Willow Glen Middle	**School Plan for Student Achievement (SPSA)**	Lindsey Beall
School Year: 2024-25		

San José Unified School District

Willow Glen Middle

School Year: 2024-25

Title 1 Status	Schoolwide Title I Program
State Dashboard Status	Additional Targeted Support and Improvement

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort to increase student achievement. This plan and its contents align directly with San José Unified's Strategic Plan and Local Control and Accountability Plan (LCAP).

The Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and modify the plan that reflects changing needs and priorities, as applicable. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students.

Local Control Funding Formula (LCFF) provides schools and Local Education Agencies (LEA) or districts flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

About this School:

Grades Served:		6th-8th	
Total Students:		1,173	
Ethnic Breakdown:	White	35%	
	Hispanic	50%	
	Black	3%	
	Other	11%	
Free lunch		29%	345
Reduced lunch		8%	90
Total FRPL		37%	435
EL		20%	230
EO		63%	744
Foster Youth		1%	6

Contact:	Lindsey Beall
Position:	Principal

CDS Code	43-69666-6060107	Special Education	
Telephone:	408-535-6277		
Email:	lbeall@sjusd.org		
Address:	2105 Cottle Ave. San Jose, CA 95125		

Educational Partners Involvement: Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process.
The engagement process is an ongoing, annual process. The data is reviewed during staff and School Site Council (SSC) meetings. After reviewing the data and discussing the strengths of the educational program, parents and staff provide input on goals and actions to address opportunities for improvement. The data, goals, and actions are shared in other parent meetings, such as PTA or Principal Coffess. The SPSA is reviewed at each SSC meeting during the year to discuss interim data, progress toward goals, and the effectiveness of the actions in the plan. The principal also shares a reflection on the use of resources in the previous year and how they may have impacted student data.

School Plan: Description of the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.
The SPSA is aligned with the Local Control and Accountability Plan (LCAP) and the SJUSD Strategic Plan, and all actions align with the district's objectives to provide a rigorous curriculum, an innovative workforce, and a unified community. Enhanced resources and efficient systems support these objectives. Staff utilizes a curriculum aligned with state standards and receives professional development and coaching to support the school's goals. Data is regularly reviewed and disaggregated by student subgroups so that we can adjust instruction and provide additional intervention as needed to better align with student needs.

School Goals
LANGUAGE ARTS:
This year's overall ELA SBAC scores for students in grades 6-8 who meet or exceed state expectations will increase by 5% or higher than the previous year's score.
MATHEMATICS:
This year's overall Mathematics SBAC scores for students in grades 6-8 who meet or exceed state expectations will increase by 5% or higher than the previous year's score.
ENGLISH LANGUAGE LEARNERS:
80% of English learners will achieve one level of growth as measured on the ELPAC compared to the previous year.
SCHOOL CLIMATE:
This year's chronically absent rate will decrease by 5 percentage points, and the suspension rate will decrease by 1 percentage point compared to the previous school year.

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Site Based Resource Inequities
San José Unified provides resources based on overall enrollment and the number of students the state identifies (English Learners, Socioeconomically Disadvantaged, Foster Youth). Each school determines how they will allocate those resources (funds and staffing FTE) to achieve school goals. Any inequities identified by the needs assessment are described on the Rigorous Curriculum and Unified Community data tabs. The analysis and plans to address the inequities are described on the Goals tab. Our school uses Supplemental FTE to support identified students as described below.
At WGMS we use our 4.4 supplemental FTE to support math intervention, academic language development & literacy, English Language Learner support.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.
Based on our Dashboard and local data, we've found that English Language Learners (ELL) and students with disabilities need more support in English, math, and reducing absenteeism. To address this, we're rolling out targeted teaching methods, professional development for teachers , and support programs to help these students succeed academically and improve attendance.

Prop 28 School Site Plan

On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act. The measure required the state to establish a new, ongoing program supporting arts education programs in schools beginning in 2023–24.

"Arts education program" includes (but is not limited to) instruction and training, supplies, materials, and arts educational partnership programs for instruction in dance, media arts, music, theatre, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design, computer coding, animation, music composition, ensembles, script writing, costume design, film, and video.

LEAs with more than 500 pupils must expend at least 80 percent of the funds to employ certificated or classified employees to provide arts education instruction and the remaining funds for training supplies, curriculum, professional learning, materials, and arts educational partnership programs.

Summarize your school's plan for the Proposition 28 funds in the below box. Include use of certificated staff (FTE) and funds.

Funds	We will also use funds to purchase items that we currently do not have, including additional instruments.
FTE	We will use Proposition 28 (FTE) funds to increase the Visual & Performing Arts course offerings on campus, including adding choral/drama to our 6th-grade elective wheel as well as a 0-period music course.

Systems of Support

The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for comprehensive support and improvement (CSI). Local educational agencies (LEAs) with schools that meet the criteria for CSI must collaborate with educational partners to locally develop and implement a plan to improve student outcomes.

Schools that are not eligible for CSI and have one or more student group(s) that meet(s) any of the criteria used to determine CSI Low Performing, will be eligible for ATSI using two years of Dashboard results.

ATSI or CSI Plan

If this school has been identified as an ATSI or CSI school, the subgroup or area identified is listed below.

Additional Targeted Support and Improvement (ATSI) for English learners and students with disabilities.

Describe the consultation with educational partners and the impact the feedback had on the plan.

We provided our school community with our current data on English language learner progress as well as students with disabilities. We will continue with our focus on professional development for classroom teachers on best practices & strategies. We monitored our EL Cohort of teachers and will expand this upcoming year and monitor student progress. Feedback indicated that data for EL and Students with disabilities should be shared at our SSC, SELAC, Curriculum Council and Principal Coffee meetings so stakeholders are able to see ongoing progress

Goal #	Identify the specific **research-based** action	Identify the metric that will be affected by this action
#1	PD by Department with support of site/district coaches on CM, UDL, Small-Group Instruction	ELA - EL and SWD Subgroups
#2	Data protocols, every 6 weeks in both departments and grade levels to determine appropriate supports.	Math - EL and SWD Subgroups
#3	Utilize staff members (classified/certificated)to reach out to families to support with absences, calling, home visits and follow ups.	Chronic Absenteeism - EL and SWD Subgroups
#4		

Title I Needs Assessment							
Identify the use of Title I funds in the previous school year							
Professional Development	Positive Climate	Extended Day or Year Intervention	Purchase supplemental resources		Release for SST, Data Chats, PD	Additional Learning Experiences	Parent/ Community Engagement

Describe the effectiveness of those strategies and any adjustments planned for the current school year to improve student outcomes.
Willow Glen Middle School was designated as Title I starting in the 2024-2025 school year. No Title I funds were allocated or used at Willow Glen Middle for the 2023-2024 school year.

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Directions

Goal: The goal should be based on verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Goal Analysis: Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal in the **previous school year.** Briefly describe any major differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities to meet last year's 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.

A RIGOROUS CURRICULUM THAT INSPIRES ALL STUDENTS TO DISCOVER THEIR OWN GREATNESS

LANGUAGE ARTS: Strategic Plan Alignment & Content Goals

SMART Goal	This year's overall ELA SBAC scores for students in grades 6-8 who meet or exceed state expectations will increase by 5% or higher than the previous year's score.
	Did not meet previous year's goal

Goal Analysis Previous Year SPSA
An analysis of how this goal was carried out in the previous school year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. Based on interim assessments and updated in the fall when the state dashboard is released.

The 2023 dashboard declined 7.2 points from the 2022 dashboard. Currently on track to implement 2023-24 SPSA as intended.

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.

To address our students' needs effectively, our staff will continue in backing teacher-led groups that concentrate on enhancing literacy and engagement across ELA and all subjects. Additionally, we will prioritize addressing absenteeism, a factor that has adversely affected student performance in ELA. Our established best practices will encompass continued implementation of Constructing Meaning (CM), English Language (EL) strategies, subject-specific collaboration, and data analysis.

Action Steps for the Current School Year	Owner	Timeline

#1	PD by Department with support of site/district coaches on CM,UGP, Small-Group Instruction	Principal	8/8/24-5/30/25
#2	Data protocols, every 6 weeks in both departments and grade levels to determine appropriate supports.	Principal	8/8/24-5/30/25

MATHEMATICS: Strategic Plan Alignment & Content Goals	
SMART Goal	This year's overall Mathematics SBAC scores for students in grades 6-8 who meet or exceed state expectations will increase by 5% or higher than the previous year's score.
	Met Previous Years Goal

Goal Analysis Previous Year SPSA
An analysis of how this goal was carried out in the previous school year.

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

The 2023 dashboard increased 5.8 points from the 2022 dashboard. Currently on track to implement 2023-24 SPSA as intended.

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.

During the 21-22 school year students were provided targeted, small group supports in order to support math instruction. As we progress, we will continue to focus on instructional best practices and providing additional, targeted supports both during and after the instructional day. We will continue to assess data to make informed instructional choices and support site based professional development. Math teachers will also work directly with site instructional coach and attend district sponsored release days.

Action Steps for the Current School Year		Owner	Timeline
#1	Department release time for collaboration and professional development.	Principal	8/8/24-5/30/25
#2	After school targeted support for students identified struggling in math	Principal	8/8/24-5/30/25

ENGLISH LANGUAGE LEARNERS: Strategic Plan Alignment & Content Goals	
SMART Goal	80% of English learners will achieve one level of growth as measured on the ELPAC compared to the previous year.
	Did not meet previous year's goal

Goal Analysis Previous Year SPSA
An analysis of how this goal was carried out in the previous school year.

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

The 2023 dashboard increased by 6.4% from the 2022 dashboard with 54.1% making progress. Currently on track to implement 2023-24 SPSA as intended.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.
We will carry on with the efforts of our EL Cohort of teacher leaders to promote effective instructional methods. We'll provide teachers with dedicated time and professional development chances to design and execute these best practices. Additionally, we will engage stakeholders through our Parent Liaison and aim to combat absenteeism by enhancing school engagement and providing additional support.

Action Steps for the Current School Year		Owner	Timeline
#1	Targeted after-school interventions in literacy.	Principal	8/8/24-5/30/25
#2	Teacher led professional development	Principal	8/8/24-5/30/25

A UNIFIED COMMUNITY THAT ELEVATES OPPORTUNITIES FOR ALL	
CLIMATE: Strategic Plan Alignment & Content Goals	
SMART Goal	This year's chronically absent rate will decrease by 5 percentage points, and the suspension rate will decrease by 1 percentage point compared to the previous school year.
	Did not meet previous year's goal

Goal Analysis Previous Year SPSA
An analysis of how this goal was carried out in the previous school year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
The 2023 dashboard chronic absenteeism increased by 1.3% from the 2022 dashboard, and suspensions declined by 1.6%. Currently on track to implement 2023-24 SPSA as intended.

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.
As a result of the ATSI data, WGM introduced a case management system to combat chronic absenteeism among students with disabilities and across all subgroups. For addressing Tier III behaviors, the site has incorporated methods recommended by Pacific Clinics behaviorists and has escalated referrals to external agencies, emphasizing wraparound services to support attendance and behavioral challenges. Further professional development is essential to equip staff with de-escalation skills, maintain consistent classroom systems and expectations, and revitalize PBIS strategies to influence Tier I and Tier II behaviors and promote school engagement.

Action Steps for the 2024-2025 School Year		Owner	Timeline
#1	Targeted attendance interventions to support students and families.	Principal	8/8/24-5/30/25
#2	Professional developent to support tier 1, tier 2, & tier 3 behaviors in classroom and unstructured time.	Principal	8/8/24-5/30/25

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LANGUAGE ARTS DATA

This overall performance data provides the most recent, summary information about the school's student outcomes in this subject. This should be supplemented by further disaggregated data from the school district data warehouse.

2023-24 Language Arts: SBAC

Grade Level	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	n =	% Standard Met & Exceeded	2022-23 % Standard Met & Exceeded	2021-22 % Standard Met & Exceeded
Overall	26%	23%	32%	20%	1,077	52%	53%	55%
Grade 6	20%	25%	31%	25%	370	55%	48%	54%
Grade 7	33%	21%	31%	16%	346	47%	60%	56%
Grade 8	25%	22%	33%	20%	361	53%	51%	56%
Hispanic	44%	30%	20%	7%	505	27%	34%	36%
English Learners	78%	21%	1%	0%	153	1%	7%	6%
Special Education	56%	23%	18%	4%	136	21%	17%	24%
Socioeconomically Disadvantaged	46%	32%	17%	5%	427	22%	25%	30%
Foster	40%	0%	60%	0%	5	60%	17%	33%
Homeless	75%	13%	13%	0%	16	13%	18%	0%

**Assessment data was not collected for all students in the spring of 2020 due to COVID-19 school closure.*

Spring 2023-24 Language Arts: CSA

Grade Level/Subgroup	% May Be Able To	% Can Usually	% Can Consistently	Student Count	2022-23 % Can Consistently	2021-22 % Can Consistently
Overall	56%	31%	14%	81	17%	26%
Grade 6	43%	30%	26%	23	23%	46%
Grade 7	76%	24%	0%	34	15%	8%
Grade 8	38%	42%	21%	24	14%	30%
Hispanic	69%	31%	0%	42	13%	11%
English Learners	79%	21%	0%	14	0%	0%
Special Education	67%	33%	0%	6	0%	0%
Socioeconomically Disadvantaged	67%	33%	0%	27	12%	17%

Foster	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A	N/A
**Assessment data was not collected for all students in the spring of 2020 due to COVID-19 school closure.*						

2023-24 Writing Performance Assessments (WPAs)			
Grade Level	**6**	**7**	**8**
2023-24 % Students At/Above Expectation: WPA 2	N/A	0%	0%

MATHEMATICS DATA

This overall performance data provides the most recent, summary information about the school's student outcomes in this subject. This should be supplemented by further disaggregated data from the school district data warehouse.

2023-24 Mathematics: SBAC

Grade Level	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	n =	% Standard Met & Exceeded	2022-23 % Standard Met & Exceeded	2021-22 % Standard Met & Exceeded
Overall	40%	23%	17%	20%	1,095	37%	33%	38%
Grade 6	29%	22%	23%	26%	371	49%	32%	39%
Grade 7	43%	27%	17%	13%	358	30%	37%	37%
Grade 8	48%	20%	12%	20%	366	32%	31%	38%
Hispanic	63%	22%	10%	5%	518	15%	13%	20%
English Learners	89%	8%	2%	1%	166	3%	2%	4%
Special Education	72%	17%	3%	8%	132	11%	13%	13%
Socioeconomically Disadvantaged	66%	21%	10%	3%	437	13%	9%	15%
Foster	60%	20%	20%	0%	5	20%	14%	20%
Homeless	94%	6%	0%	0%	17	0%	15%	0%

*Assessment data was not collected for all students in the spring of 2020 due to COVID-19 school closure.

Winter 2023-24 Math NWEA			
Grade Level	**6**	**7**	**8**
2023-24 % Students Predicted to Score 3 or 4 on SBAC	62%	53%	50%

ENGLISH LANGUAGE LEARNER DATA

This data provides the most recent information about this school's student performance. The state of California began using ELPAC in place of CELDT July 2018

2023-24 English Learners			
Grade Level	**6**	**7**	**8**
Number (#) of EL students	6	6	5

2023-24 ELPAC Perfomance Levels by Grade			
Proficiency Level	**6**	**7**	**8**
Level 1	10%	24%	15%
Level 2	35%	19%	33%
Level 3	35%	26%	40%
Level 4	20%	17%	26%

Reclassification Rates			
2023-24			
Grade Level	**6**	**7**	**8**
% Students	8%	5%	30%

CELDT/ELPAC: 3 Year No Performance Level Growth			
Grade Level	**6**	**7**	**8**
Number of students	18	12	11
% of Students	18%	20%	16%

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CLIMATE GOAL
This data provides the most recent information about climate, discipline, and attendance.

2023-24 CLIMATE SURVEY RESULTS: Students (Sometimes - Always)			
Climate Survey Constructs	**6**	**7**	**8**
	The 2023 Fall Safety Survey can be shared and discussed at a School Site Council (SSC) meeting when determining areas of growth and opportunity.		

2023-24 Parent Involvement
Agree
The 2023 Fall Safety Survey can be shared and discussed at a School Site Council (SSC) meeting when determining areas of growth and opportunity.
**Parent takes this student for the youngest SJUSD student in the family.*

2023-24 SUSPENSIONS AND EXPULSIONS			
Grade Level	**6**	**7**	**8**
Suspension - Overall #	18	32	25
Suspension - Hispanic Students As # Overall	13	23	19
Expulsion - Overall #	1	3	1
Expulsion - Hispanic Students As # Overall	1	3	1

2023-24 Chronic Absenteeism			
Student Group	**6**	**7**	**8**
School Total	84	133	99
Hispanic	48	96	68
English Learners	21	32	22
Special Education	23	21	21
Socioeconomically Disadvantaged	41	75	52
Foster	0	2	0
Homeless	3	6	2

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Actions to Support & Achieve Goals

The rationale for the use of resources described below can be found on the GOALS tab. Each area addressed in the SPSA is described on that tab along with an analysis of the actions from the previous year and the plan to improve outcomes for the current school year.

Strategy #	Activity	Description	Goal	Additional Goal (If more than One)	Fiscal Source	Object	Amount
1	**Purchase instructional materials and supplies to support the running of the school. May include other activities and field trip expenses.**	Instructional materials and Supplies for all classrooms to support throughout the school year.	All		Supplemental		$ 12,500.00
		Field trips for students to explore college readiness. This includes but not limited to transportation & substitutes.	School Climate	All	Supplemental		$ 7,500.00
		Hands on lab materials for Science courses	All		Supplemental		$ 5,750.00
		Purchase office materials for staff to deliver instruction and carry out job responsibilities to improve student performance	All	School Climate	Site Flex	Books and Supplies	$ 28,750.00
2	**Professional Development**	Professional development opportunities for staff to include substitutes, extra duty, contracts for presenter.	All	School Climate	Title I Instruction	Service Agreements	$ 3,500.00
		Professional development oppotunities for staff to focus on ELL and SWD	Mathematics	All	Title I Instruction	Certificated Extra Duty	$ 5,000.00
		Subs for staff members attending professional development opportunities	All		Title I Instruction	Certificated Subs	$ 2,500.00
3	**Purchase books and other instructional materials**	Supplemental books and supplies as needed.	All		Title I Instruction	Books and Supplies	$ 13,500.00
		Hands-on Instructional materials for all subjects (including books, materials, and subscriptions) to address target student needs	All	English Language Development	Supplemental	Books and Supplies	$ 6,500.00
		Instructional materials to support Science classrooms, hands-on labs, safety materials, to support student acheivement	All		Supplemental	Books and Supplies	$ 5,100.00

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Actions to Support & Achieve Goals

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Strategy #	Activity	Description	Goal	Additional Goal (If more than One)	Fiscal Source	Object	Amount
4	**Provide release days or days outside of the work calendar/schedule for staff to participate in collaboration and professional learning.**	Extra duty for PBIS team planning time for back to school refreshers, slide decks, incentives	School Climate	All	Title I Instruction	Certificated Extra Duty	$ 3,750.00
5	**Provide extended day intervention and support for students**	Extra Duty for after-school support/curriculum delivery. (1.5 max hours per day, 180 days per year).	All		Supplemental	Certificated Extra Duty	$ 12,000.00
		Teacher Extra Duty for after-school homework/tutoring support (1.5 hours per day, 90 days per year).	All	English Language Development	Title I Instruction	Certificated Extra Duty	$ 10,500.00
		Extended school-day and lunchtime academic interventions to support to increase grades and assessment results: Based on student data (Grades, SBAC, ELPAC, Reclass rate, and local assessments)	School Climate	All	Supplemental	Certificated Extra Duty	$ 7,000.00

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Actions to Support & Achieve Goals

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Strategy #	Activity	Description	Goal	Additional Goal (If more than One)	Fiscal Source	Object	Amount
6	Additional learning experiences	Assemblies or events targeting students not making progress as reported by grade distribution data and district/state assessments	All	School Climate	Title I Instruction	Service Agreements	$ 9,000.00
		We will provide educational enrichment programs and contracts with outside vendors, guest speakers, and lunchtime intramural activities.	School Climate	All	Supplemental	Service Agreements	$ 7,500.00
		Field trips, assemblies, other events that target students and support their needs.	School Climate		Supplemental	Transportation	$ 3,500.00
		Provide incentives for attendance, behavior and academics for students, targeted for EL and SWD.	School Climate	English Language Development	Site Flex	Books and Supplies	$ 4,000.00
7	Parent and community engagement	Parent engagement events to support middle school parents and provide important transition information, assessment information, and strategies for parents.	School Climate	Graduation	Title I Instruction	Books and Supplies	$ 2,500.00
		Materials, supplies, light refreshments for parent engagement events to include but not limited to babysitting, refreshments, certificates.	School Climate	English Language Development	Title I Parent Education	Books and Supplies	$ 2,300.00
		Teachers extra duty to foster participation in positive behavior interventions and support a team that manages the Socio-emotional learning curriculum and its deployment.	School Climate	All	Supplemental	Certificated Extra Duty	$ 7,500.00
		Student incentives & materials for PBIS, Reclassification, Promotion, and other celebrations	School Climate		Title I Instruction	Books and Supplies	$ 5,500.00

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Actions to Support & Achieve Goals

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Strategy #	Activity	Description	Goal	Additional Goal (If more than One)	Fiscal Source	Object	Amount
8	Positive School Climate	We will evaluate and update our PBIS (Positive Behavior and Intervention Supports (Tier 1-3) to build a sense of belonging and encourage students to achieve and engage	School Climate		Site Flex	Books and Supplies	$ 2,000.00
		Extra duty to support chronic absenteeism by home visits, phone calls, and other activities to support attendance.	School Climate	All	Title I Instruction	Classified Extra Duty	$ 2,000.00
9	Prop 28 Arts and Music in Schools	Hands on materials including instruments, equipment, to support VPA instruction	All		Arts and Music	Books and Supplies	$ 15,200.00
		Service agreements with contracted artists for additional coaching, instruction, and support for VPA programs	All	School Climate	Arts and Music	Service Agreements	$ 14,750.00
		Certificated staffing to provide arts and music education	All	School Climate	Arts and Music	Certificated Personnel (FTE)	$ 129,341.28
10							

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Actions to Support & Achieve Goals

The rationale for the use of resources described below can be found on the GOALS tab. Each area addressed in the SPSA is described on that tab along with an analysis of the actions from the previous year and the plan to improve outcomes for the current school year.

Strategy #	Activity	Description	Goal	Additional Goal (If more than One)	Fiscal Source	Object	Amount
11							
12							
13							

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Actions to Support & Achieve Goals

The rationale for the use of resources described below can be found on the GOALS tab. Each area addressed in the SPSA is described on that tab along with an analysis of the actions from the previous year and the plan to improve outcomes for the current school year.

Strategy #	Activity	Description	Goal	Additional Goal (If more than One)	Fiscal Source	Object	Amount
14							
15							

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SCHOOL SITE COUNCIL (SSC) MEMBERS

EdCode 65000 *The SSC shall be constituted to ensure parity between the principal, classroom teachers, other school personnel, parents, and other community members. The presence of 51% of the SSC membership in attendance at the meeting will constitute a quorum. No decisions of the SSC shall be valid unless a quorum is present. A middle school must have at least 10 members on their SSC. Parent or guardian can not be employed at the school site.*

School Site Council (SSC) Officers	
Kate Templin	Chair
Troy Tinger	Vice-Chair
Sarah Paiva	Secretary

Classroom Teachers
Ron Hamby
Karen Mathern
Christine Morgan
Other School Personnel
Sarah Paiva

Principal
Lindsey Beall
Parents/Community Members
Troy Tingey
Tram Anh Nguyen
Kate Templin
Nedda Ledgerwood
Noemi Galindo

SCHOOL ENGLISH LEARNER ADVISORY COMMITTEE (SELAC)

A school with more than 20 English Language Learner (ELL) students shall establish a school-level advisory committee. Parents or guardians of English learners shall constitute at least the same percentage of the ELAC membership as their children represent of the student body. Parents or guardians of ELL students who are not employed by the school district shall constitute a majority of the committee.

Classroom Teachers
Karen Mathern
Isabel Neri

Principal
Lindsey Beall
Parents/Community Members
Noemi Galindo
Nirza Cortez

Other School Personnel
Anessa Amer- Assistant Principal

If the members of a properly constituted SELAC voted to give over their governance to the SSC, please list the names of those people who voted. SELACs must be constituted in school years starting in an odd year and the decision to give governance to the SSC lasts for 2 years.

School English Learner Advisory Committee (SELAC) Officers	

The SELAC has voted to give governance to the SSC on this date:	

The name of the parent SELAC representative to the SSC is:	

School Site Council recommends this plan and proposed expenditures to the Board for approval and assures the Board of the following:

• The School Site Council is correctly constituted and was formed in accordance with board policy and state law.
• The School Site Council reviewed its responsibilities under state law and board policies, including those board policies relating to material changes in this plan requiring board approval.
• The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply.)

☑	English Learner Advisory Committee
☐	Other (list)

•. The School Site Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in board policies and in the LEA Plan.
• This plan 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 plan was adopted by the School Site Council at a public meeting on:	5/14/24

School Principal Name	Signature of School Principal	Date
Lindsey Beall	Lindsey Beall box SIGN 1VVQW6W7-4W6X6Y2P	5/14/2024
SSC Chairperson Name	Signature of SSC Chairperson	Date
Kate Templin	Katie Templin box SIGN 4QYL6JXP-4W6X6Y2P	5/14/2024
SELAC Chairperson Name	Signature of SELAC Chairperson	Date
Noemi Galindo		

Willow Glen Middle | **Single Plan for Student Achievement (SPSA)** | Lindsey Beall

School Year: 2024-25

AVAILABLE BUDGET

The dollar amounts below are the resources available to be allocated at your school site.

Willow Glen Middle

Resource Name	Resource #	Program #	Budget	Planned For	Available
Site Flex	0002	100	$ 35,444.06	$ 34,750.00	$ 694.06
Supplemental	9110	100	$ 75,186.26	$ 74,850.00	$ 336.26
Title I Instruction	3010	100	$ 58,332.31	$ 57,750.00	$ 582.31
Title I Parent Education	3010	025	$ 2,333.29	$ 2,300.00	$ 33.29
Arts and Music	6770	100	$ 159,473.00	$ 159,291.28	$ 181.72
Title 1 CSI	3182	100		$ -	$ -

Resource + Object Calculations					
Site Flex + Certificated Personnel (FTE)	$ -	Supplemental + Certificated Personnel (FTE)	$ -	Title 1 Instruction + Certificated Personnel (FTE)	$ -
Site Flex + Certificated Extra Duty	$ -	Supplemental + Certificated Extra Duty	$ 26,500.00	Title 1 Instruction + Certificated Extra Duty	$ 19,250.00
Site Flex + Certificated Subs	$ -	Supplemental + Certificated Subs	$ -	Title 1 Instruction + Certificated Subs	$ 2,500.00
Site Flex + Certificated NR Contract	$ -	Supplemental + Certificated NR Contract	$ -	Title 1 Instruction + Certificated NR Contract	$ -
Site Flex + Classified Personnel (FTE)	$ -	Supplemental + Classified Personnel (FTE)	$ -	Title 1 Instruction + Classified Personnel (FTE)	$ -
Site Flex + Classified Extra Duty	$ -	Supplemental + Classified Extra Duty	$ -	Title 1 Instruction + Classified Extra Duty	$ 2,000.00
Site Flex + Classified Subs	$ -	Supplemental + Classified Subs	$ -	Title 1 Instruction + Classified Subs	$ -
Site Flex + Classified NR Contract	$ -	Supplemental + Classified NR Contract	$ -	Title 1 Instruction + Classified NR Contract	$ -
Site Flex + Books and Supplies	$ 34,750.00	Supplemental + Books and Supplies	$ 11,600.00	Title 1 Instruction + Books and Supplies	$ 21,500.00
Site Flex + Equipment	$ -	Supplemental + Equipment	$ -	Title 1 Instruction + Equipment	$ -
Site Flex + Ind. Contracted Services	$ -	Supplemental + Ind. Contracted Services	$ -	Title 1 Instruction + Ind. Contracted Services	$ -
Site Flex + Software Licenses	$ -	Supplemental + Software Licenses	$ -	Title 1 Instruction + Software Licenses	$ -
Site Flex + Travel and Confs	$ -	Supplemental + Travel and Confs	$ -	Title 1 Instruction + Travel and Confs	$ -
Site Flex + Postage	$ -	Supplemental + Postage	$ -	Title 1 Instruction + Postage	$ -
Site Flex + Bulk Mailing	$ -	Supplemental + Bulk Mailing	$ -	Title 1 Instruction + Bulk Mailing	$ -
Site Flex + Rentals, Leases, & Repair	$ -	Supplemental + Rentals, Leases, & Repair	$ -	Title 1 Instruction + Rentals, Leases, & Repair	$ -
Site Flex + Transportation	$ -	Supplemental + Transportation	$ 3,500.00	Title 1 Instruction + Transportation	$ -
Site Flex + Custodial Expense	$ -	Supplemental + Custodial Expense	$ -	Title 1 Instruction + Custodial Expense	$ -
Site Flex + Transfer of Direct Costs	$ -	Supplemental + Transfer of Direct Costs	$ -	Title 1 Instruction + Transfer of Direct Costs	$ -
Site Flex + Other	$ -	Supplemental + Other	$ -	Title 1 Instruction + Other	$ -
Site Flex Total	$ 34,750.00	Supplemental Total	$ 41,600.00	Title I Instruction Total	$ 45,250.00
Title I Parent Education + Certificated Personnel (FTE)	$ -	Arts and Music + Certificated Personnel (FTE)	$ 129,341.28	Title 1 CSI + Certificated Personnel (FTE)	$ -
Title I Parent Education + Certificated Extra Duty	$ -	Arts and Music + Certificated Extra Duty	$ -	Title 1 CSI + Certificated Extra Duty	$ -
Title I Parent Education + Certificated Subs	$ -	Arts and Music + Certificated Subs	$ -	Title 1 CSI + Certificated Subs	$ -
Title I Parent Education + Certificated NR Contract	$ -	Arts and Music + Certificated NR Contract	$ -	Title 1 CSI + Certificated NR Contract	$ -
Title I Parent Education + Classified Personnel (FTE)	$ -	Arts and Music + Classified Personnel (FTE)	$ -	Title 1 CSI + Classified Personnel (FTE)	$ -
Title I Parent Education + Classified Extra Duty	$ -	Arts and Music + Classified Extra Duty	$ -	Title 1 CSI + Classified Extra Duty	$ -
Title I Parent Education + Classified Subs	$ -	Arts and Music + Classified Subs	$ -	Title 1 CSI + Classified Subs	$ -
Title I Parent Education + Classified NR Contract	$ -	Arts and Music + Classified NR Contract	$ -	Title 1 CSI + Classified NR Contract	$ -
Title I Parent Education + Books and Supplies	$ 2,300.00	Arts and Music + Books and Supplies	$ 15,200.00	Title 1 CSI + Books and Supplies	$ -
Title I Parent Education + Equipment	$ -	Arts and Music + Equipment	$ -	Title 1 CSI + Equipment	$ -
Title I Parent Education + Ind. Contracted Services	$ -	Arts and Music + Ind. Contracted Services	$ -	Title 1 CSI + Ind. Contracted Services	$ -

Title I Parent Education + Software Licenses	$ -	Arts and Music + Software Licenses	$ -	Title 1 CSI + Software Licenses	$ -
Title I Parent Education + Travel and Confs	$ -	Arts and Music + Travel and Confs	$ -	Title 1 CSI + Travel and Confs	$ -
Title I Parent Education + Postage	$ -	Arts and Music + Postage	$ -	Title 1 CSI + Postage	$ -
Title I Parent Education + Bulk Mailing	$ -	Arts and Music + Bulk Mailing	$ -	Title 1 CSI + Bulk Mailing	$ -
Title I Parent Education + Rentals, Leases, & Repair	$ -	Arts and Music + Rentals, Leases, & Repair	$ -	Title 1 CSI + Rentals, Leases, & Repair	$ -
Title I Parent Education + Transportation	$ -	Arts and Music + Transportation	$ -	Title 1 CSI + Transportation	$ -
Title I Parent Education + Custodial Expense	$ -	Arts and Music + Custodial Expense	$ -	Title 1 CSI + Custodial Expense	$ -
Title I Parent Education + Transfer of Direct Costs	$ -	Arts and Music + Transfer of Direct Costs	$ -	Title 1 CSI + Transfer of Direct Costs	$ -
Title I Parent Education + Other	$ -	Arts and Music + Other	$ -	Title 1 CSI + Other	$ -
Title I Parent Education Total	$ 2,300.00	Arts and Music Total	$ 144,541.28	Title I CSI Total	$ -

Willow Glen Middle					**School Plan for Student Achievement (SPSA)**								Lindsey Beall
School Year: 2024-25													

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

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

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

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

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

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

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

Stakeholder Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.
The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.
[This section meets the requirements for TSI and ATSI.]
[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

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

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

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

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

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

Identified Need
Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.
[Completing this section fully addresses all relevant federal planning requirements]

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

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

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

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

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

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

Students to be Served by this Strategy/Activity
Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.
[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity
For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

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

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

Analysis
Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary
In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary
A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:
- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.
- A school receiving federal funds for CSI should complete the Budget Summary as follows:
  - Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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