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
Abbott Middle School	41690396044796	09/19/19	

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Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Stakeholder input was collected at ELAC, SSC and Staff meetings in March-May 2019. Drafts of the goals were brought back to the SSC in June 2019, and the final SPSA was approved by SSC on September 19, 2019.

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**
851	**48.3%**	**23.0%**	**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	196	23.0%
Foster Youth	1	0.1%
Homeless	27	3.2%
Socioeconomically Disadvantaged	411	48.3%
Students with Disabilities	109	12.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	11	1.3%
American Indian	1	0.1%
Asian	69	8.1%
Filipino	38	4.5%
Hispanic	484	56.9%
Two or More Races	44	5.2%
Pacific Islander	13	1.5%
White	189	22.2%

Data Statements: Strength

Data Statements: Challenges

Why are we getting these results?

School and Student Performance Data

Data Indicators and Targets

Abbott 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"	-9.3 points below standard	-11 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	-11 points below	No	10 points above
			GROWTH (PROGRESS EXPECTED)	8 point rise	-1.6 point decrease	No	8 point rise
SED "Average Points Above Standard"	-63.7 points below standard	-59.2 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	0 points above	-59.2 points below	No	0 points above
			GROWTH (PROGRESS EXPECTED)	15 point rise	4.5 point rise	No	15 point rise
EL "Average Points Above Standard"	-72.2 points below standard	-64.9 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	7.3 point rise	No	15 point rise
SwD "Average Points Above Standard"	-137.2 points below standard	-125.4 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	11.9 point rise	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"	0.7 points above standard	-9.5 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	-9.5 points below	No	10 points above
ELPAC Performance	Pending	Pending	GROWTH (PROGRESS EXPECTED)	Pending	Pending	Pending	Pending
Leading Indicators							
	Baseline [Fall 2018]	**Final Assessment [Spring 2019]**					
Galileo	48% Met Standard	46% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	65 % Met	46% 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	**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"	-46.6 points below standard	-61.5 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	-61.5 points below	No	10 points above
			GROWTH (PROGRESS EXPECTED)	5 point rise	-14.9 point decrease	No	5 point rise
SED "Average Points Above Standard"	-104.3 points below standard	-112.2 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	0 points above	-112.2 points below	No	0 points above
			GROWTH (PROGRESS EXPECTED)	15 point rise	-7.9 point decrease	No	15 point rise
EL "Average Points Above Standard"	-109.3 points below standard	-117.9 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	-8.6 point decrease	No	15 point rise
SwD "Average Points Above Standard"	-168.9 points below standard	-180.4 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	-11.5 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"	-46.3 points below standard	-88.4 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	-88.4 points below	No	10 points above

Leading Indicators	**Baseline [Fall 2018]**	**Final Assessment [Spring 2019]**					
Galileo	38% Met Standard	37% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	60 % Met	37% Met	No	60 % Met
			GROWTH (Met Expected DL Score Growth from Benchmark 1 to 2)	80 % Met Growth	44% Met Growth	No	80 % Met Growth

Data Statements: Strength

1. Our literacy data shows rising growth scores for SED, EL and SwD. SwD had a significant rise of 12 points.

Data Statements: Challenges

2. Our math and literacy data shows that students are continues to struggle, especially our SED and EL students who are 59-65 points below the standard in Literacy and 112-118 below in math.

Why are we getting these results?

3. Our EL and SED student groups are having difficulty accessing school and being successful in Literacy and Math.
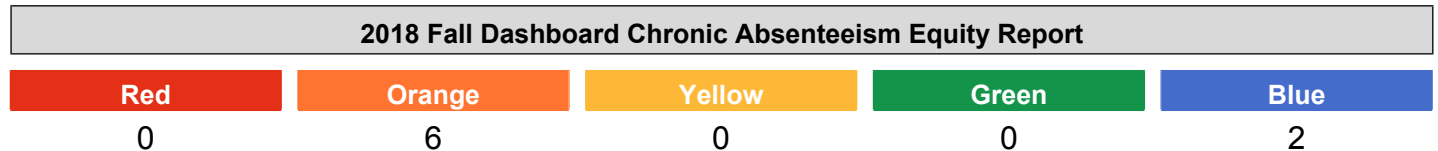
School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	6	0	0	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**
Orange	Orange	No Performance Color
8.9% chronically absent	13.2% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 2%	Increased 0.8%	1 students
869 students	204 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
25% chronically absent	12% chronically absent	17.9% chronically absent
Increased 3.9%	Increased 0.5%	Increased 4.1%
28 students	434 students	112 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	Blue
25% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	1.4% chronically absent	0% chronically absent
12 students	1 students	Declined 1.1%	Maintained 0%
		70 students	38 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Orange	No Performance Color	Orange
10.7% chronically absent	6.4% chronically absent	30.8% chronically absent	6.7% chronically absent
Increased 0.8%	Increased 6.4%	Increased 15.4%	Increased 3.1%
494 students	47 students	13 students	194 students

Data Statement: Strengths

1. Our SED and EL student groups had the lowest increase in chronic absenteeism at <1%

Data Statement: Challenges

2. Our SED and EL student groups have higher rates of chronic absenteeism, and our SwD have a rate nearly double the 'All Students' rate.

Why are we getting these results?

3. SwD, SED and EL families need greater support in promoting regular attendance, and additional social-emotional and academic support to increase school contentedness.

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

4. Strategies targeted at the EL community has helped hold the chronic absentee rate steady while the overall rate increased.
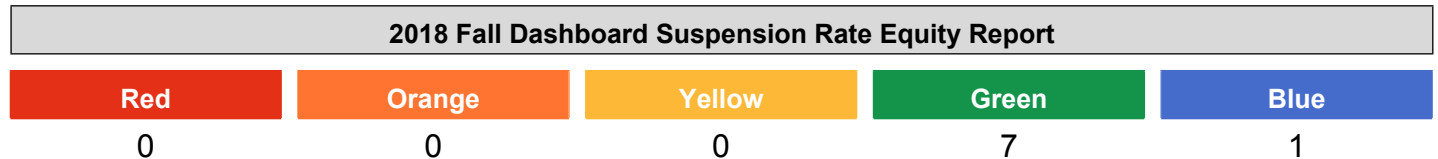
School and Student Performance Data

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	0	0	7	1

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	Green	No Performance Color
4% suspended at least once	4.9% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy
Declined -1.4%	Declined -0.6%	1 students
879 students	206 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Green
0% suspended at least once	6% suspended at least once	8% suspended at least once
Declined -5%	Declined -0.8%	Declined -0.8%
30 students	436 students	112 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	Green
0% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy 1 students	0% suspended at least once	2.6% suspended at least once
15 students		Declined -2.6%	Declined -4.9%
		73 students	38 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Green	No Performance Color	Green
5.4% suspended at least once	6.4% suspended at least once	7.7% suspended at least once	1.5% suspended at least once
Declined -0.7%	Declined -0.8%	Increased 7.7%	Declined -2%
497 students	47 students	13 students	195 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	5.3% suspended at least once	4% suspended at least once

Data Statement: Strengths

1. Our overall suspension rate declined to prior levels, including declines in our SED, EL and SwD target populations.

Data Statement: Challenges

2. Suspension rate for our SED and SwD student populations is higher than the 'All Students' rate, especially SwD which is double the rate of gen ed peers.

Why are we getting these results?

3. Staff needs more support in working with SwD populations, and target student groups need strategies to increase school connectedness.

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

4. The use of restorative practices and alternatives to suspension has decreased the number of students requiring suspension.

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.

Specific student groups including SwD, ELL and SeD are performing significantly below standard on CAASPP and benchmark assessments

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	-11 points below	10 points above proficient
SBAC ALL Students Growth	-1.6 point decrease	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	-59.2 points decrease	0 points above proficient
SBAC SED Students Growth	4.5 point rise	15 points rise in average distance from proficient
SBAC EL Students Growth	7.3 point rise	15 points rise in average distance from proficient
SBAC SwD Growth	11.9 point rise	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	-9.5 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	48%	65% of students meet or exceed grade level expectations
Galileo All Students Growth	48%	80% of students make Expected Growth
Galileo "Sub-group" Growth	Will establish baseline in 2019-2020	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	Will establish baseline in 2019-2020	65% of students meet Grade Level Benchmark
Middle: RI All Students Growth	Will establish baseline in 2019-2020	80% of students make Expected Growth
Middle: RI "Sub-group" Growth	Will establish 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

All students will engage in high quality instruction that aligns with California 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

Reading Specialist will identify student strengths and challenges across grade levels and target groups, to support the Language Arts department in scaffolding	Reading Specialist 1 FTE ELA/ELD TOSA	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	117,493.00

student learning to meet grade level expectations			
Teachers within the department work collaboratively to review student performance data, to share best practices and Benchmark curriculum strategies, to implement and analyze common assessments, to observe one another's classrooms, and to develop strategies for student growth across the department.	No additional cost, will occur during regular staff meetings and early release meeting time (1 Wednesday per month as determined by department)		
Supporting action: Interested teachers will sign up for optional district professional learning around the essential practices	No additional cost, will be provided by District		
Establishment of Instructional leadership team (ILT) which will meet 1 time a month after school for one hour. This leadership team will be the department chairs of all core classes, VAPA, and PE, as well as both TOSAs and both administrators. We will be vetting out our PD plan focused on the 3 common core shifts and fulfillment of SPSA goals (1 and 2).	Teacher timecards	1000-1999: Certificated Personnel Salaries District LCFF Supplemental C	3,809.16
Academic Dean position provides academic support for students, supports teachers with instructional strategies, and provides outreach to families (1 FTE)	Academic Dean 1 FTE	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	126,520
Additional Library Time: Additional classified hours in the library allow us to keep the library open all day every day as our certificated librarian is only at Abbott for half of each week.	Librarian 2.5 hours additional time	2000-2999: Classified Personnel Salaries Site LCFF Supplemental A	13,971

Strategy & Supporting Actions 2

Strategy

Teachers will provide English Learners with designated and integrated ELD

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

All students, specifically focusing on SwD, SeD, and ELL populations

Teachers will participate in professional development around ELD instruction during regular staff meeting time	No additional cost, will be provided by TOSA		
Reading specialist facilitates teams and supporting individual teachers around ELD instruction	See Reading Specialist cost in Strategy one		
Principal/Assistant Principal and reading specialist observe, monitor and provide feedback to teachers	No additional cost to site		

Strategy & Supporting Actions 3

Strategy

Reading Specialist will support the design of Tier 2 intervention and provide Tier 3 intervention based on student data

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

English Language Learners

Reading Specialist will pilot an LTEL intervention course prioritized for 8th graders outside the school day	MS Reading Specialist 1.0 FTE (cost in Strategy 1)		
MS Reading Specialist will provide coaching support around literacy across the content areas for middle school teachers	No additional cost to site		
MS Reading Specialist will work with ELA team to implement in class Tier 2 supports	No additional cost to site		

Strategy & Supporting Actions 4

Strategy

Middle School Newcomer teacher and para educators will provide specialized ELD instruction for students new to the country in grades 6th-8th with ELPAC scores of 1.

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

6th-8th grade students new to the country (less than two years) with ELPAC scores of 1.			

Newcomer teacher will provide instruction to Newcomer students	Newcomer teacher 1.0 FTE	1000-1999: Certificated Personnel Salaries Other	115,388
Para educators will provide support to Newcomer program	Para educators (2) for Newcomer class	2000-2999: Classified Personnel Salaries District LCFF Supplemental A	74,730

Strategy & Supporting Actions 5

Strategy

AVID program including AVID course for 25 middle school students to improve academic and study skills in preparation for high school; providing effective AVID instructional strategies in language arts 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)

Atudents selected for AVID course; All middle school students.

Teacher will implement AVID strategies as part of AVID elective course	Teacher for AVID course .17 FTE	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	38,175
AVID site coordinator, elective teacher, and gen ed teachers will support schoolwide AVID implementation; AVID site coordinator will arrange for AVID students to engage in enrichment opportunities such as speakers and college field trips	AVID training and professional development for five teachers, enrichment for students including speakers & college field trips	5800: Professional/Consulting Services And Operating Expenditures District LCFF Supplemental C	27,215
AVID tutors to provide support for AVID course	Tutor cost	2000-2999: Classified Personnel Salaries District LCFF Supplemental C	14,809

Strategy & Supporting Actions 6

Strategy

Middle school teachers to analyze students' language development, language arts, and reading performance data (ELPAC, CAASPP, Galileo, Reading Inventory)

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

English learners; all students

Middle school teachers will engage in ongoing data analysis	No additional cost to site		
Middle school teachers will administer the Reading Inventory assessment 3 times per year and analyze results across content areas	No additional cost to site		

Strategy & Supporting Actions 7

Strategy

Provide support with English language arts 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)

open to all students

Teachers will work with students identified as part of homework support program	Time cards for certificated teachers providing after school homework support	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental C	12,200

Strategy & Supporting Actions 8

Strategy

Provide a 6th-8th grade Spanish Immersion program strand for qualified students from Fiesta Gardens Elementary School.

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

Spanish Immersion Program Students

Provide a Spanish Immersion Language Arts course for one period in 6th, 7th & 8th grades to support the K-8 Dual Immersion Program using the Adelante Program. Program will support students to attain Biliteracy Award.	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

Mathematics

LEA/LCAP Goal

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

Goal 2

Increase student achievement in mathematics, 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.

Many students are coming in to Abbott below proficient in math (approximately two-thirds of incoming students are not yet proficient in math)
Language barriers with many EL's and Newcomers
Language demands of assessment difficult for EL's
Continuity of instruction for students (8th grade math teacher on leave for approximately half of the 2017-18 school year)
Challenging student behaviors that make instruction difficult, and behavior issues leading to exclusion from learning environment
Some students don't have much support at home, and there is a need for more support outside of school hours

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	-61.5 points below	10 points above proficient
SBAC ALL Students Growth	-14.9 point decrease	3 or 5 points rise in average distance from proficient
SBAC SED Students Status	-112.2 points below	0 points above proficient
SBAC SED Students Growth	-7.9 point decrease	15 points rise in average distance from proficient
SBAC EL Students Growth	-8.6 point decrease	15 points rise in average distance from proficient
SBAC SwD Growth	-11.5 point decrease	15 points rise in average distance from 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 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	-88.4 points below	10 points above proficient
Galileo All Students Status	38% met standard	60% of students meet or exceed grade level expectations
Galileo All Students Growth	44%	80% of students make Expected Growth
Galileo "Sub-group" Growth	n/a	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 deliver a district-supported math foundations curriculum which develops their math confidence and skills, and provides students with regular, data-based feedback on their progress in learning target skills.

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

All incoming 6th grade students who are identified as needing additional math support based on CAASPP and benchmark data

Teacher provides additional support for identified students through a math foundations course that focuses on growth mindset in a small group environment. Students utilized ST math and teacher developed lessons for targeted skills intervention.	Provide up to 5 sections of math foundations classes to targeted students	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	109,507
Teacher attends District provided professional learning opportunities	No additional cost to site		

Strategy & Supporting Actions 2

Strategy

Students will receive high quality math instruction that aligns with California 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, with a focus on English Learners, SwD and SeD students

Math TOSA will identify students strengths and challenge across grade levels and target groups to support the math department in scaffolding student learning to meet grade level expectations	1.0 FTE Math TOSA	1000-1999: Certificated Personnel Salaries Low Performing Student Block Grant	117,492.
Teachers within the department work collaboratively to review student performance data, to share best practices and CPM strategies, to develop common assessments, to observe one another's classrooms, and to develop strategies for implementing a growth mindset for students across the department.	No additional cost, will occur during regular staff meetings and may occur during early release meeting time (at least 1 Wednesday per month as determined by department)		
Interested teachers will sign up for optional district professional learning around the essential math practices	No additional cost, will be provided by District		
Teachers will administer, score and analyze a district performance-based assessment to analyze effectiveness of instruction	No additional cost, will be provided by District		

Strategy & Supporting Actions 3

Strategy

Provide support with math and other subject areas through after school Homework Club

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

All students have access, approximately 50 spaces per day

Teacher will work with students at Homework Club	Time card for certificated teachers providing	1000-1999: Certificated Personnel Salaries	12200

	homework support outside the school day	Site LCFF Supplemental C	
Schedule bus transportation for Homework Club students	No additional cost to site, District will provide bus transportation		

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

Stakeholders identified needs in managing classroom behaviors that lead to exclusion from learning environment. Teachers need additional support with classroom management strategies, especially systems effective for students with disabilities. Families report students are stressed, and parents are concerned about their students lack of motivation to engage in school. Student suspensions from school have gone up in the 2018-19 school year from the prior year. In the California Healthy Kids Survey, students report relatively low levels of engagement and connection to school. A significant number of students also report feelings of chronic sadness/depression.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rate California Healthy Kids Survey data (CHKS)	Suspension numbers are up from X in 2017-18 to Y in 2018-19. Z% of students feel connected to school as measured by the CHKS survey.	Lower the suspension rate by 10% in 2019-20. Improve the percent of students feeling connected to school by 10% in 2019-20.

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 PBIS practices, and will continue the roll-out of Tier 3 PBIS in conjunction with ongoing staff trainings in partnership with SMCOE. Staff will also continue to implement key practices from Restorative Practices, including utilizing community circles to build classroom community and connection, and to use restorative conferencing to resolve conflicts. Students will benefit from classroom workshops by PRIDE to build empathy and understanding regarding identity and orientation; Staff will begin planning stages for WEB program implementation (planning 19/20 - implementation 20/21); Planning committees to explore culturally responsive practices for gradual implementation

Tier 1 - staff will collaboratively identify & construct strategies for ensuring a safe & welcoming environment for all students; including developing learning partnerships with students and families.
Tier 2 - staff will provide regular check-ins with students who need additional support to be successful
Tier 3 - ToSA for Student Support Services, School counselors and other outside classroom supports will design daily, check in schedules for students who demonstrate the highest need

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

All students.

PBIS team members will continue PBIS training;	Staff PD and materials associated with TIER 2-3 PBIS planning and Implementation (3000)	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental C	3,000
Staff will continue to receive training in Restorative Practices through various training and planning sessions; Small staff committee will be created to explore impact of culturally responsive methodology to positively impact culture and climate of classroom.	Staff PD, planning time, and materials associated with Restorative practices, culturally responsive methodology, and other tools to improve classroom climate and culture	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental C	6,000
School will begin the planning and training stages to bring the WEB program to the site. This program creates a mentorship program that trains current 7th graders to become 8th grade mentors to incoming 6th grade students through a series of trainings, orientations, and sponsored events throughout the year. Selected staff will go on a three day conference to get WEB trained and certified. Staff committee will meet and plan during year and summer.	7835 for 3 teachers for conference; Additional stipend for each teacher plus two additional teachers for planning and summer work. 2 days summer x 5 (4328); 2 hrs a month for three months for five teachers (1620).	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental C	13,986
Teachers will attend district offered Inclusive School Network training	Subs costs	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental C	1,000

PRIDE center will do classroom lessons building deeper understanding amongst all students with issues associated with supporting and respecting all people regardless of identity and orientation. Staff PD/community meetings and general support for LGBTQ awareness.	Three full days of PRIDE staff led instruction covering all ELA classrooms seeing all students (3000); Additional funding set aside for staff PD, community meetings, and general support for students who are LGBTQ aware (1000);	5800: Professional/Consulting Services And Operating Expenditures Site LCFF Supplemental C	4,000

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

Family Engagement

Identified Need

Engage all stakeholder groups across all ethnicities, languages, and grade levels to create a supportive school community for students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PTA membership Attendance at ELAC meetings	There are X PTA members in 2018-19, which is an (increase/decrease) from membership in 2017-18. On average, X parents attended ELAC meetings in 2018-19, which is up from the 2017-18 average of Y.	Increase PTA membership in 2019-20 Maintain the number of parents attending ELAC meetings for 2019-20.

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

Provide outreach, communication, education, and community building opportunities for parents and families in order to build a greater school-home connection for students.

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

All students will be served by this strategy.

Our School Community Worker will provide outreach to families, especially our	8 hours per day	2000-2999: Classified Personnel Salaries District Title I	68,010

many Spanish-speaking families, and will help those families and their students access appropriate supports and services at school.			
Provide family engagement night, and morning events with a focus on community building and parent education	Funding to support family engagement events.	5000-5999: Services And Other Operating Expenditures Site LCFF Supplemental C	3,500

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

2 Other School Staff

2 Parent or Community Members

2 Secondary Students

Name of Members	Role
Jeremy Packman	Principal
Stephanie Marconi	Classroom Teacher
Akram Abdelmessih	Classroom Teacher
Alexander Koukoutsakis	Classroom Teacher
Walter Valencia	Other School Staff
Owen Kalmbach	Secondary Student
Christy Knott	Parent or Community Member
Lindsay Okamoto	Parent or Community Member
Lindsay Lopez	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
	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 9/19/2019.

Attested:

[signature]	Principal, Jeremy Packman on 9/26/2019
[signature]	SSC Chairperson, Christy Knott on 9/26/2019