



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
Borel Middle School	41690396044853	5/9/23	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), Borel Middle School 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 Language Learners and Students with Disabilities in the areas of English Language Arts, Math, Chronic Absenteeism and Suspension Rates

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 explains how Borel Middle School has met the ESSA requirements for the [[ATSI program or Schoolwide and ATSI programs]] 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 as Tier 1 address the needs of all students. Actions labeled as 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

As part of the planning process for this SPSA annual review and update, the following stakeholder groups participated in SPSA engagement meetings to provide input on causes based on data (achievement & climate results) and actions on how to effectively meet the needs of all students, including specific student subgroups (SED, EL,etc.).

- School Site Council 5/9/23
- PTA 5/16/23
- Leadership Team 5/23/23
- Staff Meeting 5/8/23
- ELAC 5/9/23

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%			0
African American	0.8%	1.02%	0.54%	8	10	5
Asian	12.0%	12.26%	12.85%	120	120	119
Filipino	3.2%	3.37%	3.02%	32	33	28
Hispanic/Latino	45.5%	46.37%	47.62%	456	454	441
Pacific Islander	1.3%	1.12%	0.97%	13	11	9
White	26.9%	24.92%	23.33%	269	244	216
Multiple/No Response	9.7%	9.70%	10.48%	97	95	97
	Total Enrollment			1,002	979	926

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	307	328	295
Grade 7	361	300	329
Grade 8	334	351	302
Total Enrollment	1,002	979	926

Data Statements: Strength

1. Our school is diverse with about 47% Latinx students, 25 % white students and 12% Asian as our top three subgroups. We learn from and with each other from our diverse perspectives.

Data Statements: Challenges

2. Because we are very diverse, we must be strategic to elevate all voices, especially from our subgroups who represent less than 5 percent.

Why are we getting these results?

3. Our school is in a densely populated area that attracts a diverse population.

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	183	190	201	18.3%	19.4%	21.7%
Fluent English Proficient (FEP)	256	246	224	25.5%	25.1%	24.2%
Reclassified Fluent English Proficient (RFEP)	2			1.1%		

Conclusions based on this data:

1. The percentage of ELs from 21-22 to 22-23 has increased about 2% or 11 students.
2. The percentage of FEP is about the same at 25% from 21-22 to 22-23.
3. From working with Ed Services department, the number of students who have reclassified this school year has been over 50.

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	56%				5 percentage	61%
8 th	58%				5 percentage	63%
All English Learner/Multilingual Students	3.24%				10 percentage points	13.24%
Special Education	11.25%				10 percentage points	21.25%
Socio-Economically Disadvantaged	28.99%				10 percentage points	38.99%
Asian	79%				5 percentage	84%
Black/AA						
2+ more	83%				5 percentage	88%
Filipino	84%				10	94%
Hispanic/Latino	31%				10	41%
Native Hawaiian						
White	78%				5 percentage	83%
English Learner	2.12%				10	12.12%
RFEP	53.67%				5 percentage	58.67%

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	42%				5 percentage	47%
8 th	42%				5 percentage	47%
All English Learner/Multilingual Students	3.26%				10 percentage points	13.26%
Special Education	5.06%				10 percentage points	15.06%
Socio-Economically Disadvantaged	14.49%				10 percentage points	24.49%
Asian	82%				5 percentage	87%
Black/AA						
2+ more	71%				5 percentage	76%
Filipino	68%				10	78%
Hispanic/Latino	16%				10	26%
Native Hawaiian						

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
White	57%				5 percentage	62%
English Learner	2.65%				10	12.65%
RFEP	28.31%				5 percentage	33.31%

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	41.86%					
8 th	41.86%					
All English Learner/Multilingual Students	0%				10 percentage points	
Special Education	3.70%				10 percentage points	13.70%
Socio-Economically Disadvantaged	10.85%				10 percentage points	20.85%
Asian	27.27%				5 percentage	32.27%
Black/AA						
2+ more	32.14%				5 percentage	37.14%
Filipino	33.33%				10	43.33%
Hispanic/Latino	33.33%				10	43.33%
Native Hawaiian						
White	33.33%				5 percentage	38.33%
English Learner	0%				10	
RFEP	18.75%				5 percentage	23.75%

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	63.43%				10 percentage points	73.43%
Middle School Long Term English Learners (LTELs)	68.47%				10 percentage points	78.47%

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		67%	67.96%		5 percentage	72%
8 th		66%	65.28%	64.56%	5 percentage	71%

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All English Learner/Multilingual Students		19.21%	46.33%		10 percentage points	29.21%
Special Education		29%	30.43%		10 percentage points	39%
Socio-Economically Disadvantaged					10 percentage points	
Asian		91%	91.22%		5 percentage	96%
Black/AA						
2+ more					5 percentage	
Filipino					10	
Hispanic/Latino		42%	44.26%		10	52%
Native Hawaiian						
White		89%	89.47%		5 percentage	94%
English Learner		6%	17.11%		10	16%
RFEP		36.65%	72.60%		5 percentage	41.65%

District Mathematics Snapshot(Percent Proficient)

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
All Students		70.96%	72.35%		80%	150.96%
6 th		69.10%	69.75%			
7 th		72.54%	81.19%			
8 th		71.37%	63.72%			
English Learner/Multilingual Students		34.43%	32.10%			
Middle School Long Term English Learners (LTELs)						
Special Education		43.37%	72.35%			
Socio-Economically Disadvantaged		53.15%	51.04%			

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)	0.32				20%	

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	18.4%	16.29%	20.04%		50%	9.2%
All English Learner/Multilingual Students					50% reduction	
Special Education	32%	20.41%	26.32%		50%	16%
Socio-Economically Disadvantaged	31.8%		33.23%		50% reduction	15.9%
Asian		4.03%	2.67%		50%	
Black/AA			33.33%			
2+ more	10.2%		8.42%		50%	5.1%
Filipino	11.8%				50%	5.9%
Hispanic/Latino	28.8%	23.65%	30.37%		50%	14.4%
Native Hawaiian			60.00%			
White	12%	10.50%	12.21%		50%	6%
English Learner	28.4%	24.63%	35.75%		50%	14.2%
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	18.56%				50%	9.28
All English Learner/Multilingual Students					50% reduction	
Special Education	24.72%				50% reduction	12.36%
Socio-Economically Disadvantaged	29.15%				50% reduction	14.57%
Asian	0.00%				50%	
Black/AA						
2+ more	0.00%				50%	
Filipino	17.86%				50%	8.93%
Hispanic/Latino	26.30%				50%	13.15%
Native Hawaiian						
White	20.70%				50%	10.35%
English Learner	31.91%				50%	15.95%
RFEP	20.09%				50%	10.04%

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	65%			67%	5 percentage	70%
7 th	58%			48%	5 percentage	63%
8 th	61%			53%	5 percentage	66%

Caring Adults in School:

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
6 th	71%			72%	5 percentage	76%
7 th	57%			61%	5 percentage	62%
8 th	64%			58%	5 percentage	69%

Feel Safe at School:

Data Indicator	EoY 2022	BoY 2022	MoY 2023	EoY 2023	Expected Yearly Growth	EoY 2024 Target
6 th	60%			60%	5 percentage	65%
7 th	52%			41%	5 percentage	57%
8 th	57%			50%	5 percentage	62%

Data Statements: Strength

- Our Filipino and 2 or more races students met or exceeded standard in ELA 83% and 84% respectively
 Our Asian and 2 or more races met or exceeded standard in Math at 82% and 71% respectively
 All English Learner/Multilingual Students are considered to make high progress at a 63.43% as shown by their ELPI score and our Middle School Long Term English Learners (LTELs) are considered to be making very high progress at 68.47% as shown by their ELPI score
 Our Asian and white students have met or exceeded standards as shown by their Beginning of the Year RI data with 91% and 89% respectively
 71% of our 6th grade students noted a caring adult in school.
 In the ELA Benchmark 67.96% Met/Exceeded standard.
 Overall 72.35% of students are proficient using our District's common formative assessment. With a significant increase of almost 30% from the beginning to the middle of the year for our Special Education students.
 Two or More races in the area of Chronic Absenteeism has decreased by 2% and Special Education students decreased by 6%.
 6th(1%) and 7th(4%) grades saw an increase in the number of students that felt they had a caring adult on campus on the CHKS survey.
 2% more 6th-grade students felt more connected on the CHKS survey.

Data Statements: Challenges

- Only 2.12% of our English learners met or exceeded standard on their ELA state test.
 Only 2.65% of our English learners met or exceeded standard on their Math state test.
 Our English learners are our highest group of chronically absent students at 30.85% missing 10% of their school year or more
 Our English learners are our largest group in the suspension category with a rate at 31.91%
 32% of all students are not meeting grade-level standards in the ELA Benchmark.
 Our English Learners/Multi-Lingual and SED student groups showed a 2% decrease and 8th grade a 9% decrease on the District's common formative assessments.

The English Learner student group Has increased by 7% in Chronic Absenteeism. The all-student group increased by 3.5%
In all 3 categories on the CHKS survey decreased for 8th grade: 1)8% Feeling Connected 2)6% Caring Adults and 3)7% decrease in feeling safe.

Planning Statements

3. We will continue math coaching and collaboration at all 3 grade levels. We are also expanding our after-school math boost program.
We have an ELA Lead, ELD Lead and 2 ELA teachers that will have coaching to increase collaboration and data-informed practices.
We have identified coaches in other content areas that will receive professional development to support student success.
We have identified a teacher to lead the ELA pilot work as part of a district committee to adopt ELA curriculum for next year that engages and supports all learners, especially our English Learners.
We have identified block lead teachers and have engaged in professional learning to support the implementation of block scheduling.
We have organized monthly staff meetings into Committees aligned with the strategic plan and focused on using our data placemat on Hispanic language learners. Each committee is charged with collaborating on 1-2 action items that will be implemented and communicated to students, staff and families
We have expanded our counseling groups, SST process. Expanded Restorative practices and after-school homework opportunities so students know we care and are working collaboratively as teachers, counselors and 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 provide a Wellness Center to work with students individually, in groups and for a place to connect at lunch.
We opened up access to our robust electives to all students including English Learners and students with Learning Differences.
We have established an attendance improvement incentive system with teachers leading the work to support students with a focus on Students with Disabilities and English Learners.
We will continue to have Listening Sessions with students, staff and families to understand better why students may not feel safe and connected at school and develop a plan based on their feedback.

SPSA Goals and Strategies

Goal 1

Goal #	Description
GOAL 1	ACHIEVEMENT: Create learning opportunities for ALL 6th through 8th 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 lead for ELA instruction, who facilitate ELA teacher inquiry and planning to support ELA instruction, curriculum implementation, and curriculum adoption.	District-provided .17 FTE for Teacher Lead R. Codianne	1000-1999: Certificated Personnel Salaries District Central funding	19,013.39
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	None Specified Other	
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.	2.0 FTE Para educators TBD	2000-2999: Classified Personnel Salaries District Central funding	85,848
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 .5 Title 3 & .5 General) Newcomer Teacher J. Anderson	1000-1999: Certificated Personnel Salaries District Central funding	61,566.00
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 activities outside the school day (e.g., Literacy Boost) Targeting specifically student groups identified in ATSI: EL & SWD.	District-provided materials and resources		

MTSS, Tier 1: History/SS Teacher Leader Support: Assign middle school teacher lead for ELA instruction, who facilitate ELA teacher inquiry and planning to support ELA instruction, curriculum implementation, and curriculum adoption.	District-provided .17 FTE for Teacher Lead R. Reif	1000-1999: Certificated Personnel Salaries District Central funding	27,623
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		
MTSS, Tier 2: data informed identified students in after school homework club. Focus to recruit & support EL & SWD	Site-identified additional teachers extra-time plus snack for students	1000-1999: Certificated Personnel Salaries Site Supplemental	28,000
MTSS, Tier 1: Library open every day before school, during school and lunch. Librarian assistants support students needs so that librarian can collaborative and lead literacy instruction with students.	Site-identified additional classified to extend day: Nelson & Barnett	2000-2999: Classified Personnel Salaries Site Supplemental	29,400
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 FTE for Math ToSA/Teacher Leads	1000-1999: Certificated Personnel Salaries District Central funding	120,000
MTSS, Tier 2: Implement math intervention programs (Math Boost) to support unfinished learning and develop positive math mindsets of targeted students. Targeting specifically student groups identified in ATSI: EL & SWD	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	District-provided resource.		

cycles of administration, scoring, analysis, and instructional reengagement.			
MTSS, Tier 1 & 2: Implement math data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms and intervention activities outside the school day (e.g., Math Boost)	District-provided materials and resources		
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"	1.0 fte CCE teacher provided by district and materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	133,847
STRATEGY: STRATEGY: Expand Visual and Performing Arts Programming			
Implement Art Grant funding by providing supplies for visual and performing arts, tutors and scholarships for student experiences.		None Specified District Central funding	

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		
Utilize multiple lingual counselors, ELAC parent liaison & On Demand Translation services to improve school-home communications with multilingual families; 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 1 FTE for additional multilingual counselor	1000-1999: Certificated Personnel Salaries District Central funding	120,000
Family Partnership and Resources-target EL & SWD 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. Invite parents & students into committees to share perspectives.	Materials and supplies	4000-4999: Books And Supplies Site Supplemental	500
Expand front office assistance to improve school home communications with families & to engage families in culturally responsive ways		2000-2999: Classified Personnel Salaries Site Supplemental	4000
Expand ways for parents to get involved and connected with the school. Model parent community service after our expectation for 10 hours of student community service and communication on-going ways to get involved here on campus.			

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 .34 FTE for AVID elective teachers	1000-1999: Certificated Personnel Salaries District Central funding	41,102
MTSS, Tier 1 & 2: Support teachers to participate in professional development, support student field trips, tutors, and supplies for the class	District-provided resources	5000-5999: Services And Other Operating Expenditures District Central funding	33,805

STRATEGY: Responsive” Curriculum & Practices

Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture.	District-provided resources		
Implement school curriculum, practices, and actions, supported by staff professional development, that build inclusive classrooms and school-wide culture. Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture. Targeting specifically student groups identified in ATSI: EL & SWD	District-provided resources		
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.	District-provided resources		
Provide opportunities for all students, regardless of wealth, to participate in the field trips by providing scholarship help		0001-0999: Unrestricted: Locally Defined Site Supplemental	9000

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 <ul style="list-style-type: none"> • Object Code • Source 	Amount
STRATEGY: Implement Multi-Tiered Systems of Support (MTSS) strategies in support of student wellness			
MTSS, Tier 1 & 2: Assign 4 FTE of Counselors to provide individual and group wellness support.	District-provided 3 FTE for Counselors Site-identified extra counseling staff (FTE, Hours, contract)	1000-1999: Certificated Personnel Salaries District Central funding	360,000
MTSS, Tier 1 & 2: Implement calibrated* (common form, templates, agendas) Student Study Team (SST) and 504, Restorative agreements and Safety plan structures and tools.	District-provided materials and resources Site-identified staff extra-time	1000-1999: Certificated Personnel Salaries Site Supplemental	600
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		
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 supports as well as case	District-provided materials and resources		

management and guidance for students in the SST process.			
MTSS, Tier 1 & 2: Implement Multi-Tiered Systems of Support wellness strategies including PBIS, restorative practices, and progressive discipline framework. Targeting specifically student groups identified in ATSI: EL	District-provided materials and resources		
Expand offering of mental health support with community partner YSB. Work with site and community partners to establish things to do after school that promote wellness and safety.			
Expand Restorative Practices with a Restorative Practices TOSA who will work with students and staff to build community and peaceful communication skills	1.0 fte ToSA	1000-1999: Certificated Personnel Salaries District Central funding	120,000
Support student wellness through academic support, social & emotional support, key resource for foster youth & students with compromised housing with a Student Services TOSA	1.0 fte ToSA	1000-1999: Certificated Personnel Salaries District Central funding	120,000
STRATEGY: Strategy: Supporting Students with Compromised Housing/Foster Youth			
MTSS 2, 3: Designated staff and Care Team members will attend district training and then implement district recommended actions for supporting students with compromised housing/foster youth (e.g., intake protocols, communication procedures, automatic SST steps, individual learning plans, free bus passes and optional "Hop/Skip/Drive" transportation, pantry & clothing closets).	District-provided materials and resources	None Specified District Central funding	
MTSS Tier 2 All Students: Designated staff and Care Team members will make daily/weekly positive calls and conduct personal outreach to families of students with compromised housing/foster youth.	District-provided materials and resources	2000-2999: Classified Personnel Salaries Site Supplemental	
MTSS Tier 2 : On a quarterly basis, Care Team members, in collaboration with district social workers, will review the chronic absenteeism of these specific students and	District-provided materials and resources	1000-1999: Certificated Personnel Salaries Site Supplemental	

identify/monitor the actions taken to reduce their chronic absenteeism.			
MTSS Tier 3: Counselor will prioritize 1:1 support to students with compromised housing/foster youth.	District-provided materials and resources		
STRATEGY: Strategy: Reducing 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).	District-provided materials and resources		
MTSS Tier 1 All Students: Designated staff and Care Team members will lead the implementation/ expansion of attendance rewards & recognitions activities for improvements in academics, behavior and attendance.	District-provided materials and resources	1000-1999: Certificated Personnel Salaries Site Supplemental	1000
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.	Site-identified staff extra-time and meeting costs	1000-1999: Certificated Personnel Salaries Site Supplemental	600
MTSS Tier 2 All Students: Designated staff and Care Team members will make daily/weekly positive calls home and conduct personal outreach to families of students who are chronically absent.	District-provided materials and resources		
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.	District-provided materials and resources		

<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>District-provided materials and resources</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>	<p>District-provided materials and resources</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	\$1,315,904.39

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 (\$)
District Central funding	\$1,242,804.39
Site Supplemental	\$73,100.00

Subtotal of state or local funds included for this school: \$1,315,904.39

Total of federal, state, and/or local funds for this school: \$1,315,904.39

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
District Central funding	1,242,804.39
Site Supplemental	73,100.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	9,000.00
1000-1999: Certificated Personnel Salaries	1,153,351.39
2000-2999: Classified Personnel Salaries	119,248.00
4000-4999: Books And Supplies	500.00
5000-5999: Services And Other Operating Expenditures	33,805.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Central funding	1,123,151.39
2000-2999: Classified Personnel Salaries	District Central funding	85,848.00
5000-5999: Services And Other Operating Expenditures	District Central funding	33,805.00
0001-0999: Unrestricted: Locally Defined	Site Supplemental	9,000.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	30,200.00
2000-2999: Classified Personnel Salaries	Site Supplemental	33,400.00

4000-4999: Books And Supplies

Site Supplemental

500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	505,297.39
Goal 2	208,407.00
Goal 3	602,200.00

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
- 1 Other School Staff
- 3 Parent or Community Members
- 5 Secondary Students

Name of Members	Role
Jessica Notte	Principal
Annie Montes	Secondary Student
Diego Mora	Secondary Student
Antony Navarro	Secondary Student
Mira Metzger	Secondary Student
Iniya Dheeban	Secondary Student
Kelly Koser	Classroom Teacher
Rubi Cabalfin	Classroom Teacher
Katy Russell	Other School Staff
Julie Costantino	Parent or Community Member
Stephanie Sheridan	Parent or Community Member
Queenie Hua	Parent or Community Member
Christina Kyzer	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee



Departmental 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 5-9-23.

Attested:




Principal, Jessica Notte on 6.1.23

SSC Chairperson, Mira Metzger on 6.5.23