



# 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	12/15/20	01/21/21

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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 (12/8/20), PTSA (12/4/20)), ELAC (12/16/20)) and Site Council (12/9/20)

# 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 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.

Overall Bowditch students are performing above proficiency on the CAASPP.

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 <ul style="list-style-type: none"><li>• 18-19 Summative Indicators (eg SBAC)</li><li>• 19-20 for Leading Indicators (RI, F&amp;P)</li></ul>	Expected Outcome <ul style="list-style-type: none"><li>• 19-20 targets for Summative Indicators (eg SBAC)</li><li>• 20-21 targets for Leading Indicators (RI, F&amp;P)</li></ul>
SBAC ALL Students Status	65 points above	10 points above proficient
SBAC ALL Students Growth	-5 point decrease	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	-14.3 points decrease	0 points above proficient
SBAC SED Students Growth	-14.6 point decrease	15 points rise in average distance from proficient
SBAC EL Students Growth	-43.7 point decrease	15 points rise in average distance from proficient
SBAC SwD Growth	-17.8 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>• 18-19 Summative Indicators (eg SBAC)</li> <li>• 19-20 for Leading Indicators (RI, F&amp;P)</li> </ul>	Expected Outcome <ul style="list-style-type: none"> <li>• 19-20 targets for Summative Indicators (eg SBAC)</li> <li>• 20-21 targets for Leading Indicators (RI, F&amp;P)</li> </ul>
SBAC 5th Grade Students Status	n/a	10 points above proficient
SBAC 8th Grade Students Status	63.4 points above	10 points above proficient
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		65% of students meet Grade Level Benchmark
Middle: RI All Students Growth		80% of students make Expected Growth
Middle: RI "Sub-group" Growth		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 Tuesdays and Thursdays. Homework center is open to all students. (Due to Covid, homework center is happening virtually)	2 certificated teachers hourly pay	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental C	8000
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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		
Language and Literacy TOSA provides coaching and support in around language and literacy across the content areas	1.0 FTE	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	110,268

**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	40,427
Provide paraeducator support for small group instruction	4.0 hours per day	2000-2999: Classified Personnel Salaries District LCFF Supplemental A	28,745

# 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"> <li>• 18-19 Summative Indicators (eg SBAC)</li> <li>• 19-20 for Leading Indicators (RI, F&amp;P)</li> </ul>	Expected Outcome <ul style="list-style-type: none"> <li>• 19-20 targets for Summative Indicators (eg SBAC)</li> <li>• 20-21 targets for Leading Indicators (RI, F&amp;P)</li> </ul>
SBAC ALL Students Status	68.1 points above	10 points above proficient
SBAC ALL Students Growth	-1.4 point decrease	3 or 5 points rise in average distance from proficient
SBAC SED Students Status	-52.3 points below	0 points above proficient
SBAC SED Students Growth	-39.3 point decrease	15 points rise in average distance from proficient
SBAC EL Students Growth	-46 point decrease	15 points rise in average distance from proficient
SBAC SwD Growth	-16.4 point decrease	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	n/a	10 points above proficient
SBAC 5th Grade Students Status	n/a	10 points above proficient
SBAC 8th Grade Students Status	63.6 points above	10 points above proficient

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	32,819
		2000-2999: Classified Personnel Salaries District LCFF Supplemental C	
Teacher Professional Learning, students assemblies & field trips	Program costs	5800: Professional/Consulting Services And Operating Expenditures District LCFF Supplemental C	20,625

## Strategy & Supporting Actions 2

### Strategy

Math leadership team is participating in district collaboration and professional learning opportunities

### Students to be Served by this Strategy

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

All students

	no additional cost to site		
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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 A	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		
Third counselor added to counseling team to increase supports for students' social/emotional needs, wellness, and ability to access academics	1.0 FTE (Measure V)	1000-1999: Certificated Personnel Salaries Other	120000

# 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 (may be postponed due to Covid)	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
- 2 Other School Staff
- 2 Parent or Community Members

Name of Members	Role
Heather Morgan	Principal
Joyce Lew	Parent or Community Member
Heidi Murphy	Parent or Community Member
Alicia Aragon	Classroom Teacher Other School Staff
Dustin Umberger	Classroom Teacher
Verne Shrewsbury	Classroom Teacher
Ellie Launer	Classroom Teacher

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



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 12/9/20.

Attested:



Principal, Heather Morgan on 1/29/21

SSC Chairperson, Joyce Lew on 1/29/21