

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
Bowditch Middle School	41690396044861	9/11/19	

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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

We held SPSA engagement opportunities for Staff (5/7/19), PTSA (5/14/19), ELAC (5/22/19) and Site Council (5/22/19)

# School and Student Performance Data

## Student Population

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

2017-18 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>1,025</b>	<b>6.1%</b>	<b>6.3%</b>	
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	65	6.3%
Homeless	4	0.4%
Socioeconomically Disadvantaged	63	6.1%
Students with Disabilities	40	3.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.2%
American Indian	1	0.1%
Asian	525	51.2%
Filipino	51	5.0%
Hispanic	85	8.3%
Two or More Races	82	8.0%
Pacific Islander	6	0.6%
White	270	26.3%

**Data Statements: Strength**

**Data Statements: Challenges**

**Why are we getting these results?**

# School and Student Performance Data

## Data Indicators and Targets

Bowditch 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"	63.2 points above standard	70 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)		10 points above	70 points above	Yes	10 points above
			GROWTH (PROGRESS EXPECTED)		4 point rise	6.8 point rise	Yes	4 point rise
SED "Average Points Above Standard"	7.9 points above standard	0.3 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)		0 points above	0.3 points above	Yes	0 points above
			GROWTH (PROGRESS EXPECTED)		15 point rise	-7.6 point decrease	No	15 point rise
EL "Average Points Above Standard"	32.2 points above standard	33.6 points above standard	GROWTH (PROGRESS EXPECTED)		15 point rise	1.4 point rise	No	15 point rise
SwD "Average Points Above Standard"	-76 points below standard	-101 points below standard	GROWTH (PROGRESS EXPECTED)		15 point rise	-25 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"	59.1 points above standard	67.9 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)		10 points above	67.9 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	78% Met Standard	79% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)		65 % Met	79% Met	Yes	65 % Met
			GROWTH (Met Expected DL Score Growth from Benchmark 1 to 2)		80 % Met Growth	52% Met Growth	No	80 % Met Growth
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"	56.5 points above standard	69.5 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	69.5 points above	Yes	10 points above
			GROWTH (PROGRESS EXPECTED)	3 point rise	13.1 point rise	Yes	3 point rise
SED "Average Points Above Standard"	-10.6 points below standard	-13.2 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	0 points above	-13.2 points below	No	0 points above
			GROWTH (PROGRESS EXPECTED)	15 point rise	-2.6 point decrease	No	15 point rise
EL "Average Points Above Standard"	36.1 points above standard	51.1 points above standard	GROWTH (PROGRESS EXPECTED)	15 point rise	15 point rise	Yes	15 point rise
SwD "Average Points Above Standard"	-113.7 points below standard	-134 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	-20.3 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"	44.3 points above standard	64.7 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	64.7 points above	Yes	10 points above
Leading Indicators							
	Baseline [Fall 2018]	Final Assessment [Spring 2019]					
Galileo	74% Met Standard	72% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	60 % Met	72% Met	Yes	60 % Met
			GROWTH (Met Expected DL Score Growth from Benchmark 1 to 2)	80 % Met Growth	48% Met Growth	No	80 % Met Growth

### Data Statements: Strength

- ELA:  
 "All students" overall score is 70 points above state proficiency level with a 6.8 point increase from 2017  
 EL student group overall made growth +1.4  
 Current ELs 37.7 point rise  
 Reclassified ELs 10 point rise, also 65 pts above standard  
 5 Student groups are performing significantly above proficiency (Asian, Filipino, White, 2+ races, English Learners)  
 SED student group .3 above standard  
 Math:  
 "All students" overall score increased 13 points from 2017  
 "All students" overall score is 69.5 points above standard  
 5 Student groups are performing significantly above proficiency (Asian, Filipino, White, 2+ races, EL - includes reclassified)  
 EL student group overall made growth (15 point rise), 51.1 points above standard  
 Current ELs increased 58.2 points  
 Reclassified ELs 20 point rise, 77.1 points above standard

### Data Statements: Challenges

- ELA:  
 SWD significantly below proficiency -101pts, 25 pt decrease  
 Current EL students are 72 pts below standard  
 Math:  
 SWD significantly below proficiency -134pts, 20 pt decrease  
 Current EL students are 36.6 pts below standard  
 SED student group is 13 points below standard, and decreased 2.6 points

**Why are we getting these results?**

3. Our population of students is high performing and the community and school are experienced in providing challenge and extension. Our SWD struggle to meet standards, and our Current EL's are below standard, but saw a 37.7 point rise this year.

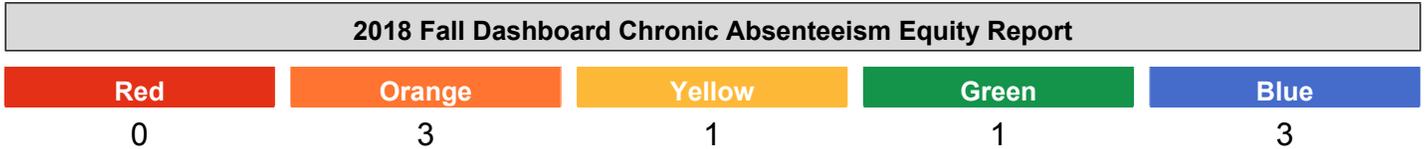
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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



This section provides number of student groups in each color.



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		
<p><b>All Students</b></p>  Blue 2.3% chronically absent Maintained 0.1% 1047 students	<p><b>English Learners</b></p>  Orange 7.2% chronically absent Increased 3.2% 69 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 13% chronically absent Increased 10.2% 69 students	<p><b>Students with Disabilities</b></p>  Yellow 11.4% chronically absent Declined 1.1% 44 students

**2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 0.9% chronically absent Maintained 0% 537 students	 Blue 2% chronically absent Maintained 0.2% 51 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7.8% chronically absent Increased 1.4% 90 students	 Blue 1.2% chronically absent Maintained 0.1% 85 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 Green 3.3% chronically absent Declined 0.8% 274 students

**Data Statement: Strengths**

- "All Students" have only 2.3% chronic absenteeism.

**Data Statement: Challenges**

- SWD, SED and EL students have higher rates of absenteeism than their peers.

**Why are we getting these results?**

- SWD are the only students in the school who do not live in Foster City, rely on the bus from San Mateo.

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

- Increased communication with families and encouraging students not to miss school for extended vacations around the designated breaks. Families in our community often plan international travel during our breaks, and take additional days off. Students with disabilities have challenges both in transportation to school, and also have absences related to outside medical /health issues or appointments.

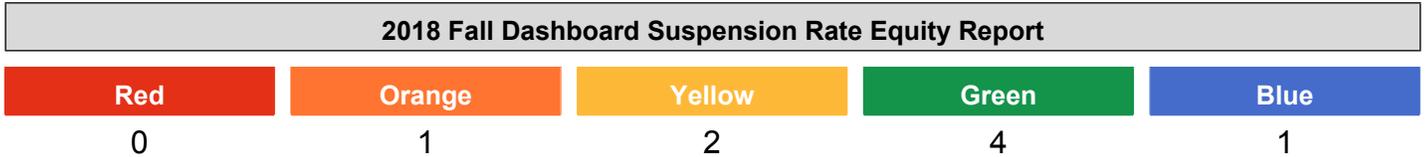
# School and Student Performance Data

## Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.



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		
<p><b>All Students</b></p>  Green 0.9% suspended at least once Declined -0.5% 1054 students	<p><b>English Learners</b></p>  Yellow 1.4% suspended at least once Increased 1.4% 71 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 1 students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not 5 students	<p><b>Socioeconomically Disadvantaged</b></p>  Green 1.4% suspended at least once Declined -2.9% 70 students	<p><b>Students with Disabilities</b></p>  Orange 9.1% suspended at least once Increased 1.9% 44 students

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 3 students	 No Performance Color Less than 11 Students - Data 1 students	 Blue 0% suspended at least once Declined -0.6% 542 students	 Green 2% suspended at least once Maintained -0.2% 51 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 3.3% suspended at least once Declined -2.9% 90 students	 Yellow 1.2% suspended at least once Increased 1.2% 85 students	 No Performance Color Less than 11 Students - Data 6 students	 Green 1.4% suspended at least once Maintained -0.1% 276 students

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

### 2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
1.8% suspended at least once	1.3% suspended at least once	0.9% suspended at least once

**Data Statement: Strengths**

1. Both "All students" and SED reduced suspension rates this year.

**Data Statement: Challenges**

2. 9.1% of SWD were suspended at least once.

**Why are we getting these results?**

3. SWD students experience behavior related challenges due to their disabilities.

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

4. Restorative Practices have impacted our student behavior positively, and has provided an alternative to suspension. The school-wide focus of building connections between students, adults, and the community has impacted our school positively, and resulted in more empathy and problem solving. General education teachers need further training and experience in how to address ongoing behaviors that interfere with instruction or emotional needs of students.

# 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.

Students need additional access to teachers and resources when they aren't meeting learning standards.

Students with less than one year in English speaking school need highly engaging opportunities to build their academic language skills, in a supportive environment, guided by teachers with experience in language acquisition.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> <li>• 17-18 for Summative Indicators (e.g., SBAC)</li> <li>• 18-19 for Leading Indicators (Galileo, RI, F&amp;P)</li> </ul>	<ul style="list-style-type: none"> <li>• 18-19 targets for Summative Indicators (e.g., SBAC)</li> <li>• 19-20 targets for Leading Indicators (Galileo, RI, F&amp;P)</li> </ul>
SBAC ALL Students Status	70 points above	10 points above proficient
SBAC ALL Students Growth	6.8 rise	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	0.3 points above	0 points above proficient
SBAC SED Students Growth	-7.6 decrease	15 points rise in average distance from proficient
SBAC EL Students Growth	1.4 point rise	15 points rise in average distance from proficient
SBAC SwD Growth	-25 point decrease	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	n/a	10 points above proficient

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> <li>• 17-18 for Summative Indicators (e.g., SBAC)</li> <li>• 18-19 for Leading Indicators (Galileo, RI, F&amp;P)</li> </ul>	Expected Outcome <ul style="list-style-type: none"> <li>• 18-19 targets for Summative Indicators (e.g., SBAC)</li> <li>• 19-20 targets for Leading Indicators (Galileo, RI, F&amp;P)</li> </ul>
SBAC 5th Grade Students Status	n/a	10 points above proficient
SBAC 8th Grade Students Status	67.9 points above	10 points above proficient
Galileo All Students Status	79% met	65% of students meet or exceed grade level expectations
Galileo All Students Growth	52% met growth	80% of students make Expected Growth
Galileo "Sub-group" Growth	Will determine 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 determine baseline in 2019-2020	65% of students meet Grade Level Benchmark
Middle: RI All Students Growth	Will determine baseline in 2019-2020	80% of students make Expected Growth
Middle: RI "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

Homework Club will provide credentialed teachers and resources twice a week after school in the Media Center.

### Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All Students

Students attend homework center on Mondays and	2 certificated teachers hourly pay	1000-1999: Certificated Personnel Salaries	8000
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Thursday. Homework center is open to all students.		Site LCFF Supplemental C	
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## Strategy & Supporting Actions 2

### Strategy

Provide students with rigorous grade level instruction supporting language and literacy

### Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All students

Teachers will engage in data inquiry using Reading Inventory and curriculum embedded assessments	No additional cost to site		
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## Strategy & Supporting Actions 4

### Strategy

Provide newcomer students with additional classroom support to successfully transition into academic English

### Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

ELL students with less than one year in English speaking school

ELD Reading and Language Arts class for identified students	Two sections of ELD Language Arts	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	38,750
Provide paraeducator support for small group instruction	4.0 hours per day	2000-2999: Classified Personnel Salaries District LCFF Supplemental A	21,512

# 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.

Current EL students are 36.6 pts below standard

SED student group is 13 points below standard, and decreased 2.6 points

## 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	69.5 points above	10 points above proficient
SBAC ALL Students Growth	13.1 point rise	3 or 5 points rise in average distance from proficient
SBAC SED Students Status	-13.2 points below	0 points above proficient
SBAC SED Students Growth	-2.6 point decrease	15 points rise in average distance from proficient
SBAC EL Students Growth	15 point rise	15 points rise in average distance from proficient
SBAC SwD Growth	15 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	64.7 points above	10 points above proficient

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> <li>• 17-18 for Summative Indicators (e.g., SBAC)</li> <li>• 18-19 for Leading Indicators (Galileo, RI, F&amp;P)</li> </ul>	<ul style="list-style-type: none"> <li>• 18-19 targets for Summative Indicators (e.g., SBAC)</li> <li>• 19-20 targets for Leading Indicators (Galileo, RI, F&amp;P)</li> </ul>
Galileo All Students Status	72% met growth	60% of students meet or exceed grade level expectations
Galileo All Students Growth	48% met 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

Recruit and support first generation college students to the AVID program, with an emphasis on supporting math instruction and learning.

### Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

SED students, students performing below grade level

Provide AVID Elective to students	2 section of AVID	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	30,220.00
Hire and train AVID tutors to engage students in peer tutoring, with a focus on math.	classified salaries	2000-2999: Classified Personnel Salaries District LCFF Supplemental C	14,809.00
Teacher Professional Learning, students assemblies & field trips	Program costs	5800: Professional/Consulting Services And Operating Expenditures District LCFF Supplemental C	20,625.00

## Strategy & Supporting Actions 2

### Strategy

Provide math push-in support to identified students and Tier 1 instructional support to teachers

### Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All students

Math department chair uses one period per day to push	no additional cost to site		
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into math classrooms to provide co-teaching, modeling and/or small group and 1:1 students support as needed.			
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# 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

Students need access to alternative, restorative discipline, and mental health support

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Anxiety, mental health concerns increased.	Reports from counseling office, discipline referrals, suspension rates.	Reduced discipline issues, reduced reports of anxiety, referrals to counseling or the office.

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

Students will engage daily in community circles and conferences through Restorative Practices to build community, increase social communication skills, and reduce conflicts with others.

### Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All Students

Teachers receive professional development on Restorative Practices during staff meetings and some will attend formal Restorative Practices training.	Professional Development training costs/subs for release time	5800: Professional/Consulting Services And Operating Expenditures Site LCFF Supplemental C	6,000
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Provide one to one counseling sessions/therapy for identified students	Three days of Youth Service Bureau counselor	5800: Professional/Consulting Services And Operating Expenditures Site LCFF Supplemental C	10,000
		PTA	10,000
		Donations	9,972
Provide one period of release time for a trained teacher to coach/support staff in implementing Restorative Practices	One period of release time per day	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental C	19,316
During staff meetings staff engages in social emotional learning development led by trained staff members	No additional cost to site		
School-wide engagement activities in building connections between students, staff and community	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

Strengthen 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

Families indicate a need for more support from the school on raising healthy students

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Family Night Topics, attendance , feedback	to be determined	

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

Continue to build connections between school and home community.

### Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All students

Parent Education Nights focusing on current topics relevant to families of Middle School students.	Funding by PTSA if needed		
Annual Bowditch carnival	Various funding sources, no additional cost to site	Donations	
High School Night - Hillsdale & San Mateo High School	no cost to site		

Principals attend parent night			
Principal Coffee Chat on going throughout the school year	coffee and food as needed	PTA	

# 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
- 4 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Heather Morgan	Principal
Joyce Lew	Parent or Community Member
Nicole Castro Musmanni	Parent or Community Member
Laura Peterson	Classroom Teacher
Dustin Umberger	Classroom Teacher
Nick Walker	Classroom Teacher
Ellie Launer	Classroom Teacher
Natalie Maserova	Secondary Student
Taylor Hardman	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 9/11/19.

Attested:



Principal, Heather Morgan on 9/11/19



SSC Chairperson, Joyce Lew on 9/11/19