

School Year: **2023-24**



Abbott Middle School

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Abbott Middle School	41690396044796	6/1/2023	6/22/23

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)

Additional Targeted Support and Improvement
As a school identified for Additional Targeted Support and Improvement (ATSI), Abbott is using this SPSA to describe the goals, strategies, and actions being implemented to improve the academic performance and engagement of the following groups of students: English Learners, Hispanic, Homeless, Socio- Economically Disadvantaged in the areas of English Language Arts, Mathematics and Chronic Absenteeism.

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.

In this SPSA, there are several sections with information that explain how Abbott has met the ESSA requirements for the ATSI program in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The section called “Educational Partner Involvement” describes the key partners included in the needs assessment and planning process and when school leaders met with these partners.

The section called “Student Performance Data: Data Indicators and Targets” includes, at the bottom, a summary of the needs assessment done to inform the improvement planning found in the SPSA. This summary provides statements of the strengths in the academic performance and engagement of all students and of specific struggling student groups, statements of challenges in their academic performance and engagement, and statements of the key planning ideas to improve their performance and engagement.

The sections called “Planned Improvements: Goal 1/2/3” describe--in alignment with the San Mateo Foster City School District’s Local Control Accountability Plan (LCAP)--the key goals, strategies, and actions that will be implemented using site and district resources, to accelerate the academic performance and engagement of all students and of specific struggling student groups. Actions labeled Tier 1 address the needs of all students. Actions labeled Tier 2/3 address the needs of the specific student groups identified.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Stakeholder input was collected at ELAC, SSC and Staff meetings in March-May 2023. The final SPSA was shared with and approved by SSC on June 1, 2023.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	%	0%	1		0
African American	1.6%	1.47%	1.07%	12	11	8
Asian	7.6%	6.02%	5.77%	58	45	43
Filipino	3.7%	3.74%	3.62%	28	28	27
Hispanic/Latino	56.2%	60.03%	63.89%	429	449	476
Pacific Islander	2.8%	3.07%	2.42%	21	23	18
White	22.5%	19.65%	16.38%	172	147	122
Multiple/No Response	5.5%	5.48%	6.31%	42	41	47
	Total Enrollment			764	748	745

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	256	246	265
Grade 7	267	246	240
Grade 8	241	256	240
Total Enrollment	764	748	745

Data Statements: Strength

Data Statements: Challenges

Why are we getting these results?

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	222	221	251	29.1%	29.5%	33.7%
Fluent English Proficient (FEP)	165	182	173	21.6%	24.3%	23.2%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1.

Data Indicators and Targets

CAASPP Literacy: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students	40%				5 percentage	45%
8 th	45%				5 percentage	50%
All English Learner/Multilingual Students	21.7%				10 percentage points	31.7%
Special Education	10.87%				10 percentage points	20.87%
Socio-Economically Disadvantaged	23.85%				10 percentage points	33.85%
Asian	73%				5 percentage	78%
Black/AA						
2+ more	66%				5 percentage	71%
Filipino	17%				10	27%
Hispanic/Latino	26%				10	36%
Native Hawaiian	20%				10	30%
White	69%				5 percentage	74%
English Learner	3.2%				10	13.2%
RFEP	44.1%				5 percentage	49.1%

CAASPP Mathematics: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students	27%				5 percentage	32%
8 th	29%				5 percentage	34%
All English Learner/Multilingual Students	12.2%				10 percentage points	22.2%
Special Education	8.99%				10 percentage points	18.99%
Socio-Economically Disadvantaged	10.95%				10 percentage points	20.95%
Asian	64%				5 percentage	69%
Black/AA						
2+ more	52%				10	62%
Filipino	42%				5 percentage	47%
Hispanic/Latino	12%				10	22%
Native Hawaiian						

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
White	53%				10	63%
English Learner	5%				5 percentage	10%
RFEP	24.5%				10	34.5%

CAASPP Science: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students	26.19%					
All English Learner/Multilingual Students	21.3%				10 percentage points	31.3%
Special Education	5.88%				10 percentage points	15.88%
Socio-Economically Disadvantaged	10.92%				10 percentage points	20.92%
Asian	63%				5 percentage	68%
Black/AA						
Filipino	36%				10	46%
Hispanic/Latino	14%				10	24%
Native Hawaiian						
White	41%				5 percentage	46%
English Learner	1%				10	11%
RFEP	36.0%				5 percentage	41%

District English Language Progress Indicator (ELPI): On the ELPAC, Percent Increased One Level or Maintained Level 4

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All English Learner/Multilingual Students	55.22%				10 percentage points	65.22%
Middle School Long Term English Learners (LTELs)	64.44%				10 percentage points	74.44%

District Literacy Benchmark: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students		53%	55.74%	55.17%	5 percentage	58%
8 th		57%	61.64%	65.45%	5 percentage	62%
All English Learner/Multilingual Students		15.62	33.88%		10 percentage points	25.62%

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
Special Education		17%	21.79%	21.92%	10 percentage points	27%
Socio-Economically Disadvantaged						
Asian		74%	77.27%	78.46%	5 percentage	79%
Black/AA						
Filipino						
Hispanic/Latino		39%	39.43%	38.54%	10	49%
Native Hawaiian						
White		85%	89.57%	85.96%	10	95%
English Learner		17%	6.28%	7.69%	5 percentage	22%
RFEP		30.40%	70.51%		10	40.40%

District Mathematics Snapshot(Percent Proficient)

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students		47.19%	64.01%		80%	127.19%
6 th		62.56%	67.65%			
7 th		50.24%	74.76%			
8 th		26.73%	48.70%			
English Learner/Multilingual Students		22.71%	34.48%			
Middle School Long Term English Learners (LTELs)						
Special Education		40.91%	64.01%			
Socio-Economically Disadvantaged		33.90%	48.46%			

Footsteps2 Brilliance Usage Rate (Elementary only): Total Hours Spent/Child

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students (K-2)						

ST Math Usage Rate: Total Hours Spent/Child

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students (K-2)	0.45				20%	0.54

Chronic Absenteeism: Percent of students absent 10+% of instructional days enrolled

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students	30.3%	24.5%	34.59%		50%	15%

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All English Learner/Multilingual Students					50% reduction	
Special Education	49.2%	37.61%	49.06%		50%	24.6%
Socio-Economically Disadvantaged	40.3%		45.92%		50% reduction	20.15%
Asian					50%	
Black/AA						
2+ more	21.3%		23.91%		50%	10.65%
Filipino					50%	
Hispanic/Latino	37.7%	27.49%	45.52%		50%	18.85%
Native Hawaiian					50%	
White	13.2%	23.31%	16.80%		50%	6.6%
English Learner	44.1%	30.95%	50.63%		50%	22.05%
RFEP					50%	

Suspension Rate: Percent of students suspended at least once

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students	9.17%				50%	4.5%
All English Learner/Multilingual Students					50% reduction	
Special Education	12.39%				50% reduction	6.19%
Socio-Economically Disadvantaged	10.96%				50% reduction	6.48%
Asian	0.00%				50%	
Black/AA						
2+ more	0.00%				50%	
Filipino	8.33%				50%	4.16%
Hispanic/Latino	11.74%				50%	5.87%
Native Hawaiian	0.00%				50%	
White	9.29%				50%	4.64%
English Learner	12.28%				50%	6.14%
RFEP	11.88%				50%	5.94%

CA Healthy Kids Survey (CHKS): Percent of students rating Strongly Agree/Agree

Feel Connected to School:

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
6 th	68%			52%	5 percentage	73%
7 th	48%			44%	5 percentage	53%

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
8 th	55%			41%	5 percentage	60%

Caring Adults in School:

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
6 th	67%			71%	5 percentage	72%
7 th	49%			61%	5 percentage	54%
8 th	61%			54%	5 percentage	66%

Feel Safe at School:

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
6 th	63%			48%	5 percentage	68%
7 th	44%			35%	5 percentage	49%
8 th	52%			27%	5 percentage	57%

Data Statements: Strength

- The data reveals that our EL students are making progress or maintaining a high level of achievement on the ELPAC. With regard to chronic absenteeism, our SED students' percentage is lower than than the school average, and are the lowest for the school. According to our CHKS data, 6th graders feel connected to school. The Multilingual Learners increased by 28% that Met/Exceeded in the ELA Benchmark. The data shows that 4% increase in the number of the SWD group that Met/Exceeded. All students showed an increase of 10% that met or exceeded in the Math Benchmark. The CHKS data reveals that 6th(+4%- 67%) and 7th grade(+12%- 61%) students believe they have a Caring Adult on Campus.

Data Statements: Challenges

- The data reveals that our EL students have the lowest performance rates on the CAASPP with scores between 1-5%, which is closely followed by our students in special education with scores with scores at approximately 6-12%. Our EL and SpEd students have the highest chronic absentee rates. With regard to our CHKS data, 7th graders have the lowest sense of connection or safety at school. The data reveals that in the area of Chronic Absenteeism continues to be challenge in all students. There is a 4% increase in the numbers that are Chronically Absent. The CHKS data reveals that 27% of 8th graders do not feel safe at school.

Planning Statements

- We found success with the math coaches at the sixth grade level and have expanded that this year into 7th and 8th grade. We are also expanding our after school math boost program. We have identified block lead teachers and have engaged in professional learning to support the implementation of block scheduling. We have expanded our counseling groups, SST process, Outdoor Education and WEB day opportunities for sixth graders and introduced Unity Days for our 7th graders so students know we care and are working collaboratively as teachers, counselors and with families to support student success. We have also hired an additional multilingual counselor to work with students and families. We now have two multilingual counselors.

We will continue to develop our systems for accurately monitoring attendance, working with families of targeted students and continuous communication with families(phone calls, email and family meetings) Parent Education will be provided around the importance of attendance.
Anonymous Reporting and Clayful Coaching will be implemented to support students in reporting incidents and support students that feel unsafe at school.

SPSA Goals and Strategies

Goal 1

Goal #	Description
GOAL 1	ACHIEVEMENT: Create learning opportunities for ALL 6th through 8th grade students resulting in closing the achievement gap and culminating in personal and academic success in high school and beyond.

Supporting Actions	Expenditure Description	Sources • Object Code • Source	Amount
STRATEGY: Language & Literacy			
MTSS, Tier 1: Assign middle school teacher leads for Language & Literacy instruction, who facilitate ELA teacher inquiry and planning to support Language & Literacy instruction, curriculum implementation, and curriculum adoption.	District-provided .17 FTE for Teacher Leads	1000-1999: Certificated Personnel Salaries District Central funding	24,178
MTSS, Tier 1: Support Academic Language Acceleration Course (ALAC) teachers to participate in ELD professional development and planning, to strengthen implementation of ALAC classes.	District-provided materials and resources Site-identified additional teacher extra-time	1000-1999: Certificated Personnel Salaries Site Supplemental	2,000
MTSS, Tier 1: Implement middle school newcomer pathways (staff, instructional materials, professional development and planning), so that newcomer students are ready to learn and accelerate their learning of grade-level standards.	District-provided 1.0 FTE Newcomer Teacher (.5 Title III & .5 General) Site-identified additional teacher extra-time	1000-1999: Certificated Personnel Salaries District Central funding	63,035
MTSS, Tier 1: Implement middle school newcomer pathways (staff, instructional materials, professional development and planning), so that newcomer students are ready to learn and accelerate their learning of grade-level standards.	District-provided 11.4 hours Newcomer Paraeducator (Vacant 4.9 hours) Site-identified additional teacher extra-time	2000-2999: Classified Personnel Salaries District Central funding	76,601
MTSS, Tier 1: Implement the Reading Inventory literacy interim assessment.	District-provided materials and resources		
MTSS, Tier 1 & 2: Implement language & literacy data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms and intervention	District-provided materials and resources		

activities outside the school day (e.g., Literacy Boost) for EL, Hispanic, Youth with Compromised Housing, SED, and SWD populations			
STRATEGY: Middle School Block Schedule			
MTSS, Tier 1: Support staff to participate in summer and school-year professional development and planning to adjust curriculum and instruction for the new block schedule.	District-provided materials and resources		
Support staff to participate in the instructional leadership team to continue conversations around building belonging and implementing new curriculum.	Site-identified additional teacher extra-time and resources	1000-1999: Certificated Personnel Salaries Site Supplemental	5,000
STRATEGY: Mathematics			
MTSS, Tier 1: Continue implementation of Illustrative Math/Desmos math curricula and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: Support math teachers to participate in summer and school-year professional development to implement core SMFC math programs.	District-provided materials and resources		
MTSS, Tier 1: Assign Math ToSAs/teacher leaders to support math pathways, continuous learning cycles and 6th-8th grade teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning.	District-provided 1.0 FTE for Math ToSA/Teacher Leads	1000-1999: Certificated Personnel Salaries Site Supplemental	120,000
MTSS, Tier 2: Implement math intervention programs (Math Boost) to support unfinished learning and develop positive math mindsets of targeted students for specifically, for EL, Hispanic, SED, and SWD populations.	District-provided materials and resources		
MTSS, Tier 1 & 2: Implement ST Math as the supplementary curriculum for targeted students and an at-home math resource for any students.	District-provided resource.		
MTSS, Tier 1 & 2: Continue implementation of 6-8 common formative assessments and teacher cycles of administration, scoring, analysis, and instructional reengagement.	District-provided resource.		
MTSS, Tier 1 & 2: Implement math data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms and	District-provided materials and resources		

intervention activities outside the school day (e.g., Math Boost)			
Implement staffing for 2 sections of Math 8/Algebra	District-provided resource.	1000-1999: Certificated Personnel Salaries District Central funding	40000
STRATEGY: Science/STEM			
MTSS, Tier 1: Implement Open Science Education curriculum and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: Implement Paxton Patterson "College & Career Elective."	District-provided materials and resources	4000-4999: Books And Supplies Site Lottery	1,500
STRATEGY: Intervention Supports			
MTSS, Tier 2: Implement skill building intervention programs to support unfinished learning and develop positive math mindsets of targeted students	Site-identified additional teacher extra-time	1000-1999: Certificated Personnel Salaries Site Supplemental	14,200
MTSS, Tier 1: Maintain an open library for student access to an effective learning environment.	Site-identified Library Paraeducator (extra 2.5 hours)	2000-2999: Classified Personnel Salaries Site Supplemental	21,350
MTSS, Tier 2: Implement a robust system of SSTs and 504s to engage families and school staff in support of student success	Site-identified additional teacher extra-time	1000-1999: Certificated Personnel Salaries Site Supplemental	2,500
As a school identified for Additional Targeted Support and Improvement (ATSI), Abbott is using this SPSA to describe the goals, strategies, and actions being implemented to improve the academic performance and engagement of the following groups of students:			
STRATEGY: Arts Funding			
Increasing opportunities for student performance in the dramatic arts including site-based school plays and musicals			10,000
Ensuring maintenance and upkeep of musical instruments.			10,000
Supplies for art classes.			10,000

SPSA Goals and Strategies

Goal 2

Goal #	Description
GOAL 2	EQUITY: Reduce inequitable outcomes for ALL students and staff by prioritizing equity, access, & inclusion.

Supporting Actions	Expenditure Description	Sources • Object Code • Source	Amount
STRATEGY: Family Engagement			
Implement school site family engagements and education for families of English Learner students, supported by academic information (e.g., the EL Snapshot) and other academic/wellness resources.	Site-identified staff extra-time and meeting costs District-provided resources	None Specified Site Supplemental	2,500
Provide site-based community outreach specialists and workers, to improve school-home communications; to engage families in culturally responsive ways that align school and family support for student academic and social-emotional growth; and to expand school and community-based resources available to families.	Site-identified staff 7.5 hours	2000-2999: Classified Personnel Salaries Site Supplemental	90,000
Expand school efforts to get input and feedback from families, including the number of “Spanish-first” engagements/regular coffee chats, to strengthen integration of family strengths and resources into school services and supports.	Site-identified staff extra-time and meeting costs	0000: Unrestricted Site Supplemental	2,500
STRATEGY: Provide Advancement Via Individual Determination (AVID) electives and Tier 2 targeted supports to identified middle school students, so that unduplicated students accelerate their learning of grade-level standards.			
MTSS, Tier 1 & 2: Implement AVID Electives	District-provided 0.34 FTE for AVID elective teachers	1000-1999: Certificated Personnel Salaries District Central funding	37,413
MTSS, Tier 1 & 2: Support teachers to participate in summer and school-year professional development in AVID strategies.	District-provided resources	5000-5999: Services And Other Operating Expenditures District Central funding	8,974
MTSS, Tier 1 & 2: Assign AVID tutors to support students.	District-provided resources		

STRATEGY: Responsive” Curriculum & Practices

Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture targeting specifically EL, Hispanic, Youth with Compromised Housing, SED, and SWD populations.	Site-identified staff extra-time and meeting costs Supplies to implement curriculum and practices District-provided resources	1000-1999: Certificated Personnel Salaries Site Supplemental	5,000
Implement school curriculum, practices, and actions, supported by staff professional development, that build inclusive classrooms and school-wide culture targeting specifically EL, Hispanic, Youth with Compromised Housing, SED, and SWD populations.	Site-identified staff extra-time and meeting costs Supplies to implement curriculum and practices District-provided resources	1000-1999: Certificated Personnel Salaries Site Supplemental	5,000
Implement school curriculum, practices, and actions, supported by staff professional development, that build classroom and school-wide culture that is supportive of LGBTQ+ students and families.	Site-identified staff extra-time and meeting costs Supplies to implement curriculum and practices District-provided resources	1000-1999: Certificated Personnel Salaries Site Supplemental	5,000
Provide supplies for the creation of a sensory room to help students have a quiet space to reregulate and rejoin their peers.	Site provided resources	1000-1999: Certificated Personnel Salaries Site Supplemental	2,000

SPSA Goals and Strategies

Goal 3

Goal #	Description
GOAL 3	WELLNESS: Provide a safe, caring, nurturing, and culturally responsive environment for ALL students to meet the needs of the whole child.

Supporting Actions	Expenditure Description	Sources • Object Code • Source	Amount
STRATEGY: Implement Multi-Tiered Systems of Support (MTSS) strategies in support of student wellness			
MTSS, Tier 1 & 2: Assign 3.0 FTE of Counselors to provide individual and group wellness support.	District-provided 3.0 FTE for Counselors	1000-1999: Certificated Personnel Salaries District Central funding	284,892
MTSS, Tier 1 & 2: Assign 1.0 FTE Student Support ToSA to remove barriers to learning, both in and out of the school environment, and address issues that impact the wellness of students.	District provided 1.0 ToSA	1000-1999: Certificated Personnel Salaries District Central funding	139,367
MTSS, Tier 1 & 2: Implement Student Study Team (SST) and 504 structures and tools.	District-provided materials and resources		
MTSS, Tier 1: Support all staff, administrators, counselors, teachers, and CARE team members to participate in summer and school-year professional development in <ul style="list-style-type: none"> • how to implement SST and 504 processes; and in • wellness strategies including PBIS, restorative practices, and progressive discipline framework. 	District-provided materials and resources Site-identified staff extra-time	1000-1999: Certificated Personnel Salaries Site Supplemental	4,654
MTSS, Tier 1: Support all staff, administrators, counselors, and teachers to participate in summer and school-year professional development in Implicit Bias and related Culturally Responsive strategies.	District-provided materials and resources		
MTSS, Tier 1 & 2: Implement MTSS CARE teams to oversee and provide Tier 2 and Tier 3 academic, behavior, and social emotional	District-provided materials and resources		

supports as well as case management and guidance for students in the SST process for EL, Hispanic, Homeless, SED, SWD.			
MTSS, Tier 1 & 2: Implement Multi-Tiered Systems of Support wellness strategies including PBIS, restorative practices, and progressive discipline framework.	Teacher extra time	1000-1999: Certificated Personnel Salaries Site Supplemental	7000
MTSS, Tier 1 & 2: Implement Multi-Tiered Systems of Support wellness strategies including PBIS, restorative practices, and progressive discipline framework.	District-provided 1.0 fte ToSA, materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	150,000
STRATEGY: Building a Community of Inclusion			
MTSS, Tier 1: Implement Where Everybody Belongs (WEB) for a incoming 6th graders, helping the form as a group and connecting them to mentors in upper grades	Site-Identified materials and resources	4000-4999: Books And Supplies Site Supplemental	14,011
Create opportunities for campus beautification, including, but not limited to gardening club, art wall, etc.	Site-Identified materials and resources	4000-4999: Books And Supplies Site Supplemental	1,000
STRATEGY: Reduce Chronic Absenteeism			
MTSS Tier 1, 2, 3 All Students: Designated staff and Care Team members will attend district training and then implement District Attendance Protocols for Chronic Absences & Unexcused Absences (Truancy/SART-SARB).	Site-identified staff extra-time and meeting cost	1000-1999: Certificated Personnel Salaries Site Supplemental	1,000
MTSS Tier 1 All Students: Designated staff and Care Team members will lead the implementation/ expansion of attendance rewards & recognitions activities.	Site-identified staff extra-time and meeting cost	1000-1999: Certificated Personnel Salaries Site Supplemental	2,500
MTSS Tier 1 All Students: Designated staff and Care Team members will lead the implementation/ expansion of activities that promote an engaging school climate and positive relationships between staff and students/families, in an effort to reduce chronic absenteeism for our English Learners, and students who are Hispanic, two or more races, socio-economically disadvantaged, with IEPs or with compromised housing.	Site-identified staff extra-time and meeting cost	1000-1999: Certificated Personnel Salaries Site Supplemental	1,000
MTSS Tier 2 All Students: Designated staff and Care Team members will make daily/weekly			

<p>positive calls home and conduct personal outreach to families of students who are chronically absent, with special focus on our English Learners, and students who are Hispanic, two or more races, socio-economically disadvantaged, with IEPs or with compromised housing.</p>			
<p>MTSS Tier 2 Youth with Compromised Housing, Students with IEPs, Latinx (ATSI): On a quarterly basis, Care Team members, in collaboration as needed with district staff, will review the chronic absenteeism of these specific student groups and identify/monitor the actions taken to reduce their chronic absenteeism.</p>			
<p>MTSS Tier 2 Youth with Compromised Housing, Students with IEPs, Latinx (ATSI): Care Team members will conduct empathy interviews with students and families of these specific student groups to identify the potential school-based root causes of their chronic absenteeism (transportation, school connection, specific negative experiences, learning challenges, etc.).</p>			
<p>MTSS Tier 3 Youth with Compromised Housing, Students with IEPs, Latinx (ATSI): Counselor and district-assigned social worker will prioritize 1:1 and group support to students from these specific groups to to reduce their chronic absenteeism.</p>			

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,164,175.00

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 (\$)
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Subtotal of additional federal funds included for this school: \$

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 (\$)
	\$30,000.00
District Central funding	\$824,460.00
Site Lottery	\$1,500.00
Site Supplemental	\$308,215.00

Subtotal of state or local funds included for this school: \$1,164,175.00

Total of federal, state, and/or local funds for this school: \$1,164,175.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	30,000.00
District Central funding	824,460.00
Site Lottery	1,500.00
Site Supplemental	308,215.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	2,500.00
1000-1999: Certificated Personnel Salaries	915,739.00
2000-2999: Classified Personnel Salaries	187,951.00
4000-4999: Books And Supplies	16,511.00
5000-5999: Services And Other Operating Expenditures	8,974.00
None Specified	2,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		30,000.00
1000-1999: Certificated Personnel Salaries	District Central funding	738,885.00
2000-2999: Classified Personnel Salaries	District Central funding	76,601.00
5000-5999: Services And Other Operating Expenditures	District Central funding	8,974.00

4000-4999: Books And Supplies	Site Lottery	1,500.00
0000: Unrestricted	Site Supplemental	2,500.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	176,854.00
2000-2999: Classified Personnel Salaries	Site Supplemental	111,350.00
4000-4999: Books And Supplies	Site Supplemental	15,011.00
None Specified	Site Supplemental	2,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	400,364.00
Goal 2	158,387.00
Goal 3	605,424.00

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
- 3 Other School Staff
- 2 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Nicole Sandoval	Principal
Jean Ries	Parent or Community Member
Erika Fong	Parent or Community Member
Nereyda Salinas	Parent or Community Member
Michelle Pauling	Parent or Community Member
Benjamin Simson	Classroom Teacher
Fernando Figueroa	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 1, 2023.

Attested:



Principal, Nicole Sandoval on 6/1/2023



SSC Chairperson, Benjamin Simson on 6/1/2023