School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Borel Middle School	41690396044853	6/18/19	

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

As part of the planning process for this SPSA annual review and update, the following stakeholder groups participated in SPSA engagement meetings to provide input on causes based on data (achievement & climate results) and actions on how to effectively meet the needs of all students, including specific student subgroups (SED, EL,etc.).

- -ELAC: 5/14/19

- -Staff & Site Leadership Team: 5/7/2019 & 5/20/19

- -School Site Council (SSC): 4/29/19 & 5/22/19

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,078	**38.7%**	**15.9%**	**0.1%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	171	15.9%
Foster Youth	1	0.1%
Homeless	30	2.8%
Socioeconomically Disadvantaged	417	38.7%
Students with Disabilities	84	7.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	13	1.2%
American Indian	2	0.2%
Asian	135	12.5%
Filipino	43	4.0%
Hispanic	468	43.4%
Two or More Races	73	6.8%
Pacific Islander	24	2.2%
White	316	29.3%

Data Statements: Strength

Data Statements: Challenges

Why are we getting these results?

School and Student Performance Data

Data Indicators and Targets

Borel Middle School							
			Literacy				
Summative Indicators							
	16-17 Score [Baseline]	**17-18 Score [Dec 2018]**	**17-18 SMFCSD School Expected Targets**		**17-18 Actual Performance**	**Met Target?**	**18-19 Target**
Overall "Average Points Above Standard"	15.1 points above standard	21.4 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	21.4 points above	Yes	10 points above
			GROWTH (PROGRESS EXPECTED)	4 point rise	6.4 point rise	Yes	4 point rise
SED "Average Points Above Standard"	-55.5 points below standard	-44.6 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	0 points above	-44.6 points below	No	0 points above
			GROWTH (PROGRESS EXPECTED)	15 point rise	10.9 point rise	No	15 point rise
EL "Average Points Above Standard"	-60.6 points below standard	-43.6 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	17 point rise	Yes	15 point rise
SwD "Average Points Above Standard"	-125.2 points below standard	-131.2 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	-6 point decrease	No	15 point rise
3rd Grade "Average Points Above Standard"	N/A	N/A	STATUS (EXPECTED LEVEL TO BE ATTAINED)	N/A	N/A	N/A	N/A
5th Grade "Average Points Above Standard"	N/A	N/A	STATUS (EXPECTED LEVEL TO BE ATTAINED)	N/A	N/A	N/A	N/A
8th Grade "Average Points Above Standard"	7.3 points above standard	25.3 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	25.3 points above	Yes	10 points above
ELPAC Performance	Pending	Pending	GROWTH (PROGRESS EXPECTED)	Pending	Pending	Pending	Pending
Leading Indicators							
	Baseline [Fall 2018]	**Final Assessment [Spring 2019]**					
Galileo	60% Met Standard	58.% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	65 % Met	58.% Met	No	65 % Met
			GROWTH (Met Expected DL Score Growth from Benchmark 1 to 2)	80% Met Growth	48% Met Growth	No	80 % Met Growth
	Baseline [Fall 2018] 1st Trimester	**Final Assessment [Spring 2019] 3rd Trimester**					
F&P	N/A	N/A	STATUS (EXPECTED LEVEL TO BE ATTAINED)	N/A	N/A	N/A	N/A
			GROWTH (PROGRESS EXPECTED)	N/A	N/A	N/A	N/A

	Mathematics						
Summative Indicators						**Met Target?**	**18-19 Target**
	16-17 Score [Baseline]	**17-18 Score [Dec 2018]**	**17-18 SMFCSD School Expected Targets**		**17-18 Actual Performance**		
Overall "Average Points Above Standard"	-20.1 points below standard	-7 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	-7 points below	No	10 points above
			GROWTH (PROGRESS EXPECTED)	5 point rise	13.1 point rise	Yes	5 point rise
SED "Average Points Above Standard"	-99.4 points below standard	-89 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	0 points above	-89 points below	No	0 points above
			GROWTH (PROGRESS EXPECTED)	15 point rise	10.4 point rise	No	15 point rise
EL "Average Points Above Standard"	-104.6 points below standard	-87.6 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	16.9 point rise	Yes	15 point rise
SwD "Average Points Above Standard"	-166.1 points below standard	-171.7 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	-5.5 point decrease	No	15 point rise
3rd Grade "Average Points Above Standard"	N/A	N/A	STATUS (EXPECTED LEVEL TO BE ATTAINED)	N/A	N/A	N/A	N/A
5th Grade "Average Points Above Standard"	N/A	N/A	STATUS (EXPECTED LEVEL TO BE ATTAINED)	N/A	N/A	N/A	N/A
8th Grade "Average Points Above Standard"	-28 points below standard	-3.1 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	-3.1 points below	No	10 points above
Leading Indicators							
	Baseline [Fall 2018]	**Final Assessment [Spring 2019]**					
Galileo	47% Met Standard	48% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	60 % Met	48% Met	No	60 % Met
			GROWTH (Met Expected DL Score Growth from Benchmark 1 to 2)	80 % Met Growth	43% Met Growth	No	80 % Met Growth

Data Statements: Strength

1. For ELA, "All students" overall score is 21 points above state proficiency level with a 6.4 point increase from 2017
EL student group overall made significant growth (17 point rise)
Current ELs 18.8 point rise
Reclassified ELs 24.9 point rise
3 Student groups are performing significantly above proficiency (Asian, White, 2+ races)
SED student group made a 10.9 point rise

For Math, "All students" overall score increased 13 points from 2017
3 Student groups are performing significantly above proficiency (Asian, White, 2+ races)
EL student group overall made growth (16.9 point rise)
Current ELs 9.4 point rise
Reclassified ELs 29.7 point rise
SED student group made a 10 point rise

Data Statements: Challenges

2. For ELA, EL, SWD and SED student groups perform significantly below proficiency

For Math, "All students" overall are 7 points below proficiency level. ELs, SWD and SED student groups perform significantly below proficiency

Why are we getting these results?

3. For ELA:
   - -Focus on professional learning strategies to incorporate literacy/writing across the content areas.

- -English Learners in grades 6-8 take English Language Development (ELD) Language Arts classes, that provide scaffolding and literacy support for students acquiring English.
- -Focus on reading comprehension through use of school-wide annotation strategies in each subject area
- -Implementation of AVID--Writing, Inquiry, Collaboration, Organization and Reading strategies across content areas.
- -After school homework support for all students and English Learners, staffed by teachers.

For Math:

The College Preparatory Mathematics (CPM) curriculum has been implemented for four years.

Teachers engage in collaborative conversations during department meetings about how to make improvements to curriculum, units of instruction, pacing, and assessments.

Additional math classes provide needed support for low performing students.

Twice a week, students are able to get homework help after school in math from a teacher.

We need additional interventions for incoming six grade students performing significantly below grade level in math.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	1	3	3	2

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
4.9% chronically absent	8% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0.4%	Declined 0.8%	2 students
1090 students	175 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Yellow	Yellow
9.4% chronically absent	7.4% chronically absent	14.3% chronically absent
Increased 2.9%	Maintained 0.3%	Declined 4%
32 students	433 students	91 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	Blue
7.1% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	0.7% chronically absent	0% chronically absent
Increased 1.3%	2 students	Maintained 0.1%	Maintained 0%
14 students		135 students	43 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Green	No Performance Color	Green
7.3% chronically absent	3.9% chronically absent	12.5% chronically absent	3.2% chronically absent
Maintained 0.2%	Declined 0.6%	Declined 2.9%	Declined 1.2%
478 students	77 students	24 students	317 students

Data Statement: Strengths

1. "All students" suspension rate decreased 2%, green on CA Dashboard
   "All students" low rate of chronic absenteeism, green on CA Dashboard

Data Statement: Challenges

2. ELs & SWD suspension rate is orange on CA Dashboard
   Homeless students absenteeism is orange on CA Dashboard

Why are we getting these results?

3. Overall low incidents of physical/emotional harassment (bullying and physical altercations)
   Over 94% of students report high or moderate school connectedness
   Number of office referrals for behaviors have decreased from 2016 to 2018
   Defiance: 50 to 25
   Disrespect: 81 to 53
   Name calling: 42 to 18

Describe any strengths or challenges in implementing your improvement strategies this year that impacted these results.

4. The implementation of a Behavior Flow system school-wide has led to less students being referred to the office, decreasing a loss in instructional time. Implementation of attendance tracking system (A2A) has resulted in office staff being able to reach out to families early on when students are tardy or missing school either for excused or unexcused absences. Also, implementation of restorative practices across the school as a proactive approach to establishing a positive school climate has resulted in structures in place (community circles) where students voice is validated and heard.
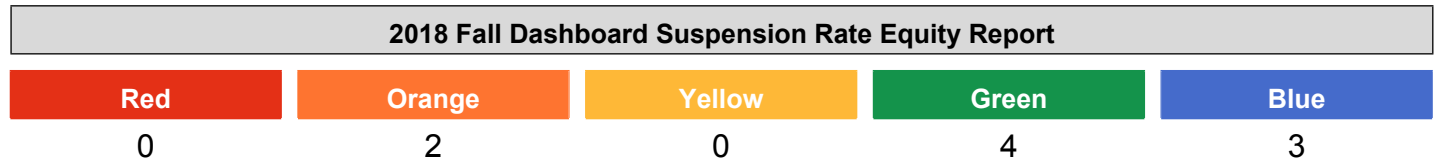
School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	2	0	4	3

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
3.4% suspended at least once	7.3% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy
Declined -2%	Increased 2%	2 students
1096 students	177 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Blue	Green	Orange
0% suspended at least once	6.2% suspended at least once	14.1% suspended at least once
Declined -12.5%	Declined -1.2%	Declined -0.6%
32 students	438 students	92 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Green	Blue
14.3% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy 2 students	0.7% suspended at least once	0% suspended at least once
Declined -2.4%		Maintained -0.1%	Declined -4.4%
14 students		135 students	43 students

Hispanic	Two or More Races	Pacific Islander	White
Green	Blue	No Performance Color	Green
5.4% suspended at least once	0% suspended at least once	8.3% suspended at least once	1.9% suspended at least once
Declined -1.9%	Declined -4.4%	Increased 4.5%	Declined -2.4%
483 students	78 students	24 students	317 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
4.1% suspended at least once	5.4% suspended at least once	3.4% suspended at least once

Data Statement: Strengths

1. All students" suspension rate decreased 2%, green on CA Dashboard

Based on the 2018 California Healthy Kids Survey (CHKS)
93% of parents "strongly agree" or "agree" that our school treat parents with respect
92% of parents "strongly agree" or "agree" that our school keeps parents well informed about school activities
88% of parents "strongly agree" or "agree" that our school staff is helpful to parents
74% of parents (6th, 7th, 8th gr.) "strongly agree" or "agree" that the school allows input and welcomes parents contributions
76% of parents "strongly agree" or "agree" that our school encourages parents to be an active partner with the school in educating their child

Data Statement: Challenges

2. ELs & SWD suspension rate is orange on CA Dashboard

Based on the 2018 CHKS survey results:
52% of 7th graders feel that their parents are involved in school

Why are we getting these results?

3. The position of TOSA for Student Support Services, has effectively implemented a number of school climate initiatives; such as restorative practices and intervention practices and additional supports for students of concern.

Describe any strengths or challenges in implementing your improvement strategies this year that impacted these results.

4. None

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language and Literacy

LEA/LCAP Goal

Students will make progress toward meeting or exceeding grade level California Standards.

Goal 1

Increase student achievement in language and literacy, as measured by CAASPP, Galileo, and local reading assessments, with the expected outcomes outlined in the table below.

Identified Need

● Overall statements about the student performance strengths that the strategies (outlined below) will support.
● Overall statements about the student performance challenges that the strategies (outlined below) will address.

Need additional reading and writing support for students performing below grade level. All teachers need coaching and professional development in how to support students to improve their reading and writing skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome ● 17-18 for Summative Indicators (e.g., SBAC) ● 18-19 for Leading Indicators (Galileo, RI, F&P)	Expected Outcome ● 18-19 targets for Summative Indicators (e.g., SBAC) ● 19-20 targets for Leading Indicators (Galileo, RI, F&P)
SBAC ALL Students Status	6th-8th grades, +21.4 points above	10 points above proficient
SBAC ALL Students Growth	6th-8th grades, +6.4 point rise	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	6th-8th grades, -44.6 points below	0 points above proficient
SBAC SED Students Growth	6th-8th grades,+10.9 point rise	15 points rise in average distance from proficient
SBAC EL Students Growth	6th-8th grades,+17 point rise	15 points rise in average distance from proficient
SBAC SwD Growth	6th-8th grades, -6 point decrease	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	N/A	10 points above proficient
SBAC 5th Grade Students Status	N/A	10 points above proficient

Metric/Indicator	Baseline/Actual Outcome ● 17-18 for Summative Indicators (e.g., SBAC) ● 18-19 for Leading Indicators (Galileo, RI, F&P)	Expected Outcome ● 18-19 targets for Summative Indicators (e.g., SBAC) ● 19-20 targets for Leading Indicators (Galileo, RI, F&P)
SBAC 8th Grade Students Status	25.3 points above	10 points above proficient
Galileo All Students Status	60% Met Standard	65% of students meet or exceed grade level expectations
Galileo All Students Growth	48% Met expected growth	80% of students make Expected Growth
Galileo "Sub-group" Growth	N/A	80% of students make Expected Growth
Elementary: F&P All Students Status	N/A	65% of students meet Grade Level Benchmark
Elementary: F&P All Students Growth	N/A	80% of students make Expected Growth
Elementary: F&P "Sub-group" Growth	N/A	80% of students make Expected Growth
Middle: RI All Students Status	N/A	65% of students meet Grade Level Benchmark
Middle: RI All Students Growth	Will determine baseline in 2019-20	80% of students make Expected Growth
Middle: RI "Sub-group" Growth	Will determine baseline in 2019-20	80% of students make Expected Growth

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

Strategy & Supporting Actions 1

Strategy

Teachers will engage in a professional learning strand (writing, restorative management, technology, etc.) of their choice to improve student learning outcomes.

Students to be Served by this Strategy
(Identify either All Students or one or more specific student groups)

All Students and Students with disabilities (SWD), socioeconomic disadvantage (SED), and English Learners (ELs)

Teachers will attend ten Professional Learning (PL) meetings throughout the school year to learn specific	Teacher timecards hourly, materials	5800: Professional/Consulting Services And Operating Expenditures Site LCFF Supplemental A	9000.00

strategies. Teacher leaders will plan and facilitate each Professional Learning meeting. Teachers will choose from the following PL options:

- -Implementation of the Writing Revolution Strand, through using explicit content specific to writing instruction at the sentence level, teachers will be able to identify

 comprehension gaps, develop analytical abilities, boost reading comprehension, enhance speaking skills and improve organizational and study skills.
- -Technology Strand: Implementation of technology as an instructional tool
- -Restorative Management Strand: Teachers will utilize strategies to increase motivation and engagement for all students, especially those hard to reach and habitually under-performing. This strand will allow teachers to develop tools to build relationships with students and help students build relationships with each other.
- -AVID Strand: Teachers will continue to implement specific

Writing, Inquiry, Collaboration, Organization and Reading (WICOR) strategies • -Other: A team of teachers will design their own PL strand to engage in learning that grow their practice. The learning will include two inquiry cycles (teach, observe, data collection, analyze/debrief, and reflection/refinement).			

Strategy & Supporting Actions 2

Strategy

The Teacher on Special Assignment (TOSA) will support students academic and social emotional needs.

Students to be Served by this Strategy
(Identify either All Students or one or more specific student groups)

All students, Students with disabilities (SWD), Socially Economically disadvantage (SED), and English Learners (EL)

The TOSA will provide academic and social emotional support for students. Work with families and teachers to support and monitor student progress and performance (grades and behavior). The TOSA will work directly with students, teachers and families to create support plans to improve "students of concern" grades and behavior; as well as work in conjunction with the Assistant Principal to provide additional supports. The TOSA will support teachers through coaching and modeling to implement	.50 FTE ToSA	1000-1999: Certificated Personnel Salaries LCFF - Supplemental	75,643

strategies to build positive classroom communities, build positive relationships and make connections with students. This will in turn help students to build positive relationships with each other.			
	Proposed Expenditure Description: .33 FTE	1000-1999: Certificated Personnel Salaries Central Funds	50,142
	Proposed Expenditure Description: .17 FTE	1000-1999: Certificated Personnel Salaries Parent-Teacher Association (PTA)	25,071

Strategy & Supporting Actions 3

Strategy

Advancement Via Individual Determination (AVID) Writing, Inquiry, Collaboration, Organization, Reading (WICOR) strategies will continue to be implemented across subject areas to improve students study and student skills.

Students to be Served by this Strategy
(Identify either All Students or one or more specific student groups)

Students selected for AVID course; all middle school students (SWD, SED, and EL).

An AVID site coordinator will continue to serve as a resource for site implementation; which includes arranging enrichment opportunities such as guest speakers and college field trips. Teachers will attend Professional Development to learn specific writing, inquiry, collaboration, organization, and reading (WICOR) strategies to continue to implement AVID across the school.	AVID training and professional development for five staff members	5800: Professional/Consulting Services And Operating Expenditures District LCFF Supplemental C	22,184
Two teachers will teach the AVID elective, one for 7th grade and one for 8th grade.	Teachers for AVID course .33 FTE	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	41,773
AVID Tutors to support small group inquiry and reteaching in the AVID elective class.	Tutor Costs	2000-2999: Classified Personnel Salaries District LCFF Supplemental C	14,810

Strategy & Supporting Actions 4

Strategy

Teachers will provide additional academic support for students after school two days a week.

Students to be Served by this Strategy
(Identify either All Students or one or more specific student groups)

All students and SWD, SED, and EL

Three teachers will provide subject specific targeted support for English Learners in English Language Arts, Math, Science and Social Studies at least two days a week.	teacher timecards	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental C	8,000
Teachers will provide structured homework support in ELA, Math, Social Studies and Science subject areas two days a week after school	teacher timecards	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental C	23,050

Strategy & Supporting Actions 5

Strategy

The Teacher on Special Assignment, Assistant Principal and counselors will monitor the progress of eight grade students performing far below grade level, these students will be required to participate in a series of Academic Workshops.

Students to be Served by this Strategy
(Identify either All Students or one or more specific student groups)

Selected students in eight grade with three or more F's on their report card.

The goal of the Student Success workshop series is to teach students the value of a formal education so they will be inspired to achieve academic success. Instead of focusing on remedial academic work, the workshops focus on "The Three O's": Opportunity, Obstacles, and Overcoming. First, students learn why education is an incredible opportunity. Next, they learn about obstacles that prevent them from learning. Finally, they learn how to use strategies to overcome anything that might stop their progress and develop their	The Academic Workshops are provided by an outside consultant Food is provided for students in attendance Materials needed for workshops	5800: Professional/Consulting Services And Operating Expenditures Donations	1,080

own action plans to set them on a course for academic success. They share their action plans with their parents, reinforcing what they learned as well as their commitment to their education.			

Strategy & Supporting Actions 6

Strategy

A Reading Specialist will provide Tier 2 and 3 intervention based on student Reading Inventory (RI) data.

Students to be Served by this Strategy
(Identify either All Students or one or more specific student groups)

Students in grades 6-8 reading significantly below grade level based on RI data and long term English learners

Reading Specialist will pilot a reading intervention course prioritized for LTEL students outside the school day. Additionally, the Reading Specialist will provide literacy coaching support across the content areas for middle school teachers.	6th-8th Grade Reading Specialist 1.0 FTE	1000-1999: Certificated Personnel Salaries LCFF - Supplemental	118,060

Strategy & Supporting Actions 7

Strategy

The Library Media Para-educator will provide library support and access in the absence of the librarian.

Students to be Served by this Strategy
(Identify either All Students or one or more specific student groups)

All students and SWD, SED, and EL

The Library MIddle School Assistant performs specialized library media and technology tasks, and assists students in the use of the library/media center	3 hours per day	2000-2999: Classified Personnel Salaries Other	14,963
	An additional 1.5 hours per day	2000-2999: Classified Personnel Salaries Site LCFF Supplemental A	7,482

Strategy & Supporting Actions 8

Strategy

Middle school teachers will analyze students' language development, language arts, and reading performance data (ELPAC, CAASPP, Galileo, Reading Inventory) during department meeting time to support students to read at and above grade level.

Students to be Served by this Strategy
(Identify either All Students or one or more specific student groups)

All students and SWD, SED, and EL

ELA grade 6-8 teachers will administer the Reading Inventory assessment 2 to 3 times per year and analyze results to determine students that need reading supports; as well as those students reading significantly above grade level who are capable of handling more challenging text.	no additional cost to site		0
Reading specialist facilitates teams and supports individual teachers around balanced literacy instruction.	no additional cost to site, see cost above		0

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

Students will make progress toward meeting or exceeding grade level California Standards.

Goal 2

Increase student achievement in language and literacy, as measured by CAASPP, Galileo, and local assessments, with the expected outcomes outlined in the table below.

Identified Need

● Overall statements about the student performance strengths that the strategies (outlined below) will support.
● Overall statements about the student performance challenges that the strategies (outlined below) will address.

Students need support with foundational math skills, forty one percent of incoming 6 grade students qualify for additional math support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome • 17-18 for Summative Indicators (e.g., SBAC) • 18-19 for Leading Indicators (Galileo, RI, F&P)	Expected Outcome • 18-19 targets for Summative Indicators (e.g., SBAC) • 19-20 targets for Leading Indicators (Galileo, RI, F&P)
SBAC ALL Students Status	6th-8th grades, -7 points below	10 points above proficient
SBAC ALL Students Growth	6th-8th grades, +13.1 point rise	3 or 5 points rise in average distance from proficient
SBAC SED Students Status	6th-8th grades, -89 points below	0 points above proficient
SBAC SED Students Growth	6th-8th grades, +10.4 point rise	15 points rise in average distance from proficient
SBAC EL Students Growth	6th-8th grades, +16.9 point rise	15 points rise in average distance from proficient
SBAC SwD Growth	6th-8th grades, -5.5 point decrease	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	N/A	10 points above proficient
SBAC 5th Grade Students Status	N/A	10 points above proficient
SBAC 8th Grade Students Status	6th-8th grades, -3.1 points below	10 points above proficient

Metric/Indicator	Baseline/Actual Outcome • 17-18 for Summative Indicators (e.g., SBAC) • 18-19 for Leading Indicators (Galileo, RI, F&P)	Expected Outcome • 18-19 targets for Summative Indicators (e.g., SBAC) • 19-20 targets for Leading Indicators (Galileo, RI, F&P)
Galileo All Students Status	47% met standard	60% of students meet or exceed grade level expectations
Galileo All Students Growth	43% met expected growth	80% of students make Expected Growth
Galileo "Sub-group" Growth	will determine baseline in 2019-2020	80% of students make Expected Growth

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

Strategy & Supporting Actions 1

Strategy

6-8th grade teachers will provide high quality math instruction to students that aligns with the CA standards and frameworks utilizing key components from our district adopted curriculum.

Students to be Served by this Strategy
(Identify either All Students or one or more specific student groups)

All students not performing at grade level in mathematics.

Middle School Department Head will attend specialized professional learning through the Silicon Valley Math Initiative and engage math department in new learning	No additional cost to site	5800: Professional/Consulting Services And Operating Expenditures District LCFF Supplemental C	
Teachers will administer, score and analyze assessments to inform instruction.	No additional cost to site		
Interested teachers will sign up and attend district offered Wednesday Professional Learning Series around 3 Math Signature Practices.	No additional cost to site		
New teachers will receive training in district adopted curriculum	No additional cost to site		

Strategy & Supporting Actions 2

Strategy

Teachers will provide support for middle school students struggling in mathematics as identified by multiple measures

Students to be Served by this Strategy
(Identify either All Students or one or more specific student groups)

Students who are not performing at grade level in mathematics.

Math teachers will provide additional support for identified 6th and 7th grade students through the math foundations course	.33 FTE Math Foundation Teacher	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental C	42,591
Math teachers will provide standards based math instruction for identified 6th - 7th grade students at a slower pace, scaffolded instruction and an additional teacher pushing in to the classroom multiple times a week as an additional resource.	.50 FTE Math Teacher	1000-1999: Certificated Personnel Salaries Other	63,887

Strategy & Supporting Actions 3

Strategy

Teachers will provide support with math and other subject areas through after school homework support .

Students to be Served by this Strategy
(Identify either All Students or one or more specific student groups)

All students, SED, SWD, and EL that need academic support in math

Twice per week after school, teachers will provide homework and additional math support for referred students.	See AVID costs in Goal 1		

Strategy & Supporting Actions 4

Strategy

AVID program including AVID elective for 7th and 8th grade students to improve academic and study skills in preparation for high school; providing effective AVID instructional strategies in math and across the content areas for all middle school students.

Students to be Served by this Strategy
(Identify either All Students or one or more specific student groups)

Students selected for AVID course; all middle school students

AVID elective teacher and math teachers will utilize AVID strategies to support students in math.	See AVID costs in Goal 1		

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Wellness

LEA/LCAP Goal

Students will engage in ongoing healthy lifestyles supporting social, emotional and physical aspects.

Goal 3

Students will experience high levels of school engagement and positive social emotional relationships with students and adults.

Identified Need

According to the California Healthy Kids Survey (CHKS), students need social, emotional and behavior support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS CA Dashboard	-All students suspension rate decreased 2%, green on CA Dashboard -All students" low rate of chronic absenteeism, green on CA Dashboard -Overall low incidents of physical/emotional harassment (bullying and physical altercations) -Over 94% of students report high or moderate school connectedness	Maintain green or increase to blue for suspension rate and absenteeism as indicated by CA dashboard Improve the percentage of students that feel: -Safe in our school

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Number of office referrals for behaviors have decreased from 2016 to 2018 Defiance: 50 to 25 Disrespect: 81 to 53 Name calling: 42 to 18 CHKS Data: • -55% of our 7th graders feel safe in our school	

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

Strategy & Supporting Actions 1

Strategy

Staff will continue to implement Restorative Practices to support the social, emotional, and behavioral wellness for students.

Students to be Served by this Strategy
(Identify either All Students or one or more specific student groups)

All students

The implementation of restorative practices promote equitable discipline practices, foster positive relationships between staff and students, and promote a connected and positive school community. The implementation of community circles as a school-wide structure validates student voice and serves as a climate monitoring tool.	Release time for on-site restorative practice trainer to coach teachers and model restorative practices.	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental C	4,000

Strategy & Supporting Actions 2

Strategy

The School Safety Advocate through the Youth Service Bureau (YSB) will provide four days of additional individual and group counseling services.

Students to be Served by this Strategy
(Identify either All Students or one or more specific student groups)

All students

The YSB counselor will engage in counseling services and run various groups that focus on anxiety, social skills/peer relations, and "Girls United." Girls United, works to empower young women when dealing with pressures such as alcohol/drugs, abuse, peer pressure, gang involvement, academic issues, family, friendship/relationship challenges, and self-esteem.	YSB will provide three days of counseling services per week and/or social emotional support for identified students.	5000-5999: Services And Other Operating Expenditures Site LCFF Supplemental C	29,972

Strategy & Supporting Actions 3

Strategy

The office team (principal, AP, counselors, TOSA, special education teacher, YSB, school psychologist, and School Resource Officer) will hold weekly CARE Team meetings to address the behavior and academic needs of students.

Students to be Served by this Strategy
(Identify either All Students or one or more specific student groups)

Students referred by staff (teachers, counselor, AP, etc.) to CARE Team.

The CARE team meets once a week to review referrals submitted by staff and create an action plan of support for students based on identified area(s) of need. The plan is a multi-pronged approace in many cases and is monitored on a regular basis for effectiveness to determine additional resources (Tier 2 & 3) that are needed for the student and/or family.	No additional costs to the site.		

Strategy & Supporting Actions 4

Strategy

Character education and development

Students to be Served by this Strategy
(Identify either All Students or one or more specific student groups)

All students

Each year, the staff selects a theme as a lens to connect the community, reference when teaching character traits and when developing a sense of community in and outside the classroom. This year's theme is "What defines your character?" This theme will be used to kick off the year with our students at the Welcome Back assembly, during community circles, and when teachers are doing climate work. In addition, learner and character traits are referenced throughout the year and connected to lessons; such as thinker, caring, inquirer, open-minded, principled, balanced, knowledgeable, reflective, courageous, and communicator.	No additional costs to the site.		

Strategy & Supporting Actions 5

Strategy

The Teacher on Special Assignment (TOSA) will provide social emotional support for students.

Students to be Served by this Strategy
(Identify either All Students or one or more specific student groups)

Identified students through referral process (behavior or CARE Team)

TOSA of Student Support Services to support social, emotional, and behavioral wellness of students	TOSA of School Climate 1.0 FTE - See Goal 1		

Strategy & Supporting Actions 6

Strategy

We will engage parents and families on the issues relevant to social, emotional and mental health.

Students to be Served by this Strategy
(Identify either All Students or one or more specific student groups)

All students

Parent Education to inform parents on issues related to social, emotional, and behavioral wellness of students.	No additional cost to site		

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Family Engagement

LEA/LCAP Goal

Strengthen school-home communications; integrate family assets into school services; and engage families to deepen their support for their child's academic and social-emotional growth in alignment with the school.

Goal 4

Stergenthen school home communications; integrate family assets into school services; and engage families to deepen their support for their children's academic and social emotional growth in alignment with the school.

Identified Need

All stakeholder groups work to create an inclusive and supportive school community for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
-PTA & ELAC Participation -Parent responses from Ca Healthy Kids Survey -The number of parents actively monitoring school communications via a school communication tools (Weekly Bobcat Blast, school loop, website, etc.) -Attendance at parent education workshops	76.9% have volunteered in an activity (PTA, fundraising, committee, promotion activities, sports, drama, music, cultural fair) 15-20 parents attend ELAC meetings on a consistent basis Parent Ed. night attendance fluctuates dramatically depending on topic 20-150 parents Parents receive school communications via: -72.9% Weekly Bobcat Blast -70.8% School loop -31.3% via School Messenger -16.7% via School Website CHKS Data:	Increase the percentage of parents accessing school communications through one of our communication tools to 75% or more Increase the parent participation at parent education nights to over 50 parents, and ELAC meetings to more than 20 parents.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	-93% of parents "strongly agree" or "agree" that our school treat parents with respect -92% of parents "strongly agree" or "agree" that our school keeps parents well informed about school activities -88% of parents "strongly agree" or "agree" that our school staff is helpful to parents -74% of parents (6th, 7th, 8th gr.) "strongly agree" or "agree" that the school allows input and welcomes parents contributions -76% of parents "strongly agree" or "agree" that our school encourages parents to be an active partner with the school in educating their child	

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

Strategy & Supporting Actions 1

Strategy

The PTA in collaboration with principal will host a series of Parent Education Workshops.

Students to be Served by this Strategy
(Identify either All Students or one or more specific student groups)

All students and families

During the school year, there will be three to four Parent Education workshops	Program costs	5800: Professional/Consulting Services And Operating Expenditures	1,700

opportunities for parents covering a variety of topics (digital citizenship, study skills, anxiety, etc.). 1. The Science behind the Headlines: How Smartphones and Social Media Affect Our Children's Mental Health Over the past decade, social media has surged in popularity and has become almost impossible to avoid. Before you ban phones and social media forever, and risk endless arguments with your child, join us to learn exactly what science has discovered about how social media affects our children and what we can do to protect them. 2. Screening of LIKE LIKE is an IndieFlix Original documentary that explores the impact of social media on our lives and the effects of technology on the brain. The goal of the film is to inform, educate, and inspire people of all ages to self-regulate. Social media is a tool and social platforms are a place to connect, share, and care… but is that what's really happening? LIKE is eye-opening, reflective, and sheds light on a topic that is becoming ingrained in the way we live. Offering tools, insight, and strategies to create balance in our lives, LIKE is a must-see and a must-bring to your community. 3. Mindfulness for Middle Schoolers Being mindful is the opposite of rushing or multitasking. When you're mindful, you're taking your time. You're focusing in a relaxed, easy		Parent-Teacher Association (PTA)	

way. Being mindful helps you: pay attention better, be less distractible, learn more, stay calm under stress, avoid getting too upset about things, slow down instead of rush, listen better to others, be more patient, get along better, and feel happier. You need to practice mindfulness to get good at it. Training the mind takes practice. The more you practice, the better you get. Learn more about how to incorporate these strategies and practices at school and home with your middle schoolers.			
For parent meetings such as education nights and ELAC, it's important to provide translation services.	Translation services	5000-5999: Services And Other Operating Expenditures Site LCFF Supplemental C	500

Strategy & Supporting Actions 2

Strategy

The Para-Educator Bilingual will provide an additional four hours per week of translation and support services for our language learner students and families.

Students to be Served by this Strategy
(Identify either All Students or one or more specific student groups)

English Learner students and families

The Para-educator Bilingual bridges the communication gap between home and school, by improving lines of communication and facilitating open communication between staff and parents. Parents are able to leave messages in Spanish, both oral and written and know that the information will be communicated and staff are able to access the Para-educator Bilingual staff to communicate academic, behavior, and school related	Paraeducator - bilingual	2000-2999: Classified Personnel Salaries Site LCFF Supplemental A	20,000

activity information to our Spanish speaking families.			

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

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Kenyetta Cook	Principal
Jennifer Brilhart	Classroom Teacher
Rubi Cabalfin	Classroom Teacher
Annie Pendergast	Classroom Teacher
Katherine Russell	Other School Staff
Emette Walter	Parent or Community Member
Craig Childress	Parent or Community Member
Romy Pavolotsky	Parent or Community Member
Camille Childress	Secondary Student
Ian Boyd	Secondary Student
Alexa Latini	Secondary Student

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
Katherine Reese	English Learner Advisory Committee

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 6-19-19.

Attested:

Kenyetta Cook	Principal, Kenyetta Cook on 6-20-19
Jennifer Brilhart	SSC Chairperson, Jennifer Brilhart on 6-20-19