

We are Solorsano



Eagle Pride

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
Ascencion Solorsano Middle School	43-69484-0100990		

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Comprehensive Support and Improvement

This plan includes goals and actions for the schoolwide program as well as for comprehensive support and improvement for targeted groups. Ascencion Solorsano Middle School is identified for: All Student Chronic Absenteeism; Suspension Rate, English Language Arts and Mathematics.

The following describes the purpose of the initiatives of our three-year plan that started in August 2020, the shared decision-making process, and the strategies/initiatives that are in place to turn the school around per the comprehensive support and improvement designation.

Ascencion Solorsano Middle School's learning community envisions every student as a productive, responsible citizen who is a lifelong learner. Solorsano's mission is to set high academic and behavioral expectations that will lead all students to successful educational, social, emotional, and character development. Solorsano fosters a climate of mutual respect honoring the uniqueness of each student and the diversity of cultures. Our current enrollment of 802 students includes 69% Hispanic and 30% English Learners. We also have 56% of our student population who qualify for the national free and reduced lunch program.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Ascencion Solorsano Middle School is working with all stakeholders and external consultants to effectively meet the ESSA requirements and to align our goals, strategies, and actions with the Gilroy Unified School District Local Control and Accountability Plan (LCAP) and fed and state programs. The ultimate goals are for ASMS to continue to increase the number of students proficient in the middle school Common Core State Standards meanwhile closing the achievement gap within our subgroups (English Learners, Foster, and Socioeconomic Disadvantaged). To make these goals achievable, ASMS has also set goals to improve school culture and climate by fostering effective working relationships between students to significantly reduce the number of suspensions and referrals to the office and improve attendance at school. The following descriptors show the initiatives to meet our goals.

Santa Clara County of Education:

Ascencion Solorsano will collaborate with the Santa Clara of Education to train our department leaders in PLC around our LCAP and CSI goals. We will meet every month to look at data and create strategies to help guide instruction that will impact our targeted groups.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

One survey was conducted for students, parents, teachers, and community members in conjunction with the development of the Gilroy Unified School District Local Control Accountability Plan development. In addition, a survey was conducted for site certificated, classified and administrative staff. The survey results found:

Staff --

1. The staff is committed to the school and enjoy working with their colleagues
2. More time is needed for collaboration with colleagues
3. School climate is a concern regarding issues of student behavior and respect toward others
4. Staff is divided in their view of consistency in enforcing school policies and procedures
5. Staff wonders if hands-on and enrichment activities would increase student engagement during distance learning
6. Updating teacher stations with the current technology used throughout the district as the new standard of the new digital classroom

Parents/Students

1. Highest priority is to have high-quality teachers in all classrooms
2. The school is safe and the rules are clearly communicated
3. More communication is needed between the school and home regarding students' academic needs
4. Students generally like to go to school

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The site conducts weekly walk-through visits of classrooms using an observation tool. That data is collected and reviewed for trends and to assist in determining professional development needs. The data showed:

1. Teachers are utilizing the district adopted curriculum in all subject areas.
2. Classroom management is an area of growth
3. Depth of Knowledge is consistently at levels 1 and 2 across content areas. The goal is to see more level 3 and some level 4.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Solorsano Middle School students have not participated in CAASPP testing due to distance learning. However, local STAR benchmark exams given to students in 20-21, data show the following:

English Language Arts -

42% met or exceeded standards

Math -

40% met or exceeded standards

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The instructional specialists will be focusing on direct classroom support to provide model lessons and facilitate Professional Learning Community meetings. focused on mastering the grade-level standards. A new Math Instructional Specialist position has also been created to help modify instruction to provide enrichment/support for students during the school day.

Middle school teachers are meeting in grade-level subject cohorts every month during Professional Learning time to develop benchmark assessments, unpack standards, analyze assessments, and identify best teaching practices. Teachers are designing assessments on essential standards that were carefully chosen and monitoring progress towards those priority standards.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of certificated staff at Solosano Middle School meet the criteria for highly qualified staff.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All staff receives publisher training on the newly adopted curriculum. After the initial training, new staff receives training and support from the department chairperson and from instructional specialists. All teachers participate in three days of district training as well as four two-hour trainings throughout the year. The focus of these trainings has varied but all include a strand on how to meet the needs of English Language Learners. New teachers receive an additional 3 days of training.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The staff development model for the Gilroy Unified School District is differentiated to meet the needs of each individual teacher. Teachers receive training on all adopted curriculum during the adoption period and follow-up training with site personnel on an annual basis. We also participate in district PLC to discuss goals and progress by using the cycle of inquiry.

Because of the comprehensive support and improvement designation (CSI) and continuous low results in CAASPP, Solorsano has identified the need to improve teacher collaboration by participating in professional development on the Impact Teams model in a phase approach to create teacher capacity.

The Impact Teams model combines two existing practices, formative assessment, and collaborative inquiry, and promotes a school culture in which teachers and students are partners in learning. Impact Team members will learn how to:

- *Build a culture of efficacy
- *Take collective action
- *Embed student-centered assessment in the classroom culture
- *Clarify learning goals and criteria for success
- *Leverage progressions of learning for “just right” instruction
- *Utilize evidence-based feedback
- *Maximize peer and self-assessment in classroom practice

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

CSI funds are allocated to fund the technical assistance received from The Core Collaborative in the design process of the ELA pacing guide and the training sessions for Impact Teams.

Solorsano has department chairpersons who receive a stipend to assist members within their department. The school also has a 0.5 (FTE) position allocated to Instructional Specialists. Staff members have a prep period during the day to collaborate with their pathway colleagues specifically with strategies for English Learners, Next Generation Science Standards, and the Core Curriculum. New this school year is a 0.5 (FTE) math coach to support teachers with differentiation within the classroom and specifically during the Support and Enrichment classes.

To further support staff, teachers have been provided the opportunity to go to subject area conferences such as College Preparatory Math (CPM), Asilomar, Silicon Valley Math Initiative, and Illustrative math. The staff has also been offered Santa Clara County Office of Education training on English Language Learners, Coaching, and Differentiation.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Each department at the site has an established Professional Learning Community (PLCs) that meets both by subject area and grade level. The PLCs review and analyze data from formative assessments such as benchmark exams agreed upon by the group. The analysis leads to the adjustment of the curricula so that all students have the opportunity to master the grade-level standards. A professional development plan outlines the meeting dates for this work throughout the year in collaboration with Santa Clara County of Education.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Social studies, science and English have adoptions have been completed within the past three years. Teachers have received training on the new curriculum. New teachers have the support of both the Department Chairpersons and the Instructional Specialists to learn the new curriculum and in lesson planning. Teachers have received mandatory training on the new materials as well as have the opportunity to attend additional optional training. Social Studies is scheduled to implement new adoption 2021-22 school year.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

During distance learning, teachers are struggling to keep up with the pacing of curriculum and in-depth teaching of standards.

When in regular in-person learning, the current schedule far exceeds the recommended instructional minutes for reading/language arts and mathematics. Therefore, we have now designated time for the delivery of new information to students as well as time for differentiation. This allows all students to have access to the grade level, standards-based, core content while also allowing for extended learning and support based upon individual student needs.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The master schedule has been adjusted to allow for intervention during the school day for both reading/language arts and mathematics. That support time is developed based upon the curriculum maps and pacing guides established by the PLCs and Core Collaborative for each grade level and content area.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All textbook adoptions require a rigorous process with the use of a rubric. The rubric requires any adopted material to be accessible by all student groups. Our materials are available in Spanish. The reading/language arts material has integrated ELD as well as differentiated reading selections based upon Lexile levels.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

For the Enrichment and Support classes teachers use both the Board adopted textbooks for the content areas as well as supplemental materials. The supplemental materials are standards-aligned instructional materials that allow for variation dependent upon language and reading levels. A math coach has been hired to support the math teachers in using the Board adopted, standards-aligned curriculum.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

In order to support underperforming students to meet standards, the school has purchased supplemental materials to use in the enrichment and support time provided in the English and math curricular areas. The site has purchased materials that are evidenced based to support students scoring below grade level. These materials include Accelerated Reader, Lexia, IXL and Mathlinks.

Evidence-based educational practices to raise student achievement

The district has funded a half-time enrichment and support coach to assist teachers in differentiation and the use of evidence-based materials and strategies in the classroom. A major area of focus is Integrated ELD for all English Learners in all classrooms. All teachers are working on incorporating Academic Language Goals into their curriculum. The school is also focused on school culture and climate and implementing practices such as Positive Behavioral Interventions and Supports (PBIS) Attendance incentives, extra-curricular activities during lunch and after school, Multi-tiered Systems of Support (MTSS), and student initiated clubs and activities. Will adapt the WEB (Where Everybody Belongs) in the Spring of 2022.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

In order to support underperforming students to meet standards, the site provides multiple opportunities for parents to engage at the school with staff, students, and other parents. Parents are also welcome to contact their classroom teachers as needed by appointment or via email. Parents have access to Academic Counselors on a daily basis. The school has a 0.1 (FTE) Parent Liason that connects families to services and learning opportunities within the school and with outside agencies. To assist with students that are truant to school, the school holds School Attendance Review Team meetings which include the site's Attendance Liaison. Parents also attend SST's, IEP's, and 504 Plan meetings.

The school has purchased supplemental materials to use in the enrichment and support time provided in the English and math curricula areas, and certain virtual platforms are used to help students engage with the class. The site has purchased materials that are evidence-based to support students scoring below grade level and is providing tech hardware. These materials include Accelerated Reader, Lexia, GoFormative, and Sonday. Site teachers and staff are currently reviewing other research-based materials to be used in the classrooms. All students were given textbooks for all subject areas in August of 2021

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents are invited to develop leadership qualities by attending monthly parent groups such as Parent Club, ELAC, Principal's Coffee Hour, ASB, SSC, Math Olympiad and DELAC. We follow the By Laws when it come to voting in new members to our parent/ student groups.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The following are services provided by categorical funds to support underperforming students to meet standards:

1. Title 1 and CSI - CABE and The Core Collaborative Conferences
 2. Title 1 - Parent-Teacher Conferences and Back to School Night
 3. CSI - Math and ELA Academic Nights for families (snacks, staffing, childcare) and Tech classes
 4. CSI and LACP - Programs that promote the importance of school attendance (performing arts, intramural sports, etc...)
 5. Title 1 & LCAP 3 - parent meetings and workshops (snacks)
- Parents are also invited to attend these conferences.

Fiscal support (EPC)

CSI, Title 1, ALL LCAP, SBLIG, & Lottery

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

Solorsano Middle School involved all stakeholders in the process of developing the SPSA as part of the Local Control Accountability Plan (LCAP) writing process. The goals, actions, and strategies were drafted from a compilation of stakeholder surveys, staff needs, student needs, individual input sessions with School Site Council, English Learner Advisory Committee, certificated and classified staff, and specific needs related to distance learning and to the three-year implementation plan. ASMS department chairs, counselors, instructional coach, and English Language specialist provided direct input to the SPSA goals, actions, and narratives. Many of the actions, goals, and narratives from the 2020 SPSA were revised and tailored to meet input from stakeholder meetings.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Many of our EL's, Socio-Economic Disadvantaged (SED), at-risk student subgroups lag significantly behind their peers academically and are receiving many D and F grades, so they are in need of additional supports, interventions, and strategic forms of instruction to meet their needs. Per input from parents, they are in need of specialized workshops to help them understand and access virtual and digital platforms to assist their children at home and to stay informed with the school. CA Dashboard data, STAR results, CAASPP, and ELPAC clearly demonstrate a need for specialized instruction and interventions for student subgroups identified by our CSI designation (EL's & SED - suspensions, attendance, and growth in ELA/math CAASPP). All of these data points are directly addressed in our training and implementation of the initiatives provided by The Core Collaborative, DLPT collaboration, tutoring and intervention programs, and effort in improving school culture and climate.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.46%	0.11%	0.4%	4	1	3
African American	1.83%	1.53%	1.7%	16	14	14
Asian	5.49%	6%	5.7%	48	55	48
Filipino	2.29%	2.29%	3.4%	20	21	29
Hispanic/Latino	71.54%	69.87%	68.9%	626	640	580
Pacific Islander	0.23%	0.11%	%	2	1	
White	14.4%	14.85%	14.4%	126	136	121
Multiple/No Response	2.63%	2.29%	2.6%	23	27	22
Total Enrollment				875	916	842

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	269	310	267
Grade 7	313	273	308
Grade 8	293	333	267
Total Enrollment	875	916	842

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	206	242	245	23.5%	26.4%	29.1%
Fluent English Proficient (FEP)	228	202	166	26.1%	22.1%	19.7%
Reclassified Fluent English Proficient (RFEP)	13	13	22	8.2%	6.3%	9.1%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	275	318	270	265	308	265	265	308	265	96.4	96.9	98.1
Grade 7	262	285	326	258	275	319	257	275	319	98.5	96.5	97.9
Grade 8	304	271	290	300	263	283	299	263	283	98.7	97	97.6
All Grades	841	874	886	823	846	867	821	846	867	97.9	96.8	97.9

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2530.	2531.	2505.	21.51	22.08	11.32	29.43	27.60	31.70	25.66	28.25	24.15	23.40	22.08	32.83
Grade 7	2543.	2557.	2535.	19.84	19.64	17.55	30.74	34.18	31.35	20.23	22.91	19.12	29.18	23.27	31.97
Grade 8	2573.	2555.	2557.	20.74	18.25	19.08	30.77	27.76	26.86	25.42	26.62	23.32	23.08	27.38	30.74
All Grades	N/A	N/A	N/A	20.71	20.09	16.15	30.33	29.79	29.99	23.87	26.00	22.03	25.09	24.11	31.83

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	275	318	270	266	310	267	266	310	267	96.7	97.5	98.9
Grade 7	262	285	326	259	273	322	259	273	322	98.9	95.8	98.8
Grade 8	305	271	290	303	264	287	303	264	287	99.3	97.4	99
All Grades	842	874	886	828	847	876	828	847	876	98.3	96.9	98.9

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2521.	2518.	2513.	22.56	20.32	18.73	18.42	20.32	20.22	29.70	32.90	26.59	29.32	26.45	34.46
Grade 7	2554.	2559.	2541.	27.03	28.94	24.84	22.01	20.51	19.57	23.94	24.54	21.12	27.03	26.01	34.47
Grade 8	2575.	2564.	2556.	28.38	28.03	26.48	19.80	18.18	18.12	23.76	21.59	19.51	28.05	32.20	35.89
All Grades	N/A	N/A	N/A	26.09	25.50	23.52	20.05	19.72	19.29	25.72	26.68	22.26	28.14	28.10	34.93

School and Student Performance Data

ELPAC Results (Overall)

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1527.0	1512.3	1528.1	1514.7	1525.3	1509.4	57	82
Grade 7	1549.2	1520.9	1556.9	1519.9	1540.9	1521.4	45	65
Grade 8	1530.2	1518.9	1526.5	1528.7	1533.3	1508.6	45	43
All Grades							147	190

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	31.58	12.20	31.58	39.02	22.81	32.93	*	15.85	57	82
7	40.00	13.85	33.33	38.46	*	29.23	*	18.46	45	65
8	24.44	16.28	46.67	32.56	*	30.23	*	20.93	45	43
All Grades	31.97	13.68	36.73	37.37	21.77	31.05	9.52	17.89	147	190

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
916	58.6	26.4	0.7
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	242	26.4
Foster Youth	6	0.7
Homeless	14	1.5
Socioeconomically Disadvantaged	537	58.6
Students with Disabilities	132	14.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	1.5
American Indian	1	0.1
Asian	55	6.0
Filipino	21	2.3
Hispanic	640	69.9
Two or More Races	27	2.9
Pacific Islander	1	0.1
White	136	14.8

Conclusions based on this data:





- 1.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Orange	Suspension Rate  Orange
Mathematics  Orange		

Conclusions based on this data:

1. Overall Performance shows we are in the orange in all areas:
2. Performance in ELA and Math are in the orange
3. Engagement, Condition and Climate are in the orange

School and Student Performance Data

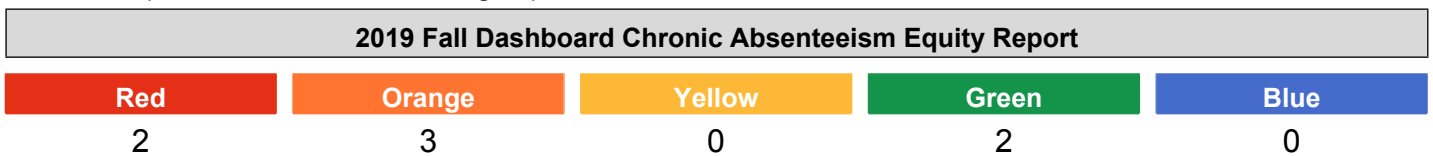
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>12.2</p> <p>Increased +1.1</p> <p>926</p>	<p>English Learners</p> <p>Red</p> <p>14.6</p> <p>Increased Significantly +3.2</p> <p>219</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>
<p>Homeless</p> <p>No Performance Color</p> <p>25</p> <p>12</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>16.5</p> <p>Increased +2.5</p> <p>570</p>	<p>Students with Disabilities</p> <p>Red</p> <p>24</p> <p>Increased Significantly +8.7</p> <p>150</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Declined -12.5 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Green 2.1 Increased +2.1 48	 No Performance Color 0 Maintained 0 20
Hispanic	Two or More Races	Pacific Islander	White
 Orange 13.1 Increased +0.9 664	 Green 5.9 Declined -6 34	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 16.1 Increased +4.6 137

Conclusions based on this data:

1. There is a high number of students in all groups that are absent from school an increase of 12.2
2. 12% of students chronically absent increased in all sub groups
3. All students and Students with Disabilities are in the Red range

School and Student Performance Data

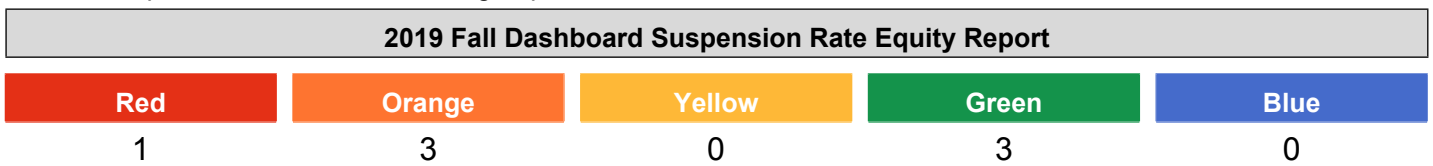
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> Orange 7.6 Increased +0.4 950	<p>English Learners</p> Green 7 Declined Significantly -3.5 227	<p>Foster Youth</p> No Performance Color 36.4 Increased +27.3 11
<p>Homeless</p> No Performance Color 25 12	<p>Socioeconomically Disadvantaged</p> Orange 9.4 Increased +0.3 584	<p>Students with Disabilities</p> Red 15.5 Increased +1.2 155

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 11.1 Increased +11.1 18	 No Performance Color Less than 11 Students - Data 4	 Green 2 Declined -4.4 51	 No Performance Color 0 Maintained 0 20
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8.2 Maintained +0.1 679	 Green 2.9 Declined -3.7 35	 No Performance Color Less than 11 Students - Data 2	 Orange 7.1 Increased +1.5 141

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	7.2	7.6

Conclusions based on this data:

1. There was a high number of students that were suspended in all groups of .4 over all
2. Students with Disabilities and Foster Youth groups increased significantly an increase 28. 2
3. An increase in African American 11.1 and White students 1.5

School and Student Performance Data

ELA Benchmark (STAR Reading 2nd-8th, MAP 9th-10th)

	18-19 Spring	19-20 Spring	20-21 Winter
2nd			

Math Benchmark

	18-19 Winter/Spring	19-20 Winter/Spring	20-21 Winter
1st			

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Provide high quality instruction and 21st Century learning opportunities to ensure College and Career Readiness

Goal 1

Assist all students in accessing and mastering a rigorous, standards-based curriculum while making connections with real-world applications.

Per the CSI designation, specific subgroups will be targeted for performance increases.

Identified Need

Discussions show an overall need to strengthen, review, and revise our work as a Professional Learning Community to ensure high levels of learning for all students. Our PLC teams will collaborate in the following areas: creating assessments based upon standards, data collection using multiple measures, and data analysis as a tool to improve teaching and learning.

ASMS will work with Core Collaborative and Santa Clara County of Education to develop a plan to use data to drive our instruction and find a problem of practice

College California College's partnership with GUSD Continues to focus on Career and College exploration. We have offered a Career Day where we showcased various careers, we will continue this practice.

Science teachers will focus on working with the new science curriculum in order to implement the Next Generation Science Standards(NGSS). The Science department will focus on planning and support the McGraw curriculum that will be purchased for the 2020-2021 school year. We will continue to focus on implementing the NGSS District Plan and create a Marker space to collaborate through participatory, personalized learning and become effective creators and consumers of information.

Informal walkthrough observations show that there is a need to continue to focus on implementing the district curriculum with fidelity.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All ELA teachers will use Study Sync adopted text in order to provide all students with	CAASPP scores show that 43% of 6th graders, 49% of 7th graders and 46% of 8th	100% of teachers will set classroom qualitative and quantitative goals at the

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
access to grade-level, rigorous standards	graders met or exceeded the standard in English Language Arts. Disaggregated data show...	beginning of the year, and utilize EADMS and Aeries results to revisit class and student progress toward those goals with students after each unit and/or benchmark assessment. (Quarterly benchmark results per subject area will demonstrate progress toward these goals)
All Math teachers will use the CPM adopted text in order to provide all students with access to grade-level, rigorous standards	CAASPP scores show that 39% of 6th graders, 45% of 7th graders, and 44% of 8th graders met or exceeded the standard in mathematics. Disaggregated data show...	100% of teachers will set classroom qualitative and quantitative goals at the beginning of the year, and utilize EADMS and Aeries results to revisit class and student progress toward those goals with students after each unit and/or benchmark assessment. (Quarterly benchmark results per subject area will demonstrate progress toward these goals)
Brightbytes - Collaboration	59%	Increase by 10% the number of students who state that they collaborate with their peers with the use of technology.
Brightbytes - Critical Thinking	37%	Increase by 10% the number of students who state that they use technology in order to think critically in all academic areas.
Virtual Walk Through Tool	3x per year	Leadership team members will utilize the walk-through tool on a weekly basis as evidenced by collected data by visiting virtual classrooms.
Brightbytes - Communication and use of technology	22%	Improve student access to technology on ASMS campus by adding Chromebook carts for student use as evidenced by the student-computer ratio.
ASMS teachers will participate in grade level and department Professional Learning	Once a month	Teams will engage in collaborative work related to the four essential PLC questions, including analysis of

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Communities at least once/month.		student data as evidenced by the PLC logs/minutes submitted to administration.
Core teachers will use a new Social Studies curriculum TCI in order to implement the SS Standards	100% implementation	A new textbook was board approved in 2020-21
PLC teams will meet monthly to plan assessments, review assessment data and adjust teaching strategies to improve learning in the classroom during distance learning	PLC minutes and agendas have not been completed for all PLC meetings	100% of PLC meetings will have agendas and minutes
Create a markerspace to meet NGSS lab needs for all students	Markerspace Check out calendar	Improve student access for creative innovation using 4C's and NGSS to set students up to solve, elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts.

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/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.1 Develop and support effective instruction

Monthly department meetings and staff meetings will include PD on the adopted curriculum. Develop and support effective instruction through teacher participation in District and site Professional Learning Communities (PLCs) and participation in professional development opportunities. PLC Training from external consultants (The Core Collaborative) - trainer of trainers model to ensure there are teacher capacity and teacher clarity in instructional practices

Counselors will attend the American School Counselor Association and California Association of School Counselors conferences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

17000	SLIBG
20000	Comprehensive Support and Improvement (CSI)
18000	LCAP Goal 1

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

LCAP1.2 Continue use of the observational tool to measure classroom practices
 *Trend data will be analyzed and shared during APS visits.
 *Site leaders conduct walkthroughs at least once per quarter.
 *Support instructional leadership team members in the analysis and use of data regarding classroom practices to develop a plan of action for students.
 *Provide PD for staff in areas deemed as areas of need determined by the leadership team.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5000	LCAP Goal 1
5000	Site Discretionary

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

LCAP 1.3
 Provide ongoing coaching, support supplies/materials to classroom teachers and technology software and hardware.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

3000

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Support effective implementation during distance learning for math, social studies, and language arts standards and practices.
*Hire EL's specialist and Instructional coaches for math and ELA.
*Continue support through Instructional Specialists and EL Specialists.
*Train staff in Impact Teams
*Conferences for staff
*Purchase materials and supplies/hardware and software
*Family night
*Hire an EL Para to help support our EL1 and 2's

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5000

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Socio-economic disadvantage

Strategy/Activity

1.5 Recognize students for achieving grade-level standards, effort, and progress at their level.
*Purchase materials and supplies to recognize and reward students
*Compile schoolwide data to demonstrate growth and areas of need (Star exam, and DLPT benchmark assessments)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

8000

SLIBG

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

The administration will provide two Mondays/month for grade level PLC's and/or department meetings; use of ASMS Walk Through Tool and goformative

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

6000

LCAP Goal 1

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

LCAP 1.7 Continue to update school technology to ensure the success of classroom technology integration, i.e. purchase Flatscreens and tablets
PLC's will include a focus on technology integration in classrooms; Educators can still participate in Google Apps For Education training through the district

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

50,000

Title I

50000

Comprehensive Support and Improvement (CSI)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.8 Provide students opportunities to join school clubs and before/after school intervention programs. Continue to provide Cal-SOAP services for underrepresented students.

*Hire a Community Enrichment and Parent Engagement Liaison.

*Implement Enrichment and Support period to target sub-groups and specific student needs.

*Admin to provide CalSOAP services.

*Embed school clubs during Eagle Time and before/after school such as ASB, Yearbook, Mindfulness, CJSF, etc...

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

20000

Title I

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Socio-economic disadvantage

Strategy/Activity

1.9 Provide career and college awareness to students through career fairs, the use of California Colleges and Eagle time.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

3,000

LCAP Goal 1

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Socio-economic disadvantage

Strategy/Activity

1.10 Continue to provide opportunities to expose middle school students to career readiness by offering Career Day, career-related activities, and/or lessons.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5000

IMF

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

Socio-economic disadvantage

Strategy/Activity

1.11

Purchase supplemental materials for Special Education students in SDC classrooms (SDC mild/moderate, SDC Autism, SDC Therapeutic)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2000

LCAP Goal 1

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.12 Continue to provide professional development for all staff to the following:

- *Using technology to enhance CCSS instruction
- *Building a culture of efficacy
- *Taking collective action
- *Embedding student-centered assessments in the classroom culture
- *Clarifying learning goals and criteria for success
- *Utilizing evidence-based feedback
- *Maximizing peer and self-assessment in classroom practice

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

4000	Comprehensive Support and Improvement (CSI)
1000	LCAP Goal 1

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.13 Secondary SLED (Students Leading Education Clubs and teacher advisors will continue to be supported by iSchool Initiative as evident by completed projects that inform, build excitement for, and support technology learning initiatives

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1000	LCAP Goal 1
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Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.15 Markerspace is a flexible space, it serves as both an extension of the classroom instructional space, an environment to grow academically and socially, and a space for students to participate in blended learning opportunities. The Makerspace is a place where all students and teachers can collaborate through participatory, personalized learning and become effective creators and consumers of information.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

20,000	Comprehensive Support and Improvement (CSI)
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Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Professional development in NGSS, CAASPP, and ELL /SPED support in Impact Teams and/or Professional Learning Communities and district-wide committees. Implement with fidelity the core curriculum in both English and mathematics. As we adopt new textbooks, update curriculum maps, and examining benchmark data to measure student achievement. Incorporate technology as a tool in the development of 21st Century skills of collaboration, communication, critical thinking, and creativity.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We will continue to refine our PLC's with more professional development in order to create a structure for meeting times in collaboration with Core Collaborative and Santa Clara County of Education. Update technology as Chromebooks are obsolete and update teacher stations. Create a Makerspace to provide all students and staff an equal opportunity to apply both the skills and knowledge gained through the adopted curriculum, as well as develop problem-solving skills, social skills, and confidence.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Impact teams for Core teachers. California Colleges partnership with GUSD. Create a Makerspace to provide all students and staff an equal opportunity to apply both the skills and knowledge gained through the adopted curriculum, as well as develop problem-solving skills, social skills, and confidence.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Provide Equitable Support for All Learners

Goal 2

Examine support structures for the target groups of students identified for performance improvement in order to create a strategic plan to improve grade-level standards.

Identified Need

Data indicates the need to address student progress toward mastering standards. There is a specific need to disaggregate data in order to provide targeted support to all subgroups at ASMS. Support structures for subgroups need to be refined in order to improve mastery of standards, improve student engagement, and meet grade-level expectations in all classes. With an increase in the need for skills such as problem-solving, critical thinking, analysis, and creativity more professional development will need to be added in order for teachers to support students in these areas. With an increase in the need for skills such as the Four C's (communication, critical thinking, collaboration, and creativity) more professional development will need to be added in order for teachers to support students in these areas.

All significant subgroups need additional support in the area of math and English Language Arts as documented by the CAASPP achievement data, district benchmarks, and low grades being recorded by teachers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
100% of teachers will incorporate EL strategies to address their English language development needs.	Based upon the walk-through tool data, 50% of teachers used EL strategies to address the needs of English Language Learners	District benchmark assessment and ongoing assessment data will be collected, reviewed, and analyzed to determine the best strategies to use in the classroom as evidenced by Professional Learning Community (PLC) minutes from each grade level/subject area meeting. 100% of grade levels will participate in PLC's evidenced by meeting agendas and minutes
Benchmark exams will be administered quarterly to	District Benchmark	Grade level standards will be rubric based to measure

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
determine strengths and areas of growth for students in regard to meeting grade-level standards.		students progress on the quarterly benchmark.
Increase the number of Economically Disadvantaged and Special Education students scoring Met/Exceeded standard in ELA and Math on CAASPP and Benchmarks.	CAASPP disaggregated data	Increase the number of students scoring 3 or above by 5% in ELA and Math in all subgroups
Increase the number of English Learners meeting standard on the ELPAC.	ELPAC and Reclassification Data	Increase student reclassification percentages Reclassify 20-25 students
Students will be assessed using STAR in the area of reading.	STAR assessments	Quarterly assessments will show an increase in student reading levels
Students will meet or exceed grade level standards by the end of their 8th grade year.	80% of 8th-grade students promoted to high school met the grade level requirements.	90% of students promoted to high school will meet the grade level requirements.
Students will have access to enrichment and support activities for both Math and English.	90% of students received Enrichment/Support in English and Math courses.	100% of Solorsano Middle School's students will receive Enrichment/Support in both English Language Arts and Math classes as evidenced by ASMS's master schedule and documentation from the classroom walkthrough tool.

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/Activity 1

Students to be Served by this Strategy/Activity

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

EL and Foster Youth

Strategy/Activity

2.1 Teachers identify, learn tools that address the developmental needs of English Learners, SPED, Migrant, Foster Youth

*Increase support for the Enrichment and Support classes for language arts and math by adding an Instructional Specialist who will train teachers on differentiation.

*Core Instructional Specialist

*Math Coach

*Use data to monitor the progress that will be developed with Core Collaborative

*PD for teachers that targets specific strategies

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5,404	LCAP Goal 2
20000	Comprehensive Support and Improvement (CSI)
40000	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

2.2 Increase English Learners who are proficient in English language arts and math and making one level of growth in ELPAC.

- *Provide targeted intervention classes such as Lexia for language arts and after-school tutoring and on Saturday School.
- *Create a solid instructional program by identifying the speaking and listening CCSS and Language needs of students in pacing guides.
- *Integrate ELD strategies in lessons.
- *Hire a para to shadow, assist, and support struggling EL students.
- *Provide specialized integrated resources to enhance reading, writing, and speaking outcomes.
- *CALSoap tutoring

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

15000	Title I
2000	Comprehensive Support and Improvement (CSI)
25000	LCAP Goal 2

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

2.3 Leadership teachers and admin will work with the Santa Clara County of Education to create and fix systems in our school community by finding the problem of practice. Leadership will meet every month to help establish best practices and systems.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1000	Title I
5000	LCAP Goal 2
2000	Comprehensive Support and Improvement (CSI)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

2.4 EL specialists

*EL Specialists will deliver PD on distance learning strategies, and provide ongoing coaching as evident by activity logs.

*EL Specialists will provide models of classroom practices at all levels that exemplify effective student collaboration and discourse.

*Coaches and Specialists will facilitate peer observations

*Provide teachers with training to scaffold depth of knowledge questioning while maintaining rigorous academic response frames

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1500	IMF
2000	Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

2.5 Monitoring EL Progress
 *Teachers to monitor students' progress every semester.
 *Teachers and EL specialists routinely analyze EL student data to determine how to intervene with academic support.
 *Teachers to create a growth plan for struggling ELs.
 *Student educational incentives to be earned by students' progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

18000	LCAP Goal 2
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

2.6 Implement a Newcomer Program for students with extremely limited English skills, students new to the U.S., and at level 1 of ELPAC
 *Designate a teacher to provide 3 periods of instruction 5 times a week
 *Small groups focused on Designated ELD Instruction
 *Routinely monitor progress
 *Teacher to collaborate with peers to embed specific language needs needed in other academic subject areas

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5000

LCAP Goal 2

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

socio-economic disadvantaged

Strategy/Activity

2.7 Support accelerated students with additional instructional materials for students and teachers; purchase higher-level books, book sets, sets of novels and classic books, nonfiction, and informational books.
*Provide a level library for newcomers EL Students Ipads Audiobooks
Update Library book collection to increase the number of titles of high interest and readability access for students.

*Update Library book collection as needed throughout the school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5000

LCAP Goal 2

5000

Site Discretionary

2000

Title I

1000

Restricted Lottery

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.8 Tech support

Teachers will support other teachers to update them on new tech strategies and tech implementation that include new apps and tech.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

50,000	Comprehensive Support and Improvement (CSI)
1000	Restricted Lottery

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

2.9 Migrant Support: academic interventions which target our mobile Migrant students on a seasonal basis and our year-round migrant students to provide access/transition to missed core instruction through extended day programs, Saturday Academies, Family Literacy Nights; liaison for mobile migrants housed at Arizona Circle with a migrant camp visit by administration and counselors

August 2021- October 2022
(mobile migrants)

All year support for migrants who stay;
Migrant Camp visit October 2021

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5000	Title I
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Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- *Provided effective interventions for all students, including English Language Learners, Students with Special Needs, Foster and Homeless youth.
- *Ensured equitable access for students to access all curriculum that will prepare them for high school.
- *Monitored student progress and focus on student outcomes, especially by continuing to utilize Professional Learning Communities (PLC) structure.
- *Effectively addressed the needs of English learners and Students with Special Needs in all courses.
- *Identified targeted areas of weakness for students performing below grade-level standards.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- *Fully implement Core Collaborative in all CORE classes.
- * Tech Squad to help with the new tech implementation.
- * Establish Systems in partnership with Santa Clara County of Education
- * EL para to help with Newcomers
- *Use of benchmark data to determine specific areas of need for students

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

School Culture and Engagement

Goal 3

Create a positive school climate where everyone feels accepted and has a sense of belonging.

Identified Need

Parents want additional opportunities to be involved at school. They also want to establish two-way communication with school staff in order to discuss their children's complete experience at the school. The students want to have a voice in what happens at the school. Staff wants a school that engages the "whole" student and provides opportunities both academically and emotionally to all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Continue to increase parent participation of under-represented groups in advisory groups such as ELAC, School Site Council, and parent education programs by 25% as evidenced by sign-in sheets.	parent sign in sheets	All parent advisory groups will have 100% of parent positions filled with a 90% attendance rate
Decrease number of office referrals for inappropriate classroom behavior	Last years Aeries report for inappropriate behavior	Decrease by 10% of office referrals
Increase student engagement (attendance) by reducing chronic absenteeism by 2% with a targeted focus on students in special education	Last years attendance data	Decrease chronic absenteeism by 5%
Increase parent participation at Back To School Night, Fall Conferences, parent meetings, other , Youth and Philanthropy Program, ASB, CJSF	Last years attendance sheets and Zoom sign ins	Increase by 10% based on attendance sheet
Reduce chronic absenteeism (severe and moderate) by 2%	Last years Aeries report	Decrease chronic absenteeism by 5%

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/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.1 Create a safe and healthy environment where all members of the community feel welcome.

- *Providing quality PD and conferences
- *Continue to use strategies to monitor a positive school climate
- *Monitor progress and areas of growth with the use of a trust survey
- *Recognizing staff for their efforts
- *ASMS to provide a space where staff are heard and valued for their work
- *School gear for incentive
- *Teacher training for WEB

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

20000

Comprehensive Support and Improvement (CSI)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.2 Decrease truancy rate with proactive measures, Multi-Tiered Systems of Supports MTSS

Implement PBIS school-wide efforts

School-wide implementation of Restorative Justice circles by allocating time within the school day to engage at-risk students

Provide staff professional development in Restorative Justice practices and PBIS; continue using district adopted SEL program and Character Counts!

Implement Bi-weekly Eagle Time for student engagement

Attend the CADA conference to continue to learn new school-wide students activities

Guest speakers and Family Nights

Webinars and in-person

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

500	LCAP Goal 3
20000	Title I
14000	Comprehensive Support and Improvement (CSI)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.3 Reduce the number of office referrals for inappropriate classroom behavior
 Establish more student-led activities
 Eagle Time
 Rallys
 Eagle Updates
 WEB

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1000	Site Discretionary
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.4 Decrease school suspensions through continued use of Progressive Discipline with teachers and administrative team; use of Restorative Justice Circles and conferences with administration, students, teachers, and campus supervisors; use of discipline matrix

 Use of Progressive Discipline and RJ Circles with students, staff, and campus supervisors.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1000	Site Discretionary
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.5 Provide training for Campus Supervisors
LGBTQ+
Trauma-Informed practices

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

3000	LCAP Goal 3
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.6 Parent Engagement Liaison to facilitate the implementation of workshops for parents that disrupt the digital divide and that build awareness on how to stay informed with the school. In addition, provide academic workshops on how parents can assist their children at home.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

30000	Title I
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Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.7 School Mural

In partnership with an artist to help create a unique mural for ASMS to reinforce our school values, ethos, and aspirational vision.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

10000

Site Discretionary

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.8 Continue Building a Positive School Community with regular video Eagle News Updates that will be student-led

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

8000

LCAP Goal 3

2000

Site Discretionary

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.11 Support our Eagle Bike program with repairs and replacement equipment

It is our goal to educate students on how to be responsible bike owners and riders in the community. In partnership with the Outride program, we deliver a comprehensive bike program to all grade levels at Solorsano Middle School. Students will learn the fundamentals of riding and maintaining bicycles as well as how to cycle safely in the community. This is a hands-on program that technically challenges all rider skill levels. We believe that this is an important life skill and exercise that will stay with a student throughout their lifetime as well as prepare them to be safe and responsible operators of motor vehicles.

Bike club:

Bike riding on local trails for exercise and practicing trail etiquette with an advisor On-campus bike maintenance for students with minor service needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

15000

Comprehensive Support and Improvement (CSI)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Strategy/Activity

3.10 Home, School connection

*Monthly principal newsletter/calendar to inform parents of events and school information through Parent Square

*Distribution of student planners to inform parents of policies and procedures of school site

*Continue to provide training in the use of Parent Square and Aeries to parents and staff,

*Monitor and update website, grading programs, and IT issues Youth In Philanthropy Microsoft Tour provided by Latino Family Fund

*Continue with positive customer service school-wide; front office staff, teachers, other support staff, campus supervisors, custodians, kitchen staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5000

Comprehensive Support and Improvement (CSI)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.16 School Clubs

Students will have an opportunity to participate in student-led clubs to promote a sense of belonging: Rally PEP, ASMS Florlorico, Gaming, Talent Show, Associated Student Body (ASB), CJSF, Youth In Philanthropy, after-school clubs etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

10000

Title I

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- *Created and maintain student engagement opportunities.
- *Improved attendance rate.
- *Provided a safe and positive school culture by implementing services for struggling students, socioemotional support, and academic intervention.
- *Engaged stakeholders with a variety of communication tools
- *Provided more opportunities for students to have a voice in the school by offering more venues for student participation
- *Strategies and activities were modified and tailored for the best possible efficacy as school settings may shift.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- *Create better communication tools
- *Maintain school facilities and create a culture of stewardship.
- *Development of MTSS structures will take time and resources.
- *Improve communication will be important to bolster participation rates.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on input from all stakeholders, the Instructional Leadership Team at the site has developed new strategies/activities to support student engagement and improve the culture of the school. The CSI plan included in the SPSA also provides more detail on the work of the site to address these needs. We will increase student engagement by implementing school spirit activities and assemblies.

Budgeted Funds and Expenditures in this Plan

Budget Summary (GUSD)

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Allocated to the School (including Title I)	\$363,182.00
Total Federal Funds Provided to the School from the LEA for CSI	\$143,620.50
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$593,404.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Budgeted (\$)
Comprehensive Support and Improvement (CSI)	\$222,000.00
Title I	\$203,000.00

Subtotal of additional federal funds included for this school: \$425,000.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Budgeted (\$)
IMF	\$6,500.00
LCAP Goal 1	\$36,000.00
LCAP Goal 2	\$63,404.00
LCAP Goal 3	\$11,500.00
Restricted Lottery	\$2,000.00
Site Discretionary	\$24,000.00
SLIBG	\$25,000.00

Subtotal of state or local funds included for this school: \$168,404.00

Total of federal, state, and/or local funds for this school: \$593,404.00

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funding Source	Allocated
Comprehensive Support and Improvement (CSI)	143,620
Title I	146,511
IMF	16535.
SLIBG	46716.
LCAP Goal 1	35,125.
LCAP Goal 2	87,937.
LCAP Goal 3	6265.
Restricted Lottery	31424.
Site Discretionary	77902
Other	1600.

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Hilda Keller	Principal
Anthony Fuccella	Other School Staff
	Classroom Teacher
	Classroom Teacher
Laura Costantino	Classroom Teacher
Francisca Garcia	Other School Staff Parent or Community Member
Rigoberto Rodriguez	Parent or Community Member
Dawn Johnson	Parent or Community Member
Arabella Ramirez-Phan	Secondary Student
Noa Michael	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

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 12/10/2020.

Attested:



Principal, Hilda Keller on 12/10/2020



SSC Chairperson, Ramona Trevino on 12/10/2020