

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
South Valley Middle School	43-69484-6098214	October 29, 2020 (Approval Set Oct. 2021)	December 17, 2020 (tentative)

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. South Valley Middle School is identified since 2019 for: All Student: Red: Chronic Absenteeism; Orange: Suspension Rate, English Language Arts and Mathematics. The following describes the purpose of the initiatives of our three-year plan that started in August of 2019, the shared decision-making process, and the strategies/initiatives that are in place to transform the school per the comprehensive support and improvement designation:

Shared Decision-making Process: The process that drove the decisions for South Valley's three-year plan involved all stakeholders since the spring of 2019. The Instructional Leadership Team (ILT) regularly reviews a wide variety of data, analyzes input from stakeholders and provides their own input into decisions that are generated - data analysis and input is taken from stakeholder surveys; School Site Council (SSC), English Learner Advisory Committee (ELAC) and staff Local Control and Accountability Plan (LCAP) input sessions from February through March in 2020 and again in April and May of 2021; student grades, CA Dashboard data and CAASPP results. This process has helped generate and update the following three-year plan that started in fall of 2019.

Impact Teams: South Valley Middle School is in phase three or four of the implementation of this initiative. The Instructional Leadership Team and community members are in support of the implementation of the Impact Teams model. External partners from The Core Collaborative provide consultation and guidance. The goal is to have all ELA, social studies, and math teams trained in this practice by June of 2022; The Special Ed. Team and Science teachers will be considered for this practice in 2022.

Positive School Climate/Culture and CA Dashboard Reporting: In the spring of 2019, the Instructional Leadership Team outlined a series of policies and resources to support

programming that will positively impact school culture and climate - full implementation is expected by June 2022. The policies were once again revisited and redesigned during the spring of 2021. The policies are supported with smart goals that will be monitored with ongoing implementation of practices such as ASB activities and the Houses model, Tiger Time activities, surveys by students and staff, and improvement in attendance and reduction in suspensions recorded in the Dashboard online tool designed by the State of California.

Attraction and Retention of Staff: Attracting and retaining quality staff is a key component to the success of the school. Providing staff with the best professional development tailored to their individual and group professional needs is a priority. Equipping teachers with effective technology tools and strategies, practical curriculum, and constructive professional development helps to maintain a positive climate where staff feels valued and supported.

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.

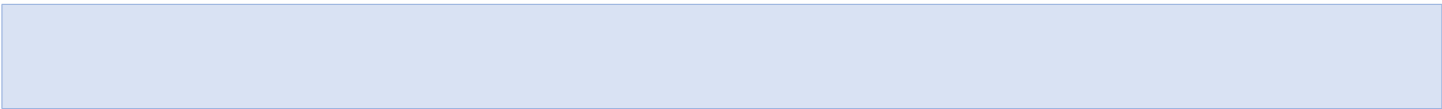
South Valley is working with all stakeholders and external consultants to effectively meet the Every Student Succeeds Act (ESSA) requirements and to align our goals, strategies, and actions with the Gilroy Unified School District Local Control and Accountability Plan in addition to other federal and state programs. The ultimate goals are for South Valley to continue to increase the number of students proficient in the middle school Common Core State Standards while closing the achievement gap within our subgroups (English learners, foster youth, and socioeconomically disadvantaged students). In order to make these goals achievable, South Valley has also set goals to improve school culture and climate by fostering effective working relationships between all stakeholders in order to significantly reduce the number of suspensions and referrals to the office and to improve attendance at school. The following descriptors show how South Valley will meet its goals with these initiatives.

Impact Teams and The Core Collaborative:

The strategies and practices embedded in Impact Teams are designed by Paul Bloomberg, and supported by John Hattie, Robert Marzano and Michael Fullan's research. The 6th grade ELA and Math Core teams started the series of trainings in the winter of 2020 and completed the two year training in the spring of 2021. The 7th grade ELA core and math teams were trained in year 1 of the model during the 2020-2021 school year and will participate in year 2 of the training this school year. 8th grade ELA and math teams will take part in year 1 training during the 2021-2022 school year. The Impact Teams model provides the processes needed to build teacher expertise and increase student learning.

Positive School Climate/Culture and CA Dashboard Reporting: In 2021-2022, every student will engage in social emotional learning (SEL) two times per month starting in the fall. The district has purchased a new curriculum named Character Strong that will be implemented this school year. A school climate and culture survey designed by the leadership team and Circle Up will be administered twice this school year by students and staff. At-promise youth will be referred to counseling services by the School Link Service's coordinator.

Attraction and Retention of Staff: GUSD Secondary Department provides staff with 19 hours of professional learning time from an extensive menu of sessions tailored to their professional needs. Teachers can also select the personal pathway option, through consultation with their principal, to receive training in areas specific to district and personal goals.



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).

GUSD stakeholder surveys and/or input sessions were conducted for parents, and community members in conjunction with the development of the Gilroy Unified School District Local Control and Accountability Plan development.

The following is an analysis of the survey results followed by specific comments made by all stakeholder groups after reviewing survey graphs:

Staff (LCAP input sessions in spring of 2020 and 2021):

1. The staff is committed to the school and enjoy working with their colleagues
2. Staff is encouraged to participate in spirit day school activities as much as possible
3. Effective communication with parents is necessary
4. Staff is interested in learning how to implement hands-on and enrichment activities to increase rigor and student engagement
7. Staff is concerned about the widening of learning gaps caused by distance learning

Parents:

1. Highest priorities are:

*Highly qualified teachers in all classrooms

*Intervention programs

*Tutoring services and counseling

*Dual Immersion program

*Student enrichment activities such as multicultural performing arts programs, and visual arts

Students (RISA Survey):

The following are results from the student survey taken in December of 2020:

1. 6th Grade: 24% of students either disagree or strongly disagree that teachers take the time to get to know them, 11% do not feel valued by staff, and 19% feel staff do not recognize their existence.
2. 7th Grade: 28% of students either disagree or strongly disagree that teachers take the time to get to know them, 9% do not feel valued by staff, and 18% feel staff do not recognize their existence.

2018-2019 CA Dashboard (from stakeholders):

Suspension Graph:

1. Student suspension increased
2. Teacher training is needed for effective intervention and behavior plans
3. Restorative justice training for all

Academic Graphs (ELA and Math- all sub groups):

1. Explore ways to support parents as partners in their child's education
2. Teacher turnover rate makes a negative impact as there is no consistency
3. Hire a math coach
4. Provide teachers and administration with effective teacher collaboration practices
5. Provide teachers with additional time for weekly collaboration

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 district ELD coordinator will conduct classroom visits with school administration and the English Language specialists at least once per quarter. Paul Bloomberg from The Core Collaborative will perform walk-throughs with school administration and review data four times this school year. The superintendent visits the school three times during the school year to perform classroom visits and provide insights. District cabinet members visit the school in the winter along with the superintendent to provide an analysis and report of the school's instructional program.

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)

South Valley Middle School students participate in CAASPP testing, local benchmark exams, and the PSAT. CAASPP data show the following:

2018-2019 English Language Arts:

Grade 6 -- 39% met or exceeded standards (+3 from the previous year)

Grade 7 -- 36% met or exceeded standards (-3 from the previous year)

Grade 8 -- 38% met or exceeded standards (+5 from the previous year)

2018-2019 Math:

Grade 6 -- 31% met or exceeded standards (+3 from the previous year)

Grade 7 -- 32% met or exceeded standards (-3 from the previous year)

Grade 8 -- 27% met or exceeded standards (-14 from the previous year)

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

A pacing guide is available for ELA/DI teachers. The pacing guide will help teachers follow a logical sequence to plan activities and lessons that target specific priority standards. Assessments aligned to the priority standards will be designed and/or analyzed by teachers in the Distant Learning Professional Learning Time (DLPT) monthly meetings and school embedded team meetings. Progress towards the standards will be monitored using assessments and rubrics that are aligned to the guide.

ELA/DI teachers assess students quarterly on the STAR assessment. Teachers analyze results to determine reading levels and growth.

Students will take the ELPAC and CAASPP assessments during the second semester. The assessment results will be used to determine progress toward mastery of the grade-level Common Core Standards and to determine the effectiveness of DLPT, grade-level meetings, and the distance learning approach.

Middle school teachers meet in grade-level subject cohorts every month during DLPT to develop benchmark assessments, unpack standards, analyze assessments and to identify best teaching practices. Teachers design assessments on essential standards that were carefully chosen and monitor progress towards those priority standards.

Student progress at South Valley is generally tracked through a grading system. Impact Teams is a model that will support teaching and learning with techniques that will foster the design of formative assessments.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of certificated staff at South Valley 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)

The site is currently fully staffed and filled with appropriately credentialed contracted employees.

All staff receives publisher training on newly adopted curriculum. After the initial training, new staff receives additional training and support from the department chairperson and from instructional specialists. All teachers participate in three days of district training. The focus of these trainings vary, but all include a strand on how to meet the needs of English learners.

Social Studies teachers will receive training in the new TCI curriculum.

CPM training is provided to new teachers and to veteran staff that are in need of new strategies.

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. Teachers also participate in the three staff development days where a variety of trainings are offered. One of the staff development days is required for all staff to attend and the other two days allows teachers with the option of pursuing a personal pathway (menu of items are prescribed), embedded online trainings and attending conferences.

The instructional specialists tailor professional development for teachers to increase student engagement by targeting best strategies such as the use of tech tools including Peardeck, Mote, and Jamboard.

The English Language specialist tailor professional development for teachers to help build a bridge of support for English Learners.

Because of the Comprehensive Support and Improvement designation (CSI) and persistent low scores on CAASPP, South Valley has identified the need to improve teacher collaboration by participating in professional development on the Impact Teams model as explained earlier in this document.

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 training sessions for Impact Teams.

South Valley has department chairpersons (DC's) who receive a stipend to assist members within their department. The DC's create agendas and facilitate department meetings and provide instructional assistance in their respective curriculums (Inspire for Science, CPM for math, TCI for social studies, and Studysync for ELA).

The school has 1.0 Full-Time Equivalent (FTE) funding allocated to Instructional Specialists (IS). The assignment is split between four staff members: one .17 FTE NGSS specialist, one .34 FTE instructional specialists (math coach) and two .50 FTE instructional specialists. They have a release period during the day to help support their colleagues specifically with strategies to support student engagement and other instructional based effective practices. Title 1, LCAP and CSI fund these assignments.

Title 1 and CSI funds are allocated to pay for two .17 FTE English Language specialist instructional coaches. The two specialists provide support to teachers that targets specific strategies for English learners.

Two .17 FTE Instructional Technology specialist are allocated out of LCAP to support teachers with the new interactive screens and other tech software.

The math coach and instructional coach attend DLPT meetings with teachers to assist in the development of the benchmark assessments. The IS supports the facilitation of PLC processes.

School administration and teachers will be invited to attend The Core Collaborative MindfuelEd conference in the Summer of 2022. Math teachers have been invited to the math institute at Silomar in December of 2021 and the CPM conference in the winter of 2022.

In the effort to increase positive school culture and climate, to decrease suspensions, and to minimize referrals to the office, staff is participating in a professional book study of "Having School Discipline" by Nathan Maynard and Brad Weinstein. The goal of this professional book study is to provide South Valley teachers with the tools and techniques to build strong relationships and repair conflicts through the Restorative Justice process.

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

Grade level teams meet one a month during staff meeting time and again during their monthly DLPT time, and on Tuesdays per their own choice. The teams follow the Professional Learning Community (PLCs) protocol by subject area and grade level. The PLCs review and analyze data from formative assessments such as benchmark exams. The analysis leads to the adjustment of the curriculum 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. As mentioned before, once a month in DLPT's, teachers from the three middle schools meet by subject and by grade level to build benchmark assessments, unpack standards, analyze the results of the assessment, and identify best practices.

The phased approach of the Impact Teams model is expected to be implemented fully in all grades during the 2022-2023 school year.

The Instructional Leadership Team meets once a month to examine data and to make important decisions based on data that informs continuous growth and effective instructional practices, particularly around our distance learning plan.

Teaching and Learning

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

Teachers have received training on the curriculum. New teachers have the support of both the department chairpersons and the instructional specialists to learn the new curriculum and with lesson planning. Science is also implementing the second year of the new Inspire curriculum. Social studies is implementing the newly adopted TCI curriculum.

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

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 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.

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 the CCSS, the school has purchased supplemental materials to use in the enrichment and support time provided in the English and math content 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 will provide technology hardware.

1. These materials include: Accelerated Reader, Lexia, Prodigy, Khan Academy, Souday and Unique. 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.
2. Tech hardware: A Chromebook as part of the district's new one to one device policy for students will be distributed in fall of 2021 to every student and an interactive screen will be in teachers' classroom in fall of 2021.
3. Tech software: Zoom, Jamboard, Peardeck, and Kami

Evidence-based educational practices to raise student achievement

The district and school funds enrichment and support coaches to assist teachers in differentiation and the use of evidence-based materials and strategies in the classroom. A major area of focus is Integrated and Designated ELD for all English learners in all classrooms and support new teachers in general, particularly with engaging students effectively.

The school's EL specialist team provides support and PD to all teachers on ELD strategies. Three special leveled ELD classes are offered to EL 1's and 2's and follow support is provided in other subject areas.

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 before and after school, Tiger Time for social-emotional learning, and student initiated clubs and activities.

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, and to support parents, SVMS provides multiple opportunities for parents to engage virtually and in-person with school staff, administration and with other parents. Virtual Back to School Night and parent conferences will be held in fall of 2021 where parents will have access to their teachers and the chance to meet and learn the teacher's programs from the different subject areas.

Parents are also welcome to contact their classroom teachers as needed by appointment or via email. Parents have access to the Academic Counselors on a daily basis. The school has a School Link Services coordinator 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 includes the site's Attendance Liaison. Parents also attend SST's, IEP's, and 504 Plan meetings.

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 virtually and in-person such as ELAC, Principal's Coffee Hour, SSC, and DELAC.

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)
4. CSI and LCAP - Programs that promote the importance of school attendance (performing arts, visual arts, intra-mural sports, etc...)
5. Title 1 & LCAP - parent meetings and workshops (snacks)

Fiscal support (EPC)

CSI, Title 1, LCAP 1 2, & 3, 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

South Valley Middle School involved all stakeholders in the process of developing the SPSA as part of the Local Control Accountability Plan (LCAP) writing process- this process started in February of 2021. The goals, actions and strategies were drafted from a compilation of stakeholder surveys and input sessions. South Valley department chairs, counselors, instructional coaches and English Language specialists provided direct input to the SPSA goals, actions and narratives. Many of the actions, goals and narratives from this plan were revised and tailored to include the 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 challenges were experienced during the last two school years because of the pandemic and require that we respond quickly to the learning loss. Teachers are in need of specific PD that develops teacher skills and strategies to meet the needs of students. Many of our EL's, Socio-Economic Disadvantaged (SED), and at-risk student sub groups are lagging significantly from their peers as they are receiving many D and F grades - they are in need of additional supports, interventions, and specialized instruction and resources.

CA Dashboard data, STAR results, CAASPP, and ELPAC clearly demonstrate a need for specialized instruction and interventions for students 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	0.33%	0.11%	0.4%	3	1	3
African American	0.67%	0.67%	1.1%	6	6	9
Asian	2.23%	2.7%	2.5%	20	24	21
Filipino	1.34%	1.35%	1.9%	12	12	16
Hispanic/Latino	83.96%	84.59%	82.9%	754	752	703
Pacific Islander	0.11%	0.11%	0.1%	1	1	1
White	7.91%	7.09%	7.3%	71	63	62
Multiple/No Response	1.78%	1.46%	2.4%	16	17	20
Total Enrollment				898	889	848

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	293	290	272
Grade 7	315	294	285
Grade 8	290	305	291
Total Enrollment	898	889	848

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	196	200	216	21.8%	22.5%	25.5%
Fluent English Proficient (FEP)	351	317	271	39.1%	35.7%	32.0%
Reclassified Fluent English Proficient (RFEP)	14	12	22	8.4%	6.1%	11.0%

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	294	317	289	290	309	281	290	308	281	98.6	97.5	97.2
Grade 7	257	294	307	252	283	302	251	283	301	98.1	96.3	98.4
Grade 8	300	258	300	296	251	290	296	251	290	98.7	97.3	96.7
All Grades	851	869	896	838	843	873	837	842	872	98.5	97	97.4

* 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	2497.	2492.	2500.	9.31	9.09	14.23	29.31	26.95	25.62	30.00	26.95	26.69	31.38	37.01	33.45
Grade 7	2519.	2525.	2503.	7.17	11.31	8.31	32.27	27.21	27.91	26.29	28.62	22.92	34.26	32.86	40.86
Grade 8	2534.	2525.	2537.	10.14	7.57	9.31	31.76	24.70	28.97	25.00	33.86	29.31	33.11	33.86	32.41
All Grades	N/A	N/A	N/A	8.96	9.38	10.55	31.06	26.37	27.52	27.12	29.57	26.26	32.86	34.68	35.67

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	294	316	288	289	309	285	289	308	285	98.3	97.8	99
Grade 7	257	295	307	253	290	303	250	290	303	98.4	98.3	98.7
Grade 8	300	258	300	297	254	293	297	254	293	99	98.4	97.7
All Grades	851	869	895	839	853	881	836	852	881	98.6	98.2	98.4

* 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	2499.	2487.	2493.	14.53	14.61	11.93	17.65	13.31	19.30	28.37	30.84	30.53	39.45	41.23	38.25
Grade 7	2538.	2513.	2507.	18.40	18.28	16.83	24.40	16.55	15.18	30.80	24.83	27.06	26.40	40.34	40.92
Grade 8	2553.	2528.	2507.	22.22	20.87	18.43	16.16	19.69	8.87	26.26	15.75	15.02	35.35	43.70	57.68
All Grades	N/A	N/A	N/A	18.42	17.72	15.78	19.14	16.31	14.42	28.35	24.30	24.18	34.09	41.67	45.63

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	1523.1	1512.7	1525.3	1512.9	1520.5	1512.0	63	64
Grade 7	1527.3	1527.2	1534.5	1531.1	1519.5	1522.9	53	61
Grade 8	1530.8	1536.9	1528.7	1543.0	1532.4	1530.2	29	56
All Grades							145	181

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	22.22	14.06	42.86	48.44	25.40	25.00	*	12.50	63	64
7	26.42	18.03	39.62	34.43	26.42	34.43	*	13.11	53	61
8	*	16.07	48.28	35.71	*	35.71	*	12.50	29	56
All Grades	24.83	16.02	42.76	39.78	24.14	31.49	8.28	12.71	145	181

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
889	68.7	22.5	0.6
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	200	22.5
Foster Youth	5	0.6
Homeless	16	1.8
Socioeconomically Disadvantaged	611	68.7
Students with Disabilities	111	12.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	0.7
American Indian	1	0.1
Asian	24	2.7
Filipino	12	1.3
Hispanic	752	84.6
Two or More Races	17	1.9
Pacific Islander	1	0.1
White	63	7.1

Conclusions based on this data:

1. The largest subgroup is Socioeconomically Disadvantaged student group at 69.8%.
2. ELs make up almost 22% and is the group that struggles most in CAASPP.
3. Hispanics are 84% of the student body.

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

English Language Arts



Orange

Mathematics



Orange

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Red

Conclusions based on this data:

1.

School and Student Performance Data

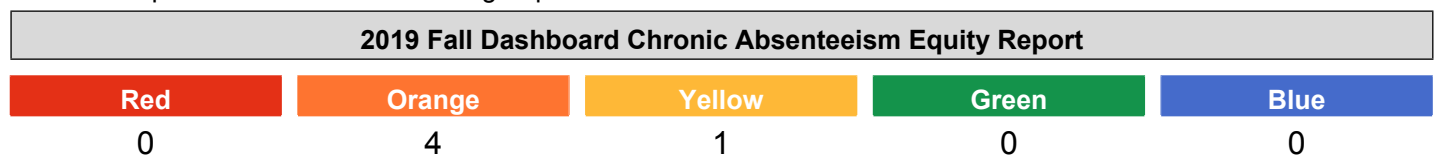
Academic Engagement Chronic Absenteeism

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		
All Students  Orange 13.7 Increased +0.5 929	English Learners  Orange 13.2 Increased +1.4 205	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Homeless  No Performance Color 47.4 Declined -19.3 19	Socioeconomically Disadvantaged  Orange 15.8 Increased +1.1 664	Students with Disabilities  Yellow 19.8 Declined -2.6 131

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 5 Declined -0.9 20	 No Performance Color 0 Declined -7.1 13
Hispanic	Two or More Races	Pacific Islander	White
 Orange 14.7 Increased +1.3 780	 No Performance Color 9.4 Declined -3.7 32	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 9.7 Increased +1.8 72

Conclusions based on this data:

1. There is a high number of students in all groups that are absent from school.
2. Would more extra-curricular activities motivate students to come to school and would stronger relationships between students and staff improve attendance?
3. The percentage change is only 0.6% from the year prior for overall, but it seems to make a drastic change in level of chronic absenteeism.

School and Student Performance Data

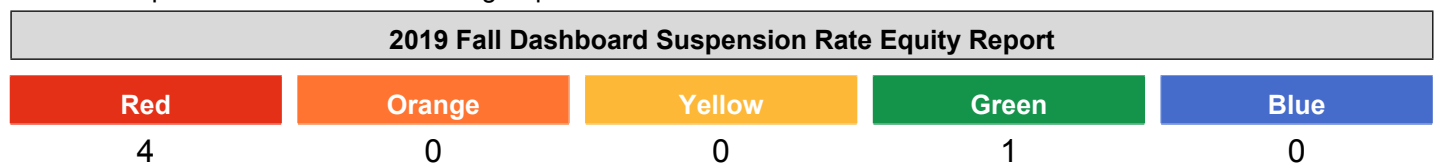
Conditions & Climate Suspension Rate

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		
All Students  Red 12.1 Increased +1.6 961	English Learners  Red 16.9 Increased Significantly +8.3 207	Foster Youth  No Performance Color Less than 11 Students - Data Not Reported 8
Homeless  No Performance Color 10 Declined -16.7 20	Socioeconomically Disadvantaged  Red 15.2 Increased +1.9 683	Students with Disabilities  Red 15.4 Increased +2.5 136

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 18.2 Declined -1.8 11	 No Performance Color Less than 11 Students - Data 3	 No Performance Color 4.8 Increased +4.8 21	 No Performance Color 0 Maintained 0 14
Hispanic	Two or More Races	Pacific Islander	White
 Red 13 Increased +1.9 802	 No Performance Color 11.8 Increased +3.4 34	 No Performance Color Less than 11 Students - Data 1	 Green 6.7 Declined -0.9 75

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	10.4	12.1

Conclusions based on this data:

1. Ouc 2019-2020 local data indicates that suspension rates have dropped.
2. All subgroups increased in suspensions- teachers need help creating effective interventions/behavior plans.
3. Staff expresses a need for electives and/or extra curricular activities to make school more inviting and engaging for students.

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 & Career Readiness.

Goal 1

To assist all students in accessing and mastering a rigorous standards-based curriculum while making connections with real-world application.

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. The variation between the local formative assessments and the statewide summative assessments show a need to support our PLC teams 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.

During SPSA input sessions, stakeholders favored the following:

1. Staff mentions a desire to utilize school funds to partner with community members/councils/artists/performers to provide students with at least 1 immersive experience per quarter that will expose and prepare them for 21st century careers.
2. Parents voiced the need for extended opportunities for on grade level students to practice concepts and skills in rigorous and advanced activities. In addition, they requested intervention programs for students that are below grade level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Effective Instruction: Provide ongoing support to instructional staff to foster the implementation of the Common Core Standards through the adopted curricula and strategies that will provide effective instruction.	<p>GUSD DLPT meetings initiated in the 2020-2021 school year. DLPT teams are in favor of continuing the practice of consistency in curriculum pacing, assessments and sharing of best practices.</p> <p>Classroom walk-through observational tool data suggests the following:</p> <ol style="list-style-type: none">1. Interactive web tools (Peardeck, Go Formative, etc...) used 78% of the time.2. Differentiation activities (scaffolding, designated groups) 22% of the time.	<p>PLC logs from department and/or grade level meetings will demonstrate that 100% of staff is collaborating in most weeks- a block of time will be provided at one staff meeting every month for teacher collaboration as evidenced by sign-in sheets.</p> <p>Professional development to be provided monthly at a staff meeting and at the four minimum days by the EL and Enrichment/Support Instructional Specialist team and/or by the Core</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>3. Engagement strategies (google docs, graphic organizers, and group points) used 55% of the time.</p> <p>4. Informal assessments such as exit tickets and Google forms used 22% of the time.</p> <p>5. Group practice occurred 11% of the time.</p> <p>6. Use of standards was evidenced over 80% of the time.</p> <p>Math: 2018-2019 CAASPP scores show that 31% of 6th graders, 32% of 7th graders and 27% of 8th graders met or exceeded the standard in mathematics and 29% of 6th graders, 36% of 7th graders and 38% of 8th graders met or exceeded the standard in Language Arts.</p> <p>2021 second quarter grades show that 62 7th grade students received 3 or more F grades and 130 with one F grade. 54 6th grade students received 3 or more F grades and 103 with one F grade. Overall, 337 students received at least one F grade.</p> <p>Many SVMS struggled to participate in distance learning in 2019-2020 due to the digital divide, attendance and lack of academic support.</p> <p>SVMS Instructional Leadership Team discussed the need and value of having training from The Core Collaborative in November of 2019 on effective teaching strategies after receiving the CSI designation.</p> <p>In May of 2021, SVMS Instructional Leadership team</p>	<p>Collaborative as evidenced by agendas and sign-in sheets.</p> <p>100% DI Teachers to receive targeted supports and materials in dual immersion instruction as evidenced by sign-in sheets.</p> <p>100% of teachers will be trained in the implementation of the academic pacing guides and benchmark assessments as evidenced by sign-in sheets.</p> <p>100% of teachers will participate in the GUSD DLPT meetings one Monday per month to analyze data, build assessments, best practices and to build teacher capacity in the PLC process as evidenced by meeting notes.</p> <p>At one staff meeting per month, teachers will share effective strategies that create the conditions for effective instruction as evidenced by sign-in sheets.</p> <p>Administration, coaches and DC's to participate in classroom walkthroughs to identify areas of strengths and weaknesses and to support staff three times per year as evidenced by the Google Form walk-through tool.</p> <p>80% of teachers to use instructional technology software (Peardeck, Go Formative, etc...) and hardware (Interactive Smart Screens) on a regular basis by June 2022 as evidenced by the Google Form walk-through tool.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	discussed the need for small groups instruction by teachers and paraeducators in order to provide equitable supports.	<p>100% of classrooms will show evidence of the implementation of the district adopted ELA (Study Sync) and Math (CPM) and the use of the SVMS Classroom Protocols (objectives, standards, agenda, norms and classroom /Tiger Way expectations as evidenced by the Google Form walk-through tool.</p> <p>Continue to provide students with a school provided Chromebook to achieve the goal of 1 to 1 device goal and to close the digital divide as measured by the Google Form walk-through tool.</p> <p>During the 2021-2022 academic year, teachers and paraeducators will be trained in effective strategies by SVMS instructional coaches on small group instruction and 50% of staff will be engaged in small group instruction by May 2021 as evidenced by Google Form walk-through tool.</p> <p>Teachers will increase by 10% the number of students (in all significant subgroups) who are exceeding standards on CAASPP for Mathematics and ELA by June of 2022 as evidenced by the 2022 CAASPP state results.</p> <p>Teachers will decrease the number of students receiving an F grade at least by 10% as evidenced by quarter and semester grades.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Mastery of 21st Century Skills: Provide ongoing support to the instructional staff to engage students in systems, models and practices that develop mastery of 21st century skills such as collaboration, communication, critical thinking and creativity.</p>	<p>To create learning environments that are hands-on and that provide mastery of 21st Century Skills, staff expressed a desire to utilize school funds to partner with community members/councils/artists/performers to provide students with at least 1 immersive experience per quarter that will expose and prepare for 21st century careers.</p> <p>Classroom instruction is predominantly structured around the district provided curriculums. There is a need to allow students to go deeper into the content by participating in collaborative hands-on activities.</p>	<p>The ILT will collaborate with local art councils/artists, performers and members of the community to explore opportunities for immersive experiences for students and to develop teacher capacity by January 2022 as evidenced by meeting notes.</p> <p>The Instructional Specialist to provide PD for staff in the implementation of 21st Century learning activities at all minimum day meetings and 50% of classrooms will provide this learning experience as evidenced by the Google Form walk-through tool.</p>
<p>Professional Development: Professional Development opportunities will be provided to assist all staff in meeting the needs of students and teachers.</p>	<p>Administration is in need of a training on identifying areas of strengths and weaknesses and on the development of a response plan to support the instructional staff in meeting district, school, Ca Dashboard and CSI goals.</p> <p>Based on the analysis of data collected from classroom observations (data listed above), most recent dashboard data that contributed to the CSI designation, and research provided by John Hattie, Paul Bloomberg and Robert Marzano, there is a need to help teachers provide student-centered learning environments through the implementation of Impact Teams:</p> <ol style="list-style-type: none"> 1. 6th grade ELA/DI and math teachers have completed year two of the Impact Teams 	<p>At least one administrator to participate in the Impact Teams trainings with teacher teams and with Paul Bloomberg during the leadership sessions measured by the TCC IT logs.</p> <p>To develop teacher capacity in the Impact Teams model, all 7th grade math and ELA/DI to complete year 2 of Impact Teams. All 8th grade ELA/DI and math teachers to be trained in year 1 beginning this fall. 6th and 7th grade teachers to continue implementation of Impact Teams per their completed training. All sessions to be evidenced by the TCC IT logs.</p> <p>At one staff meeting per month, the Instructional Specialist team to provide differentiated PD for staff around the implementation of standards-</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>training. 7th ELA/DI and math completed year 1 of Impact Teams. 8th grade teachers and SPED teachers have not been trained.</p> <p>Two newly hired math teachers have not been trained in the CPM math program.</p> <p>All social studies teachers need to be trained in the newly adopted TCI curriculum.</p> <p>Science teachers need additional training on the implementation of the Inspire Science curriculum and its tech tools.</p> <p>District teachers have designed pacing guides and benchmark assessments - all ELA/DI, social studies, and math teachers will need training.</p> <p>All teachers will have at their disposal brand new interactive smart screens in August.</p>	<p>based curriculum, best practices and instructional strategies to support all learners and needs identified from the classroom walkthrough tool such as differentiation of activities, student groups and use of informal assessments as evidenced by meeting agendas.</p> <p>100% and new teachers will be trained on the district adopted curriculums and on the online tools for StudySync, CPM, and Inspire Science curricula as evidenced by sign-in sheets.</p> <p>100% Social Studies teachers to be trained on the new TCI adoption as evidenced by sign-in sheets.</p> <p>100% of teachers will participate in the three GUSD staff development days or will complete the requirements if they opt for the Personal Pathways model as evidenced by sign-in sheets.</p> <p>Math teachers to attend SVMI trainings offered through the county as evidenced by sign-in sheets.</p> <p>SVMS IT Instructional Specialist to provide ongoing support to all teachers on the use of the new interactive smart screens and the use of instructional software as measured by the IS logs.</p> <p>Staff to attend conferences such as CABE (DI teachers), The Core Collaborative, CPM, StudySync, TCI, etc... as</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		measured by conference request forms.
College and Career Readiness: Students will be prepared for college and career opportunities.	SVMS students need exposure to college and career opportunities.	<p>Counselors to provide 100% of students with assistance in College and Career planning per the CCGI plan as evidenced by the counselors calendar.</p> <p>Students will participate in a minimum of three assignments on the California Colleges website that will engage them in goal setting and backwards planning preparing them for career and college readiness as evidenced by the counselor's calendar.</p>

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 Professional Development opportunities will be provided to assist all staff in meeting the needs of students:

- *DI Teachers to receive targeted supports and materials in dual immersion instruction
- *Release site leaders with subs to conduct classroom walk-throughs and to participate in the analysis to develop a plan of action
- *Teachers that prepare "sharing of best practices" activities to be compensated
- *Compensate DLPT teams for creating benchmark assessments and curricular maps
- *Provide staff with opportunities to attend conferences
- *Provide staff an Technology Instructional Specialists to offer PD in the use of instructional software and hardware and with a CCSS Instructional Specialist to provide PD and support to teachers

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.

58109	Comprehensive Support and Improvement (CSI)
51126	Title I
51126	Comprehensive Support and Improvement (CSI)
	LCAP Goal 2

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Social-Economic Disadvantaged

Strategy/Activity

1.2 Provide ongoing support to the instructional staff to implement Impact Teams to effectively teach the Common Core Standards with fidelity:

*Impact Teams training for administration facilitated by The Core Collaborative

*Impact Teams training and substitutes for teachers facilitated by The Core Collaborative

*Purchase of materials, resources and tools needed to fully implement the agreements and strategies

*Purchase snacks and food

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
10000	LCAP Goal 1
15000	Site Discretionary
5000	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)

All Students

Strategy/Activity

1.3 Provide ongoing support to the instructional staff to engage students in systems, models and practices that develop mastery of 21st century skills such as collaboration, communication, critical thinking and creativity.

*Explore the cost of hiring art councils/artists, performers and members of the community

*Purchase materials, resources, and tools needed for 21st Century Learning and to needs of the school

*Provide science teachers with an NGSS Instructional Specialists to offer PD and to support staff

*Provide math and ELA teachers with an Enrichment and Support Instructional Specialists to offer PD and to support on best practices for the enrichment and support period

*Provide the school community with a Library Clerk to enhance students' learning experience and to support the implementation of the CCSS

*Provide the school community with an Assessment Paraeducator to support with the implementation of 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.

20580	Restricted Lottery
43248	SLIBG
5135	LCAP Goal 2
18544	Title I
18544	LCAP Goal 2
15472	IMF
47310	Site Discretionary

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Social-Economic Disadvantaged and Foster Youth

Strategy/Activity

1.5 Students will be prepared for college and career opportunities:

*Engage students in the California Colleges website for career and college readiness

*Provide PD for the school counselors on strategies and new practices by attending meetings, trainings, job-alike collaborations and 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.

5000

LCAP Goal 2

5194

LCAP Goal 1

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.

- 1] The needs for teaching and learning changed because of the demands of distance learning and the professional development that was provided by the school's Instructional Specialist team fostered the essential strategies and elements for a successful school year.
- 2] Collaboration in the DLPT process provided SVMS an avenue on the construction of assessments, analysis of the data, and the sharing of best practices.
- 3] Participation in the Impact Teams training brought 6th and 7th grade ELA and math teachers together to unpack the essential elements of standards, plan leveled instruction based on the data that was collected and analyzed and the sharing of best practices.

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

- 1] \$30,000 was initially allocated for the Impact Teams training. The total cost was \$56,000. Additional \$25,000 will be allocated for Impact Teams for the 2021-2022 school year to ensure the cost is covered.
- 2] \$15,000 was allocated for conferences and zero dollars were spent because the pandemic put all conferences on hold. \$15,000 will be allocated for the 2021-2022 school year.

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.

There are no significant changes to goal 1. SVMS teachers will continue to receive training in Impact Teams until the entire instructional staff is trained. Teachers that have completed the two year training cycle will continue to implement the Impact Teams model and continue to develop the capacity necessary to make Impact Teams part of the daily culture.

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

To examine support structures for student subgroups in order to create a strategic plan to improve student mastery of grade level standards.

Identified Need

1. Student data indicates that there is a need to address student progress toward mastering the CCSS standards. There is a specific need to disaggregate the data in order to provide the targeted supports aimed at all subgroups at SVMS.
2. The support structures for student subgroups (English Learners and SPED) need to be refined through professional development in order to improve mastery of the standards in all classes during distance learning. To better inform instruction around the 4C's (communication, critical thinking, collaboration and creativity), more professional development will need to be planned and delivered to teachers in order to support students in these areas.
3. All significant student subgroups need additional support in the area of math and English Language Arts as documented by the CAASPP achievement data and low grades being recorded by teachers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Equitable Access for EL's: To identify, learn and incorporate strategies and tools that address the developmental needs of English Learners. We will increase the number of English Learners and Long-Term EL students that are scoring Met/Exceeded standard in ELA and Math on CAASPP. We will increase the number of English Learners and Long-Term EL students that are scoring proficient in DLPT	2018-2019 CAASPP ELA Scores: 72.8 points below standard. 2018-2019 CAASPP Math Scores: 107 points below standard. 2018-19 CAASPP ELA data shows 2.37% of ELs met or exceeded the standard. 2018-19 CAASPP Mathematics data shows 2.86% of ELs met or exceeded the standard. 2018-19 ELPAC data shows 16.02% of ELs scored	100% of teachers will be able to write clear and coherent language objectives for each content area lesson that targets the skills, standards, and concepts as evidenced by the classroom walkthrough tool. 100% of teachers need to implement designated supports during E/S time to meet the differentiated individual needs of our English Learner student population as evidenced by the classroom walk-through tool.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>benchmark assessments and the STAR reading assessment.</p> <p>Provide PD and follow-up coaching to support teachers to effectively implement ELD designated and integrated supports in tandem with content standards.</p>	<p>proficient (level 4) on the summative assessment.</p> <p>60% of English Learners failed in at least one class in the first semester of the 2020-2021 school year.</p> <p>ELPAC Scores:</p> <ul style="list-style-type: none"> Well Developed- 25% Somewhat Developed – 43% Moderately Developed – 24% Beginning Stage – 8% <p>NEW DATA NEEDED ON Designated/Integrated ELD - to be identified in fall 2021.</p> <p>During SPSA input sessions, stakeholders favored the following:</p> <p>1] Staff - 1. Increased training for all staff, certificated and para educators, in small group instruction 2. Electives</p> <p>2] Parents - 1. Academic intervention 2. Student voice 3. Enrichment and extracurricular activities such as art, clubs and electives 4. More mental-health counseling</p> <p>3] 1. Positive interactions with staff and their peers 2. More activities at the school</p>	<p>All Instructional Specialist logs will identify specific supports provided to teachers in the implementation of the EL standards and supports.</p> <p>In Monday staff meetings, at least one meeting per month will include PD for teachers on effective strategies for English Learners as evidenced by the meeting agendas.</p> <p>Teachers will increase the number of English Learners and Long-Term EL students scoring Met/Exceeded standard in ELA and Math on CAASPP in 2021-2022 by 10%.</p> <p>Teachers will increase the number of English Learners and Long-Term EL students scoring proficient in DLPT benchmark assessments and the STAR reading assessment by 5% every quarter.</p> <p>100% of teachers will monitor progress and find supports for R-FEP students with D's and F's using the tool provided by EL Monitor Specialists after every quarter.</p> <p>100% of Newcomer students will make one level growth in ELPAC and will advance from the intensive designated class after 12 months or sooner as evidenced by the classroom rosters.</p> <p>100% of teachers will know who their English Learners are and the language needs of students by October 2021.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>The percentage of ELs scoring proficient (level 4) on the ELPAC test will increase to 20%.</p> <p>The GUSD Middle School DLPT teams will assess, analyze data and identify strategies to support English Learners and Long-Term EL students at the DLPT monthly meetings.</p> <p>75% of teachers will provide models of classroom practices at all levels that exemplify effective student collaboration and discourse by January 2022 as evidenced by the classroom walkthrough tool.</p> <p>100% of Math, ELA, SPED and SS teachers will address a tired system of support in the Impact teams for EL's as evidenced by the Impact Teams data logs in December 2021.</p>
		I
To Provide Equitable Access for Special Education Students, Migrant Education, Foster Youth, Social Economically Disadvantaged and McKinney-Vento students.	<p>Students from targeted subgroups continue to struggle to make significant gains in all subject areas. The Math and ELA PLC teams will gather data on students and will generate strategies to ensure there is growth. 70% of teachers have been implementing group work during the enrichment and support period.</p> <p>GUSD Middle School DLPT teams assess, analyze data and identify strategies to</p>	<p>75% of teachers will implement small group instruction during the enrichment and support period to meet the individual needs of the Special Education Students, Migrant Education, Foster Youth, Social Economically Disadvantaged and McKinney-Vento students as evidenced by the classroom walkthrough tool.</p> <p>The PLC logs from grade level teams, and DLPT meetings will demonstrate that 100% of staff continue to collaborate in</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>support students. SVMS teachers to monitor target subgroup students.</p> <p>(New Data Needed Here)</p> <p>70% of teachers have been implementing group work during E/S time - designated and integrated ELD practices need to be intentionally planned and embedded in lessons.</p> <p>Economically Disadvantaged (ED): *2018-19 CAASPP ELA data shows 28.24% of ED students met or exceeded the Standard. *2018-19 CAASPP Mathematics data shows 20.75% of ED students met or exceeded the standard.</p> <p>Students with Disabilities: *2018-19 CAASPP ELA data shows 8.41% of Students with Disabilities met or exceeded the Standard. *2018-19 CAASPP Mathematics data shows 6.48% of Students with Disabilities met or exceeded the standard.</p> <p>McKinney Vento: *2018-19 CAASPP ELA data shows 23.07% of McKinney Vento students met or exceeded the standard. *2018-19 CAASPP Mathematics data shows 6.67% of McKinney Vento students met or exceeded the standard.</p> <p>17 teachers in their Impact Teams identified a four-tiered</p>	<p>department-specific PLC's to support these student cohorts in meeting the grade level and content standards via online learning.</p> <p>Increase the number of target subgroup students scoring proficient in the DLPT benchmark assessments and the STAR reading assessment by 5% every quarter.</p> <p>Community Enrichment and Parent Engagement Liaison will facilitate the implementation of an intervention program for target subgroup students by December 2021.</p> <p>Cal-SOAP will provide services to all underrepresented students daily and as evidenced by the provider's logs.</p> <p>The percentage of ED students meeting or exceeding the standard on the CAASPP ELA test will increase to 38% by June 2022.</p> <p>The percentage of ED students meeting or exceeding the standard on the CAASPP Mathematics test will increase to 30% by 2022.</p> <p>The percentage of Students with Disabilities meeting or exceeding the standard on the CAASPP ELA test will increase to 15% by 2022.</p> <p>The percentage of Students with Disabilities meeting or exceeding the standard on the CAASPP Mathematics test will increase to 10% by 2022.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	support system for students - 8 teachers need to be trained in this strategy.	<p>The percentage of McKinney Vento students meeting or exceeding the standard on the CAASPP ELA test will increase to 30% by 2022.</p> <p>The percentage of McKinney Vento students meeting or exceeding the standard on the CAASPP Mathematics test will increase to 10% by 2022.</p> <p>100% of Math, ELA, SPED and SS teachers will address a tired system of support in the Impact teams for student subgroups as evidenced by the Impact Teams data logs in December 2021.</p>
IEP meetings and supports will be accurate and timely	<p>Completing IEPs has been historically challenging, with several overdue meetings accumulated at the end of the year. Contributing factors include difficulty scheduling and translation services.</p> <p>(Data on overdue IEPs needed here)</p> <p>There is a need for efficient translator scheduling as district translator resources are limited.</p>	<p>100% of IEP meetings will be scheduled by case managers for the entire year as soon as possible after their receipt as evidenced by the SELPA reports.</p> <p>100% of IEP documents will be completed at least 24 hours prior to the meeting date as evidenced by IEP drafts.</p> <p>IEPs needing an interpreter will be prioritized and scheduled with the district as soon as possible after their receipt as evidenced by schedules.</p>

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)

SED, English Learners, Migrants, Hispanic, Foster Youth Subgroups

Strategy/Activity

2.1 Teachers identify, learn and incorporate strategies and tools in both within the curriculum and in the Enrichment and Support period that address the developmental needs:

- *Increase support for the Enrichment and Support classes for language arts and math by adding an Instructional Specialist who will train teachers on differentiation
- *PD and collaboration for teachers that targets specific strategies using data
- *Purchase instructional software for distance learning such as Go Formative
- *Purchase multicultural materials that are of high interest to students and available in a virtual format

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	Restricted Lottery
5000	Title I
5000	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

2.2. To provide teachers with the resources and strategies and coaching to increase the percentage of English Learners who are proficient:

- *Provide targeted intervention classes such as Lexia for language arts and tutoring for math.
- *Provide staff with English Language Instructional Specialists to offer PD in Designated and Integrated instruction and with an English Language Monitor to support staff with monitoring of EL's
- *Provide PD and follow-up coaching to support teachers to effectively implement ELD designated and integrated supports in tandem with content standards.
- *Purchase targeted high interests resources and materials

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	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)

SED, English Learners, Migrant, Hispanic, Foster Youth Subgroups

Strategy/Activity

2.3 To ensure students are receiving the supports necessary to close the achievement gap and to meet the grade level academic standards:

- *Provide students with resources and materials to meet the rigorous demands of distance learning and for math, science, SS, ELA/DI

- *Support teachers with resources and technical assistance in the use of the ELA/DI, social studies, and math pacing guides to identify and plan the learning needs of all students in these subgroups to level the playing field.

- *Train teachers in Impact Teams tiered system

- *Offer an intervention program outside of school hours

- *Provide students with a Community Enrichment and Parent Engagement Liaison to provide services to EL parents and to students before and after school

- *Provide students with CalSOAP services.

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

LCAP Goal 2

10000

LCAP Goal 1

4402.26

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

SED, English Learners, Hispanic, Migrant, Foster Youth Subgroups

Strategy/Activity

2.4 School personnel to monitor student progress & focus on student outcomes and to build common formative assessments centered around mastery of CCSS:

- *Train staff in the Impact Team Model with consultation from The Core Collaborative

- *Utilize District led professional time (DLPT) and school level PLC's meetings to build benchmark assessments that provide teachers with the data to monitor and target instruction and growth for these student subgroups

*ELA and math will administer and analyze all district and state assessments and benchmarks

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.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

2.5.8 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 1 period of instruction 3 times a week during distance learning

*Small groups focused on Designated ELD Instruction

*Support staff by routinely monitor 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.

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.

1] The Newcomer Program provides a safe place for students learning to adapt to a new school culture while building and accelerating their English language skills. 90% of students who entered this program exit after 12 months.

2] It was beneficial having English Language Specialists and Instructional Coaches train and coach staff in distance learning strategies and tools for EL's as staff quickly became comfortable teaching groups remotely and using specific tools to support EL's and SED students.

3] District 7th grade ELA/SS teachers analyzed SPED and EL subgroup data every month and identified strengths and weaknesses around teaching and learning, and shared effective teaching strategies. Benchmark assessment data from January to May 2021 indicated that EL students increased from 30% to 54% proficient and SPED students increased from 12% to 47% proficient.

4] 100% of math teachers learned and used the Go Formative software platform to monitor and instruct students learning - the program has been purchased for the new school year after teachers requested it. All teachers have been using a variety of other tech tools such as Peardeck, Jamboard and Google tools.

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

1] We were not able to provide students with targeted high interest resources and materials due to the changes in distance learning and the turnaround time to purchase, train and implement new programs. \$20,000 were designated for this goal in 2020-2021 - \$20,000 will be designated in the new school year.

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.

1] Using the Impact teams model, SVMS PLC's, GUSD DLPT teams and school-based grade level teams will develop specific plans to address the achievement gaps documented on the CA State Dashboard and in district assessment benchmarks.

2] During the 2021-2022 academic year, we will increase teacher and paraeducator training in the area of teaching small groups by 50% to provide more equitable support for all students.

3] There will be an emphasis on continuing the movement towards the use of instruction technology.

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

To foster, promote and create a positive school and climate for all stakeholders including staff, students and community.

Identified Need

The parent, staff and student surveys show that there is a need to reestablish a school culture that fosters a clear mission and vision.

The following information was addressed by stakeholders as a "need" during LCAP input sessions:

Parents:

- *Increase the two-way communication with school staff in order to discuss their children's complete experience at the school.

- *Increase academic and social and emotional learning.

- *Additional opportunities to be involved at school.

- *Return to in-person learning and additional supports to close the achievement gap for students.

Students:

- *Students want to have a voice in what happens at the school.

Staff:

- *Staff want a school that engages the "whole" student and provides opportunities both academically and emotionally to all students. These needs persist regardless of the learning platform and positive school culture and engagement strategies and practices will be implemented.

- *Increase the amount of spirit days.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher/Student Relationships and Engagement: Teacher and student relationships will increase student attendance, and decrease referrals given to students.	While analyzing CSI data, the ILT found that a large number of students skipped school and were referred to the office (1300 in 2018-2019 school year) because of negative interactions between teachers and students.	During the 2021-2022 school year, 85% of all students and staff at South Valley Middle School will contribute to the school's climate and culture by participating in varied weekly lunchtime activities as measured by a pre and post School Climate Survey.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>The following are results from the student survey taken in December 2020:</p> <p>1] 6th Grade: 24% of students either disagree or strongly disagree that teachers take the time to get to know them, 11% do not feel valued by staff, and 19% feel staff do not recognize their existence.</p> <p>2] 7th Grade: 28% of students either disagree or strongly disagree that teachers take the time to get to know them, 9% do not feel valued by staff, and 18% feel staff do not recognize their existence.</p> <p>There is a need for the implementation of social-emotional learning lessons offered during a protected time that is supported by the district.</p> <p>A student store will be created and implemented using the "PBIS Rewards" online platform to recognize students for their accomplishments and efforts.</p> <p>PBIS and Restorative Justice data will be established in the 2021-2022 school year.</p> <p>SEL, Foster Youth and SPED students need training on how to use bikes safely - data to be established in 2021-2022.</p>	<p>The percentage of students feeling that teachers do not take the time to get to know them will decrease by 10% as measured by a student survey taken twice during the school year.</p> <p>The percentage of students feeling that teachers do not value them will decrease by 5% as measured by a student survey taken twice during the school year.</p> <p>The percentage of students feeling that teachers do not recognize their existence will decrease by 10% as measured by a student survey taken twice during the school year.</p> <p>By June of 2022, we will improve teacher and student relationships by 50%. All students have opportunities to join school clubs and before/after school intervention programs.</p> <p>All staff will engage in professional reading of books and that offer practices that promote equity, fairness, and differentiation such as the book titled, "Hacking School Discipline: 9 Ways to Create a Culture of Empathy and Responsibility Using Restorative Justice" by Nathan Maynard, Brad Weinstein 5 times this school year as evidenced by the slide deck presentations.</p> <p>50% of teachers to incorporate restorative justice systems or Emdin's strategies instead of the use of referrals as means of disciplining a student as</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>evidenced by a reduction in referrals every semester.</p> <p>The "Houses" model will be implemented by one grade level by January 2022.</p> <p>All teachers will teach and engage students in the Tiger Time SEL curriculum during the protected Tiger Time twice a month as evidenced by the lessons.</p> <p>Provide support and coaching in the Social Emotional Learning (SEL) lessons to staff and teachers to implement a Social-emotional learning (SEL) curriculum in staff meetings as needed.</p> <p>100% of staff to implement "PBIS Rewards" with Tiger Paws incentives weekly as measured by student participation in the student store.</p> <p>At least one PE teacher will implement the Specialized by program with one PE class by May 2022.</p>
<p>Suspensions:</p> <p>Suspensions for all significant subgroups will be decreased.</p>	<p>2020: Senate Bill (SB) 98 (Chapter 24, Statutes of 2020) suspended the reporting of state and local indicators on the 2020 California School Dashboard (Dashboard)</p> <p>2018-19 Dashboard: 12.1% of students were chronically absent</p> <p>2017-18 CA Dashboard: 10.4% of students were suspended at least once.</p>	<p>The suspension rate will decrease in order to improve by one color level on the California Dashboard from red to orange.</p> <p>Referrals to the office need to be decreased by 50% compared to the 2019-2020 school year referral count.</p> <p>100% of staff to speak respectfully to students and will respond appropriately to their</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Red Tier: 12.1% suspended at least once per the 2019 CA Dashboard data.</p> <p>A new baseline will be established in the 2021-2022 school year.</p> <p>ILT a set of actions in 2019-2020 to model the the Tiger Way and to become role models to students.</p> <p>:*Teachers to use a progressive discipline system before referring students to the office which includes meeting with the student, providing supports, and meeting with the parents.</p> <p>*Teachers and administration to provide a reward system for proper conduct at school</p> <p>*Staff to engage in a professional book study that re-visions traditional school discipline and replaces it with restorative practices.</p> <p>Continue to provide training to school sites in equity, diversity, differentiation and healthy school climate.</p>	<p>needs by using strategies such as the Tiger Way daily as evidenced by the classroom walk-through tool.</p> <p>The Student Success team will meet weekly to discuss the resources and services that are needed to support at-risks students such as utilizing School Linked Services and Prevention and Early Interventions to refer students to mental-health services and other early intervention services as evidenced by meeting notes.</p> <p>Staff to decrease suspensions by 5% every month (October - May) through progress monitoring, and use of specific strategies such as using PBIS rewards with a particular focus on students with IEPs, Socio-economic disadvantaged, and Foster Youth as evidenced by meeting notes.</p> <p>100% of SED, FY and SPED students needing additional intervention to participate in community based agencies that promote best practices related to engagement such as with Joven Noble and others.</p>
<p>Attendance:</p> <p>To increase attendance for all significant subgroups and decrease chronic absenteeism.</p>	<p>2020: 7.1% of students were chronically absent (Aeries data based off of a 180 day school and students missing 18 days or more as per EC Section 60901(c)(1))</p> <p>2019 Dashboard: 13.7% of students were chronically absent</p> <p>2018 Dashboard: 13.1% of students were chronically absent</p>	<p>The percentage of chronically absent students will decrease in order to improve by one color level on the California Dashboard from orange to yellow.</p> <p>By June of 2022, we will increase student attendance as measured by monthly attendance data or until we achieve 97% daily attendance</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Orange Tier: 13.7% chronically absent per the 2019 CA Dashboard data.	<p>as evidenced by monthly attendance reports.</p> <p>The SART team to meet with 100% of students and families that receive a second truancy letter for mediation purposes as evidenced by SART contracts.</p> <p>100% of students/families needing additional interventions due to chronic absenteeism will meet with the SART team and the District Attorney's office as evidenced by Aeries notes.</p> <p>The SARB team to partner with the Attendance Collaborative to receive training in the implementation of the Second Start SEL curriculum as evidenced from sign-in sheets.</p> <p>100% of students with perfect and awesome attendance will receive an incentive for meeting quarterly attendance goals starting in the second quarter of 2021.</p>
Student Leadership and student extracurricular participation.	<p>ASB to encourage the Tiger Way school model and to increase school spirit by planning activities for students every two weeks.</p> <p>ASB to make daily announcements that promote school pride.</p> <p>Spirit days will be held to promote school pride and positive competition between grade levels.</p>	<p>ASB to initiate an activity every two weeks.</p> <p>Increase the number of students and staff participating in school spirit functions by 50%.</p> <p>ASB and WEB clubs to lead the development of the criteria for the "Houses."</p> <p>Start a WEB (Where Everybody Belongs) program by Spring 2022. WEB leaders</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Bring back school dances when state and county guidelines allow.	<p>will support incoming 6th graders both socially and academically. This program will also assist in planning school spirit days and other school wide events.</p> <p>100% of students including SED, FY and SPED students will have access to the extracurricular before and after school activities - choir, school clubs, lunchtime intramural sports in order to have a more positive experience at school as evidenced by reports.</p>
Attracting and Retaining Staff: Provide opportunities to recognize and celebrate staff in order to attract and retain staff	<p>5 teachers will not return to SVMS for a variety of reasons. In years prior to 2019, the teacher turnover rate was within the 50% range. Within our mission and efforts, we need to emphasize the need to retain, assist and attract the most effective teachers and staff. Supported by research by Paul Bland, Edwin Church and Mingchu Luo.</p> <p>There is a need for administration to create a work environment where staff feel safe, respected and trusted.</p>	<p>Administration to provide all non-tenured and probationary staff with supports as measured by the appointment calendar.</p> <p>Instructional Team (IT & EL Specialist, Enrichment/Support Time) to provide support to staff that is seeking advice on improving a certain practice or for those that are interested in challenging themselves as evidenced by IS logs.</p> <p>Provide 100% of staff with assistance that generates a learning culture where they build/refine their skills, and equip staff with resources that results in engaging classroom instruction as evidenced by ILT meeting notes and by the classroom walk-through tool.</p> <p>Celebrate and recognize 100% of staff through activities where they feel valued at least five times a year as evidenced by</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>meeting agendas, and the Monday Memo.</p> <p>Provide surveys to staff in order to extract specific data regarding their experiences around PD, workplace culture and climate, and support from administration. Collaborate with Circle Up in the development of these surveys and to be measured by January 2022 and May 2022.</p>
Parent leadership, parents as partners in their child's education and increasing parent participation and supports for families.	<p>20-25 parents attend ELAC every month.</p> <p>3 parents attend SSC every month.</p> <p>5-10 parents attend principal's coffee hour Zoom meetings.</p> <p>A large number of homes with SEL and EL's struggle to utilize technology - hardware and software.</p> <p>ELAC parents indicated that partnering with the school is a desired goal for parents and teachers in order to reach 100% of EL's not meeting academic and social-emotional goals.</p> <p>Schools need a strong partnership with parents, therefore, it is important that parents participate as members in SSC, ELAC and Parent Club to ensure district policies and school goals are implemented.</p>	<p>By May 2022, we will improve communication (B2SN, Parent Square, etc..) with parents regarding academic achievement and behavior expectations as measured by parent feedback collected at parent meetings and surveys.</p> <p>ELAC attendance will increase by 5% as evidenced by sign-in sheets by May 2022.</p> <p>Parent SSC attendance will increase by 5% as evidenced by sign-in sheets by May 2022.</p> <p>Coffee hour attendance will increase by 5% as evidenced by sign-in sheets by May 2022.</p> <p>Parent clubs to show their gratitude to staff through fundraising, gift cards, and staff appreciation get together at least four times a year as evidenced by the Monday Memo.</p> <p>Increase by 10% the percentage of parents participating in Fall Conferences as evidenced by sign-in sheets.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>The Community Enrichment and Parent Engagement Liaison and SLS Coordinator to facilitate the implementation of workshops for parents that disrupt the digital divide, build awareness on how to support their child academically, and increase communication with teachers through workshops provided by the school and community agencies every month as evidenced by agendas.</p> <p>Parent participation in school and district surveys will increase by 10% as measured by survey reports.</p>

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)

SEL, SPED, EL's and Foster Youth

Strategy/Activity

3.1 Focus on the social-emotional well-being of all members through activities and to recognize students for their efforts and achievements identified in the Tiger Way:

- *Compensate Tiger Squad for creating activities and providing practices to teachers that foster a learning environment that promote fairness and respect between teachers and students
- *Training and support for teachers in the execution of SEL lessons facilitated by ILT and Circle Up
- *Implementation of SEL activities by teachers, ILT, and Tiger Squad
- *Implementation of the "Houses" model facilitated by the Enrichment and Support Specialist and student leaders
- *Recognize students for achieving grade level standards, applying effort, progressing at their level and showing school spirit with the materials and supplies
- *Explore practices that promote student attendance and monitor the progress every month through monthly attendance reports
- *Compensate at least one PE teacher to implement the Specialist bike program and to provide funds to maintain the bikes with a local bike shop

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
4190	LCAP Goal 3
10000	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

SEL, Foster Youth and EL's

Strategy/Activity

3.2 PBIS and Restorative Justice practices as an alternative to suspensions and referrals to the office:

- *Staff to engage in book studies that foster a positive learning environment that promotes fairness and respect between teachers and students
- *Admin and teacher leads to be trained to model and lead RJ and PBIS practices with staff
- *Monitor student behaviors and provide interventions both within resources at the school and with community agencies to decrease disciplinary action and expulsions/suspensions
- *Train staff in the intervention attendance practices such as Second Start SEL curriculum
- *Partner with community agencies to offer best practices related to attendance and engagement

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
-------	---------

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Foster Youth / SEL / EL's

Strategy/Activity

3.3 Provide students with a greater voice in both academic and extracurricular settings in order to create an environment of school culture and climate and inclusion:

- *ASB to offer spirit day activities at least twice monthly and monitor the participation of staff and students

- *Explore and train students in the WEB program in spring 2022

- *Provide students with extracurricular activities such as folklorico, choir, band, SLED, GSA, Club Live, ASB, sports, yearbook club, lunchtime intramural sports, etc...

- *SPED

- *Foster Youth

- *EL

- *Provide a platform for student voice in the development of their social and academic school experience

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

LCAP Goal 2

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

EL and SEL

Strategy/Activity

3.4 Create a system where we develop parent leadership, parents as partners in their child's education, increase parent participation and support for families:

- *Parents to recognize teachers through special activities such as luncheons in November and December, gift cards and other methods

- *Provide parents with opportunities to development leadership skills and to lead other parents

- *Increase parent participation in the parent/teacher fall conferences

- *Recognize parents for their efforts through recognition activities

- *Community and Engagement Liaison to survey parents in order to plan workshops that best support them as partners in their child's education

- *SLS to provide outreach to families that require and need extra supports

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

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

SEL, Foster Youth, EL's

Strategy/Activity

1.4 Provide opportunities and activities to recognize and celebrate staff that attract and retain:

- *Provide all non-tenured and probationary staff with resources and training that improve their pedagogy

- *Allocate time, subs and opportunities for staff to meet with IS team members to support to each other

- *Equip staff with materials, supplies, hardware and software that results in effective instruction and that fosters a positive working environment

- *Provide resources and implement practices that supply specific data about the workplace culture and climate

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 2

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.

1] Monthly attendance reports showed that over 96% of students attended distance learning classes due to interventions instilled by the SART team and attendance office.

2] Five teachers will not return to SVMS in the 2021-2022 school year. In years prior to 2019, the teacher turnover rate was within the 50% range. Admin, ILT and Parents need to continue recognizing staff.

3] ELAC continues to attract a strong group of 20-25 parents at every meeting. ELAC is strong because the EL Monitor and admin provides a space where ELAC parents learn methods on how to assist their children as partners at school, learn of services provided by the school and where parents have voice and choice on what happens at the school.

4] No students were suspended in 2020-2021 school and referrals to the office were decreased by more than 90% compared to the 2019-2020 school year. Teachers contacted parents or met with students individually to discuss issues.

- 5] ASB club continued to meet virtually throughout the year and implemented spirit days every two weeks.
- 6] The bi-weekly Tiger Way classes provided a space for students and teachers to interact positively within social-emotional topics. Tiger Squad and the assistant principal created lessons and activities for the entire school year. Students were recognized in the 6th grade for modeling the Tiger Way.
- 7] \$50,000 CSI dollars were spent on fitting teachers with new interactive smart boards to be used in the 2021-2022 school year.

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

- 1] \$50,000 was allocated for a liaison to implement the "Houses" model. Due to distance learning, this model was not initiated as the activities are in-person. A total of \$20,000 will be allocated this school year to kickoff for Houses.
- 2] \$10,000 were allocated for the PBIS incentive student store and only \$3000 were spent. Because of unexpected challenges around the training of teachers in the use of the program and the distribution of rewards for students, we were not able to implement this effort. A total of \$5000 will be allocated this school year.
- 3] \$30,000 was allocated for a Title 1 Community Enrichment and Parent Engagement Liaison. Due to unexpected challenges with intervention programs due to student attendance and lack of effective supports for students caused by the remote setting, the program was cancelled after a month of implementation. \$30,000 will be allocated for this effort this school year.

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.

- 1] The school leadership team is striving to have more teachers participate in school spirit activities by at least 85%.
- 2] Staff will continue to engage in the study of educational literature that provides strategies on how to build stronger relationships between students and staff. The goal is to have 50% of staff use Restorative Justice practices with fidelity and 100% of staff recognizing students using the PBIS tool.
- 3] Start a WEB (Where Everybody Belongs) program by Spring 2022. WEB leaders will support incoming 6th graders both socially and academically. This program will also assist in planning school spirit days and other school wide events.

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)	\$408,938.00
Total Federal Funds Provided to the School from the LEA for CSI	\$158,308
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$494,980.26

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)	\$109,235.00
Title I	\$119,072.26

Subtotal of additional federal funds included for this school: **\$228,307.26**

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	\$15,472.00
LCAP Goal 1	\$30,194.00
LCAP Goal 2	\$70,679.00
LCAP Goal 3	\$4,190.00
Restricted Lottery	\$30,580.00
Site Discretionary	\$72,310.00
SLIBG	\$43,248.00

Subtotal of state or local funds included for this school: **\$266,673.00**

Total of federal, state, and/or local funds for this school: **\$494,980.26**

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

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
Guillermo Ramos	Principal
Lisa Oneto	Other School Staff
Michelle Cameron	Classroom Teacher
Marco Nava	Classroom Teacher
Rocio Pena	Classroom Teacher
Marcus Chung	Parent or Community Member
Ricardo Chavarria	Secondary Student
Eydee Hack	Secondary Student
Dolores Moreno	Parent or Community Member
Trevor Van Lar	Parent or Community Member

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, Guillermo Ramos on 10/29/2020

SSC Chairperson, Michelle Cameron on 10/29/20