



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 | | | |
|--|---|---|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 1,025 | 6.1% | 6.3% | This is the percent of students whose well-being is the responsibility of a court. |
| 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. | |

| 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 |
| | 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" | 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.

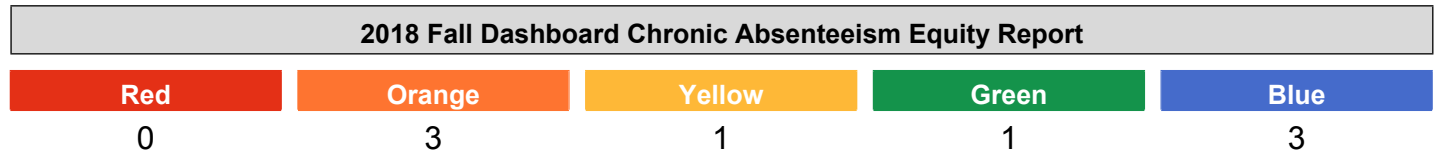
School and Student Performance Data

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

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

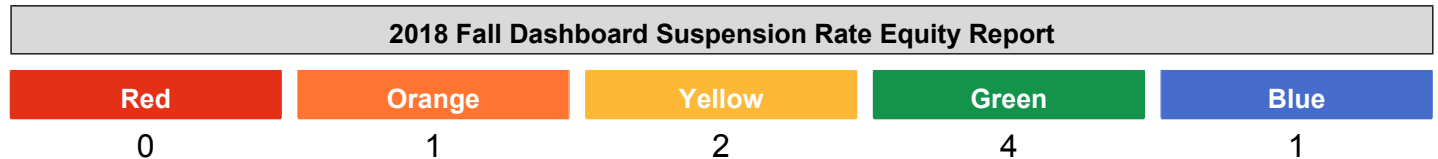
School and Student Performance Data

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

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

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

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

Data Statement: Challenges

- 9.1% of SWD were suspended at least once.

Why are we getting these results?

- 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.

- 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"> • 17-18 for Summative Indicators (e.g., SBAC) • 18-19 for Leading Indicators (Galileo, RI, F&P) | <ul style="list-style-type: none"> • 18-19 targets for Summative Indicators (e.g., SBAC) • 19-20 targets for Leading Indicators (Galileo, RI, F&P) |
| 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"> • 17-18 for Summative Indicators (e.g., SBAC) • 18-19 for Leading Indicators (Galileo, RI, F&P) | Expected Outcome <ul style="list-style-type: none"> • 18-19 targets for Summative Indicators (e.g., SBAC) • 19-20 targets for Leading Indicators (Galileo, RI, F&P) |
|-------------------------------------|--|---|
| 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 |
|--|------------------------------------|--|------|

| | | | |
|--|--|--------------------------|--|
| Thursday. Homework center is open to all students. | | Site LCFF Supplemental C | |
|--|--|--------------------------|--|

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 | | |
|--|----------------------------|--|--|

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 <ul style="list-style-type: none"> • 17-18 for Summative Indicators (e.g., SBAC) • 18-19 for Leading Indicators (Galileo, RI, F&P) | Expected Outcome <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 17-18 for Summative Indicators (e.g., SBAC) • 18-19 for Leading Indicators (Galileo, RI, F&P) | Expected Outcome <ul style="list-style-type: none"> • 18-19 targets for Summative Indicators (e.g., SBAC) • 19-20 targets for Leading Indicators (Galileo, RI, F&P) |
|-----------------------------|--|---|
| 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 | | |
|---|----------------------------|--|--|

| | | | |
|--|--|--|--|
| into math classrooms to provide co-teaching, modeling and/or small group and 1:1 students support as needed. | | | |
|--|--|--|--|

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 |
|--|---|---|-------|

| | | | |
|---|--|---|--------|
| 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