

School Year: **2024-25**



# 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
Bowditch Middle School	41690396044861	5/27/24	6/27/24

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## 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

We held SPSA engagement opportunities for Staff (5/20/24), ELAC (6/5/24) and School Site Council (4/24/24).

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	0.22%		0	2
African American	0.55%	0.66%	1.23%	5	6	11
Asian	48.62%	49.45%	51.51%	441	449	460
Filipino	3.97%	4.63%	3.81%	36	42	34
Hispanic/Latino	10.58%	13.22%	15.12%	96	120	135
Pacific Islander	0.11%	0.22%	0.34%	1	2	3
White	24.48%	20.59%	16.80%	222	187	150
Multiple/No Response	9.48%	9.03%	8.51%	86	82	76
	<b>Total Enrollment</b>			907	908	893

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	311	303	302
Grade 7	300	302	295
Grade 8	296	303	296
<b>Total Enrollment</b>	907	908	893

### Data Statements: Strength

- Overall enrollment has remained consistent from 2022 - 23 to 2023 - 24.

### Data Statements: Challenges

- No significant change in enrollment.

### Why are we getting these results?

- Relatively stable enrollment numbers.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	76	81	66	8.4%	8.9%	7.4%
Fluent English Proficient (FEP)			380			42.6%
Reclassified Fluent English Proficient (RFEP)	338	347		37.3%	38.2%	

### Conclusions based on this data:

1. There was a slight decrease from 22-23 to 23-24 in the number of English Learners.
2. There was a slight increase in the number of RFEP students.
3. English Learners have decreased by 1.5%.

## Data Indicators and Targets

### CAASPP Literacy: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	76.87%				5 percentage	82%
8 <sup>th</sup>	74.66%				5 percentage	89%
All English Learner/Multilingual Students	17.76%				10 percentage points	28%
Special Education	25.86%				10 percentage points	36%
Socio-Economically Disadvantaged	43.94%				10 percentage points	54%
Asian	88.36%				5 percentage	93%
Black/AA						
2+ more	80.19%				5 percentage	85%
Filipino	68.42%				10	78%
Hispanic/Latino	38.46%				10	48%
Native Hawaiian						
White	75.14%				5 percentage	80%
English Learner	17.76%				10	28%
RFEP	82.35%				5 percentage	87%

### CAASPP Mathematics: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	73.67%				5 percentage	79%
8 <sup>th</sup>	71.33%				5 percentage	76%
All English Learner/Multilingual Students	34.25%				10 percentage points	44%
Special Education	26.67%				10 percentage points	37%
Socio-Economically Disadvantaged	37.31%				10 percentage points	47%
Asian	87.73%				5 percentage	92%
Black/AA						
2+ more	76.47%				5 percentage	81%
Filipino	63.15%				10	73%
Hispanic/Latino	35.83%				10	46%
Native Hawaiian						

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
White	67.03%				5 percentage	72%
English Learner	34.25%				10	44%
RFEP	83.33%				5 percentage	88%

**CAASPP Science: Percent Met/Exceeded Grade Level**

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	61.88%					
8 <sup>th</sup>	61.88%					
All English Learner/Multilingual Students	4.76%				10 percentage points	15.56%
Special Education	7.40%				10 percentage points	17%
Socio-Economically Disadvantaged	20%				10 percentage points	30%
Asian	74.48%				5 percentage	30.55%
Black/AA						
2+ more	64.87%				5 percentage	70%
Filipino	56.25%				10	66%
Hispanic/Latino	26.32%				10	36%
Native Hawaiian						
White					5 percentage	32.11%
English Learner	4.76%				10	15.56%
RFEP	60%				5 percentage	65%

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

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All English Learner/Multilingual Students					10 percentage points	92.22%
Middle School Long Term English Learners (LTELs)					10 percentage points	87.27%

**District Literacy Benchmark: Percent Met/Exceeded Grade Level**

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	82.11%	83.37%	85.96%		5 percentage	87%
8 <sup>th</sup>	80.47%	87.50%	90.84%		5 percentage	85%

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All English Learner/Multilingual Students						
Special Education	41.79%	48.33%	41.30%		10 percentage points	52%
Socio-Economically Disadvantaged	60.94%	61.83%	68.35%		10 percentage points	72%
Asian	86.24%	85.83%	86.56%		5 percentage	91%
Black/AA						
2+ more					5 percentage	
Filipino					10	
Hispanic/Latino	57.89%	57.14%	56.20%		10	62%
Native Hawaiian						
White	84.66%	83.66%	86.75%		5 percentage	89%
English Learner	16.18%	19.30%	14.55%		10	26%

**District Mathematics Snapshot(Percent Proficient)**

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students		93.24%	94.31%		80%	
6 <sup>th</sup>		92.62%	94.35%		80%	
7 <sup>th</sup>		92.61%	96.50%		80%	
8 <sup>th</sup>		94.50%	88.79%		80%	
English Learner/Multilingual Students		73.21%	78.85%		80% Proficiency Target	
Middle School Long Term English Learners (LTELs)						
Special Education		80.00%	72.50%		80%	
Socio-Economically Disadvantaged		77.42%	82.98%		80% Proficiency Target	

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

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

**ST Math Usage Rate: Total Hours Spent/Child**

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

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

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	10.84%	9.14%	8.86%		50%	5%
All English Learner/Multilingual Students	28.30%	22.06%	20.29%		50% reduction	
Special Education	15.71%	18.33%	18.33%		50%	7.50%
Socio-Economically Disadvantaged	26.47%	23.21%	16.00%		50% reduction	13%
Asian	5.88%	6.46%	5.81%		50%	2.75%
Black/AA	50.00%	12.50%	18.18%			
2+ more	6.17%	8.22%	9.21%		50%	3%
Filipino		9.09%	2.94%		50%	
Hispanic/Latino	26.67%	20.61%	23.36%		50%	13%
Native Hawaiian		33.33%	40.00%			
White	15.68%	8.39%	4.14%		50%	7.50%
English Learner	28.30%	22.06%	20.29%		50%	14%
RFEP	10.84%				50%	5%

**Suspension Rate: Percent of students suspended at least once**

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	4.2%	0.80%			50%	1.1%
All English Learner/Multilingual Students	5.1%	1.53%			50% reduction	2.3%
Special Education	13.3%	12.10%			50% reduction	3.7%
Socio-Economically Disadvantaged	12.5%	100%			50% reduction	3.8%
Asian	1.5%	0%			50%	0.002%
Black/AA						
2+ more					50%	
Filipino	4.8%	3%			50%	2.7%
Hispanic/Latino	9.4%	2%			50%	2.4%
Native Hawaiian						
White	7.3%	2%			50%	1.6%
English Learner	5.1%	1.53%			50%	2.3%
RFEP					50%	

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

**Feel Connected to School:**

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 <sup>rd</sup>						



Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
6 <sup>th</sup>	55%			63%	5 percentage	68%
7 <sup>th</sup>	54%			53%	5 percentage	58%
8 <sup>th</sup>	55%			52%	5 percentage	57%

**Caring Adults in School:**

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 <sup>rd</sup>						
6 <sup>th</sup>	65%			74%	5 percentage	79%
7 <sup>th</sup>	65%			61%	5 percentage	66%
8 <sup>th</sup>	65%			68%	5 percentage	73%

**Feel Safe at School:**

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 <sup>rd</sup>						
6 <sup>th</sup>	54%			59%	5 percentage	64%
7 <sup>th</sup>	47%			53%	5 percentage	58%
8 <sup>th</sup>	47%			46%	5 percentage	51%

**Data Statements: Strength**

- ELA:**

  - All students overall score is 76.87% CAASPP met/exceeded
  - Reclassified ELs 82.35% met/exceeded
  - 4 Student groups have a high percentage of students met/exceeded: Asian 88.36%, Filipino 68.42%, White 75.14%, 2+ races 80.19%, RFEP 82.35%)

**Math:**

  - All students overall score 73.67% met/exceeded
  - Student groups are performing significantly above proficiency (Asian 87.73%, White 67.03%, 2+ more 76.47% , RFEP 83.33%)

**ELPAC:**

  - All EL's/Multilingual students 82.22% Increased 1 level or maintained level 4
  - LTEL's 77.27% Increased 1 level or maintained level 4

**CHKS:**

  - Students have caring adults at school Strongly agree/Agree: 74% 6th grade, 61% 7th grade, 68% 8th grade
  - Student feeling safe increased in 6th grade by 5% and in 7t grade by 6%.

Spring 2023

District Literacy Benchmark

  - All students 83.37% in 2023 and 85.96% in 2024 met/exceeded the grade level standard
  - Socio-Economically Disadvantaged increased from 61.83% met/exceeded in 2023 to 68.35% in 2024.

### District Math Snapshot

- All students increased from 93.24% in 2023 to 94.31% in 2024.
- Socio-Ec students increased from 76.09% in 2022 to 93.96 % in 2023

### Data Statements: Challenges

#### 2. ELA:

Areas of growth are needed in the following:

All English/Multilingual students are at 17.76% met/exceeded with a growth target of 10%

Special Education students are at 25.86% met/exceeded with a growth target of 10%

Hispanic/Latino students are at 38.46% met/exceeded with a growth target of 10%

English Learner students are at 17.76% met/exceeded with a growth target of 10%

#### Math:

Areas of growth are needed in the following:

All English/Multilingual students are at 34.25% met/exceeded with a growth target of 10%

Special Education students are at 26.67% met/exceeded with a 2023 growth target of 10%

Socio-Economically Disadvantaged students are at 37.31 met/exceeded with a growth target of 10%

Hispanic/Latino students 35.83% met/exceeded with a growth target of 10%

#### Spring 2024

##### District Literacy Benchmark

- Special Education students decreased from 48.33 % met/exceeded in 2023 to 41.30% in 2024
- English Learner students was the only sup group that decreased from 19.30% met/exceeded in 2023 to 14.55% in 2024

#### CHKS

- Students having a caring adult at school decreased in 7th grade by 4% with a target to increase by 5%

### Planning Statements

3. Overall, students performed well academically . Continued growth is needed within specific sub-groups including Special Education, English Learners, and Hispanic/Latino students. We are making progress in our CHKS data with students feeling connected, having a caring adult on campus, and feeling safe at school.

# SPSA Goals and Strategies

## Goal 1

Goal #	Description
<b>GOAL 1</b>	<b>ACHIEVEMENT:</b> 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
<b>STRATEGY: Language &amp; Literacy</b>			
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	29,271
MTSS Teir 2: Through SST process provide RTI supports and interventions	Site - Identified materials, resources and certificated hourly rate	1000-1999: Certificated Personnel Salaries Site Supplemental	2,000
MTSS, Tier 1: Support Academic Language Acceleration Course (ALAC) teachers to participate in ELD professional development and planning, to strengthen implementation.	District-provided materials, resources,	None Specified	0
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 0.5 FTE Newcomer Teacher	1000-1999: Certificated Personnel Salaries District Central funding	72,597
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 4 hours Newcomer paraeducators	2000-2999: Classified Personnel Salaries District Central funding	29,010
MTSS, Tier 1: Implement the NWEA literacy interim assessment.	District-provided materials and resources	None Specified	0
MTSS, Tier 1 & 2: Implement language & literacy data cycles through principal and site staff	District-provided materials and resources	None Specified	0

meetings that lead to instructional re-engagement strategies in classrooms and intervention activities outside the school day (e.g., Literacy Boost)			
MTSS Tier 1: Provide supplemental materials and resources to the Library .	Site identified materials	4000-4999: Books And Supplies Site Lottery	5,000
<b>STRATEGY: Middle School Block Schedule</b>			
MTSS, Tier 1: Support staff to participate in school-year professional development and planning to adjust curriculum and instruction for the new block schedule.	District-provided materials and resources	None Specified	0
MTSS, Tier 1: Provide Instructional Leadership Team release time and planning	Site-provided	0001-0999: Unrestricted: Locally Defined Site Supplemental	3,000
<b>STRATEGY: Mathematics</b>			
MTSS, Tier 1: Continue implementation of Illustrative Math/Desmos math curricula and teacher guidance materials.	District-provided materials and resources	None Specified	0
MTSS, Tier 1: Support math teachers to participate in school-year professional development to implement core SMFC math programs.	District-provided materials and resources	None Specified	0
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 District Central funding	136,847
		None Specified	0
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.	None Specified	0
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.	None Specified	0
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	None Specified	0

MTSS Tier 2: Through SST process provide RTI supports and interventions	Site - Identified materials, resources and certificated hourly rate	4000-4999: Books And Supplies Site Lottery	1,505
MTSS Tier 2: Provide after-school Homework Central support	Site - certificated & classified hourly rate	1000-1999: Certificated Personnel Salaries Site Supplemental	15,000
<b>STRATEGY: Science/STEM</b>			
MTSS, Tier 1: Implement Open Science Education curriculum and teacher guidance materials.	District-provided materials and resources	None Specified	0
MTSS, Tier 1: Implement Paxton Patterson "College & Career Elective"	District-provided materials and resources	None Specified	0
MTSS, TIER 1: Provide learning opportunities through elective classes	School - provided materials and resources	None Specified Site Lottery	5,000
MTSS, TIER 1: Provide learning opportunities through elective classes	School - provided materials and resources	None Specified Site Donations	
<b>STRATEGY: Expand visual and performing Arts programing</b>			
Implement Prop 28 Arts funding by bringing in outside programming for Art, Drama, and Music.	Provide materials and resouces to visual and performing arts, increase student access.	None Specified Other	105,433

# SPSA Goals and Strategies

## Goal 2

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

Supporting Actions	Expenditure Description	Sources • Object Code • Source	Amount
<b>STRATEGY: Family Engagement</b>			
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.	District-provided resources	None Specified	0
Provide quarterly parent education nights based on parents interests.	PTSA - provided resources	0000: Unrestricted Site PTA	800
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 District-provided resources	0001-0999: Unrestricted: Locally Defined Site PTA	0
Host school sponsored functions including Back to School Night, Parent Teacher Conferences, and Open House.	PTSA - provided resources	None Specified Site PTA	450
<b>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.</b>			
Not implemented this year			
<b>STRATEGY: Responsive" Curriculum &amp; Practices</b>			
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture.	District-provided resources	None Specified	0
Implement school curriculum, practices, and actions, supported by staff professional development, that build inclusive classrooms and school-wide culture	Site-identified staff extra-time, materials, professional development: No Place for Hate (\$3,000) District-provided resources	0001-0999: Unrestricted: Locally Defined Site Supplemental	3,000

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.	District-provided resources	None Specified	0
Implement impactful SEL movies and curriculum	Site-provided resource and program	0001-0999: Unrestricted: Locally Defined Site Lottery	6,000

# 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
<b>STRATEGY: Implement Multi-Tiered Systems of Support (MTSS) strategies in support of student wellness</b>			
MTSS, Tier 1 & 2: Assign Counselors to provide individual and group wellness support.	District-provided 4.0 FTE for Counselors  Site-identified extra counseling staff (FTE, Hours, contract)	1000-1999: Certificated Personnel Salaries District Central funding	606,296
MTSS, Tier 1 & 2: Implement Restorative Practices	1.0 Restorative Practices ToSA	1000-1999: Certificated Personnel Salaries District Central funding	150,000
MTSS, Tier 1 & 2: Implement Student Study Team (SST) and 504 structures and tools.	District-provided materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	0
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"> <li>• how to implement SST and 504 processes; and in</li> <li>• wellness strategies including PBIS, restorative practices, and progressive discipline framework.</li> </ul>	District-provided materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	0
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	1000-1999: Certificated Personnel Salaries District Central funding	0



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 management and guidance for students in the SST process.	District-provided materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	0
MTSS, Tier 1 & 2: Implement Multi-Tiered Systems of Support wellness strategies including PBIS, restorative practices, and progressive discipline framework.	District-provided materials and resources  Site-identified staff extra-time, professional development (Restorative Practices)	0001-0999: Unrestricted: Locally Defined Site Donations	2,000
MTSS Tier 1 & 2 Student Support Services TOSA	District provided FTE	1000-1999: Certificated Personnel Salaries Other	152,076
MTSS: Restorative Justice TOSA Materilas	District provided materials	0001-0999: Unrestricted: Locally Defined Other	2,000
Student Recognition/SEL	District provided materilas	0001-0999: Unrestricted: Locally Defined Other	
MTSS Tier 1 & 2: Provide PBiS/lunch activities	Site-identified extra staff time	0001-0999: Unrestricted: Locally Defined Site Supplemental	5,000
MTSS Tier 2: Lunch and after school reflection		0001-0999: Unrestricted: Locally Defined Site Lottery	5,000
MTSS Tier 1 & 2: Implement PBIS program and recognition	Site - provided material and resouces	0001-0999: Unrestricted: Locally Defined Site Supplemental	6,000

# Annual Review

## SPSA Year Reviewed: 2023-24

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.

### GOAL 1 ANALYSIS

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

In order to 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 there were four areas of focus. First, Math teachers on special assignment support to increase implementation of adopted curriculum and to support student learning within math classes with push-in support. This was an effective strategy that provided more consistent curriculum alignment and support for struggling students. Second, 0.5 FTE was utilized to support the ELD Newcomer class along with para educator support. All newcomer students received a two period block with a teacher, para educator, and an additional push-in teacher for one period. Third, ELA and Social Studies TOSA's were utilized for curriculum support. Social Studies implemented a new curriculum and ELA piloted curriculum that will be implemented in 2024 - 25. Fourth, Homework Center is staffed for two hours per week after school to ensure students have a space to receive additional support as needed. Between 25 - 70 students utilized this program during each session to receive additional support.

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 were no major differences between the intended implementation and budgeted expenditures.

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.

The Social Studies TOSA period is not continuing, this support was utilized in 2023 -24 for the new curriculum implementation. A slight change has been made in how students are placed within our ELD classes, however, no changes have been made within the funding.

### GOAL 2 ANALYSIS

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

In order to reduce inequitable outcomes for ALL students and staff by prioritizing equity, access, & inclusion, we focused on family engagement and responsive curriculum practices. Family engagements nights including Back to School Night, Open House, High School parent presentations, and a counselor led recourse fair were all well attended. Developing collaboration with PTSA to ensure parent engagements and turn out for events continues to improve. No Place for Hate continues to be used within our leadership elective class. Students engaged their peers through video public service announcements and a podcast related to equity topics.

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 were no major differences between the intended implementation and budgeted expenditures.

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.

Implementation of Impactful documentaries and curriculum will be added as an additional component of our equity work with students, staff, and parents.

## GOAL 3 ANALYSIS

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

In order to provide a safe, caring, nurturing, and culturally responsive environment for ALL students to meet the needs of the whole child there were three areas of focus. Wellness staff was increased with the addition of a fourth counselor and Restorative Justice TOSA. Funding was also provided to set up a Wellness Center, which is open to students throughout the school day. Second, PBIS lunch programs were implemented to ensure safe spaces on campus and to ensure appropriate activities for students were available. Third, our BUCCS PBIS program was updated. Students earn BUCCS for positive behavior on campus and can earn rewards through our student store. These strategies were effective and increases seen in our CHKS data.

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

With the addition of a fourth counselor, YSB counseling (\$10,000) was not offered.

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.

Counseling staff is being reduced by one FTE through district staffing reductions. There was one time funding to set up our wellness center, which will not be continued. YSB counseling services will not be provided.

## GOAL 4 ANALYSIS

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 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.

## GOAL 5 ANALYSIS

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 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.

# 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	\$1,343,285.00

## 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 (\$)
	\$0.00
District Central funding	\$1,024,021.00
Other	\$259,509.00
Site Donations	\$2,000.00
Site Lottery	\$22,505.00
Site PTA	\$1,250.00
Site Supplemental	\$34,000.00

Subtotal of state or local funds included for this school: \$1,343,285.00

Total of federal, state, and/or local funds for this school: \$1,343,285.00

# 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
	0.00
District Central funding	1,024,021.00
Other	259,509.00
Site Donations	2,000.00
Site Lottery	22,505.00
Site PTA	1,250.00
Site Supplemental	34,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	800.00
0001-0999: Unrestricted: Locally Defined	32,000.00
1000-1999: Certificated Personnel Salaries	1,164,087.00
2000-2999: Classified Personnel Salaries	29,010.00
4000-4999: Books And Supplies	6,505.00
None Specified	110,883.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified		0.00
1000-1999: Certificated Personnel Salaries	District Central funding	995,011.00

2000-2999: Classified Personnel Salaries	District Central funding	29,010.00
0001-0999: Unrestricted: Locally Defined	Other	2,000.00
1000-1999: Certificated Personnel Salaries	Other	152,076.00
None Specified	Other	105,433.00
0001-0999: Unrestricted: Locally Defined	Site Donations	2,000.00
0001-0999: Unrestricted: Locally Defined	Site Lottery	11,000.00
4000-4999: Books And Supplies	Site Lottery	6,505.00
None Specified	Site Lottery	5,000.00
0000: Unrestricted	Site PTA	800.00
0001-0999: Unrestricted: Locally Defined	Site PTA	0.00
None Specified	Site PTA	450.00
0001-0999: Unrestricted: Locally Defined	Site Supplemental	17,000.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	17,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	404,663.00
Goal 2	10,250.00
Goal 3	928,372.00

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

Name of Members	Role
Caleb Bowers	Principal
Amelia Hollingsworth	Classroom Teacher
Manjira Datta	Other School Staff
Natalie Forsman	Other School Staff
Meg McIntyre	Classroom Teacher
Marianne Wallace	Parent or Community Member
Nidhi Lal	Parent or Community Member
David Aspillera	Classroom Teacher Secondary Student
Serena Jabri	Secondary Student

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



# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



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 4/24/24.

Attested:



Principal, Caleb Bowers on 6/10/24



SSC Chairperson, Natalie Forsman on 6/10/24