

School Year: **2018-19**



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Gifford C. Cole Middle School
Address	3126 East Avenue I Lancaster, CA 93535
County-District-School (CDS) Code	19-64477-6108294
Principal	Francisco Pinto
District Name	Eastside Union Elementary School District
SPSA Revision Date	10/30/2018
Schoolsite Council (SSC) Approval Date	11/27/2018
Local Board Approval Date	12/5/2018

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 3
- School Vision and Mission 4
- School Profile 4
- Stakeholder Involvement 4
- School and Student Performance Data 5
 - Student Enrollment..... 5
 - CAASPP Results..... 7
 - ELPAC Results 11
 - Equity Report 14
 - Detailed Report 22
 - Student Group Report 24
- Goals, Strategies, & Proposed Expenditures..... 26
 - Goal 1..... 26
 - Goal 2..... 30
 - Goal 3..... 32
 - Goal 4..... 34
- Annual Review and Update 37
 - Goal 1..... 37
 - Goal 2..... 41
 - Goal 3..... 43
 - Goal 4..... 45
 - Goal 5..... 47
 - Goal 6..... 49
 - Goal 7..... 51
- Budget Summary and Consolidation 54
 - Budget Summary 54
 - Allocations by Funding Source..... 54
 - Expenditures by Funding Source 55
 - Expenditures by Budget Reference 56
 - Expenditures by Budget Reference and Funding Source 57
- School Site Council Membership 58

School Vision and Mission

Vision:

We are here to inspire a love for learning and cultivate productive members of society.

Mission:

The mission of Gifford C. Cole Middle School is to maximize each student's potential, as they move through the critical transition period between elementary school and high school. We develop independent thinkers with the ability to reason, speak, read, write, perform mathematical procedures and problem solve effectively as demonstrated by sustained improvement in all academic areas and mastery of the Common Core State Standards. Partnering with parents, we promote a strong sense of responsibility and confidence in our students as we equip them with the ability to succeed socially, physically, and intellectually. We begin preparing students to function in a technologically advanced society, prepared for the challenges of high school, the work place, and society as productive citizens and life-long learners.

School Profile

Gifford C. Cole Middle School is located at 3126 East Avenue I in Lancaster, California. Gifford C. Cole is the only middle school in the Eastside Union School District, which encompasses approximately 240 square miles of Northern Los Angeles County. The surrounding area is rural to the east and suburban to the west. Students include English Language Learners (EL), educationally disadvantaged, Special Education/special needs, and students from historically under-served populations. The students at Gifford C. Cole Middle School represent a variety of cultures and ethnic groups:

Hispanic or Latino: 64.8%

Black or African American: 22.2%

White 8.3%

American Indian or Alaska Native: 0.4%

Asian: 0.7%

Filipino: 0.4%

Native Hawaiian or Pacific Islander: 0.3%

Two or More Races: 2.9%

Currently 17.3% identify as English Learners (EL). Although many of the EL students have attended the Eastside schools for several years, there is also a great amount of educational discontinuity due to a large number of transitory students. Gifford C. Cole serves a student population from the very low to middle socio-economic level. Approximately 89.5% of the students are Socioeconomically Disadvantaged.

The school consists of one principal, two assistant principals, one counselor, 34 certificated teachers, a part-time speech pathologist, a part-time district nurse, one school psychologist, and 21 classified staff members.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council members met on 10/30/2018 to discuss, review and revise the School Plan for Student Achievement.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.3%	0.2%	0.42%	2	1	3
African American	28.1%	24.3%	22.24%	186	165	159
Asian	0.5%	0.9%	0.70%	3	6	5
Filipino	1.5%	1.0%	0.42%	10	7	3
Hispanic/Latino	60.1%	63.6%	64.76%	398	431	463
Pacific Islander	0.2%	0.3%	0.28%	1	2	2
White	7.7%	7.7%	8.25%	51	52	59
Multiple/No Response	1.7%	0.0%	0%	11	0	0
Total Enrollment				662	678	715

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten			0
Grade 1			0
Grade 2			0
Grade 3			0
Grade 4			0
Grade 5		3	3
Grade 6		3	4
Grade 7		344	348
Grade 8		328	360
Grade 9			0
Grade 10			0
Grade 11			0
Grade 12			0
Total Enrollment		678	715

Conclusions based on this data:

1. African American students have decreased by about 6% since the 2015-16 school year.

2. Hispanic/Latino students have increased by about 4% since the 2015-16 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 5			*			*			*			
Grade 6	1			0			0			0		
Grade 7	331	371	347	319	362	343	319	362	343	96.4	97.6	98.8
Grade 8	333	335	354	325	329	352	325	329	351	97.6	98.2	99.4
All Grades	665	706	702	644	691	695	644	691	694	96.8	97.9	99

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 5			*			*			*			*			*
Grade 6	*			*			*			*			*		
Grade 7	2488.	2487.	2466.	2	1.38	1.17	20	25.97	16.03	34	29.28	26.24	44	43.37	56.56
Grade 8	2512.	2506.	2499.	4	2.13	1.42	22	22.19	23.36	33	34.35	31.91	40	41.34	43.30
All Grades	N/A	N/A	N/A	3	1.74	1.30	21	24.17	19.74	34	31.69	29.11	42	42.40	49.86

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 5			*			*			*	
Grade 6	*			*			*			
Grade 7	8	6.91	6.41	40	45.30	30.61	52	47.79	62.97	
Grade 8	11	8.51	4.56	46	40.73	43.02	43	50.76	52.42	
All Grades	9	7.67	5.48	43	43.13	36.89	47	49.20	57.64	

Writing Producing clear and purposeful writing										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 5			*			*			*	
Grade 6	*			*			*			
Grade 7	10	9.67	7.31	46	48.90	41.52	44	41.44	51.17	
Grade 8	12	6.99	6.27	45	52.28	49.29	43	40.73	44.44	
All Grades	11	8.39	6.78	46	50.51	45.45	43	41.10	47.76	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 5			*			*			*
Grade 6	*			*			*		
Grade 7	4	4.97	0.58	69	51.93	50.15	27	43.09	49.27
Grade 8	6	4.26	3.70	62	68.39	58.12	32	27.36	38.18
All Grades	5	4.63	2.16	65	59.77	54.18	30	35.60	43.66

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 5			*			*			*
Grade 6	*			*			*		
Grade 7	6	10.22	8.45	55	50.55	45.48	39	39.23	46.06
Grade 8	10	7.29	10.83	51	50.15	50.71	39	42.55	38.46
All Grades	8	8.83	9.65	53	50.36	48.13	39	40.81	42.22

Conclusions based on this data:

1. Data shows that our greatest need is in the area of reading for our 7th graders as 62.9% of them are below standard.
2. Data shows that our greatest need is in the area of reading for our 8th graders as 52.4% of them are below standard.
3. Research/Inquiry and writing are the strongest areas for both grade levels.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 5			*			*			*			
Grade 6	1			0			0			0		
Grade 7	331	371	348	323	362	342	323	362	342	97.6	97.6	98.3
Grade 8	335	335	354	327	326	352	327	326	352	97.6	97.3	99.4
All Grades	667	706	703	650	688	694	650	688	694	97.5	97.5	98.7

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 5			*			*			*			*			*
Grade 6	*			*			*			*			*		
Grade 7	2452.	2450.	2423.	1	0.28	1.17	11	7.73	3.80	27	31.77	19.59	61	60.22	75.44
Grade 8	2475.	2450.	2452.	2	1.23	0.00	9	3.99	3.41	26	20.55	24.15	62	74.23	72.44
All Grades	N/A	N/A	N/A	2	0.73	0.58	10	5.96	3.60	26	26.45	21.90	62	66.86	73.92

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 5			*			*			*	
Grade 6	*			*			*			
Grade 7	3	1.66	1.46	24	25.14	14.33	73	73.20	84.21	
Grade 8	5	1.53	0.85	21	17.48	21.59	74	80.98	77.56	
All Grades	4	1.60	1.15	23	21.51	18.01	73	76.89	80.84	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 5			*			*			*
Grade 6	*			*			*		
Grade 7	2	1.38	1.17	34	37.57	25.15	64	61.05	73.68
Grade 8	4	2.45	1.42	53	23.31	39.49	43	74.23	59.09
All Grades	3	1.89	1.30	43	30.81	32.42	54	67.30	66.28

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 5			*			*			*
Grade 6	*			*			*		
Grade 7	2	1.66	2.34	48	52.49	43.86	50	45.86	53.80
Grade 8	2	1.84	0.28	53	39.26	43.47	45	58.90	56.25
All Grades	2	1.74	1.30	50	46.22	43.66	48	52.03	55.04

Conclusions based on this data:

1. Data shows that our greatest need in mathematics is in the concepts and procedures claim, as over 80.8% of our students are below the standard.
2. The strongest area for both grade levels is in Communicating Reasoning.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 4	*	*	*	*
Grade 6	*	*	*	*
Grade 7	1515.4	1503.2	1527.1	68
Grade 8	1529.5	1517.6	1541.0	53
All Grades				124

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 4							*	*	*
Grade 6							*	*	*
Grade 7	12	17.65	28	41.18	21	30.88	*	*	68
Grade 8	12	22.64	26	49.06	*	*	*	*	53
All Grades	24	19.35	54	43.55	30	24.19	16	12.90	124

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 4							*	*	*
Grade 6							*	*	*
Grade 7	17	25.00	32	47.06	13	19.12	*	*	68
Grade 8	21	39.62	21	39.62	*	*	*	*	53
All Grades	38	30.65	53	42.74	20	16.13	13	10.48	124

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 4							*	*	*
Grade 6							*	*	*
Grade 7	*	*	19	27.94	21	30.88	18	26.47	68
Grade 8	*	*	17	32.08	15	28.30	11	20.75	53
All Grades	20	16.13	36	29.03	36	29.03	32	25.81	124

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 4					*	*	*
Grade 6					*	*	*
Grade 7	19	27.94	42	61.76	*	*	68
Grade 8	29	54.72	19	35.85	*	*	53
All Grades	48	38.71	61	49.19	15	12.10	124

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 4					*	*	*
Grade 6					*	*	*
Grade 7	27	39.71	34	50.00	*	*	68
Grade 8	25	47.17	27	50.94	*	*	53
All Grades	52	41.94	61	49.19	11	8.87	124

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 4					*	*	*
Grade 6					*	*	*
Grade 7	16	23.53	13	19.12	39	57.35	68
Grade 8	12	22.64	17	32.08	24	45.28	53
All Grades	28	22.58	30	24.19	66	53.23	124

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 4					*	*	*
Grade 6					*	*	*
Grade 7	*	*	59	86.76	*	*	68
Grade 8	*	*	41	77.36	*	*	53
All Grades	14	11.29	100	80.65	*	*	124

Conclusions based on this data:

1. Over 19% of English Learners scored in the Bridging proficiency level.
2. About 13% of English Learners scored in the Emerging proficiency level.

School and Student Performance Data

Equity Report

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

Fall 2018 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		7	6
English Learner Progress (1-12)		1	0
Graduation Rate (9-12)		N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		6	6
Mathematics (3-8)		6	6

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

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

Conclusions based on this data:

1. The Suspension Rate is in the Red category (lowest performance).
2. Mathematics is in the Red category (lowest performance).
3. English Learner Progress is in the Green category (high performance).

School and Student Performance Data

Status and Change Report Suspension Rate

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

Fall 2018 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		792	Very High 12.5%	Increased +0.3%

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

Fall 2018 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		792	Very High 12.5%	Increased +0.3%
English Learners		151	Medium 7.3%	Increased +1.9%
Foster Youth		45	Very High 22.2%	Increased +3.2%
Homeless		3	*	*
Socioeconomically Disadvantaged		693	Very High 13.6%	Increased +1%
Students with Disabilities		112	Very High 25.9%	Increased Significantly +4.9%
African American		212	Very High 26.9%	Maintained -0.1%
American Indian		1	*	*
Asian		6	*	*
Filipino		8	*	*
Hispanic		488	Medium 7%	Increased +1.2%
Pacific Islander		2	*	*
Two or More Races		18	Very High 16.7%	Increased Significantly +16.7%
White		57	High 8.8%	Declined -2%

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

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

Conclusions based on this data:

1. African American students are being suspended at a very high rate of 26.9%.
2. Students with Disabilities are being suspended at a very high rate of 25.9%.
3. English Learners and Hispanic students are suspended at a medium rate of about 7%.

School and Student Performance Data

Status and Change Report English Learner Progress

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

Fall 2018 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		129	Very High 87.6%	Declined -8.9%

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

Fall 2018 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 7.3%	Increased +1.9%
English Learner Progress (1-12)		Very High 87.6%	Declined -8.9%
Graduation Rate (9-12)		N/A	N/A
College/Career (9-12)	N/A		N/A
English Language Arts (3-8)		Very Low 79.5 points below level 3	Declined -5.9 points
Mathematics (3-8)		Very Low 139.9 points below level 3	Declined Significantly -16 points

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

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

Conclusions based on this data:

- English Learners are scoring in the Red category (lowest performance) in both Mathematics and English Language Arts.

School and Student Performance Data

Status and Change Report English Language Arts (ELA)

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

Fall 2018 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		632	Low 59.9 points below level 3	Maintained -2.2 points

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

Fall 2018 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		632	Low 59.9 points below level 3	Maintained -2.2 points
English Learners		191	Very Low 79.5 points below level 3	Declined -5.9 points
Foster Youth		17	Very Low 112.7 points below level 3	Declined Significantly -22.4 points
Homeless		0	*	*
Socioeconomically Disadvantaged		548	Low 64.9 points below level 3	Declined -3.6 points
Students with Disabilities		87	Very Low 150.9 points below level 3	Declined Significantly -17.4 points
African American		151	Very Low 86.4 points below level 3	Increased +4.7 points
American Indian		1	*	*
Asian		6	*	*
Filipino		7	*	*
Hispanic		409	Low 55.3 points below level 3	Declined -7.2 points
Pacific Islander		2	*	*
Two or More Races		11	Low 38 points below level 3	Increased +9.3 points
White		45	Low 41.7 points below level 3	Maintained +2.5 points

Additional ELA Assessment Data for English Learners (EL)

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

Fall 2018 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	81	Low 28.8 points below level 3	Declined -4.6 points
EL - English Learner Only	110	Very Low 116.8 points below level 3	Declined -12.6 points
English Only	349	Low 66.5 points below level 3	Maintained -6.5 points

ELA California Alternate Assessment (CAA) Data

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

Fall 2018 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3
English Language Arts (3-8)	8	*	*	*

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

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

Conclusions based on this data:

1. Overall, students are scoring in the Low status of 59.9 points below level 3.
2. However, Students with Disabilities are scoring Very Low with 150.9 points below level 3.
3. African American students are also scoring Very Low with 86.4 points below level 3.

School and Student Performance Data

Status and Change Report Mathematics (Math)

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

Fall 2018 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		629	Very Low 122.5 points below level 3	Declined -13 points

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

Fall 2018 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		629	Very Low 122.5 points below level 3	Declined -13 points
English Learners		191	Very Low 139.9 points below level 3	Declined Significantly -16 points
Foster Youth		16	Very Low 129.9 points below level 3	Increased +16 points
Homeless		0	*	*
Socioeconomically Disadvantaged		545	Very Low 126.4 points below level 3	Declined -14.2 points
Students with Disabilities		86	Very Low 197.5 points below level 3	Maintained +1.9 points
African American		148	Very Low 149.9 points below level 3	Declined -5.5 points
American Indian		1	*	*
Asian		6	*	*
Filipino		7	*	*
Hispanic		409	Very Low 118.3 points below level 3	Declined Significantly -19.3 points
Pacific Islander		2	*	*
Two or More Races		11	Very Low 103 points below level 3	Declined Significantly -19.5 points

Fall 2018 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
White		45	Very Low 101.2 points below level 3	Increased +3.2 points

Additional Math Assessment Data for English Learners

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

Fall 2018 Math Additional Assessment Data for English Learners				
State Indicators	Number of Students		Status	Change
EL - Reclassified Only	81		Low 88.5 points below level 3	Declined -9.3 points
EL - English Learner Only	110		Very Low 177.7 points below level 3	Declined Significantly -26.1 points
English Only	346		Very Low 129.6 points below level 3	Declined -12.2 points

Math California Alternate Assessment (CAA) Data

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

Fall 2018 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3
Mathematics (3-8)	8	*	*	*

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

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

Conclusions based on this data:

1. Overall, students are scoring in the Very Low status of 122.5 points below level 3.
2. However, Students with Disabilities are scoring even lower in the Very Low status of 197.5 points below level 3.
3. African American students are also scoring in the Very Low status of 149.9 points below level 3.

School and Student Performance Data

Detailed Report Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017
English Learners	96.5%	87.6%

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

Class of 2016

For the Fall 2018 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017
English Language Arts	57.7 points below level 3	59.9 points below level 3
Mathematics	109.5 points below level 3	122.5 points below level 3

Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts

Mathematics

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

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

Conclusions based on this data:

1. Students have declined by 2.2 points in English Language Arts.
2. Students have declined by 13 points in Mathematics.
3. English Learners have declined by about 9% in making progress towards English proficiency.

School and Student Performance Data

Detailed Report School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	12.2% (93)	12.5% (99)

Conclusions based on this data:

1. The overall suspension rate has increased by 6 students (+0.3%).

School and Student Performance Data

Student Group Report

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

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

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

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

Conclusions based on this data:

1. Suspension Rate and Mathematics are both in the Red category (Lowest Performance).
2. English Language Arts is in the Orange category.

-
-
3. English Learner Progress is in the Green category (High Performance).

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academic Achievement

Goal Statement

Gifford C. Cole Middle School will increase student achievement, especially in English Language Arts (ELA) and Mathematics.

LCAP Goal

The Eastside Union School District will increase student achievement, especially in English Language Arts and Mathematics.

Basis for this Goal

ELA: Data shows that our greatest need is in the area of reading for our 7th graders as 62.9% of them are below standard.

ELA: Data shows that our greatest need is in the area of reading for our 8th graders as 52.4% of them are below standard.

ELA: Research/Inquiry and writing are the strongest areas for both grade levels.

Math: Data shows that our greatest need in mathematics is in the concepts and procedures claim, as over 80.8% of our students are below the standard.

Math: The strongest area for both grade levels is in Communicating Reasoning.

English Learners are scoring in the Red category (lowest performance) in both Mathematics and English Language Arts.

Overall, students are scoring in the Low status of 59.9 points below level 3 in ELA.

Students with Disabilities are scoring Very Low with 150.9 points below level 3 in ELA.

African American students are also scoring Very Low with 86.4 points below level 3 in ELA.

Overall, students are scoring in the Very Low status of 122.5 points below level 3 in Math.

Students with Disabilities are scoring even lower in the Very Low status of 197.5 points below level 3 in Math.

African American students are also scoring in the Very Low status of 149.9 points below level 3 in Math.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELA CAASPP data, students meeting or exceeding standard	21.04%	35%
Math CAASPP data, students meeting or exceeding standard	4.18%	20%

Planned Strategies/Activities

Strategy/Activity 1

In order to increase academic rigor in the classroom, teachers of the same courses will meet to revisit Common Core State Standards, adjust curricular sequencing and select instructional materials to facilitate higher and deeper levels of student learning. These teachers shall collaborate to use interim and benchmark assessments, and to analyze the results of those assessments.

Conferences and travel expenses will be included and considered to ensure ongoing professional development that focuses on ensuring all students master grade level content standards; are able to read complex text across all content areas; have rich and rigorous academic conversations about compelling topics; and demonstrate their thinking through writing, tasks, and other forms of assessment within an environment that promotes inquiry and learning.

We will also provide materials and supplies to classrooms and students including but not limited to supplemental instructional materials specifically designated for ELA, ELD, and Math instruction.

Students to be Served by this Strategy/Activity

All Students

Timeline

12.1.2018 - 12.1.2019

Person(s) Responsible

Teachers
Administration

Proposed Expenditures for this Strategy/Activity

Amount	10,000.00
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional Development Fees
Amount	10,000.00
Source	Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies
Amount	22,600.00
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies

Strategy/Activity 2

We will provide a comprehensive assessment system and differentiated instruction for all students.

The following software programs will support implementation of our assessment program:

- Imagine Learning,
- Imagine Math,
- Renaissance Learning,
- Reflex Math,
- School City

Teachers will be provided materials and supplies to maintain the adequate function and ease of use of computer based assessment and instructional software.

Students to be Served by this Strategy/Activity

All Students

Timeline

12.1.2018 - 12.1.2019

Person(s) Responsible

Teachers
Administration

Proposed Expenditures for this Strategy/Activity

Amount	10,000.00
Source	Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies

Strategy/Activity 3

The school will utilize technology to support instructional delivery strategies, increase student engagement, and increase student knowledge of technology.

Students to be Served by this Strategy/Activity

All Students

Timeline

12.1.2018 - 12.1.2019

Person(s) Responsible

Teachers
Administration

Proposed Expenditures for this Strategy/Activity

Amount	5,000.00
Source	Unrestricted
Budget Reference	4000-4999: Books And Supplies

Description

Materials and Supplies

Strategy/Activity 4

The school will utilize Extended Learning Opportunities in order to increase student achievement in English Language Arts and Mathematics. Teachers and classified staff will implement researched-based and standards-based programs that focus and emphasize mathematics and English Language Arts instruction.

Students to be Served by this Strategy/Activity

All Students

Timeline

12.1.2018 - 12.1.2019

Person(s) ResponsibleTeachers
Administration**Proposed Expenditures for this Strategy/Activity**

Amount	15,000.00
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	ELO Teachers
Amount	10,000.00
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies
Amount	7,500.00
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Transportation
Amount	8,270.00
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	2000-2999: Classified Personnel Salaries
Description	ELO Classified Personnel

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Parental Involvement

Goal Statement

There will be increased parent involvement at Gifford C. Cole Middle School. We will increase parent involvement through the parent resource room and school sponsored functions, including AVID Parent Nights, family/principal meetings, parent/teacher conferences, Literacy Night, parent workshops, ELAC Meetings, and School Site Council meetings.

LCAP Goal

The Eastside Union School District will promote increased involvement of families.

Basis for this Goal

Overall, students are scoring in the Low status of 59.9 points below level 3 in ELA and in the Very Low status of 122.5 points below level 3 in Math (CAASPP).

Continue to provide parent opportunities for two-way communication and community outreach for all stakeholders.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
PeachJar Flyers, letters, website, Facebook and Connect-Ed messages		Increase parental attendance at school functions

Planned Strategies/Activities

Strategy/Activity 1

- Literacy Night
- School Site Council Meetings
- ELAC meetings
- Parent University
- Project 2 Inspire parent workshops
- Personal phone calls by parent liaison
- Another PeachJar roll-out flyer sent home

Students to be Served by this Strategy/Activity

All Students

Timeline

12.1.2018 - 12.1.2019

Person(s) Responsible

Teachers
Administration
Parent Liaison

Proposed Expenditures for this Strategy/Activity

Amount	10,000.00
Source	Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies
Amount	2,000.00
Source	Unrestricted
Budget Reference	5900: Communications
Description	Materials and Supplies
Amount	3,500.00
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

School Climate

Goal Statement

All students will be educated in learning environments that are safe, drug free, and conducive to learning. Suspensions: For the 2018-2019 school year, we will reduce the number of suspensions by at least 5%. Other Student Support: For the 2018-2019 school year, we will increase awareness in an Anti-Bullying campaign.

LCAP Goal

The Eastside Union School District will maintain a safe learning environment designed to enhance students' opportunities to learn.

Basis for this Goal

- Participation rates in listed programs
- Assessment Data
- Grade Point Average
- Attendance Data
- Student Discipline data
- Aeries discipline data queries

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rate	12.5%	7.5%

Planned Strategies/Activities

Strategy/Activity 1

- All students will have an opportunity to participate in a student inter-scholastic athletic program.
- The school will implement PBIS, a progressive positive discipline program, which provides a systematic process of behavior modification.
- The counselor will assist students with the following (but not limited to) socio-emotional support services: conflict management; anger management; anti-bullying; academic progress; self esteem; transitioning to middle school; transitioning to high school.

- Students will participate in the PBIS Student Ambassador program

Students to be Served by this Strategy/Activity

All Students

Timeline

12.1.2018 - 12.1.2019

Person(s) Responsible

Teachers
Administration
Counselor

Proposed Expenditures for this Strategy/Activity

Amount	3,000.00
Source	Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Teachers, Materials, Facilities

Goal Statement

All students shall have teachers who are appropriately assigned and fully credentialed in the subject areas and grade levels they teach. These highly qualified teachers shall receive high quality professional development in the areas of:

- *Instructional Leadership
- *AVID Elective Classes
- *Common Core State Standards
- *PBIS
- *Culture and Climate Leadership
- *English Language Development

Every student shall have sufficient access to standards-aligned instructional materials.

School facilities shall be maintained and in good repair.

LCAP Goal

The Eastside Union School District will provide an exemplary work force and facilities for staff and students.

Basis for this Goal

- *Summative and formative assessment data
- *Assessment data
- *Student Success Team data
- *Student Work Samples
- *Participation rates in programs
- *SARC
- *Student office referrals
- *Student Suspensions
- *Student Attendance

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number of teachers fully credentialed and appropriately assigned	94%	95%
Sufficiency on Williams instructional materials visits	100%	100%

Planned Strategies/Activities

Strategy/Activity 1

The school will continue to implement AVID Elective Classes to target our students in becoming college and career ready utilizing AVID strategies. These strategies will include binder usage, planner utilization, Cornell notes, and pencil pouches. We will also create a college-going atmosphere on our campus.

Cole Middle School teachers who attended AVID Summer Institute or AVID workshops throughout the year will receive instruction and practice in using research-based methods and student materials. These teachers shall implement the strategies and materials in their classrooms and collaborate with colleagues to discuss successes and make adjustments as necessary,

Students to be Served by this Strategy/Activity

All Students

Timeline

12.1.2018 - 12.1.2019

Person(s) Responsible

Teachers
Administration

Proposed Expenditures for this Strategy/Activity

Amount	20,000.00
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional Development Fees
Amount	5,000.00
Source	Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies
Amount	10,000.00
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Professional Development

Strategy/Activity 2

Cole Middle School staff will work and learn together utilizing research-based practices to enhance student achievement in Professional Learning Communities. Topics include: Instructional Leadership, using data to implement RTI, curriculum mapping, Culture and Climate Leadership. This collaborative work will be accomplished during department and/or staff meetings.

Teachers will attend professional development with the focus of improving student achievement.

Students to be Served by this Strategy/Activity

All Students

Timeline

12.1.2018 - 12.1.2019

Person(s) Responsible

Teachers
Administration

Proposed Expenditures for this Strategy/Activity

Amount	20,000.00
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute Teachers

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

All students shall have teachers who are appropriately assigned and fully credentialed in the subject areas and grade levels they teach. These highly qualified teachers shall receive high quality professional development in the areas of:

- *Conceptual Understanding
- *AVID school wide
- *Common Core State Standards
- *PBIS

Every student shall have sufficient access to standards-aligned instructional materials.

School facilities shall be maintained and in good repair.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Sufficiency on Williams instructional materials visits	100%	100%
Number of teachers fully credentialed and appropriately assigned	100%	94%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Cole Middle School will implement the use of Thinking Maps to assist students in comprehension and critical thinking skills. • The school will design and implement an AVID school wide program to target our students in becoming more college ready utilizing AVID strategies. These strategies will include binder usage, planner 	<ul style="list-style-type: none"> • Cole Middle School did not implement the use of Thinking Maps school-wide. • The school implemented an AVID school-wide program to target our students in becoming more college ready utilizing AVID strategies. These strategies included binder usage, planner utilization, Cornell notes, and pencil pouches. We 		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>utilization, Cornell notes, and pencil pouches. We will also create a college going atmosphere on our campus.</p> <ul style="list-style-type: none"> • Cole Middle School teachers who attended AVID Summer Institute or AVID trainings throughout the year receive instruction and practice in using research-based methods and student materials. These teachers shall implement the strategies and materials in their classrooms and then collaborate with colleagues to discuss successes and make adjustments as necessary, Teachers shall also train our other teachers on critical strategies for moving AVID school wide. 	<p>also created a college going atmosphere on our campus.</p> <ul style="list-style-type: none"> • Cole Middle School teachers who attended AVID Summer Institute or AVID trainings throughout the school year received instruction and practice in using research-based methods and student materials. These teachers implemented the strategies and materials in their classrooms and collaborated with colleagues to discuss successes and made adjustments as necessary, Teachers also trained our other teachers in critical reading strategies for moving AVID school wide. 		
<ul style="list-style-type: none"> • Cole Middle School staff will work and learn together utilizing research-based practices to enhance student achievement in 	<ul style="list-style-type: none"> • Cole Middle School staff worked and learned together utilizing research-based practices to enhance student 		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Professional Learning Communities. Topics include: implementing Thinking Maps, implementing Common Core State Standards, using data to implement RTI, curriculum mapping, and so on. This collaborative work will be accomplished during department meetings and staff meetings.</p> <ul style="list-style-type: none"> Teachers will attend professional development with the focus of improving student achievement. 	<p>achievement in Professional Learning Communities. Topics included: implementing Common Core State Standards, using data to implement RTI, and curriculum mapping. This collaborative work was accomplished during department meetings and staff meetings.</p> <ul style="list-style-type: none"> Teachers attended professional development with the focus of improving student achievement. 		
<p>Use of librarian/library aide to assist in proper utilization and maintenance on library programs and books.</p>	<p>Used library teacher and library aide to assist in proper utilization and maintenance on library programs and books.</p>		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Overall implementation was met as textbooks were purchased.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall effectiveness was met as we were considered sufficient with Williams Textbooks.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in Reading/English-Language Arts and Mathematics.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC Proficiency Level 4	25%	19.35%
ELPAC Proficiency Level 1	10%	12.9%

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Language review team members shall analyze EL data, and will prepare reports of academic achievements and challenges of EL students. This data shall be used to monitor EL academic progress and will facilitate adjustments to instructional delivery. Additionally, data shall facilitate student identification for intervention and further support.</p>	<p>Teachers with EL students analyzed EL data to prepare reports of academic achievements and challenges of EL students. This data was used to monitor EL academic progress and facilitated adjustments to instructional delivery. Additionally, data facilitated student identification for intervention and further support.</p>		
<ul style="list-style-type: none"> We will enhance the materials within the EL classrooms as well as within classrooms with EL students. This will provide students with an increase in their language fluency as the opportunities with technology will offer more programs and 	<ul style="list-style-type: none"> We did not enhance the materials within the EL classrooms. We did not purchase technology for the EL classrooms. 		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>more opportunities.</p> <ul style="list-style-type: none"> We will purchase technology for the EL classrooms to support core curriculum and enhance their language development. 			
<p>Staff and administration shall work together to revise and begin the alignment process to the Common Core State Standards. This process will develop critical thinking skills within our students and provide them with the necessary skills to be college and career ready.</p>	<p>Staff and administration worked together to revise and align the Common Core State Standards.</p>		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Overall implementation was not met as EL students were placed in ELA Support classes for one of their electives.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall effectiveness was not met as EL students did not meet the % expected of 25% in Level 4 (Bridging)

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

There will be increased parent involvement at Gifford C. Cole Middle School. We will increase parent involvement through school sponsored functions, including AVID Parent Nights, Project READ Family Nights, family/principal meetings, parent/teacher conferences, Literacy Night, computer classes, English classes, parenting classes, ELAC Meetings, and School Site Council meetings.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance at School Functions	+5%	+5%

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Student of the Month Celebrations • Literacy Night • School Site Council Meetings • ELAC meetings • Using the Rosetta Stone computer tutorial, Cole Middle School will assist parents in learning English 	<ul style="list-style-type: none"> • Literacy Night was held • School Site Council Meetings were held • ELAC meetings were held • Student of the Month Celebrations were not held • English classes for parents were not held 		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Overall implementation was met as most of the school functions were held.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall effectiveness was not met as the attendance of parents did not increase.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

All students will attain proficiency or better in reading/english-language arts and mathematics.

Goal 1a: For the 2017-2018 school-year, the percentage of all students, including all student subgroups, meeting or exceeding the standards on the CAASPP will increase by a target of 5% on English-Language Arts.

Goal 1b: For the 2017-2018 school-year, the percentage of all students, including all student subgroups, meeting or exceeding the standards on the CAASPP will increase by a target of 2% on Mathematics.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP ELA (% Met or Exceeded)	30.91%	21.04%
CAASPP Mathematics (% Met or Exceeded)	8.69%	4.18%

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Teachers of the same courses will meet to revisit Common Core State Standards, adjust curricular sequencing and select instructional materials to facilitate higher and deeper levels of student learning. These teachers shall collaborate to create interim and benchmark assessments, and analyze the results of those assessments. Teachers will meet within core subject departments to 	<ul style="list-style-type: none"> Teachers of the same courses met to revisit Common Core State Standards, adjusted curricular sequencing and selected instructional materials to facilitate higher and deeper levels of student learning. These teachers collaborated to create interim and benchmark assessments, and analyzed the results of those assessments. Teachers met by departments to 		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>align pacing guides to Common Core State Standards.</p> <ul style="list-style-type: none"> • Cross-curricular support will occur for our ELA and Math departments. • Purchase supplemental materials and supplies to support core curriculum. 	<p>align pacing guides to Common Core State Standards.</p> <ul style="list-style-type: none"> • Cross-curricular support occurred with the ELA and Social Studies departments. • Purchased supplemental materials and supplies to support core curriculum. 		
<p>The school will utilize technology to support instructional delivery strategies, increase student engagement, and increase student knowledge of technology.</p>	<p>Teachers utilized technology to support instructional delivery strategies and to increase student engagement.</p>		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Overall implementation was met as teachers met by departments to accomplish the goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall effectiveness was not met as the % of students meeting or exceeding in ELA and Math decreased.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

For the 2017-2018 school year, the attendance rate will be at least 96% and the number of students with 10 or more unexcused absences will be reduced by 5%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Rate	96%	93.4%

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> The school will recognize students with perfect attendance rates. Attendance letters will be mailed home periodically for students with excessive absences and tardies. School Resource Officer will be involved Quarterly Incentive Awards/Events 	<ul style="list-style-type: none"> The school recognized students with perfect attendance rates at the end of the school year. Attendance letters were mailed home periodically for students with excessive absences and tardies. School Resource Officer was not involved. Quarterly incentive awards did not occur. 		
<ul style="list-style-type: none"> Identify at-risk students/targeted students 	<ul style="list-style-type: none"> Identified at-risk students/targeted students using A2A attendance program. 		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Track attendance data quarterly Provide individual and family conference to address attendance concerns Provide incentive based programs for students that show improvement in attendance 	<ul style="list-style-type: none"> Tracked attendance data weekly and quarterly Provided individual and family conferences to address attendance concerns Incentive based programs for attendance improvement were not completed 		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Overall implementation was successful with the assistance of the A2A attendance program.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall effectiveness was not met as the Attendance Rate decreased.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

Goal 6

All students will be educated in learning environments that are safe, drug free, and conducive to learning. Suspensions: For the 2017-2018 school year, we will reduce the number of suspensions by at least 5%. Other Student Support: For the 2017-2018 school year, we will increase awareness in an Anti-Bullying campaign.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension Rate	7.2%	12.5%

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Students will have an opportunity to participate in associated student body. All students will have an opportunity to participate in a student inter-scholastic athletic program. The school will implement PBIS, a progressive positive discipline program, which provides a systematic process of behavior modification. The counseling staff and Penny Lane Centers will assist students with the following (but not limited to) socio-emotional support services: conflict 	<ul style="list-style-type: none"> All students had an opportunity to participate in student athletics. The school implemented PBIS school-wide, a progressive positive discipline program, which provided a systematic process of behavior modification. The counseling staff and Penny Lane Centers assisted students with the following: socio-emotional support services: conflict management; anger management; anti-bullying; academic progress; self esteem; transitioning to middle school; 		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
management; anger management; anti-bullying; academic progress; self esteem; transitioning to middle school; transitioning to high school.	transitioning to high school. <ul style="list-style-type: none"> Student participation in ASB did not occur. 		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Overall implementation was successful as the total number of suspensions went down by about 50.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall effectiveness was not met as the Suspension Rate increased by 3 students.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

Goal 7

Gifford C. Cole Middle School students will have access to a broad course to study. This will include:

- intervention programs
- enrichment programs
- music programs
- general education programs
- special education programs
- English language development programs
- Electives

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Variety of Elective Courses Offered: AVID, Project Lead the Way, Band, Chorus, Life Skills, Math Support, ELA Support, Geography, Computer Apps, Leadership, Builder's Club, SAI Support, Poetry, Literature Study, Making Appropriate Choices.	100% of these courses offered	All courses were offered except Poetry

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Cole Middle School will provide extra time during the school day to provide intervention in ELA and mathematics to students below grade level. We will utilize two programs: READ 180 and Accelerated Math. These two programs are research-based programs that, when implemented with fidelity, are capable of increasing student performance. • Cole Middle School will 	<ul style="list-style-type: none"> • Cole Middle School provided extra time during the school day to provide intervention in ELA and mathematics to students below grade level. We utilized two programs: READ 180 and Imagine Math during ELA Support and Math Support Elective courses. • Cole Middle School implemented six AVID elective classes (three 7th grade and three 8th grade), 		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>implement the AVID elective class, targeting under-represented students in the academic middle. These students have the desire to go onto college along with the willingness to work hard, learn, and use organizational and study skills, work on critical thinking skills, ask higher level probing questions, seek academic help from peers and tutors, and participate in enrichment and motivational activities that make college attainable.</p> <ul style="list-style-type: none"> • Cole Middle School will continue offering beginning and intermediate band classes during the regular school day, Additionally, chorus will be offered. 	<p>targeting under-represented students in the academic middle.</p> <ul style="list-style-type: none"> • Cole Middle School offered a beginning and an intermediate band class during the regular school day. Additionally, one elective class of chorus was offered. 		
<ul style="list-style-type: none"> • Cole Middle School will provide extra time during the school day to provide enrichment time 	<ul style="list-style-type: none"> • Cole Middle School did not provide extra time during the school day for enrichment time to students 		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>to students who are enrolled in Mathematics. Additionally, teachers will collaborate to improve instructional strategies to improve student engagement and achievement.</p> <ul style="list-style-type: none"> • Cole Middle School teachers will offer elective classes to our students who are excelling. Some of these options will include drama, literature study, life skills, art history, and Project Lead the Way. 	<p>enrolled in Mathematics.</p> <ul style="list-style-type: none"> • Cole Middle School teachers offered elective classes to our students who are excelling. Some of these elective classes included drama, literature study, life skills, and Project Lead the Way. 		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Overall implementation was met, as all but one elective course was offered.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall effectiveness was met, as the goal was to offer a broad range of courses.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	199,170.00

Allocations by Funding Source

Funding Source	Amount	Balance
Unrestricted	72,300.00	27,300.00
Title I Part A: Basic Grants Low-Income and Neglected	126,870.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Basic Grants Low-Income and Neglected	126,870.00
Unrestricted	45,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	45,000.00
2000-2999: Classified Personnel Salaries	8,270.00
4000-4999: Books And Supplies	79,100.00
5000-5999: Services And Other Operating Expenditures	7,500.00
5800: Professional/Consulting Services And Operating Expenditures	30,000.00
5900: Communications	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	45,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	8,270.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	36,100.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	7,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	30,000.00
4000-4999: Books And Supplies	Unrestricted	43,000.00
5900: Communications	Unrestricted	2,000.00

School Site Council Membership

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

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

Name of Members	Role
Maria Alvarado Garcia	Parent or Community Member
Fermin Gonzalez	Other School Staff
Christine Becker	Parent or Community Member
Crystal Herrera	Classroom Teacher
Dustie Black	Parent or Community Member
Richard Brown	Parent or Community Member
Leslie Gonzalez	Parent or Community Member
Francisco Pinto	Principal
John Santa	Classroom Teacher
Mario Villa	Classroom Teacher

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11/27/2018.

Attested:




Principal, Francisco Pinto on 11/29/2018

SSC Chairperson, Mario Villa on 11/29/2018