesson development and assessments across departments

Teachers are concerned that discipline is impeding classroom instruction

We plan to work on these areas by making teachers aware of available trainings and conferences and providing substitutes and release days for teachers to attend. We plan to utilize Flex Wednesdays at least once a month for training in targeted areas. To increase availability of technology we plan to purchase at least 1 Chromebook per year until each teacher has a set of Chromebooks available for daily use. We will also ensure that each teacher has access to a laptop computer, LCD projector, and document camera. To ensure that there is consistency in lesson development and assessments we will provide each teacher with 2 release days per year. Teachers will participate in Professional Learning Communities (PLCs) a minimum of two Flex Wednesday's monthly to review assessment results and collaborate on data driven instructional implementation. Teachers may also collaborate

during Common Preps and/or Release Days. Provide roving substitutes for teachers to attend Student Success Team or Individual Educational Plan meetings with parents to discuss academic growths or concerns. We will provide roving subs for grade, department and/or site level Instructional Rounds to identify instructional areas of success or needs.

## II. Parent Surveys

Parent Survey will take place May 2017. This survey will help to guide our parent involvement needs for 2017-2018. However, we will continue to use previous data collected, such as:

78% of parents agree that the homework their student is given supports what they are learning in class.

15% of parents feel teachers do not communicate with them enough about their students grades.

20% of parents say they are unaware of the tutoring, interventions, and clubs available to their students.

82% of parents say they regularly access Infinite Campus to check their students grades.

## III. Healthy Kids Survey or other student survey

## IV. Other Surveys

### C. Classroom Walk-through Observations

The teachers at Palm Middle School serve a diverse population of students. It is critical for teachers at Palm to be responsive to the diverse cultural, linguistic, and socioeconomic backgrounds of all students. The California Standards for the Teaching Profession support the creation of inclusive classrooms in which diverse students of varying abilities are engaged and challenged as learners. The Standards reflect an expectation that the education of diverse students is likely to be most productive when teachers use effective pedagogical principles and practices in all subject areas.

To meet the academic standards of students and ensure that all students have a fair and appropriate education, several of the following items are being focused on during walkthroughs and observations.

- Teachers incorporating computers and technology into their teaching strategies using Chromebooks and Google resources.
- Most room environments are conducive to learning including seating arrangements, displaying work samples, homework, standards, objectives, and agendas clearly displayed for what students are to master.
- Use of differentiated instruction and resources to meet student's academic needs is evident in most classrooms.
- Most teachers are working to connect student's prior knowledge, interests, and life experiences.
- Majority of teachers are using DII, GATE, SDAIE, Accelerated English (English 3D), and AVID strategies to effectively organize curriculum to support student understanding of subject matter.
- Administrators will continue to monitor ELD standards and differentiated instructional strategies during walk-throughs.
- Most teachers are incorporating Depth of Knowledge questioning to increase the rigor of lessons using skills to increase student engagement.
- There is evidence of some teachers collaborating for interdisciplinary projects.
- Most teachers are modeling, using guided practice and independent practice as a sequential instructional process. However, it is not in 100% of the classrooms.

- There is a need for more student to student talk, though collaboration and partnering is a frequent strategy.

#### **D. Student Work**

Teachers are integrating STEAM (Science, Technology, Engineering, Art, and Mathematics) into student projects, such as web page design for an interdisciplinary project.

Teachers use both Illuminate scores, student benchmark results, and department created assessments in reviewing specific standards with which students have difficulties. As a result, teachers modify lesson plans, develop effective strategies, and plan for reteach, in order to accommodate all student needs, including student subgroups.

It is Palm's mission to provide students with the skills they need to be college and career ready. Students are encouraged to participate in school and district wide projects. Such projects include: Science Fair, History Day, Speech Contest, Spelling Bee, Math Bee, and many others.

Students apply the skills and knowledge provided to them through their core classes and expand academic inquiry in areas of Science, Social Studies, Exploratory classes, and Physical Education class. Teachers focus on the implementation of CCSS and the use of DOK questioning to increase student achievement.

## V. Description of Barriers Related to School Goals and Proposed Resolutions

### Barriers to Student Performance-

1. Many students from various backgrounds come to school with personal challenges that prevent them from succeeding. They cannot concentrate on achieving when their basic needs have not been met at home.
2. Parent involvement is a major component in the success of student achievement, however, parent and community support is limited at Palm Middle School.
3. Class size and populations change throughout the year due to student mobility.
4. Refurbished technology including computer labs, teacher technology aids, and various software to increase student learning do not adequately support student learning and teacher instruction consistently.
5. The staff at Palm continues to need access of common core implementation through training, seminars, conferences, and collaboration time in order to improve academic instruction and increase state and district assessment scores.
6. The staff at Palm Middle School needs additional time to meet together to discuss and analyze data and current instructional practices in order to best meet the needs of all students.
7. English Learners are not meeting required areas of growth to reclassify to include scoring overall score of 4 or 5 on CELDT exam, a 3 or higher in writing on CELDT exam. Additionally, students who have reclassified are not meeting requirement of "C" or higher in all core courses.
8. Entire Grade level/Department teams need to meet to discuss data and how it influence how they implement California State Standards.
9. Many students do not have access to technology, internet, etc. at home though many of their assignments are posted to Google Classroom.

### Proposed Resolutions:

1. Special education instructional aides and bilingual instructional aides will continue to offer support in READ 180 classes. Multiple measures will be utilized to appropriately place students in the program and to make the best use of this intensive intervention program. A focus on appropriately placing students in this program will also allow a reduction in class sizes in other ELA classes.
2. Palm will continue to offer Junior Black Achievers, Speech, AVID, STEAM clubs, History Night, English 3D, Families in Schools parent workshops to support English 3D, parent workshops in general, and Closing the Achievement Gap in-services. Student clubs, A.S.B. activities, assemblies, field trips, motivational speakers, and incentives for positive student behavior are implemented to help motivate students so they are participants in their own learning. Counseling groups will also be made available to students who have targeted needs in the areas of anger management, school adjustment, peer relationships, and grief.
3. Palm will get input from parents on the type of needs/concerns they have regarding school through Parent Link, iCampus, Parent Surveys, Peach Jar, and other avenues. Our counseling department will offer classes to parents, such as school transitions, academic resources, and A-G requirements, ELAC parent meetings, SSC meeting, and PTSA surveys. We will educate parents on various homework and behavior modification strategies and methods they can use with their children at home through workshops, counseling sessions, and parent conferences.
4. Teachers and administrators will collaborate within teams, departments, and leadership meetings to come up with strategies to support each other (including discipline and counseling), and provide mentoring programs to assist our students. Write letters to businesses to fund programs, such as Junior Black Achievers, AVID, History Night, Closing the Achievement Gap, and other clubs and activities.

5. Palm Middle School will continue to work with district technology personnel to update the wireless network on campus and to meet the technology needs. Title I and LCFF funds have been allocated to purchase, maintain, and update technology equipment and software. Technology needs are continuously evaluated to meet the needs of mandated testing and instruction.

6. Title I and LCFF funds will be utilized to support professional development in order to implement and support common core standards. Release time will also be provided for teachers to collaborate in regards to implementation of CCSS and new technology.

7. CELDT exam will continue to be administered in small group setting. Specific teaching of skills needed to pass CELDT will also take place through CELDT Boot camps. An assembly will take place to promote understanding of reclassification criteria at the beginning of the school year.

## VI. Planned Improvements in Student Performance

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

Goal	Outcome	Group/Subject	Baseline	Target
<b>Goal 1:</b> All students proficient in literacy, numeracy, critical thinking and technology skills.	1	Increase the meets/exceeds standards rate in grades 3-8 and 11 SBAC ELA and Math by 5% annually.	ELA	
	2	Progressively increase the number of students who meet their expected growth as measure by the Achievement Status Growth report in the areas of Reading and Math on the Interim MAP assessment with 50% or better of your students.	All students	
	3	Increase English Learners' reclassification rate by 2% annually.	EL Students	
	4	Increase the percentage of English Learners attaining English Proficiency by 5% annually.	EL < 5 years	
			EL > 5 years	
5	Ensure all students have access to standards-aligned instructions materials as measure by the Williams Report.	All Students		

Goal	Outcome	Group/Subject	Baseline	Target
<b>Goal 2:</b> All students graduate high school prepared to successfully enter into higher education and/or pursue a viable career path.	1	Progressively increase high school graduation rates to 90% for all students with an emphasis on African American, Hispanic, English Learner and Special Education subgroups.	All Students	
		African American		
		Hispanic		
		English Learner		
		Special Education		
2	Decrease high school drop out by 2% annually with an emphasis on African American, Hispanic, English Learner and Special Education subgroups.	All Students		
		African American		
		Hispanic		
		English Learner		
		Special Education		
3	Increase the A-G course completion rate by 5% annually with an emphasis on African American, Hispanic, English Learner and Special Education subgroups.	All Students		
		African American		
		Hispanic		
		English Learner		
		Special Education		
4	Attain a 40% AP passage rate of 3+ for all students with an emphasis on African American and Hispanic students.	All Students		
		African American		
		Hispanic		
5	Increase the number of students exceeding standards on grade 11 SBAC in ELA and Math(EAP) by 5%			

	annually.			
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Goal	Outcome	Group/Subject	Baseline	Target
<b>Goal 3:</b> Learning environments support all students to thrive academically at the rigor of each grade level	1	Decrease suspension rate for Foster Youth* and African American* students by 5% annually.	All Students Foster Youth African American	
	2	Meet or exceed 95% attendance rate for all students.	All Students	
	3	Decrease the chronic absenteeism rate for all students to 8% or less.*	All Students	

\*Estimates from Infinite Campus and CALPADS in the absence of data released from the California Department of Education. This data is expected to be released in the future but may vary due to calculation differences.

Goal	Outcome	Group/Subject	Baseline	Target
<b>Goal 4:</b> Maintain and establish new community partnerships to support student achievement.	1			

## VII. School Improvement Strategies

### SCHOOL STRATEGY 1:

Ensure full implementation of the adopted core academic programs by all teachers. Core adopted programs include intervention programs for target populations.

Actions	Person(s) Involved Timeline	Related Expenditures*	Estimated Cost	Funding Source(s)
Ensure that core and intervention materials are in full use; teachers have all the support materials, and all students have textbooks to use in class and at home for homework.	8/17-6/18  Administration, Teachers, and librarian			
Provide articulation work time for grade-alike and across grade teacher groups.	8/17-6/18  Administration and Teachers	Certificated Substitutes	\$5,000.00	3010-1130
Teachers administer the mandated assessments as specified by the assessment calendar and/or pacing guide.	8/17-6/18  Administration, Site Testing Coordinator, and Teachers	Certificated Substitutes	\$5,000.00	3010-1130
Special education teachers use California State Standards	8/17-6/18  Administration and Special Education teachers			
Monitor full use of instructional materials and the teaching of standards for SDC/SD	8/17-6/18  Administration and Teachers			

Actions	Person(s) Involved Timeline	Related Expenditures*	Estimated Cost	Funding Source(s)
Implement/ monitor READ 180 program for English Learners and intensive intervention in language arts. Student progress should be monitored and students should be exited once criteria has been met.	8/17-6/18  Administration, Program Teacher			

\* If funds appropriate to this goal are allocated to the school, list each proposed expenditure. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

**VII. School Improvement Strategies (continued)**

**SCHOOL STRATEGY 2:**  
**Professional development for instructional staff.**

Actions	Person(s) Involved Timeline	Related Expenditures*	Estimated Cost	Funding Source(s)
Ensure that teachers will collaborate by team/grade level/department a minimum of 6 hours monthly to review the results of curriculum embedded student assessments and make instructional decisions. Collaboration will be during teachers' common prep. periods, on Wednesday Flex days, during Release Days, as well as, during teacher discretionary time.	8/17-6/18  Administration and Teachers	Release Day Roving Substitutes	\$5,000.00	3010-1130
Ensure that site level professional development focuses on supporting teachers to fully implement the California State Standards through core and intervention programs in all subjects and to increase the effective use of technology in the classrooms. In addition, Palm staff members will have opportunities to share technology skills and best practices with each other.	8/17-6/18  Administration, District Professional Development TOA, and Teachers			
Ensure that Special Education, and Title I teachers attend Read 180 training when offered and implement program with fidelity.	8/17-6/18  Administration and Read 180 Teachers			
Utilize the district professional development department, as well as site experts to provide staff development on Wednesday Flex Days specifically in the areas of Common Core implementation, use of district adopted curriculum, strategies to increase student engagement.	8/17-6/18  Administration, District Professional Development Personnel, Teachers			

Actions	Person(s) Involved Timeline	Related Expenditures*	Estimated Cost	Funding Source(s)
Provide time for grade level and subject matter release time during the summer, before and after school, and during school day for teachers to participate in collaborative discussions, analyze student data, share school wide consistencies, and implement best instructional practices.	8/17-6/18 Administration, Counselors and Teachers	Certificated Substitutes Certificated Extra Duty	\$5,000.00 \$8,000.00	3010-1130 3010-1120
Provide opportunities for teachers and counselors to attend conferences that will improve instruction, provide training in implementation of Common Core Standards and assist teachers in ensuring all students are achieving grade level standards. Including AVID Summer Institute, California League of Schools conferences, and subject specific conferences.	8/17-6/18 Administrators and teachers	Certificated Substitutes	\$5,000.00	3010-1130

\* If funds appropriate to this goal are allocated to the school, list each proposed expenditure. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

**VII. School Improvement Strategies (continued)**

<b>SCHOOL STRATEGY 3: Interventions for High Priority Students</b>
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Actions	Person(s) Involved Timeline	Related Expenditures*	Estimated Cost	Funding Source(s)
Ensure that eligible students, including English Language Learners and Students with Disabilities, are enrolled in appropriate interventions classes, such as READ 180 for Language Arts. Implement support classes with technology and curriculum support for math.	8/17-6/18  Administration, counselors, Title I FTE, Special Education teachers, and general education teachers.			
Provide and maintain classroom technology equipment and supplies such as computers, Chromecarts, LCD projectors, document cameras, Smart boards, etc. So that targeted populations have access to software and programs that are specifically designed to support best practices for diverse learning needs.	8/17-6/18  Administration, Site IT personnel, and Title I Facilitator	Chromecart Lease	\$15,801.00	3010-5622
Provide AVID tutors who will assist in helping targeted AVID students with academic content specifically related to Language Arts and mathematics. (*Increase to 15,000)	8/17-6/18  Administration, AVID Coordinators, and AVID Tutors	AVID Tutors	\$10,000	3010-2101
Purchase of Gizmos Science, Rosetta Stone, and math intervention software to provide support and assistance to targeted student groups.	8/17-6/18  Administration, Site Computer Tech, and Title I Facilitator	Gizmos Science/Math  Rosetta Stone  Math Intervention	\$15,000.00	3010-5850
Two long-term substitute teachers will provide intervention support for students in English language arts or math. Teachers will work with targeted students not meeting grade level standards based on state, district and/or classroom assessment data.	10/17-6/18  Administration, Professional Development Specialist	Two long-term substitutes	\$58,000.00	3010-1131

Actions	Person(s) Involved Timeline	Related Expenditures*	Estimated Cost	Funding Source(s)
Provide supplemental non-fiction text materials for language arts classrooms so that targeted students have access to informational texts at a variety of reading levels.	8/17-6/18 Title I Facilitator, AVID Coordinators, and Language Arts teachers	AVID Weekly Subscription Subscription for Non AVID students.	\$2,500.00	3010-4303
Provide students with access to additional text and research materials to increase student achievement and access to Common Core related materials.	8/17-6/18 Administration, librarian, and teachers	Junior Library Guild Subscription	\$2,500.00	3010-4303
The EL Facilitator will be given one class period per day to monitor EL students' progress, determine and recommend students for reclassification, oversee the monitoring or reclassified students, coordinate CELDT testing, and facilitate the ELAC.	8/17-6/18 Administration and EL Facilitator	Office materials and supplies	\$16, 713	3010-4300
Purchase class sets of novels to increase the availability of appropriately challenging and current reading materials.	8/17-6/18 Administration and ELA teachers	Novel Sets	\$2,500.00	3010-4200

\* If funds appropriate to this goal are allocated to the school, list each proposed expenditure. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

**VII. School Improvement Strategies (continued)**

<b>SCHOOL STRATEGY 4:</b> <b>Effective parent involvement.</b>
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Actions	Person(s) Involved Timeline	Related Expenditures*	Estimated Cost	Funding Source(s)
Facilitate two-way communication between school personnel and homes. Provide school wide communications translated in Spanish when possible. Opportunities for involvement include: Tea with the principal SSC Parent Ambassadors AAPAC ELAC	8/17-6/18  Administration, Teachers, and Parents			
Utilize site counselors to provide at least 4 parent workshops (morning and evening) covering topics of school transitions, communication, and academic resources. Provide both babysitting and translation at events/workshops.	8/17-6/18  Administration, Site counselors, and teachers	Certificated Extra Duty  Materials and Supplies  Classified Extra Duty	\$8,000.00	3010-1120
Involve parents in the planning, implementation and evaluation of the GATE & STEAM program.	8/17-6/18  Administration, GATE Coordinator, and STEAM Teachers			
Encourage that parents of English Learners participate in a functioning English Learner’s Advisory Committee (ELAC).	8/17-6/18  Administration, and EL Facilitator	Materials and Supplies	\$16,713.70	3010-4300

Actions	Person(s) Involved Timeline	Related Expenditures*	Estimated Cost	Funding Source(s)
<p>Facilitate two-way communication by aligning the site parent communication plan with the district's communication plan to provide consistency.</p> <p>Provide school related communication in English and Spanish whenever possible.</p> <p>Provide support and information through the use of:</p> <p>English/Spanish Parent Link</p> <p>PeachJar</p> <p>English/Spanish newsletters</p> <p>English/Spanish Parent Survey</p> <p>Open House/Back to school agendas</p> <p>Parent night</p> <p>Parent/School compact in the registration packet</p> <p>Student planners</p> <p>School/district website</p> <p>PTSA</p> <p>AVID Parent Nights</p> <p>End of the year awards assembly</p> <p>Speech</p> <p>Summer mailers</p> <p>Science Fair Parent Information Night</p> <p>STEAM Parent Information Night</p>	<p>8/17-6/18</p> <p>Administration and Teachers</p>	<p>Materials and Supplies</p> <p>Translation</p> <p>Child Care</p>	<p>\$16, 713.70</p>	<p>3010-4300</p>
<p>Encourage that school staff, parents, and students actively participate in the development and monitoring of the SPSA and categorical budgets through School Site Council (SSC) meetings. The SSC will be comprised of administration, classified staff, teachers, parents and students.</p>	<p>8/17-6/18</p> <p>Administration, Title I Facilitator, and Staff</p>			

Actions	Person(s) Involved Timeline	Related Expenditures*	Estimated Cost	Funding Source(s)
Provide opportunities for parent training sessions/workshops. As well as input to school programs through African American Parent Advisory Council (AAPAC) meetings.	8/17-6/18 Administration and AAPAC Coordinators	Materials and Supplies	\$16,713.70	3010-4300
Based on site needs, identify and provide resources, information, and training for parents. Informational resources to include:  Counselor Informational Nights  Math Bee  ELAC committee meetings  SSC committee meetings  Parent Meetings (AVID, STEM, and AAPAC)  Back to School Night  Annual Title I Meeting	8/17-6/18 Administration and Teachers	Materials and Supplies	\$16, 713.70	3010-4300
Hold Annual Family Math and Literacy Nights to provide parents with training and information about current resources, materials, and strategies in these areas. Workshops will be led by site personnel.	8/17-6/18 Administration, teachers, and site counselors	Certificated Extra Duty  Materials and Supplies	\$8,000.00  \$16, 713.70	3010-1120  3010-4300

\* If funds appropriate to this goal are allocated to the school, list each proposed expenditure. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

**VII. School Improvement Strategies (continued)**

**SCHOOL STRATEGY 5:**  
**School environment conducive to learning.**

Actions	Person(s) Involved Timeline	Related Expenditures*	Estimated Cost	Funding Source(s)
Promote a school climate that supports student academic and personal growth.	8/17-6/18  Administration, counselors, and teachers	Materials and Supplies	\$16, 713.70	3010-4300
<p>Work to increase student attendance by:</p> <p>Communicating with and training staff regarding attendance and discipline policies and procedures,            Developing an attendance recognition and incentive program,</p> <p>Developing specific procedures for identifying and intervening with students with chronic absences, Referring students for monthly SARB meetings with parents to improve attendance,</p> <p>Collaborating with county agencies to establish a stronger and more effective communication system to identify at-risk youth including foster and homeless students,</p> <p>Cooperating with MVPD in periodic citywide truancy sweeps to keep students in school,</p> <p>Setting up SST meetings with parents if attendance affects students' academic progress.</p>	8/17-6/18  Administration, counselors, attendance clerk, and teachers			

Actions	Person(s) Involved Timeline	Related Expenditures*	Estimated Cost	Funding Source(s)
<p>Promote a culture of high expectations for positive student behavior and academic success by providing opportunities for:</p> <p>Obtaining information about A-G requirements for college attendance through the AVID program and schoolwide implementation of CCGI program.</p> <p>Honoring and acknowledging academic excellence i.e. Award assemblies, banners, certificates, and field trips,</p> <p>Providing a comprehensive counseling and guidance program that addresses academic, personal/social and career counseling,</p> <p>Participation in arts and extracurricular programs; band field trips, festivals, concerts, elementary band recruitment, and art and speech competitions, Math Bee, Science Fair, Science Nights, Speech Competition, History Day, AVID, STEAM electives and clubs, and Leadership Events.</p>	<p>8/17-6/18</p> <p>Administration, counselors, AVID coordinators, ASB coordinator, and teachers</p>	<p>Certificated Extra Duty</p> <p>Materials and Supplies</p>	<p>\$8,000.00</p> <p>\$16, 713.70</p>	<p>3010-1120</p> <p>3010-4300</p>
<p>Facilitate two-way communication by promoting partnership with parents to establish common goals to improve student behavior, improve student achievement, and increase time on task. Opportunities for involvement include:</p> <p>Tea with the principal</p> <p>SSC</p> <p>Parent Ambassadors</p> <p>AAPAC</p> <p>ELAC</p>	<p>8/17-6/18</p> <p>Administration, Title I and EL Facilitators, Parent Ambassador Coordinator</p>			
<p>Provide a variety of student opportunities that include extra-curricular activities for students to interact with diverse populations such as ASB activities, before and after school clubs, Puma Fun Run and 100 Mile Club.</p>	<p>8/17-6/18</p> <p>Administration, ASB coordinator, and teachers</p>			

Actions	Person(s) Involved Timeline	Related Expenditures*	Estimated Cost	Funding Source(s)
<p>Work to increase student attendance by:</p> <p>Communicating with and training staff regarding attendance and discipline policies and procedures.</p> <p>Developing an attendance recognition and incentive program.</p> <p>Implement a program/procedure that tracks attendance and tardies more consistently.</p> <p>Developing specific procedures for identifying and intervening with students with chronic absences.</p> <p>Referring students for monthly SARB meetings with parents to improve attendance.</p> <p>Collaborating with county agencies to establish a stronger and more effective communication system to identify at-risk youth including foster and homeless students.</p> <p>Cooperating with MVPD in periodic citywide truancy sweeps to keep students in school.</p> <p>Setting up SST meetings with parents if attendance affects students' academic progress.</p> <p>Communicate with parents the rationale for Saturday School attendance.</p> <p>Implement regular "Tardy Sweep" schedule and procedures.</p>	<p>8/17-6/18</p> <p>Administration, counselors, attendance clerk, and teachers</p>			
<p>Work to increase student and staff safety on campus by:</p> <p>Developing and implementing interventions to prevent student behavior problems,</p> <p>Providing prompt, consistent, and fair consequences for student behavior problems utilizing the sequential discipline guide,</p> <p>Providing training for teachers and counselors to teach prevention strategies that reduce the use of drugs, alcohol, and tobacco and reduce violence,</p> <p>Identifying and correcting potential student/staff safety issues,</p> <p>Networking with other schools, community agencies, law enforcement, and businesses to provide information, opportunities and services that benefit students and their families.</p>	<p>8/17-6/18</p> <p>Administration, counselors, and teachers</p>			

\* If funds appropriate to this goal are allocated to the school, list each proposed expenditure. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

## **VIII. Coordination and Integration of Services and Programs**

### **District Summary**

Categorical Programs collaborates with the Child Welfare and Attendance and Special Education Departments to coordinate services to students. The McKinney-Vento Homeless Education district liaison collaborates with Central Registration to facilitate enrollment and accepts referrals for identification by school personnel, teachers, counselors, and psychologists. The liaison also works with shelters to ensure that all services for which students are eligible are provided.

Special Education students are accessed to all Categorical Program services at all sites that receive state and federal funds. At the district level, eligible students are included in the provision of choice, transportation, and supplemental educational services.

A number of schools use categorical funds to provide counseling services for at-risk students, to conduct SSTs, and to monitor attendance. Elementary schools provide opportunities for articulation between kindergarten parents and first grade teachers and activities to transition preschool children into kindergarten. They establish channels of communication, conduct meetings, and provide training in the transition into kindergarten.

### **School Site Summary** (Write a summary of how your school coordinates services for all subpopulations.)

In the spring, the 6th grade Welcoming Committee (comprised of teachers, community members, and other school staff members) offer an orientation for the parents of incoming 6th grade students. The mission is to provide information regarding academic as well as social resources that are available to students at Palm. Academic expectations and Palm's Mission and Vision are relayed to the parents and students. Parents are provided with handouts that relate to the core curriculum as well as clubs, activities, and programs offered. This information aids parents to help their children make a smooth transition from elementary school into middle school.

Palm Middle School has two full time grade level counselors and one full time SAP counselor. Students identified with substance abuse issues have access to group and individual counseling as required by Alcohol Tobacco and Other Drugs (ATOD) program chosen by the district.

Students have access to many clubs on campus. They include: ASB, AVID, Robotics, Programming and Graphic Design, and Environmental Science. The ASB is very active in promoting school spirit and activities. AVID offers several field trips and programs throughout the year to encourage student and parent interest in college opportunities.

We have active parent support and participation through our PTSA, ELAC, SSC, and AAPAC meetings.

Services to students with special needs include, County Mental Health, Speech, assistive technology, California Children's Services, Occupational Therapy, an Audiologist, a Bilingual Psychologist, Transportation, and Adaptive PE.

All students, staff, administrators, as well as members of the community are encouraged and invited to attend the School Site Council Meetings, where issues of concern and needs relating to the school are discussed and shared.

## Appendix A: 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	468	420	454	412	451	409	97.0	98.1
Grade 7	411	456	399	440	399	439	97.1	96.5
Grade 8	431	369	409	365	407	364	94.9	98.9
All Grades	1310	1245	1262	1217	1257	1212	96.3	97.8

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard		% Standard Met		% Standard Nearly		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	2509.0	2493.8	10	10	29	25	33	31	27	33
Grade 7	2497.2	2527.4	5	10	23	30	28	29	44	31
Grade 8	2536.2	2532.9	6	6	33	31	29	33	31	30
All Grades	N/A	N/A	7	9	29	29	30	31	34	31

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	16	11	51	48	33	41
Grade 7	9	16	43	47	47	37
Grade 8	17	14	48	52	35	34
All Grades	14	14	48	49	38	37

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	15	14	49	44	35	43
Grade 7	13	25	45	43	41	32
Grade 8	14	15	52	49	34	37
All Grades	14	18	49	45	37	37

<b>Listening Demonstrating effective communication skills</b>						
<b>Grade Level</b>	<b>% Above Standard</b>		<b>% At or Near Standard</b>		<b>% Below Standard</b>	
	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>
<b>Grade 6</b>	13	11	70	72	16	17
<b>Grade 7</b>	6	10	59	65	35	24
<b>Grade 8</b>	9	9	67	70	25	22
<b>All Grades</b>	10	10	65	69	25	21

<b>Research/Inquiry Investigating, analyzing, and presenting information</b>						
<b>Grade Level</b>	<b>% Above Standard</b>		<b>% At or Near Standard</b>		<b>% Below Standard</b>	
	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>
<b>Grade 6</b>	21	20	61	57	18	24
<b>Grade 7</b>	14	20	48	54	37	26
<b>Grade 8</b>	17	14	55	56	28	30
<b>All Grades</b>	18	18	55	55	27	27

## Appendix A: 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	468	420	454	413	454	410	97.0	97.1
Grade 7	411	457	398	442	398	441	96.8	96.7
Grade 8	431	370	408	367	406	366	94.7	97.8
All Grades	1310	1247	1260	1222	1258	1217	96.2	97.2

\* 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		% Standard Met		% Standard Nearly		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	2494.5	2486.6	10	10	16	17	38	31	37	42
Grade 7	2488.0	2500.2	6	9	15	19	34	31	46	41
Grade 8	2490.0	2497.1	4	6	15	15	25	23	55	55
All Grades	N/A	N/A	7	8	15	17	32	29	45	46

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 6	14	16	37	30	49	53	
Grade 7	10	17	34	30	56	53	
Grade 8	7	14	32	27	61	59	
All Grades	10	16	35	29	55	55	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	10	10	50	43	40	47
Grade 7	7	10	45	41	48	49
Grade 8	7	7	48	54	46	39
All Grades	8	9	48	45	44	45

**Communicating Reasoning  
Demonstrating ability to support mathematical conclusions**

Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>Grade 6</b>	11	11	50	53	39	36
<b>Grade 7</b>	7	12	71	56	22	32
<b>Grade 8</b>	6	8	53	50	41	42
<b>All Grades</b>	8	10	58	53	34	36

## Appendix A: School and Student Performance Data

### Student Enrollment by Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
American Indian	0.4%	0.5%	0.5%	5	6	6
African American	16.6%	14.5%	13.0%	209	180	171
Asian	1.7%	1.9%	2.4%	22	24	32
Filipino	1.7%	1.5%	1.9%	22	18	25
Hispanic/Latino	63.4%	64.9%	66.4%	799	804	870
Pacific Islander	0.7%	0.8%	0.6%	9	10	8
White	14.5%	14.2%	12.8%	183	176	168
Multiple/No Response	0.0%	0.0%	0.0%	0	0	0
<b>Total Enrollment:</b>				<b>1,261</b>	<b>1,239</b>	<b>1,311</b>

Student Enrollment by Grade Level			
Grade	Number of Students		
	2014-15	2015-16	2016-17
Grade 6	453	406	458
Grade 7	410	448	400
Grade 8	398	385	453

**Appendix A: School and Student Performance Data (continued)**

**AMAO Data for Palm Middle School**

Measure	Palm Middle School			District			State		
	14-15	15-16	% Difference	14-15	15-16	% Difference	14-15	15-16	% Difference
AMAO 1: Percent Met	55.9%	57.5%		56.8	54.8				
AMAO 2: Percent Met (Less than 5 Years of EL)	14.3%	9.1%		24.2	24				
AMAO 2: Percent Met (5 or More Years of EL)	43.5%	42.6%		42.6	37.3				
AMAO 3: Percent Met (CST ELA)	20.8	20.8							
AMAO 3: Percent Met (CST Math)	14.2	14.2							
EL Reclassification:									

\* not a significant subgroup

**Appendix A: School and Student Performance Data (continued)**

**Title III Accountability Data for Palm Middle School**

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	124	127	127
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	124	127	127
Number Met	64	71	73
Percent Met	51.6%	55.9%	57.5%
NCLB Target	57.5	59.0	60.5
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less than 5	5 or More	Less Than 5	5 or More	Less Than 5	5 or More
Number in Cohort	17	117	14	131	11	129
Number Met	--	50	2	57	1	55
Percent Met	--	42.7%	14.3%	43.5%	9.1%	42.6%
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	--	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup							
	2012-13		2013-14		2014-15		2015-16	
English-Language Arts	Percent	Met Target	Percent	Met Target	Percent	Met Target	Percent	Met Target
Participation Rate	100	Yes	100	Yes			99	Yes
Percent Proficient or Above	36.5	Yes	23.7	No			20.8	--
Mathematics	Percent	Met Target	Percent	Met Target	Percent	Met Target	Percent	Met Target
Participation Rate	100	Yes	100	Yes			100	Yes
Percent Proficient or Above	31.6	Yes	28.4	No			14.2	--

**Title III Accountability Data for Moreno Valley Unified School District**

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	6774	6256	6,055
Percent with Prior Year Data	99.9		100
Number in Cohort	6767	6255	6,055
Number Met	3927	3552	3,320
Percent Met	58.0	56.8	54.8
NCLB Target	57.5	59.0	60.5
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less than 5	5 or More	Less than 5	5 or More	Less than 5	5 or More
Number in Cohort	5001	3118	4582	3005	4,464	2,934
Number Met	1340	1376	1108	1281	1,073	1,095
Percent Met	26.8	44.1	24.2	42.6	24	37.3
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	No	Yes	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
<b>Mathematics</b>			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
<b>Met Target for AMAO 3</b>	<b>No</b>		<b>N/A</b>

**Appendix A: School and Student Performance Data (continued)**

**California English Language Development (CELDT) Data**

Grade	California English Language Development Test (CELDT) Results for 2015-16										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>6</b>	3	7	13	28	20	43	6	13	4	9	46
<b>7</b>	5	11	27	57	10	21	3	6	2	4	47
<b>8</b>	2	6	14	41	10	29	3	9	5	15	34
<b>Total</b>	10	8	54	43	40	31	12	9	11	9	127

**Appendix A: School and Student Performance Data (continued)**

**English-Language Arts Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
Participation Rate		99			97			99			100	
Number At or Above Proficient		427			64			67			12	
Percent At or Above Proficient		37.3			40.0			36.4			60.0	
AYP Target: ES/MS	89.2	100.0	100.0	89.2	100.0	100.0	89.2	100.0	100.0	89.2	100.0	100.0
AYP Target: HS	88.9	100.0	100.0	88.9	100.0	100.0	88.9	100.0	100.0	88.9	100.0	100.0
Met AYP Criteria		--			--			--			--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
Participation Rate		99			99			99			96	
Number At or Above Proficient		251			54			307			13	
Percent At or Above Proficient		34.2			20.8			32.8			6.7	
AYP Target: ES/MS	89.2	100.0	100.0	89.2	100.0	100.0	89.2	100.0	100.0	89.2	100.0	100.0
AYP Target: HS	88.9	100.0	100.0	88.9	100.0	100.0	88.9	100.0	100.0	88.9	100.0	100.0
Met AYP Criteria		--			--			--			--	

**Appendix A: School and Student Performance Data (continued)**

**Mathematics Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
Participation Rate		99			98			99			100	
Number At or Above Proficient		263			52			34			8	
Percent At or Above Proficient		23.0			32.3			18.6			40.0	
AYP Target: ES/MS	89.5	100.0	89.5	100.0	100.0	89.5	100.0	100.0	89.5	100.0	100.0	89.5
AYP Target: HS	88.7	100.0	100.0	88.7	100.0	100.0	88.7	100.0	100.0	88.7	100.0	100.0
Met AYP Criteria		--			--			--			--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
Participation Rate		99			100			99			97	
Number At or Above Proficient		151			37			178			15	
Percent At or Above Proficient		20.6			14.2			19.1			7.7	
AYP Target: ES/MS	89.5	100.0	89.5	100.0	100.0	89.5	100.0	100.0	89.5	100.0	100.0	89.5
AYP Target: HS	88.7	100.0	100.0	88.7	100.0	100.0	88.7	100.0	100.0	88.7	100.0	100.0
Met AYP Criteria		--			--			--			--	

## Appendix B: Programs Included in this Plan

Check the box for each state and federally funded categorical program. Enter the allocation amounts.

<b>State Programs</b>		<b>Allocation</b>
<input checked="" type="checkbox"/>	<b>List and Describe Other State or Local funds:</b> Local Control Funding Formula	\$230,915
	<b>Other:</b>	\$
	<b>Other:</b>	\$
<b>Total amount of state categorical funds allocated to this school</b>		<b>\$230,915</b>

<b>Federal Programs under No Child Left Behind (NCLB)</b>		<b>Allocation</b>
<input checked="" type="checkbox"/>	<b>Title I, Part A: Improving the Academic Achievement of the Disadvantaged</b> <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas.	\$204,808
	<b>Other Federal Funds (list and describe):</b>	\$
<b>Total amount of federal categorical funds allocated to this school</b>		<b>\$204,808.00</b>

<b>Total amount of state and federal categorical funds allocated to this school</b>		<b>\$435,723.00</b>
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## Appendix C: 2017-2018 Budget Pages

### Title I, Part A, Improving the Academic Achievement of the Disadvantaged

School: Palm Middle School

Principal: Dr. Mallanie Avinger

Budget Code: 06-242-3010-0-1110

Projected Allocation: \$204,808

Final Allocation: \$

Object	Description	Projected Amount	Final Amount
1120	Certificated Extra Duty	8,000	
1130	Certificated Substitues	5,000	
1131	Long Term Substitutes	58,000	
2101	AVID Tutors	10,000	
3101	Certificated Benefits	10,245.30	
3321	Certificated Benefits	1,029.50	
3351	Certificated Benefits	35.50	
3601	Certificated Benefits	2,130	
3322	Classified Benefits	145	
3332	Classified Benefits	375	
3502	Classified Benefits	5	
3602	Classified Benefits	300	
4200	Books and Reference Materials	2,500	
4210	Library Books	5,000	
4230	Electronic Books	5,000	
4300	Instructional Supplies	16,713.70	
4301	Paper	5,000	
4303	Paper Subscriptions	2,500	
4310	Technology Supplies	5,000	
4311	Electronic Subscriptions	1,500	
4410	Technology	10,000	
5200	Conferences	10,240	
5201	Workshops	10,240	
5622	Equipment Leases	15,801	
5815	Consultant	3,000	

Object	Description	Projected Amount	Final Amount
5850	Software License	15,000	
5201	Parent Involvement Workshops	2,048	
<b>Total:</b>		<b>\$204,808</b>	<b>\$</b>

**Justification of equipment purchases (Object 4400):**

--

**Appendix C: 2017-2018 Budget Pages**

**Quality Education Investment Act (QEIA)**

**School:** Palm Middle School

**Principal:** Dr. Mallanie Avinger

**Budget Code:** 06--4203-0-4760

**Projected Allocation:** \$

**Final Allocation:** \$

Object	Description	Projected Amount	Final Amount
<b>Total:</b>		\$	\$

**Justification of equipment purchases (Object 4400):**

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**Appendix C: 2017-2018 Budget Pages**

**Carl Perkins Grant**

**School:** Palm Middle School

**Principal:** Dr. Mallanie Avinger

**Budget Code:** 06-020-3550-0-3800-1000

**Projected Allocation:** \$

**Final Allocation:** \$

Object	Description	Projected Amount	Final Amount
<b>Total:</b>		\$	\$

**Justification of equipment purchases (Object 4400):**

--

**Appendix C: 2017-2018 Budget Pages**

**Gear Up**

**School:** Palm Middle School

**Principal:** Dr. Mallanie Avinger

**Budget Code:**

**Projected Allocation:** \$

**Final Allocation:** \$

Object	Description	Projected Amount	Final Amount
<b>Total:</b>		\$	\$

**Justification of equipment purchases (Object 4400):**

--

## **Appendix D: 2017-2018 Centralized Services**

District staff supports this plan by providing centralized services from categorical funds allocated to the school through the Consolidated Application. At least 85 percent of Consolidated Application program expenditures support direct services to students at school sites.

No funds are being reserved at the District Level for Centralized Services from this school's categorical program allocation.

## Appendix E: School Site Council Membership

Palm Middle School  
School

Dr. Mallanie Avinger  
Principal

2017-2018  
Year

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows.\*

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Dr. Mallanie Avinger	X				
Christine Benton		X			
Amy Byrd		X			
Shamish Irving		X			
Dat Vo		X			
Tiffany Gilmore			X		
Melissa Neri				X	
Crystal Stowel				X	
Deidre Reyes				X	
Sydney Jackson					X
Janet Lopez					X
Brandon Ramos					X
<b>Numbers of members of each category</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>3</b>

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

## Appendix F: Recommendations and Assurances

Palm Middle School  
School

Dr. Mallanie Avinger  
Principal

2017-2018  
Year

The school site council recommends this school plan and proposed expenditures to the district governing board for approval, and assures the board of the following:

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

School Advisory Committee for State Compensatory Education Programs

X English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (**list**):

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan 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 school plan was adopted by the school site council on: 4-25-17

Attested:

Dr. Mallanie Avinger

Typed Name of School Principal

Signature of School Principal

Date

Tiffany Gilmore

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

## Appendix G: Parent Involvement Policy (Title I Schools)

Palm Middle School  
School

Dr. Mallanie Avinger  
Principal

2017-2018  
Year

### Parent Involvement Policy

Palm Middle School has developed a written Title I parental involvement policy with input from Title I parents.

Palm Middle School has jointly developed with and distributed to parents of Title I students a school-parent compact that outlines how parents, the entire school staff and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California Common Core State Standards. The school-parent compact describes the following items in addition to items added by parents of Title I students:

- A. The school's responsibility to provide high-quality curriculum and instruction,
- B. The parents' responsibility to support their children's learning,
- C. The importance of ongoing communication between parents and teachers through, at least, annual conferences, reports on student progress, access to staff and opportunities to volunteer and participate in and observe the educational program.

It has distributed the policy to parents of Title I students. School's policy describes the means for carrying out the following Title I parental involvement requirements. *[Title I Parental Involvement, 20 USC 6318(a)-(f)]*

#### Involvement of Parents in the Title I Program

- a. Convenes an annual meeting to inform parents of Title I students of Title I requirements and their rights to be involved in the Title I program  
Convenes an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved. These meetings will be held at Back to School Night, Open House and/or additional events as determined by times preferable for parents to attend.
- b. Offers a flexible number of meetings  
Offers a flexible number of meetings, such as meetings in the morning or evening, for which related translation, childcare and/or home visits may be provided as such services relate to parent involvement.
  - School Site Council
  - English Learners Advisory Committee
  - Local Control Accountability Plan (LCAP) Advisory Committee- Will be developed by 6/2017
  - Academic Workshops
  - Language Acquisition Workshops
  - Parent, Teacher and Student Association
  - African American Parent Advisory Committee
  - Student Success Team Meetings
  - Bi-annual Staff Meetings
- c. Involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review\*, and improvement of its Title I programs and the Title I parental involvement policy\*\*  
Involves parents/guardians of Title I students in an organized, ongoing and timely way, in the planning, review and improvement of its Title I programs, the school's Title I parental involvement policy and the joint development of the plan for school-wide programs incorporated into the Single Plan for Student Achievement.
  - School Site Council

- English Learners Advisory Committee
  - Local Control Accountability Plan (LCAP) Advisory Committee
  - Other related parent meetings
- d. Provides parents of Title I students with timely information about Title I programs  
Provides parents of Title I students with timely information about Title I programs. This information is distributed and explained explicitly at Back to School Night and/or Open House. Parents also receive information through postings on the school's website, parent-group meetings, Title I specific events and/or the ParentLink message communication system.
- e. Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet  
Provides parents of Title I students with an explanation of the school's curriculum, assessments and proficiency levels students are expected to meet. Parents may access parent-friendly information about the California Common Core State Standards (CA-CCSS) on the school's website or have a copy provided by the front office. Parent information on CA-CCSS is available in English, Spanish, Hmong, and Arabic. Curriculum and assessment expectations are discussed at school-wide group meetings, parent-teacher conferences and parent advisory group meetings.
- Palm will provide:
- Student progress via individual assessments using Smarter Balance results, site and/or district assessment scores as well as report card grades
  - California State Standards by grade level in English and Spanish
  - Descriptions and explanations of current curriculum, materials, instructional programs, and students' proficiency levels
  - English language progress via the California English Language Development Test (CELDT)
- f. Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children  
Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. Palm Middle School maintains an active School Site Council (SSC) and English Learners Advisory Committee (ELAC) composed of the Principal, Support staff, Teachers and/or Parents. SSC and ELAC have By-laws in place and are reviewed jointly annually at least twice a year. Meetings will be held six to eight (6-8) times during the year offering flexible meeting times/days for parents' convenience. Agendas, in English and Spanish, will be posted in the front office for a minimum of 72 hours prior to the meeting.

### **Accessibility**

2.5 Accessibility. Each school and LEA shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under Section 6311 in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318(f).)

Palm Middle School provides opportunities for all parents to participate, including parents with limited English proficiency and parents with disabilities. This includes providing information and school reports in a form and language parents understand.

Revised 11/2016

#### **Note:**

\* *It may be helpful to include the policy review in the annual review of the Single Plan for Student Achievement.*

\*\* *The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318(c)(3)]*

## Appendix H: Parent Compact Guidelines (Title I Schools)

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Palm Middle School  
School

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Dr. Mallanie Avinger  
Principal

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2017-2018  
Year

### Parent Compact Guidelines

Palm Middle School has jointly developed with and distributed to parents of students a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. The school-parent compact describes the following items in addition to items added by parents of students:

- a. The school's responsibility to provide high-quality curriculum and instruction.
- b. The parents' responsibility to support their children's learning.
- c. The importance of ongoing communication between parents and teachers through, at least, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.

Palm Middle School also supports parent involvement through the purposes and goals of Education Code 11502. To help reach these goals, the school will:

- a. help parents to develop skills to use at home that support their children's academic efforts at school
- b. help parents to develop skills to use at home that support their children's development as responsible future citizens of society
- c. provide parents with techniques and strategies that they may utilize to improve their children's academic success and assist them in learning at home
- d. build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities
- e. train teachers and administrators to communicate effectively with parents; and
- f. integrate parent involvement programs into the school's plan for academic accountability.

#### Accessibility

Palm Middle School provides opportunities for all parents to participate, including parents with limited English proficiency and parents with disabilities. This includes providing information and school reports in a form and language parents understand.

Revised 11/2016

## Appendix I: School Parent Compact (All Schools)

### Palm Middle School School-Parent Compact

Palm Middle School has jointly developed with and distributed to parents of students a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

#### School Pledge:

Palm Middle School will share responsibility to provide high-quality curriculum and instruction in partnership with parents to help students reach proficiency on the California Content standards:

This compact pledges our school community to increase student reading and math skills, in an effort to ensure student academic achievement, at the proficient level or above:

#### Parent Pledge:

The parents at Palm Middle School will share responsibility to support their children's learning:

- Ensure that my child gets adequate sleep, eats a healthy diet, and attends school on time regularly.
- Let the teacher know if my child has any problems with learning.
- Use reading and math materials the school sends home each week to help my child learn.
- Have my child read at least 20 minutes a day.
- Help my child use reading, writing and math to pursue his/her interests and goals.
- Provide a quiet place and time for my child to study, read and complete homework.
- Check my child's homework to be sure it is correct and complete to the best of my knowledge.
- Support school and classroom discipline policies.
- Participate in parent conferences; review and return school communications as required.
- Ask my child questions about school that must be answered with detail, rather than yes or no.

Parent/Guardian's Signature \_\_\_\_\_ Date \_\_\_\_\_

#### Teacher Pledge:

Teachers at Palm Middle School will recognize the importance of ongoing communication with parents: (e.g. annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program).

- Create a partnership with every family in my class.
- Explain my approach to teaching, expectations and grading system to students and their families.
- Make sure students understand assignments, what they will learn from them and grade them promptly.
- Monitor student progress in reading and math and update parents in a timely manner.
- Make sure all students get help as soon as it is needed.
- Provide re-teaching and intervention opportunities for students who are in need of additional support.
- Send home additional practice materials in all subject areas.
- Provide a positive learning environment, for all students that promotes Purpose, Responsibility, Integrity and Developing Excellence.
- Continually work on my teaching strategies so that I can successfully teach all students.
- Assign work that is relevant and interesting.
- Use data to drive my instruction to help all students achieve proficient or better on assessments.

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Pledge:

Students will share responsibility for their learning to reach proficiency on the California Content standards:

Students will share responsibility for their learning to reach proficiency on the California Common Core State Standards. I understand that my education is very important. I am the one responsible for my own academic and social success. Therefore, I will carry out the following responsibilities:

- Get adequate sleep, eat a healthy diet, and attend school on time regularly.
- Let my teacher and family know if I need help.
- Write down assignments as appropriate, do my homework everyday and turn it in when it is due.
- Work on my math and reading skills at home using materials my teacher sends home.
- Read on my own and with my family every day for at least 20 minutes.
- Study, read and complete my homework in a quiet place.
- Show my parents/guardians my homework, all school communications and return them signed as needed.
- Remember that Pawsitive Attitudes will Succeed and follow the directions of all adults who work at Palm.

Student Signature \_\_\_\_\_ Date\_\_\_\_\_

(Revised 11/18/16)

## Appendix J: SSC Bylaws (Palm Middle School)

Reviewed on: October 19, 2016

PALM MIDDLE SCHOOL

SCHOOL SITE COUNCIL BY LAWS

### ARTICLE I NAME

The name of this committee shall be the Palm Middle School Site Council.

### ARTICLE II PURPOSE

1. To develop and recommend the Single Plan for Student Achievement (SPSA) plan to the Board of Education.
2. Have ongoing responsibility to review with the principal, teachers, parents, students and other school personnel, the implementation of the school plan.
3. Annually review and assess the effectiveness of the SBCP plan. Make modification in the plan to reflect changing improvement needs and priorities.
4. Take other actions as required by the School Site Council guidelines and the Education Code. 5. Provide opportunities for problems to be aired openly.

### ARTICLE III MEMBERSHIP AND ELECTIONS

#### SECTION 1- COMPOSITION

1. The council shall be composed of 12 members and shall be constituted to ensure parity: (1) principal; (4) classroom teachers, elected by classroom teachers; (1) classified staff member, elected by classified personnel; (3) parents of students attending the school, elected by parents of the school; and (3) students, elected by the entire student body.
2. The SSC shall broadly represent the school population.
3. Council members representing parents or community members or students shall not be employees of Palm School. No more than one immediate family member may serve concurrently on the SSC.

#### SECTION 2- TERMS OF OFFICE

1. The principal's term is tenure in position.
2. Classroom teachers shall be elected to two year terms.
3. The classified staff member shall be elected for a two year term.
4. Parents shall be elected to two year terms.
5. Students shall be elected to a one year term.
6. Election shall be conducted by the appropriate groups within the first five weeks of school, with the term beginning on the date of the first meeting.

### SECTION 3- VOTING RIGHTS

1. All decisions of the SSC shall be made only after an affirmative vote of a majority of its members in attendance, provide a quorum is in attendance.
2. In the absence of a quorum a telephone vote can be taken, only if all voting members are surveyed.
3. Each member shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the council. The elected alternates shall vote in the absence of the representative.
4. The presence of fifty-one percent (51%) or seven (7) members of the SSC shall constitute a quorum.

### SECTION 4- TERMINATION OF MEMBERSHIP

1. The council by a simple majority vote may terminate the membership of any member who has been absent two or more times without appropriate reason. Upon the second absence without appropriate reason, the member will be notified that failure to attend the next general meeting may result in termination of membership.
2. A member shall no longer hold membership should he or she no longer meet the membership requirements under which they were elected.

### SECTION 5- TRANSFER OF MEMBERSHIP

Membership is not transferable or assignable.

### SECTION 6- RESIGNATIONS

Resignations will be accepted upon written or verbal notice to the chairperson.

### SECTION 7- REPLACEMENT OF MEMBERS

Any vacancy on the council shall be filled from a school site council alternate list of members established by election of their peer group. The person appearing on the alternate list will be asked to fill the vacancy in order of votes cast at the election. In the event that no alternate list exists, a special election shall be held.

## ARTICLE IV OFFICERS

## SECTION 1- OFFICERS

The officers of the SSC shall be chairperson, vice-chairperson, secretary and such other officers, as the council may deem desirable.

SECTION 2- ELECTION AND TERM OF OFFICE The officers shall be elected annually, but may be elected for a second term.

SECTION 3- VACANCY A vacancy in any office shall, by special election, be filled by the SSC for the unexpired portion of the term.

SECTION 4- CHAIRPERSON The chairperson shall reside at all meeting of the SSC and may sign all letters, reports and other communications of the SSC. In addition, the chairperson shall perform all duties incident to the office of the chairperson and such other duties as may be prescribed by the SSC from time to time.

SECTION 5- VICE-CHAIRPERSON The duties of the vice-chairperson shall be to represent the chairperson in assigned duties and to substitute for the chairperson during his or her absence, and the vice-chairperson shall perform such other duties as from time to time may be assigned by the chairperson or the SSC.

SECTION 6- SECRETARY The secretary shall keep the minutes of the meeting, both regular and special; see that all notices are duly given in accordance with the provisions of these by-laws; be custodian of the council records; keep a register of the most current contact information of each member of the council and in general perform all duties incident to the office of secretary. Should both senior officers be unavailable, the secretary shall preside.

## ARTICLE V MEETING AND QUORUM

### SECTION 1- REGULAR MEETINGS

SSC shall meet regularly at least 4 times per year twice per semester.

SECTION 2- SPECIAL MEETINGS Special meetings may be called by the chairperson, the principal, or by a majority vote of the SSC.

SECTION 3- PLACE OF MEETINGS The SSC shall hold its regular/special meetings in a facility provided by the school and assessable by all members of the public, including handicapped person.

SECTION 4- NOTICE OF MEETINGS Public notice of regular/special meetings shall be given at least 72 hours in advance of the meeting. Any change in the established date, time, or location must be given special notice.

SECTION 5- DECISIONS OF THE SCHOOL SITE COUNCIL All decisions of the SSC shall be made only after an affirmative vote of a majority of its members in attendance, provided a quorum is in attendance. In the absence of a quorum a telephone vote can be taken, only if all voting members are surveyed.

SECTION 6- QUORUM The presence of fifty-one percent (51%) or seven (7) members of the total SSC membership group shall constitute a quorum.

SECTION 7- CONDUCT OF MEETING All regular and special meetings of the SSC shall be conducted in accordance with Robert's Rules of Order or in accordance with an appropriate adaptation thereof.

SECTION 8- MEETINGS OPEN TO THE PUBLIC (BOARD POLICY BP 0420 (a))

1. All SSC meetings are open to the public and shall be governed by site by-laws, Robert's Rules of Order and District procedures.
2. Each meeting agenda shall have an opportunity for the public to interact with the committee.
3. The chairperson and the SSC should determine procedures in their by-laws that provide such public participation in a manner that ensures the continuity of the meetings and demonstrates a respect for the community member.
4. Visiting community members who wish to speak to an item not on the agenda should call the SSC chairperson and/or site principal prior to the scheduled meeting to place item on the agenda.
5. Public comments shall be allowed at the end of each SSC meeting and shall be limited to 5 minutes per speaker.
5. Visitors may address the SSC on agenda items upon being recognized by the SSC chairperson. Guest(s) at the meeting are not allowed to vote or make motions.

ARTICLE VI COMMITTEES

SECTION 1- STANDING AND SPECIAL COMMITTEES The SSC from time to time shall establish and abolish such standing or special committees, as it may desire. No standing or special committee may exercise the authority of the SSC.

SECTION 2- MEMBERSHIP Unless otherwise determined by the SSC in its decision to establish a committee, the chairperson of the SSC shall appoint committee members from the council and other appropriate constituent groups.

ARTICLE VII AMENDMENTS These by-laws may be amended by a majority vote at any regular meeting, provided notice has been given prior to the meeting.

Reviewed on: October 19, 2016



**Appendix K: Positions Funded by School's Categorical Programs**

<b>Administrative Positions</b>			
<b>Position and Time Funded</b>	<b>How Many</b>	<b>Funding Sources</b>	<b>Percentage</b>

<b>Certificated Positions</b>			
<b>Position and Time Funded</b>	<b>How Many</b>	<b>Funding Sources</b>	<b>Percentage</b>
Long-Term Substitute	2	3010-1131	100%

<b>Classified Positions</b>			
<b>Position and Time Funded</b>	<b>How Many</b>	<b>Funding Sources</b>	<b>Percentage</b>

## Appendix L: Required Schoolwide Program Plan Components

Required Schoolwide Program Plan Components	Location of Addressed Element
1. Comprehensive needs assessment of the entire school has been completed.	Sections IV and V
2. Schoolwide reform strategies that opportunities to all children to become proficient in the state content standards and use effective methods and instructional strategies that rely on scientifically based research that are used to.	Section VII
3. Instruction by highly qualified teachers is provided. (See SARC.)	See SARC
4. Strategies to attract high quality, highly qualified teachers are evident.	See SARC
5. High-Quality and ongoing professional development for the school community is provided.	Section VII
6. Strategies to increase parental involvement such as family literacy services are evident.	Section VII
7. Plans for assisting preschool children in the transition from early childhood programs in elementary schools are evident.	Section VII
8. Measures to include teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program evident.	Section VI and VII
9. Activities to ensure that underperforming students have difficulty mastering the state content standards receive effective additional assistance is provided.	Section VI and VII
10. Coordination and integration of federal, state and local services and programs are evident.	Section VIII and Appendix B