

School Year: **2020-21**



**ABBOTT**  
Middle School

# 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		1/21/2021

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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 2020. Drafts of the goals were brought back to the SSC in Sept of 2020,, and the final SPSA was approved by SSC on

# 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.

**Strengths:** Our Language and Literacy data shows a slight rising growth for all students, with a significant rise of 10.3 points for SwD.

**Challenges:** Our Language and Literacy data shows our students are over 9 points below standard, with EL students decreasing 18.3 points from previous year.

**Why are we getting these results?** Our EL and SED student groups are having difficulty accessing school and being successful in Literacy. There is a strong need for designated ELD instruction based on typology with specialized curriculum, and specific professional development on both designated and integrated ELD strategies for all teachers.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected 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>	<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	-9.4 points below	10 points above proficient
SBAC ALL Students Growth	1.9 point rise	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	-63.7 points below	0 points above proficient
SBAC SED Students Growth	-5.5 point decrease	15 points rise in average distance from proficient
SBAC EL Students Growth	-18.3 point decrease	15 points rise in average distance from proficient
SBAC SwD Growth	10.3 point increase	15 points rise in average distance from 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 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	4.1 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	Will establish baseline in 2020 - 2021	65% of students meet Grade Level Benchmark
Middle: RI All Students Growth	Will establish baseline in 2020 - 2021	80% of students make Expected Growth
Middle: RI "Sub-group" Growth	Will establish baseline in 2020 - 2021	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

### Students to be Served by this Strategy

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

Reading Specialist will identify student strengths and challenges across grade levels and target groups, to support the Language Arts department in scaffolding student learning to meet grade level expectations;	Reading Specialist 1 FTE ELA/ELD TOSA	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	115,035.00
Teachers within the department work collaboratively to review student performance data, to share best practices and Benchmark curriculum	No additional cost, will occur during regular staff meetings and early release meeting time (1 Tuesday per month as		

strategies, to implement and analyze common assessments, to observe one another's classrooms, and to develop strategies for student growth across the department.	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 2 times 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 Site LCFF Supplemental C	8,748
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	140,126
Additional Library Time: Due to FTDL, 2.5 hours added to support computer tech needs and distribution to families.	Librarian 2.5 hours additional time	2000-2999: Classified Personnel Salaries Site LCFF Supplemental A	14,482

## Strategy & Supporting Actions 2

### Strategy

### Students to be Served by this Strategy

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

All EL including Dual Identified EL students will receive designated ELD instruction by typology using curriculum designed for their ELPAC level, years as EL, and general need.	No additional cost		
Reading specialist facilitates teams and supporting	See Reading Specialist cost in Strategy one		

individual teachers around ELD instruction			
Principal/Assistant Principal and reading specialist observe, monitor and provide feedback to teachers	No additional cost to site		
Teachers will participate in professional development around ELD instruction during regular staff meeting time	No additional cost to site will be provided by TOSA and central district.		

### Strategy & Supporting Actions 3

Strategy

#### Students to be Served by this Strategy

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

Newcomer teacher will provide instruction to Newcomer students in ELA, ELD, Social Studies	Newcomer teacher 1.0 FTE (.5 title 1; .5 gen fund)	1000-1999: Certificated Personnel Salaries District Title I	60,373
Para educators will provide support to Newcomer program	Para educators (2) for Newcomer class (title 3)	2000-2999: Classified Personnel Salaries Other	77,669

### Strategy & Supporting Actions 5

Strategy

#### Students to be Served by this Strategy

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

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	41,198
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

### Strategy & Supporting Actions 6

Strategy

Data analysis to support student learning

**Students to be Served by this Strategy**

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

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 2-3 times per year and analyze results across content areas	No additional cost to site		

**Strategy & Supporting Actions 7**

Strategy

After school tutoring support

**Students to be Served by this Strategy**

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

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
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**Strategy & Supporting Actions 8**

Strategy

Selected students will take part in Spanish Immersion Program focusing on Spanish Language Arts and Spanish Social Studies.

**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 5 periods covering SLA and SS in 6th and 7th grade, and SLA in 8th grade. This will support the K-8 Dual Immersion Program using the Adelante Program. Program will support students to attain Bilingual Award.	no additional cost to site.		
Dual Immersion teacher will have additional period to	.17 FTE - No additional cost for site		

coordinate program with elementary school (Fiesta) and build bridge strengthen program between both schools.			
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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

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 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

Strengths: Our math data shows an 11 point rising growth for all students, with a 14.7 point rise for SwD. SED students rose in math as well, 2.9 points.

Challenges: Our math data shows that our students continue to struggle, despite a solid rise from previous years. Our SED students remain over 107 points below the standard, with students as a whole at 50 points below.

Why are we getting these results? Our EL and SED student groups are having difficulty accessing school and being successful in Math.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ALL Students Status	<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>	<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	-50.2 point below	10 points above proficient
SBAC ALL Students Growth	11 point rise	3 or 5 points rise in average distance from 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 SED Students Status	-107.6 point below	0 points above proficient
SBAC SED Students Growth	2.9 point rise	15 points rise in average distance from proficient
SBAC EL Students Growth	-3.8 point decrease	15 points rise in average distance from proficient
SBAC SwD Growth	14.7 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	-43.1 points below	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

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 and 7th 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. There will be three sections for 6th grade, and two sections for 7th grade.	Provide up to 5 sections of math foundations classes to targeted students (.83 fte)	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	117,803
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Teacher attends District provided professional learning opportunities	No additional cost to site		
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## 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	134,329
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	See in Goal one		
Schedule bus transportation for Homework Club students (if we return to on-site instruction)	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

<p>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.</p>	<p>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);</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Site LCFF Supplemental C</p>	<p>4,000</p>
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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

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 - Increased parent engagement in student learning, and stakeholder feedback to our school's efforts and plan of action.

## 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	73,026
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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; Additional staff hourly pay to support family inclusive events.	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
- 2 Classroom Teachers
- 3 Other School Staff
- 2 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Jeremy Packman	Principal
Heidi Reyes	Other School Staff
Dawnette Brenner	Classroom Teacher
Fernando Figueroa	Classroom Teacher
Lorena Santos	Other School Staff
Christy Knott	Parent or Community Member
Lindsay Okamoto	Parent or Community Member
Ricardo Calderon	Secondary Student
Kary Aguilar Fuentes	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 .

Attested:



Principal, Jeremy Packman on 12/9/2020

SSC Chairperson, Christy Knott on 12/9/2020