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
Lee Mathson Middle School	43-69369-6046197	May 26, 2020	Not approved yet

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)

X Schoolwide Program

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

The good news is that Mathson Middle School has been exited from the "Comprehensive Support and Improvement" program after just one year.

This school plan for 2020 was developed prior to receiving clear guidance on how schools will open in August. This plan assume a blended opening:
* Students on campus 3-4 periods per day to ensure social distancing
* Need for health checks, more frequent cleaning, and sanitization of spaces
* Likelihood of at least one school shutdown during the year

Because this plan was developed after the shelter-in-place began on March 13, input has been received through a variety of conversations rather than formal gatherings.

I anticipate needing to revise this plan once we have a clearer understanding of how schools will open in August.

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).

Panorama Education School Climate Survey:

* Given in October / November of this the 2019-2020 school year

* Comparison data is for Surveys given in May of 2019

Student Responses

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

Climate of Support for Academic Learning improved 1% to 77%

Knowledge and Fairness of Discipline, Rules, and Norms improved 4% to 66%

Safety improved 7% to 66%

Sense of Belonging fell 4% to 57%

Anecdotal responses included:

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

The school takes good care of the problems of kids

The school prevents rumors and lies from being spread

The school protects people who want to fight

As a student, I can walk around to nearly every part of the school

without having any troubles.

The school does "circle" which allows students to talk about things

without being laughed at.

"Circles" are good.

Teachers encourage students

My teachers are really strict on their rules and expectations

Teachers have homework center

Teachers help you with your work and when you need to talk to

someone they are there for you.

Teachers are kind to us and give us second chances.

The first thing is that the teachers are helping the students to get their

 work done. The second things is that the people looking out for

 students when they get picked on a lot and how they care for them.

They make the rules very clear.

The school provides good food (breakfast, brunch, lunch, supper).

Coding.

School should get rid of uniforms.

School should have more field trips and electives should start earlier.

School needs a game room at lunch.

School needs to be painted a different color.

Fix the lack of respect towards teachers.

Staff Responses

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

Climate of Support for Academic Learning improved 3% to 65%

Knowledge and Fairness of Discipline, Rules, and Norms improved 28% to 85%

Safety improved 1% to 48%

Sense of Belonging improved 25% to 72%

Classroom Observations

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

I am in my fourth year as principal at Lee Mathson Middle School.

I have conducted numerous walk-throughs and classroom observations.

Teacher practice with high trauma students

- --

80% of teachers are following best practice with respect to our high trauma students

 and those students who struggle with making good chocies

20% of teachers are not following best practice for high trauma students

 * not checking in regularly with students

 * using language and behaviors that trigger a trauma response

Teachers have adopted restorative practices at different levels

- --

50% are regularly using restorative practices and language and have adopted that mindset

30% are periodically using restorative practices and language and have adopted that mindset

20% are rarely using restorative practices and language and have NOT adopted that mindset

Academically, teachers and students would both benefit from more consistency in teaching and learning practices.

- --

Specifically:

* Student notebook practice

* ELD practices (especially sentence frames and explicit vocabulary development)

* Student homework practice

* Student response frames

I have observed the work in our after school program

- --

* The after school team struggles to maintain the same level of student productivity during the day

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)

The teaching team has used state assessments (SBAC) to gain some understanding of student needs.

The teaching team is not using the primary district-based assessment (iReady) to modify instruction.
This is because iReady does not break out benchmark assessment data by standard.

The teaching team continues building local assessments which they are using to assess student learning.

This year we have focused on making instruction more accessible to students so our use of assessments to guide instruction has not advanced in the manner we would like.

The teaching team is also using NEWSELA (in which an article has multiple lexile levels and, so, can be accessed by students at their individual lexile levels). NEWSELA has been adopted by all ELA teachers and is being used in the Social Studies and Science classes as well. NEWSELA student monitoring tools allow teachers to track the growth of student lexile levels.

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

We are not using StudySync (ELA) embedded assessments to modify instruction.

The CPM (Math) assessments are not fully accessible to our students because such a high % of our students are below grade level in ELA.

In both ELA and Math, teachers are using teacher-created assessments to monitor student understanding and to modify instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

For 2020-21,
1 teaching position has not been filled yet (as of May 21, 2020)
1 teacher has an intern credential
2 teachers have preliminary teaching credentials are in their 2nd year in the teacher induction process to earn clear credentials
8 teachers have clear credentials
1   counselor has a clear PPS

All teachers are teaching content consistent with their credentials
(2 PE credentialed teachers are teaching PE and one media elective
2 SPED credentialed teachers are teaching classes for SWD
8 multiple-subject credentialed teachers are teaching core classes: ELA/SS or Ma/Sci
2 multiple-subject credentialed teachers are also teaching sections of ELD & Newcomers)

Our projected staffing is around the district ratio (enrollment is projected):
District ratio says we should be at: 33 students : 1 classroom
School ratio in 6th grade: 32 students: 1 classroom
School ratio in 7th grade: 35 students: 1 classroom
School ratio in 8th grade: 27 students: 1 classroom

The ratios will actually be a little bit lower. This year we will be able to
teach a Newcomer Section and two ELD intensive sections.

===

As a staff in 2019-20, we generally met weekly for 1 hour to discuss issues affecting the site.
For 2020-21, we will meet weekly for 1 hour to discuss issues affecting the site with some
exceptions when we combine two staff meetings into one for professional development

Professional development for 2020-21 will include:
* Health / Safety trainings: Bloodborne Pathogens; Pesticide Management; Run/ Hide/ Defend;
(mandatory)   Disaster Preparedness; Mandated Reporting & Student Safety;
Covid-19 practices
* Staff self-care
* Restorative Practices
* Essential standards, assessments, and responding to student performance on assessments
* Supporting students with IEPs
* ELD practices
* Code to the Future

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

All teaching & administrative staff are properly credentialed for their assignments.
We passed our Williams Act inspection (sufficiency of instructional materials & learning conditions) on Tuesday, September 17, 2019.

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

As shown above:
1. We will complete mandatory health/ welfare/ safety PDs.

Our remaining time has been divided between:
2. Creating a safer, more community-oriented, and more sustainable environment:
(Restorative practices, Trauma-Informed practices, Social Emotional Learning)
3. Advancing teacher practice
(Essential Standards, assessment, and response to assessment; supporting students with IEPs; ELD practices; computer coding)

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

All teachers new to the district receive district-level coaching and support
Our intern teacher for 2020-21 will receive district-level coaching and support as well
as focused support from the principal and a staff mentor
Our two teachers with preliminary teaching credentials are enrolled in the 2nd year of the induction process

As a district-designated "Code to the Future" school, we also receive support in teaching students
to code. Students coded in HTML & CSS and began learning JAVA Script this year. We expect
to receive the same support next year.

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

Teachers are working together (some pairs better than others).
Teachers are sharing information with each other and other staff (office staff, counselor,
principal) to figure out how to better support students.

Teaching and Learning

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

Curriculum, instruction, and materials are aligned with content and performance standards.
For 2018-19, we supported the alignment of instruction by reviewing the ItemSpecs for each standard
every 4 weeks in teacher pull-out collaboration. In addition, the Illuminate assessments are
standards-aligned with SBAC-similar questions.
For 2019-2020, we ran a PD at year's end to reinforce this practice. Teachers organized
6 instructional units based on SBAC Target Areas and build standards-aligned assessments
in Illuminate based on essential standards for those Target Areas.

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

Students are receiving the recommended instructional minutes for reading/language arts and mathematics.

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

Lesson pacing-schedule is controlled by teachers and reviewed by administration to ensure that students in the "2", "3", and "4" bands have access to all grade level content standards.

Teachers are modifying and differentiating during their classes for students performing in the "1" band to build basic skills and to access grade level content.

ELD intervention:
Will be provided 5 days/week for at least 2 periods/day for Newcomers
Will be provided 5 days/week for at least 1 period/day for ELPAC level 1 and low 2.
We are moving away from zero period ELD Intervention as attendance is a struggle

All elective classes will be ELD compliant (using ELD strategies with emphasis on structured practice in speaking and writing, explicit vocabulary instruction, and modeling of sentence structures).

All content area classes will use embedded ELD strategies.

CityYear: provides two levels of support in the general education classrooms. In Tier1 support, ACMs (AmeriCorps Members) provide basic assistance to all students. In Tier2 support, the ACMs work directly with 3-6 students per classroom supporting them with current skill acquisition - and pull the students two additional periods (once from advisory and once from PE) to backfill missing skills. This is done in ELA and Math.

Finally, we have academic support on-site after school: (not sure what this looks like in distance learning)
City Year (homework center and after school enrichment enrolling 99 students = 33% of population).
Amigos de Guadalupe (literacy center targeting lower-performing readers, added as of 10/2918).

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

As stated above, we passed our Williams Act inspection on the sufficiency of instructional materials on 9/17/2019.

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

We are using standards-aligned instructional materials.

Opportunity and Equal Educational Access

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

* Teachers use embedded ELD strategies to improve access for English Language Learners
* Teachers differentiate instruction
* Teacher pull-out days to analyze data, to collaborate on unit plans and assessments, and to adopt new teaching strategies

* Code-to-the-Future program facilitated by classroom teachers through which students learned HTML & CSS and built their own websites this year

* Special Education paraprofessionals push in to the classroom to support mainstreamed students with disabilities
* Special Education teachers pull students with higher needs for small group instruction

* Community Liaison reaching out to parents individually and collectively to facilitate communication about academics and performance and to keep parents updated on opportunities
(in school, community resources such as food bank distribution on-site, and other opportunities) and to encourage parents to participate with the school

* Teachers differentiate discipline and have implemented Tier1 Restorative Justice practices
* Counseling and administrative support puts individual & small group counseling in place for students to address their mental health needs, allowing them to perform
better in the classroom and to navigate the school community
* Counseling and administrative implementation of Tier1 & Tier2 Restorative Justice practices
* Counseling and administrative ongoing communication with outside groups providing support to our students so we can coordinate efforts

* Attendance meetings with chronically absent students and their guardians
* District support with resources on multiple levels
* foster students: as needed
* homeless students: support with uniforms, transportation, and referrals to housing
* students with disabilities: consultation for high needs students, behavior support observations and coaching

* City Year after school program (serving 1/3 of the school for extended learning time: homework center & enrichment)
* City Peace Project: external partner targeting high at-risk students for pro-social empathy-building projects, tutoring, mentoring, and some physical needs support
* New Hope for Youth: external partner targeting disengaged and at-risk students for pro-social, mentoring, and basic needs support
* Amigos de Guadalupe: external partner targeting support for newcomers and students requiring literacy support

Evidence-based educational practices to raise student achievement

For 2020-21,teachers will focus on:
1. Restorative practices
2. Essential standards; assessment & response; constructing meaning (to increase language proficiency).
3. Improved family communication - this has been a significant learning during the Covid-19 shelter-in-place

Parental Engagement

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

School Resources:
1. Extended day program (City Year) serving up to 99 students.
2. Use of City Year personnel as additional support in the classroom for specific students.
3. Use of City Year personnel to target small intervention groups
4. Amigos de Guadalupe (reading intervention, new as of 10/28/18).
5. Extensive counseling and small group support for trauma-impacted and at-risk students.
(regular partners include: Alum Rock Counseling Center, Uplift, New Hope for Youth, FIT, City Peace Project, Safe Schools Campus Initiative)
6. Community Liaison

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)

We have operating:
1. School Site Council
2. English Language Advisory Committee (which has voted to meet with School Site Council)
3. Principal coffees to discuss issues concerning the site
4. Instructional Leadership Team (3 teachers, 1 administrator) who analyze data and strategize on the best way forward.
5. Collaboration with outside agencies including:
Alum Rock Counseling Center to provide Tier1 => Tier3 support services for our students to meet their mental health needs
Mayor's Gang Prevention Task Force providing case management and intervention with at-risk students
City Peace Project and New Hope for Youth providing small groups for at-risk young women and young men
6. Collaboration with key community organizations including: City Year (on-site extended learning day and in-class support),
Mayfair Community Center, and SOMOS Mayfair (local community organizing group).
7. Ongoing communication with parents facilitated by the Community Liaison

Funding

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

For 2020-21
Learner Led Conferences to involve families as partners in their students' education
Teacher-led homework centers
Field Trips

Fiscal support (EPC)

The fiscal support for Essential Program Components (EPC) are provided through the General Fund, Title 1 funds, and LCAP funds. We have some carryover from CSI (Comprehensive Support and Improvement) which are not included in the SPSA.

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

Parents, Students, and Community

- ---

1/30 LCAP Community Forum hosted at Mathson Middle School

2/12 Student LCAP sessions at Mathson Middle School

Events planned for the end of March / beginning of April did not

occur because of the Covid-19 shelter-in-place.

Teachers & Classified Staff

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

Events planned for the end of March / beginning of April did not

occur because of the Covid-19 shelter-in-place.

Resource Inequities

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

The district office recognizes the needs within the Mathson school community
and has done its best to meet those needs.

Mathson does have a higher than district average percent of students with disabilities,
English Language learners, Newcomers, students with high trauma, and students
who are labeled SED.

Mathson only had 251 students for 2019-2020.
Mathson has enrolled 215 students for 2020-2021 but we still have:
* Full-time principal
* Full-time counselor
* Allocated 12 teachers when the numbers allocation says we should
receive 11.2 (rounding us up rather than down)

The lower performing outcomes are partially attributable to students and families
being unable to participate in some of the support services due to a variety of
non-school constraints.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0.41%			1
African American	3.32%	3.75%	3.27%	10	11	8
Asian	12.96%	12.97%	10.2%	39	38	25
Filipino	6.64%	5.12%	5.31%	20	15	13
Hispanic/Latino	74.09%	73.38%	77.14%	223	215	189
Pacific Islander	0.66%	1.71%	0.82%	2	5	2
White	1.66%	2.05%	1.22%	5	6	3
Multiple/No Response	%	%	1.63%			0
			Total Enrollment	301	293	245

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	93	93	70
Grade 7	116	93	84
Grade 8	92	107	91
Total Enrollment	301	293	245

Conclusions based on this data:

1. Mathson is experiencing declining enrollment as is the entire district.

   A deeper look at our enrollment reveals:

   For 2018-19, we moved the Special Day Class for students with Autism to another campus because the students with Autism were setting off our trauma-impacted students and our trauma-impacted students were setting off our students with autism.

   For 2019-20,
   Projected enrollment: 283 (assumed 92 6th graders w/o confirmation, 64 showed up in August)
   (assumed 93 7th graders w/o confirmation, 75 showed up in August)
   (assumed 98 8th graders w/o confirmation, 90 showed up in August)

   From June, 2019 - July, 20`9:   +40 enrollments
   Warm-body count for Sept, 2019: 229
   Enrollment on March 13, 2020:   252

   For the future, Arbuckle elementary has closed.

In all likelihood, all of those students will move to Aptitud (K-8 school) eliminating
another 10 students / year.

For 2020-21,
Projected Enrollment   215 (64   6th graders - confirmed)
(69   7th graders - confirmed)
(81   8th graders - confirmed)
We may see families opting to leave the area as the Covid-19 economic impact takes its toll.
I expect to see more new enrollment as well, though, over the summer based on history.
And I expect to see a net gain of students over the course of the school year, based on history.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	123	110	103	40.9%	37.5%	42.0%
Fluent English Proficient (FEP)	110	116	84	36.5%	39.6%	34.3%
Reclassified Fluent English Proficient (RFEP)	22	14	0	17.7%	11.4%	0.0%

Conclusions based on this data:

1. We saw a 5% increase in English Language Learners for 2019-20 putting us above the 2017-18 rates.
   We did see a significant increase in the number of "newcomer" students enrolling at Mathson this year.

2. We did not re-designate this year because ELPAC testing was interrupted due to Covid-19 shelter-in-place.

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	119	93	88	118	91	86	117	91	86	99.2	97.8	97.7
Grade 7	99	111	89	97	110	86	97	110	86	98	99.1	96.6
Grade 8	114	92	108	112	90	105	112	89	105	98.2	97.8	97.2
All Grades	332	296	285	327	291	277	326	290	277	98.5	98.3	97.2

* 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	2467.	2473.	2471.	5.13	6.59	9.30	20.51	20.88	22.09	28.21	31.87	15.12	46.15	40.66	53.49
Grade 7	2470.	2502.	2498.	1.03	6.36	6.98	16.49	30.91	24.42	32.99	21.82	27.91	49.48	40.91	40.70
Grade 8	2515.	2494.	2540.	8.93	2.25	10.48	21.43	24.72	29.52	30.36	28.09	31.43	39.29	44.94	28.57
All Grades	N/A	N/A	N/A	5.21	5.17	9.03	19.63	25.86	25.63	30.37	26.90	25.27	44.79	42.07	40.07

Reading **Demonstrating understanding of literary and non-fictional texts**									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	6.84	6.59	10.47	36.75	39.56	33.72	56.41	53.85	55.81
Grade 7	6.19	12.73	11.63	43.30	40.91	47.67	50.52	46.36	40.70
Grade 8	11.61	5.62	17.14	41.07	39.33	40.95	47.32	55.06	41.90
All Grades	8.28	8.62	13.36	40.18	40.00	40.79	51.53	51.38	45.85

Writing **Producing clear and purposeful writing**									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	10.26	9.89	10.59	43.59	45.05	43.53	46.15	45.05	45.88
Grade 7	9.38	16.36	11.63	43.75	46.36	53.49	46.88	37.27	34.88
Grade 8	16.22	6.74	16.19	43.24	47.19	54.29	40.54	46.07	29.52
All Grades	12.04	11.38	13.04	43.52	46.21	50.72	44.44	42.41	36.23

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	10.26	5.49	5.81	52.14	68.13	56.98	37.61	26.37	37.21
Grade 7	2.06	5.45	3.49	48.45	57.27	60.47	49.48	37.27	36.05
Grade 8	7.14	4.49	12.38	64.29	57.30	63.81	28.57	38.20	23.81
All Grades	6.75	5.17	7.58	55.21	60.69	60.65	38.04	34.14	31.77

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	13.68	18.68	16.28	50.43	46.15	44.19	35.90	35.16	39.53
Grade 7	9.28	17.27	13.95	46.39	50.91	41.86	44.33	31.82	44.19
Grade 8	13.39	11.24	23.81	43.75	48.31	43.81	42.86	40.45	32.38
All Grades	12.27	15.86	18.41	46.93	48.62	43.32	40.80	35.52	38.27

Conclusions based on this data:

1. Overall student performance remains substantially below statewide averages, district averages, and middle schools within our area.

2. The data show a significant improvement in performance over time.
Looking at the 6th grade class in 2016-17 as it progressed to be the 8th grade class in 2018-19, we see:
% standard exceeded	increased from	5.13% => 10.48%	Gain of 5.45%
% standard met	increased from	20.51% => 29.52%	Gain of 9.01%
% standard nearly met	increased from	28.21% => 31.43%	Gain of 3.22%
% standard not met	decreased from	46.15% => 28.57%	Loss of 17.58%

This means that during their three years at Mathson, that group of students grew substantially.
The number of students who exceeded or met the standard increased by 56%.
The number of students who nearly met the standard increased by 11%
The number of students who were far from meeting the standard fell by 38%

We see similar gains looking at the 6th grade class in 2017-18 as it progressed to be the 7th grade class in 2018-19:
% standard exceeded	increased from	6.59% => 6.98%	Gain of 0.39%
% standard met	increased from	20.88% => 24.92%	Gain of 3.54%
% standard nearly met	decreased from	31.87% => 27.91%	Loss of 3.96%
% standard not met	increased from	40.66% => 40.70%	Gain of 0.04%

3. We disaggregated the teacher data for 2018-19 and found:
1 ELA teacher had marginal gains
2 ELA teachers had significant gains
1 ELA teacher had exceptional gains (+38 scale score average increase)

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	119	93	88	118	91	86	118	91	86	99.2	97.8	97.7
Grade 7	99	111	88	98	110	87	97	110	87	99	99.1	98.9
Grade 8	114	92	108	113	89	104	113	89	104	99.1	96.7	96.3
All Grades	332	296	284	329	290	277	328	290	277	99.1	98	97.5

* 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	2462.	2466.	2461.	5.08	4.40	8.14	15.25	16.48	12.79	28.81	23.08	30.23	50.85	56.04	48.84
Grade 7	2449.	2465.	2462.	4.12	4.55	5.75	4.12	10.91	8.05	29.90	29.09	28.74	61.86	55.45	57.47
Grade 8	2474.	2460.	2497.	7.08	3.37	8.65	11.50	6.74	13.46	16.81	17.98	26.92	64.60	71.91	50.96
All Grades	N/A	N/A	N/A	5.49	4.14	7.58	10.67	11.38	11.55	25.00	23.79	28.52	58.84	60.69	52.35

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	8.47	8.79	11.63	32.20	28.57	32.56	59.32	62.64	55.81
Grade 7	7.22	9.09	8.05	15.46	24.55	24.14	77.32	66.36	67.82
Grade 8	7.96	5.62	8.65	23.01	14.61	31.73	69.03	79.78	59.62
All Grades	7.93	7.93	9.39	24.09	22.76	29.60	67.99	69.31	61.01

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	5.08	4.40	12.79	35.59	42.86	34.88	59.32	52.75	52.33
Grade 7	3.09	6.36	6.90	31.96	33.64	34.48	64.95	60.00	58.62
Grade 8	10.62	5.62	12.50	30.97	40.45	36.54	58.41	53.93	50.96
All Grades	6.40	5.52	10.83	32.93	38.62	35.38	60.67	55.86	53.79

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	8.47	5.49	10.47	36.44	43.96	34.88	55.08	50.55	54.65
Grade 7	4.12	6.36	2.30	42.27	47.27	56.32	53.61	46.36	41.38
Grade 8	7.08	6.74	9.62	40.71	34.83	51.92	52.21	58.43	38.46
All Grades	6.71	6.21	7.58	39.63	42.41	48.01	53.66	51.38	44.40

Conclusions based on this data:

1. Overall student performance remains substantially below statewide averages, district averages, and middle schools within our area.

2. The data show a significant improvement in performance over time.
Looking at the 6th grade class in 2016-17 as it progressed to be the 8th grade class in 2018-19, we see:
% standard exceeded   increased from   5.08% => 8.65%   Gain of   3.57%
% standard met   decreased from   15.25% => 13.46%   Loss of   1.79%
% standard nearly met   decreased from   28.81% => 26.92%   Loss of   1.89%
% standard not met   increased from   50.85% => 50.96%   Gain of   0.11%

This means that during their three years at Mathson, that group of students made negligible gains.

3. We disaggregated the math data by teacher for 2018-19 and found for that year that:
students of 1 teacher saw significant losses of proficiency
students of 2 teachers neither gained nor lost proficiency
students of 1 teacher saw significant gains in proficiency

School and Student Performance Data

ELPAC Results

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	1502.7	1510.0	1495.6	1501.6	1509.3	1517.9	37	34
Grade 7	1510.3	1511.9	1508.9	1503.0	1511.0	1520.2	48	36
Grade 8	1521.5	1533.0	1512.3	1539.0	1530.2	1526.4	35	43
All Grades							120	113

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	*	11.76	*	38.24	*	32.35	*	17.65	37	34
7	*	22.22	35.42	22.22	22.92	30.56	*	25.00	48	36
8	*	16.28	34.29	41.86	*	18.60	*	23.26	35	43
All Grades	23.33	16.81	31.67	34.51	23.33	26.55	21.67	22.12	120	113

Oral 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	29.73	35.29	40.54	41.18	*	11.76	*	11.76	37	34
7	39.58	36.11	35.42	25.00	*	25.00	*	13.89	48	36
8	48.57	41.86	*	23.26	*	13.95	*	20.93	35	43
All Grades	39.17	38.05	35.00	29.20	*	16.81	17.50	15.93	120	113

Written 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	*	2.94	*	23.53	32.43	35.29	45.95	38.24	37	34
7	*	5.56	*	25.00	37.50	30.56	33.33	38.89	48	36
8	*	2.33	*	13.95	*	44.19	34.29	39.53	35	43
All Grades	12.50	3.54	16.67	20.35	33.33	37.17	37.50	38.94	120	113

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	8.82	59.46	61.76	*	29.41	37	34
7	25.00	2.78	56.25	61.11	*	36.11	48	36
8	40.00	25.58	34.29	48.84	*	25.58	35	43
All Grades	26.67	13.27	50.83	56.64	22.50	30.09	120	113

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	56.76	64.71	*	23.53	*	11.76	37	34
7	56.25	58.33	31.25	25.00	*	16.67	48	36
8	62.86	51.16	31.43	27.91	*	20.93	35	43
All Grades	58.33	57.52	29.17	25.66	12.50	16.81	120	113

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	2.94	*	35.29	78.38	61.76	37	34
7	*	8.33	*	36.11	72.92	55.56	48	36
8	*	6.98	*	27.91	62.86	65.12	35	43
All Grades	13.33	6.19	15.00	32.74	71.67	61.06	120	113

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	26.47	70.27	61.76	*	11.76	37	34
7	*	2.78	79.17	75.00	*	22.22	48	36
8	*	0.00	71.43	86.05	*	13.95	35	43
All Grades	12.50	8.85	74.17	75.22	13.33	15.93	120	113

Conclusions based on this data:

1. In 2018-19 overall, 61% (53 total) of students are eligible for reclassification. We reclassified 22.
This means the secondary district criteria prevented us from reclassifying more students.

   Students struggled in the Written Language Domain (30% are "3"s or "4"s) vs. the Oral Langue Domain (70% are "3"s or "4"s).

2. The data is incomplete for 2019-20 so no additional conclusions can be drawn from it.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
293	**93.9**	**37.5**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	110	37.5
Homeless	4	1.4
Socioeconomically Disadvantaged	275	93.9
Students with Disabilities	47	16.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	11	3.8
Asian	38	13.0
Filipino	15	5.1
Hispanic	215	73.4
Two or More Races	3	1.0
Pacific Islander	5	1.7
White	6	2.0

Conclusions based on this data:

1. We have high Socio-Economically Disadvantaged (SED), English Language Leaner (EL), and Students with Disabilities (SWD) populations.

   The SWD % for 2019-20 is closer to 19% and will rise for 2020-21 as we have relatively fewer SWD students in our 8th grade class compared with the incoming 6th grade class.

   Homeless and Foster Youth numbers should be higher as families that are doubled-up or students who are in the care of grandparents or aunts & uncles are not included in that count.

   These student populations all require substantial support and we are working hard to provide it.

   High SED: means families are not adept at navigating the American education system
   it also means it is hard for families to meet with school staff during the day (before 6pm)

finally, it means students are often on their own after school until mom / dad returns home

High EL: while some 40% are current ELs - another 40% are RFEPs - which means closer to 80% of students speak a different language at home - and their parents are not as comfortable in English as they are in another language (predominantly Spanish and Vietnamese - but also Tagalog, Hmong, Cantonese, and Punjabi).

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Red	**Suspension Rate** Green
Mathematics Yellow		

Conclusions based on this data:

1. English Language Arts dashboard went from   "Orange" (2017-18 data)   to "Yellow" (2018-19 data)
   Math dashboard went from   "Red" (2017-18 data)   to "Yellow" (2018-19 data)
   Suspension Rate dashboard went from: "Red" (2017-18 data)   to "Green" (2018-19 data)
   Chronic Absenteeism dashboard remained: "Red" for both 2017-18 and 2018-19

2. The gains on the dashboard in Math, ELA, and Suspension Rate are rooted in three initiatives in 2018-19:
   1. Implementation of Restorative Practices (SEEDS)
   2. Better coordination and delivery of counseling / mental health services
   3. Implementation of teacher collaboration on essential standards & Illuminate assessments
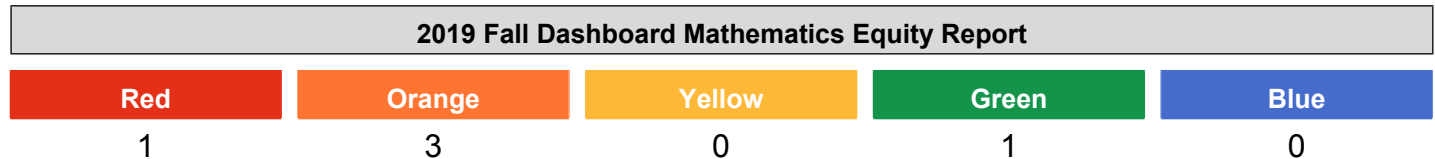
School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance										Highest Performance
	Red		Orange		Yellow		Green		Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	3	0	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
39.9 points below standard	67.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++14.2 points	Increased ++6.5 points	
265	156	1
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	45.3 points below standard	89.2 points below standard
	Increased Significantly ++15.8 points	Increased Significantly ++17.8 points
4	247	37

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	18.3 points above standard	19.1 points below standard
		Increased Significantly ++31.6 points	Declined -5.7 points
10		35	15
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
53.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++15.1 points	2	5	5
193			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
107 points below standard	4.4 points below standard	36 points below standard
Increased Significantly ++23.3 points	Declined -5.3 points	Increased ++5.9 points
96	60	58

Conclusions based on this data:

1. Overall, we are doing well with our most at-risk sub-groups with respect to scale score:
Asian   +31.6
English Learners   +23.3
Students with Disabilities   +17.8
Socio-Economically Disadvantaged   +15.8
Hispanic   +15.1

Our weakness appears to be in:
Filipino   - 5.7
Reclassified English Learners   - 5.3
English Only   + 5.9

2. ELA is doing well - but not as well with those who are fluent in English.
This says our strategies to support our at-risk populations are working but are not serving our fluent population well.

This probably means we need to be offering higher challenge levels to those populations.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	3	0	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
89.1 points below standard	109.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++10.4 points	Increased ++4.2 points	
265	156	1

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	95.7 points below standard	165.1 points below standard
	Increased ++11.4 points	Declined -13.1 points
4	247	37

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		7.4 points below standard	20.4 points below standard
10		Increased Significantly ++29.2 points 35	Increased Significantly ++23.6 points 15

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	No Performance Color
112.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased ++7.3 points	2	5	5
193			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
143.3 points below standard	55.6 points below standard	98.3 points below standard
Increased ++14.6 points	Maintained -0.7 points	Declined -4.7 points
96	60	58

Conclusions based on this data:

1. We had good gains among some of our populations (English Language Learner, Socio-Economically Disadvantaged) and struggled with others (Students with Disabilities).

Normally Reclassified English Learners do better than English Learners - and while their overall scale score reflects that,
their gains do not.

As with ELA, I believe we need to look at better differentiating instruction.

Also, with respect to the Math losses in Students with Disabilities, we have re-structured that class to reduce the number of students in the class.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
44.4 making progress towards English language proficiency
Number of EL Students: 99
Performance Level: Low
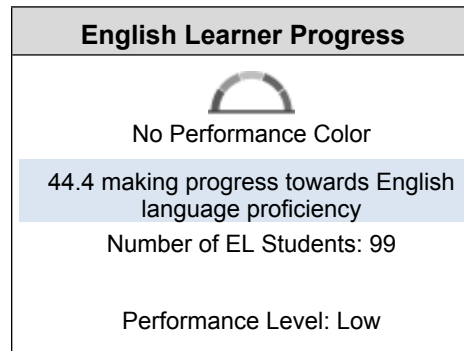
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.2	34.3	7.0	37.3

Conclusions based on this data:

1. We are seeing far too many students decreasing ELPI levels.
   We need to do better in embedded ELD and create a better designated ELD class.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. Not Applicable

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	3	0	0	0

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	English Learners	Foster Youth
Red	Orange	No Performance Color
38.3	40.5	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.3	Declined -3.1	
316	126	4

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Orange
Less than 11 Students - Data Not Displayed for Privacy	39.5	52.9
	Increased +0.9	Declined -1.2
5	296	51

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Orange	No Performance Color
45.5	Less than 11 Students - Data Not Displayed for Privacy	7.5	0
Declined -9.1		Increased +5.1	Declined -5
	1		
11		40	15
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	No Performance Color
45.7	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +1	3	5	7
234			

Conclusions based on this data:

1. We had significant increases in chronic absenteeism - especially among our Hispanic and ELL populations.
We still saw significant gains in ELA, Math, and ELD in spite of this issue - and we would see better
gains if we could limit this issue.

I have left the 2018-2019 conclusions regarding attendance
In discussions with staff and parents, we arrived at the following conclusions:
1. The school needs to tighten up its attendance monitoring and support processes.
This includes taking attendance in a more timely manner and ensuring that schedule changes are accurately reflected.
The principal needs to be more aware of which students are chronically absent => weekly meeting with office assistant
and community liaison to monitor the situation and identify families for principal phone calls and home visits.
The office is doing well tracking calls home to families and the outcome of those calls.

2. The school needs to do a better job educating families and students on the impacts of being absent.
The vast majority of our students enter 6th grade behind 1-2 grade levels. This gap only widens
when students are absent 10% or more of the days.

The rest of the class is also impacted - with 40% of students chronically absent,
there are always going to be significant numbers of students who missed the previous
day's (or 2-3 days') lesson - and, therefore, do not understand what is going on.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:

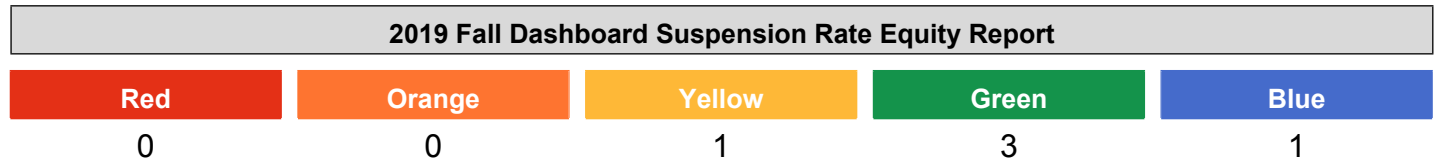**1.** Not tracked for middle school.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	3	1

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	English Learners	Foster Youth
Green	Green	No Performance Color
4.2	6.1	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -14.3	Declined -17.5	4
331	132	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Yellow
Less than 11 Students - Data Not Displayed for Privacy	4.5	9.3
5	Declined Significantly -14.3	Declined -30.4
	311	54

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
16.7	Less than 11 Students - Data 1	0	0
Declined -28.8		Declined -4.9	Declined -15
12		40	16

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	No Performance Color
4.9	Less than 11 Students - Data 3	Less than 11 Students - Data 5	Less than 11 Students - Data 7
Declined Significantly -15.4			
247			

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	18.5	4.2

Conclusions based on this data:

1. Our suspensions have declined significantly - from 18.5% of our students in 2018 to 4.2% of our students in 2019. That decline is even more significant when you account for the total number of suspensions:
136 in 2017-18   to   36 in 2018-19

   This means that we have significantly reduced the number of times an individual student gets suspended.
We have done this by putting more supportive services in place and improving dialogue between school and family and between student and teacher.

   Two of our major initiatives: Restorative Practices and Mental Health / Support services and the staff's adoption of those practices are directly responsible for this decrease.

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 all students with a rigorous, challenging, and innovative instructional program that prepares them for college readiness and for excellence in the 21st century

Goal 1

Improve student achievement as demonstrated on the CAASPP assessments.
Broaden student experience beyond the boundaries of our local community.

Identified Need

Because of Covid-19, our instruction time may be limited for 2020-2021 so we need to:
1. Sharpen our focus on essential standards and which teaching strategies are working in the world of distance learning.
2. Increase and vary the types of support available to students
3. Increase the types of experiences to which students are exposed

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
70% of students increase their scale score on the CAASPP ELA assessment	Data from 2018-19 ranges from 45% - 85%	See metric / indicator
70% of students increase their scale score on the CAASPP Math assessment	Data from 2018-19 ranges from 40% - 75%	See metric / indicator
Average scale score will increase by at least: +20 points for each grade level in ELA +15 points for each grade level in Math as measured on the CAASPP assessments	ELA average gain for 2018-19: +14.2 Math average gain for 2018-19: +10.4	See metric / indicator
Every grade level takes at least 2 field trips including a college visit Mathson holds at least one Career Day	2019-2020, we did not hold a Career Day 2019-2020, 6th grade took 3 field trips 7th grade took 1 field trip w/ 1 scheduled (lost to Covid-19) 8th grade took 0 field trips w/ 1 scheduled (lost to Covid-19)	See metric / indicator

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

Staff will participate in professional development in essential standards, common assessments, and using results of assessment to drive instruction.
Staff will participate in formal collaboration times doing data reviews and sharing teaching best practices.

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

Amount(s)	Source(s)
3520	Title I 1000-1999: Certificated Personnel Salaries Teachers will collaborate to review student assessment results and to identify and adopt teaching practices that led to better student learning. (4 collaboration events) x (8 classroom teachers) x (2 hours / event) x ($55 / hour) = $3520
0	Contract with Orenda Education to provide professional development and facilitation of the first 2 sessions - if funding becomes available
0	Training (by administrator and City Year leads) City Year staff to run homework centers well City Year leads and principal walking homework centers at least once / week to monitor implementation

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Maintain current academic supports
* Teacher-Led Homework Center
* 2 counselor interns
* Counseling supplies
* Amigos de Guadalupe Homework Center
* City Year Tutoring
* City Year Homework Center

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.

Amount(s)	Source(s)
7040	LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Teacher-Led Homework Center (1 hour / day) x (2 days / week) x (2 teachers) x ($55 / hour) x (32 weeks) = $7040
0	City Year Tutoring & Homework Center: centrally funded through ASES grant Amigos de Guadalupe Homework Center: no cost MOU to be established
5000	Title I 2000-2999: Classified Personnel Salaries Provide 1-hour before-school homework space for students daily.
2000	Title I 5000-5999: Services And Other Operating Expenditures Stipends for 2 counselor interns doing academic counseling & support
1000	Title I 4000-4999: Books And Supplies Supplies for the counseling team to provide social-emotional tools to students

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

Explicitly teach students AVID type skills (note-taking, scheduling, asking questions)
Replace existing computers / internet hot spots provided to students due to wear and tear or loss
Provide high-interest lexile-level differentiated informational texts.
Provide lexile-level differentiated informational texts aligned with social studies, science, and social-emotional learning curriculum paths.

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.

Amount(s)	Source(s)
5840	Title I 4000-4999: Books And Supplies Materials to support students learning AVID type skills Materials to enhance distance learning Technology to replace technology provided to students that is no longer usable
2800	Title I 4000-4999: Books And Supplies Teacher Classroom Supplies ($200 / teacher x 14 teachers)
2800	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Teacher Project Supplies to broaden their reach ($200 / teacher x 14 teachers)
8250	Title I 5000-5999: Services And Other Operating Expenditures NEWSELA Contract providing high-interest lexile-level differentiated informational texts with assessments. NEWSELA Contract also provides differentiated informational texts aligned with social studies, science, and social-emotional learning curriculum paths.
0	Title I 5800: Professional/Consulting Services And Operating Expenditures Other supports / services to improve distance learning - if funding becomes available

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide access to non-traditional learning experiences, for example:
* Code-to-the-Future: students learn to code in HTML / CSS and build websites
students learn to code in Java
* Field Trips
* Career Days, High School visits, College visits

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.

Amount(s)	Source(s)
1760	Title I 1000-1999: Certificated Personnel Salaries Code-to-the-Future: Provides professional development and classroom support for teachers to teach students how to build websites using HTML and CSS - and how to code advanced applications in Java. Teachers dedicate two periods per week to teaching computer science and have students work on a content-based project using those computer science skills. This program is funded by the district office. Teacher PD: (8 teachers) x (4 hours/teacher) x ($55/hour) = $1760
1460	LCFF Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Field Trip - Bus & Admissions costs
4000	Title I 5000-5999: Services And Other Operating Expenditures Field Trip - Bus & Admissions costs

Annual Review

SPSA Year Reviewed: 2019-20

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.

Review of 2019-20 Items

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

1. Administrator meets every 5 weeks with each teacher to review the student learning results of the previous unit.

 >>> We were not successful in doing this. Teachers were not as interested in leaving the classroom for collaboration time.

 Principal was not able to create enough time and space to meet regularly with teachers on this issue.

2. % of students failing (below a C-) decreases to no more than 10%. This will indicate that we are doing a better job of supporting students through improved in-class teacher practice and out-of-class student support

 >>> We were not successful in meeting this goal. Class rates below a C- ranged from 5% to 40% with 4 teachers meeting this goal.

3. 60% of students are proficient (80% or better) on unit assessments

 >>> We were not able to regularly review unit assessments. They were used to guide instruction - but the overall proficiencies were not centrally collected.

4. Teacher-Led grade-level (6th, 7th, 8th) homework centers run 3 days per week from 3:00-4:15 with a minimum average of 20 students / center.

 >>> Teacher-led homework centers did run but with student averages of 12-16.

Strategies Analysis:

1. Provide access to homework centers for all students

 >>> Teacher-led homework centers did with student averages of 12-16.

2. Principal will meet with every teacher for at least one period every 5 weeks to review unit plans, unit assessments, student work products, student grades, and student referrals.

 >>> Did not happen formally or regularly.

3. Provide sufficient sufficient student materials, classroom supplies, and teacher-created materials (copying).

 >>> Done.

4. Provide access to non-traditional educational opportunities

 >>> Done. Field trips to: Physics Show, Computer History Museum, Monterey Bay Aquarium, Tech Museum - other scheduled trips were cancelled due to Covid-19 crisis.

==

For 2018-19, not a CSI school but doing the analysis is worthwhile.

For 2018-19, we did not have easily measurable objectives. The primary goal of 40% of students gaining a proficiency level is not measurable until the CAASPP data is in (~ 1 month from now).

Review of 2018-19 Items

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

1. Collaborating with City Year to improve Homework Center

We did collaborate with City Year last year - but the homework centers are only marginally better.

2. Alum Rock Education Foundation STEAM workshops with access for City Year students

Worked OK. Students enjoyed the workshops but were not as engaged as we had hoped.

This item is eliminated for 2019-20.

3. Materials and Supplies => Provide necessary student materials and incentives.

The nature of being a Title1 school means that many of our students do not come with appropriate supplies.

In addition, we are trying to teach specific academic practices (taking notes, pasting in notes, etc) which

require a specific size notebook which is about $1 more expensive and harder to find.

We will continue to allocate money to this category.

4. Additional Paraeducator time

We are eliminating this item.

5. Teacher classroom supplies.

We are combining this with Category 3.

6. Consistent academic practices.

Notebooks (included in Category 3).

7. Observe teachers a minimum of once every 2 weeks and debrief with them.

This did not prove feasible. The item is being deleted.

We will see how much time the principal has available to observe teachers.

8. Release teachers to collaborate 6 times per year for an entire day.

The cost was $13,440 for subs. This was successful and led to increased

teacher collaboration and instruction more closely aligned with state standards.

The effects on student learning were to be measured by CAASPP growth.

We are re-focusing this money specifically on work on Inclusion..

9. Release time to learn Code-to-the-Future was successful.

Teachers were able to help students build websites using HTML and CSS.

Teachers were able to support students as they began learning to code in Java.

10. Field Trips: students took more field trips this year than in any year past.

 Field Trips included:

 Physics Show & College Tour @Foothill College (6th grade)

 Taiko Performance at School of Arts & Culture (all grades)

 CMT: Chicago (8th grade)

 Monterey Bay Aquarium (8th grade)

 Computer History Museum (6th / 7th grade - 2 classes)

 Asian Art Museum (6th / 7th grade - 2 classes)

 Tech Museum (8th grade)

 This item is being embedded with Item #6.

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

Increased focus on evaluating the effects of teaching on student learning now that we have a calmer climate on campus.
Increased support for student learning outside of class time.

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.

We reduced the target from 40% of students improving by a proficiency level to a more modest goal of 25%.

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

English Learners will have the required skills to reach grade level standards/proficiency.

Goal 2

For all students classified as English Language Learners:
70% will receive "2"s or better on the ELPAC Reading assessment
40% will receive "3"s or better on the ELPAC Writing assessment

Based on the latest ELPAC results received 5/21/19:
35% of Mathson students are English Language Learners - of these in overall proficiency:
Level1: 23% (24 students - mostly 19 Newcomers within the last 2 years)
Level2: 26% (27 students)
Level3: 36% (37 students)
Level4: 15% (16 students) of whom 13 qualified to reclassify based on ELPAC scores
So, only 13% of students qualified on the ELPAC to re-classify.

It is noteworthy that 66% of students were "3" or "4" on the Oral Language component
23% of students were "3" or "4" on the Written Language component
The greatest weakness was in the Reading component (61% were "1"s)

Identified Need

Students require more directed practice on reading comprehension and writing types (descriptive, processes, opinion)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
For all students classified as English Language Learners: 70% will receive "2"s or better on the ELPAC Reading assessment 40% will receive "3"s or better on the ELPAC Writing assessment	2018-19 ELPAC data (for all students) Reading Writing Level1: 61% 17% Level2: 34% 76% Level3: 6% 7%	If we are able to achieve these gains in Reading and Writing, It should result in 50% of students classified as English Language Learners qualifying to re-classify.

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)

Students who are "1"s overall in proficiency on the ELPAC excluding Students with Disabilities
whose scores are a function of their disability rather than their language acquisition.
14: Have been in the United States less than 2 years
4:   Have been in the United States 2 - 4 years
3:   Have been in the United States 4+ years
3:   Are Students with Disabilities whose disabilities are limiting their score rather than their
language

Strategy/Activity

Create an ELA / Social Studies class targeting students who are "1"s overall in proficiency
and who have been in the United States less than 3 years. This class will be targeted solely
on English Language acquisition.

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.

Amount(s)	Source(s)
0	Strategy1 will be tried again for the 2020-2021 school year. As of 5/22/2020, Mathson has sufficient staffing to release one teacher to teach ELD for 2 periods.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Integrate ELD strategies in all classroom instruction.
All students benefit from ELD strategies.

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

Amount(s)	Source(s)
0	

Continue embedding ELD strategies in all classroom instruction - specifically:
1. Explicit instruction in language function with supporting sentence frames.
2. Explicit instruction in vocabulary.
3. Speaking practice.
4. Reading practice.
5. Writing practice.

This will be supported and monitored through monthly professional development.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

High Interest elective classes will run daily.
Students will change elective classes at the end of each quarter.

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.

Amount(s)

0

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

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.

2019-20 Review

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

Strategy1: Create an ELA/SS class targeting newcomers

* District removed the anticipated staffing resource we could not do this

* Replaced with a zero period ELD class for newcomers which was not well-attended

Strategy2: Integrated ELD

* Implemented school-wide

* Use of sentence frames and explicit vocabulary development has become consistent across all but 2 classrooms

Strategy3: High-Interest Elective classes

* Ran for half of the year

2018-19 Review

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

1. ELD Classes before school are not well-attended.

Teacher energy for a period outside of the day and student commitment are both issues.

2. Embedding ELD in General Education Classes.

We need to do refresher/reminder PDs monthly to keep make these skills common

practice in individual classrooms.

3. Code-to-the-Future.

Discussed in "Planned Improvements: Goal2"

4. Electives.

It was too difficult for teachers to focus on electives when electives were only

taught 2 days / week and advisory was taught 3 days / week.

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

There are few expenditures in this area.
Teachers have already received the basic PD (Constructing Meaning). The issue is consistent implementation which will only come with regular monitoring.

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide all students and families a safe, welcoming, and caring environment conducive to learning.

Goal 3

Overall goals:
1. Continue to reduce suspensions.
2017-18 baseline: 163 suspensions
18.5% of students suspended at least once (62 students)

2018-19 baseline: 32 suspensions (as of 5/23/19)
4% of students suspended at least once (12 students)
(7 / 12 students have been transferred to environments
with more support including community school and
full-day special education support with staffing)

2019-20 baseline: 12 suspensions (as of Covid-19 shutdown on 3/13/2020)
9 students suspended once
2 students suspended more than once
No students transferred to other environments

2. Continue to reduce Chronic Absenteeism.
2017-18 baseline: 37% of students (124 students) were chronically absent (18+ absences)
2018-19 baseline: as of 5/23/19, 40% of students (118 students) are chronically absent
2019-20 baseline: as of 3/13/2020, 14% of active students (36 students) are chronically absent
(absence rate > 10%)
6% of active students (15 students) have missed 8%-9.9% of the school year
11 additional students were chronically absent while they were with us but
have since transferred out so they are inactive
2020-21 target: No more than 15% of students listed as chronically absent

3. Engaging families in their students' learning.

Identified Need

1. Support for students has improved - but it is not systematic. Better systems need to be developed.

2. Relationships between students, families, and staff have room to be
more positive, supportive, and productive.

3. We need to increase student ownership of and pride in the school community.
We need to increase parent awareness of what is going on at school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Multi-Tiered Systems of Support (MTSS) team meets regularly (targeting once every 2 weeks) Students with Disabilities (SWD) team meets regularly to review student achievement (targeting once every 2 weeks) Counselor & SLS meet weekly to review the status of applications for counseling and the effects of the support Office assistant, community liaison, and admin meet regularly to review attendance data and organize which students to focus on (targeting once every 2 weeks) Complete Professional Development in the areas of: Restorative Practices Inclusion - -- 70% of families and students will participate in the first round of	No MTSS team exists - we do a periodic discipline review No regular meeting for SWD students exists No regular review of students enrolled in counseling exists; many students are not receiving service in a timely manner No regular team review of attendance data exists; we are using the district tool (A2A) We began Restorative Practices implementation in 2018-19 We did some Inclusion work but we need a higher level of expertise - -- 50% of families participated in the first round of Learner Led Conferences 50% of students participated in 2 community circles / week - --	All of these actions should result in: 1. Decreased disciplinary issues. 2. Increased attendance. 3. Improved academic performance.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Learner Led Conferences • ---------------------------- ---------------------------- ---------------------------- ------------ All students will participate in 2 community circles each week • ---------------------------- ---------------------------- ---------------------------- ------------ Parent coffees will run monthly School Site Council will run monthly Student Recognition at the end of each quarter More student-coordinated activities A bi-weekly newsletter and video broadcast will be produced	Parent coffees ran every other month in 2019-2020 School Site council ran two times in 2019-2020 2 Student Recognition events were held (3rd was blocked by Covid-19) 0 successful dances were held	

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

Create weekly monitoring of at-risk student groups.

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.

Amount(s)   Source(s)

0	Multi-Tiered Systems of Support (MTSS) team: administrator, counselor, SWD teacher, 2 GenEd teachers meeting 15 / 40 weeks for 3 hours (1 hour collaboration time, 2 hours extended duty). (4 teachers) x (3 hours/meeting) x ($55 / hour) x (15 meetings) = 9900 No funding is currently available for this task Parents or teachers may bring a student name to this team which will generate an actionable plan. All students brought to MTSS will be monitored on a rotating basis until the issue is resolved.
8116	Title I 1000-1999: Certificated Personnel Salaries Students with Disabilities (SWD) team will meet weekly to review SWD achievement. All students will be reviewed on a rotating basis. This will happen during the SWD teachers (2) joint prep period => no cost. Funds are allocated for SWD and GenEd teachers to attend IEP meetings.
0	Counselor & School Link Services Coordinator (SLS) meet weekly to review the status of applications for counseling and the effects of the support. This will happen during the Counselor's contracted day => no cost.
0	Office assistant, community liaison, and admin meet weekly to review attendance data and determine what action needs to be taken.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Improve relationship between families, students, and teachers - especially around academic work.

Improve relationships between students & students and students & staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4610	Title I 1000-1999: Certificated Personnel Salaries Cost for all students to participate in Learner-Led Conferences at the end of Quarter1.
0	
0	Students will participate in 2 community circles / week => No Cost
8500	Title I 5800: Professional/Consulting Services And Operating Expenditures Professional Development in Restorative Practices provided by SEEDS
7000	Title I 5800: Professional/Consulting Services And Operating Expenditures Pro-Social events, mentoring, designated tutoring, home visits, and some material support provided by City Peace Project.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Increase parent participation and awareness of what is going on at school
Increase student recognition and pro-social activities

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.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

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.

2019-20 Review

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

We reduced chronic absenteeism (missing 10% or more of days) from 40% in 2018-19 to 14% in 2019-20 among active students as of 3/13/2020 (Covid-19 closure).

 Including the 11 other students who missed more than 10% of days who transferred out of Mathson and are now Inactive, that number goes to 18.5%.

So we exceeded our goal of reducing chronic absenteeism from 40% to 20%.

Sub-Goals:

1. Ensure all students are supported.

=> MTSS team meets 34 / 40 weeks to support students

=> SWD team meets weekly to review student achievement

=> Counselor & SLS meet weekly to review counseling services

=> Office assistant, community liaison, and admin meet weekly to review attendance data

 Increase the number of phone calls and home visits to better understand the reasons

 for chronic absenteeism and to address it

=> Professional Development: Inclusion and Restorative Practices

>>> These teams did not meet regularly but the principal made a point of

checking in regularly with all of these people - especially with the

counselor and external support partners.

2. Improve relationship between students, families, and staff.

All students will be well-know by their teachers.

All families of students will be known by their students' teachers.

Parents will know their student's performance and how to support that performance

=> 90% of families and students will participate in the first round of Learner Led Conferences

=> All students will participate in 2 community circles each week

>>> 60% of families and students participated in the first round of Learner-Led Conferences

 All 6th graders and 2/3 of 7th graders and 2/3 of 8th graders participated in 2 community

 circles each week

 Professional development in restorative practices with teachers led to dramatically

 improved teacher - student relationships

3. Increase student ownership of, pride in, and support for the school community.

 Increase parent awareness of what is going on at school.

=> Parent coffees will run monthly

=> School Site Council will run monthly

=> Student Recognition at the end of each quarter

=> More student-coordinated activities

=> A bi-weekly newsletter and video broadcast will be produced

>>> Parent coffees ran every other month

 School Site Council ran every other month

 Student recognition ran quarterly

 Student-coordinated activities were sporadic

 The school newspaper and video broadcast were produced sporadically

2018-19 Review

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

1. Core Classes

This continues to help teachers build relationships with students.

Because we are mainstreaming more students with disabilities into Science

and Social Studies, teachers have lost the flexibility of spending a double

period on one subject one day and a double period on the other subject the

next day. Code-to-the-Future also reduces core class time for 2 periods (total)

each week for the first 5 weeks of a quarter.

2. Advisory

We used advisory to implement community circles. We have struggled

to effectively implement the other aspects of advisory (grade monitoring

and academic practices). This year, we tried to split it so students had

advisory 3 days / week and electives 2 days / week. The electives were

not consistent enough to be meaningful - so for 2019-20:

 a. Electives will run the entire year during 6th period.

 b. Advisory functions (community circles, grade monitoring, and

 academic practices) will be explicitly embedded in core classes.

3. Common Practices

We have agreement but not compliance. This will require heightened

monitoring. We will explicitly monitor:

 a. Discipline processes (through the 2019-20 MTSS process)

 b. Grading processes (through the every 5-week meetings b/t admin & teachers)

 c. Embedded ELD practices

4. Parent Teacher Conferences

Teachers ran conferences first quarter but only for struggling students (and not

all teachers did so). For 2019-20, we are fully funding extended duty for all

teachers to complete conferences.

5. Restorative Practices

Overall teacher language and depth of relationship with students have improved.

6. Distributed Leadership Team

We have established something resembling a core of teacher leaders who are

working to make decisions about teaching and learning on the site. We need

to formalize this team.

7. Work with SOMOS to increase parent participation

SOMOS had other priorities for 2018-19. We will talk with SOMOS about

doing this for 2019-20.

8. Parent Coffees

Parent coffees were held monthly. Most of the coffees had a significant

parent education component.

9. Parent / Student / Teacher Surveys

 (Panorama)

We used the Panorama survey in addition to creating a student survey

and a teacher survey.

10. Publish a yearbook

Unsuccessful - no teachers wanted to take on this task.

11. Effective Student Council

Student council has planned several events - but it is still not functioning

in the way I would like to see it function.

12. Student Recognition Events

We ran three "Mathson Celebrates" events to recognize student achievement

in academics, attendance, and sports. We were also trying to add a

"Showcase" component - and were marginally successful We will continue

this next 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.

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Engage stakeholders in a meaningful way that promotes a positive learning, working and community environment that is geared toward student achievement.

Goal 4

Engaging families in their students' learning.
Engaging students in their own learning.
Engaging school staff in supporting student learning.

Identified Need

1. Engagement with families has improved - but it is not systematic and effectively reaches only 40% of families.

2. Engagement with students has improved (see Goal3) - and there is still room for growth.

3. Engagement with school staff is good - and there is still room for growth.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Mathson survey data from: * Families * Students * Staff 2. # of events geared towards families with # served. # of events geared towards students with # served.	1. No Mathson surveys were given this year. Panorama Survey data showed improvement this year. 2. We held parent coffees (5), school site council meetings, and Awards nights and we had a periodic parent newsletter.	75% of families have active and positive relationships with teachers 90% of students have active and positive relationships with teachers 90% of staff are actively engaged in some non-job-description way to support students Parent coffees occur monthly. School Site Council runs monthly. Student Recognition at the end of each quarter. More student-coordinated activities. Parent newsletters / School newspaper occur weekly. School website is updated weekly. Yearbook

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

Strategy/Activity

Provide After School Sports opportunities for all students Current sports: cross-country (boys & girls) basketball 6th/7th grade teams (boys & girls), basketball 8th grade teams (boys & girls) soccer (boys & girls) volleyball (boys & girls) wrestling (co-ed)

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.

Amount(s)	Source(s)
23,738	LCAP Central Sports Budgets None Specified Costs include: coaching stipends, transportation, facility fees, equipment, uniforms, and recognition events.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Increase parent participation and awareness of what is going on at school Increase student recognition and pro-social activities

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.

Amount(s)	Source(s)
600	Title I 4000-4999: Books And Supplies Parent Coffees will run monthly

	School Site Council will run monthly Student recognition events will run quarterly => funding for food supplies for all events will come from the General Fund ($500) and donations => funding for student recognition events will come from Title 1 ($600)
0	Bi-weekly newsletter and video broadcast will be run through an elective class Website updates will be run by the principal and student volunteers
528	Title I 5000-5999: Services And Other Operating Expenditures SWANK Movie Licensing to permit the showing of films on campus. This applies to films shown in whole or in part in classrooms as part of content delivery, during lunch as an alternate activity, and at other times.

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

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

Strategy/Activity

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.

Amount(s)	Source(s)

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

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

Strategy/Activity

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.

Amount(s)	Source(s)

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

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

Strategy/Activity

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.

Amount(s)	Source(s)

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

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

Strategy/Activity

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.

Amount(s)	Source(s)

Budget Summary

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 Provided to the School Through the Consolidated Application	$63,524
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$98,562.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$63,524.00

Subtotal of additional federal funds included for this school: $63,524.00

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

State or Local Programs	Allocation ($)
	$0.00
LCAP Central Sports Budgets	$23,738.00
LCFF Supplemental/Concentration	$11,300.00

Subtotal of state or local funds included for this school: $35,038.00

Total of federal, state, and/or local funds for this school: $98,562.00

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	63524	0.00
LCFF Supplemental/Concentration	11300	0.00
LCAP Central Sports Budgets	23,738.00	0.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Vince Iwasaki	Principal
Yolanda Rodriguez	Other School Staff
Jose Cortez	Classroom Teacher
Giselle Postrado	Classroom Teacher
Rebecca Sanchez	Other School Staff
Maria Martinez	Parent or Community Member
Araceli Sierra	Parent or Community Member
Maria Chavez	Parent or Community Member
Angela Murillo	Parent or Community Member
Laura Aguirre	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

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 May 26, 2020.

Attested:

Principal, Vince Iwasaki on 5/26/2020

SSC Chairperson, Maria Martinez on 5/26/2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

  1. Ensure that those students' difficulties are identified on a timely basis; and

  2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019