

The School Plan for Student Achievement

School: Westborough Middle School
CDS Code: 41690706067128
District: South San Francisco Unified School District
Principal: Loraine Rossi de Campos
Revision Date: 1/18/2019

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on 5.9.2019.

School Vision and Mission

Westborough Middle School's Vision and Mission Statements

Our mission at Westborough Middle School is to provide a healthy, safe, and positive learning environment, where we can focus on the development of academic excellence, social well-being, and personal growth that will help our students become productive members of society.

Westborough educators are committed to providing all students with engaging collaborative learning environments driven by student data and creating the foundation for a lifetime of critical thinking.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

See Goals for details.

Classroom Observations

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

Informal observation of (3-15min) are conducted on a weekly basis. Formal observations follow the district's policy and are based on teacher performance.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

- Academic Achievement (ELA and Math) - All students will demonstrate proficiency in local, state and/or national level assessments.

Staff will continue to analyze data to inform instruction as part of an effort to prioritize, use, and refine strategies to meet students' educational needs. This effort is being led by the district, the district curriculum and instruction specialists, site administrators, and members of the departments and grade level teams. Through district collaboration meetings, outside agencies such as Silicon Valley Math Initiative, weekly collaboration meetings our staff will continue to explore and refine CCSS delivery to students. Sample MARS tasks, site and district common assessments, CAASPP tests will be used to inform instruction. Since reading/language arts and math proficiency are not solely the responsibility of teachers of those subject areas, the entire staff will focus on literacy, listening, speaking, and numeracy development to unify our instruction and work strategically to support student growth on formative and summative measures such as CAASPP and district common assessments. All students will take the CAASPP tests in the spring.

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

Subject area teachers will develop and administer formative and summative assessment tools to measure student success and effective teaching strategies in implementing Common Core. Westborough staff will analyze the data, discern trends, and develop ways to modify instruction and provide for interventions. This will occur in staff and collaboration meetings at the site level and in district/outside agency sessions throughout the year. Individual student progress will also be monitored and appropriate interventions (RTI) developed. RTI meetings will occur after each progress reporting/report card period at the site level. Staff will use CAASPP, ELPAC, district, site, and teacher created assessment data to monitor student progress towards the acquisition of Common Core standards and to support students in all measurable subgroups to meet grade level standards.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All staff members are highly qualified according to federal and state guidelines.

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

All Westborough teachers have credentials in their appropriate subject matter taught. Four teachers, one counselor, and the principal who were trained in PBIS with the counselor receiving extra training as a coach for PBIS strategies will continue to lead staff in these initiatives. Multiple ELA teachers are piloting Kate Kinsella's Academic Vocabulary (AVT) curriculum. All staff will receive professional development regarding priority standards and most department heads will receive training on PLC strategies.

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

Teachers are choosing priority standards for common core literacy and math in each department. They will also align instruction and assessment to these priorities. This is being done using staff meeting and collaboration time both on site and across district collaboration meetings. Some of the professional development is happening through district trainings and staff members are also attending professional development funded by site, district and outside agencies.

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

Westborough has created a Professional Learning Community (PLC) where teachers observe, learn, and teach fellow staff members through peer observations, discussions in department/grade level meetings, cross-curricular planning teams, and in professional development activities led by the principal, staff members, and others. Teachers are encouraged to observe one another in their curricular areas and in cross-curricular areas. Administrators place a high value on supporting teachers to do so. Teachers provide feedback on what they observed and on best practices in written form to the teachers and to the principal. Best practices and strategy development is coalesced and shared. Science teachers will continue to work with integrating the next generation science standards and continue their partnership with Genentech. Collaboration meetings will focus on grade level RTI, grade level cross-curricular planning and reflection, and department meetings to build vertical and horizontal alignment including lesson study. Monthly staff and leadership meetings will be devoted to staff development, data analysis, and improving student learning and climate with a commitment by administrators and presenting staff to model engagement strategies that can be replicated in classrooms. Additionally, department chairs will have the opportunity to attend a PLC training.

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

Every Wednesday, teachers meet in hour long collaboration/team planning meetings from 2:10-3:10. Staff plan the agenda and discuss RTI student interventions, departmental priorities, strategies, and assessments, and best practices, analyze data, and discuss climate and other issues determined by need. In addition, there are one or two staff meetings per month led by the principal, staff members, and outside presenters in which the entire staff collaborate on upcoming issues, goals, best practices, data analysis, PBIS, and professional development. Four times this year each department meets with fellow subject matter teachers from each of the three district middle schools to collaborate. Science teachers will continue to meet to discuss ways to develop an integrated science model and how to infuse the next generation science standards into the program. Social studies teachers are also meeting to discuss the implementation of the new social studies standards. Finally, through the implementation of the block schedule at each middle school, common prep periods have been established for language arts and math teachers to maximize collaboration opportunities during the school day.

Teaching and Learning

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

All materials and curriculum are aligned with the CCSS in each academic class. All students have a copy of state adopted textbooks in compliance with the Williams Settlement and have access to the core curriculum. Pacing guides and new CCSS embedded assessments are being developed in language arts and math classes at each grade level. Supplemental materials include Accelerated Math, MARS tasks, Kahn Academy, and other teacher-generated materials. Staff members are appropriately credentialed and assigned to teaching areas in their areas of expertise. Professional development opportunities have been made available to teachers to promote alignment.

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

Through the continuation of a block schedule this year, all students (in general education and special education) have 83-minutes of math and language arts instruction daily. Students with special needs in general education academic classes also have the opportunity, as needed/appropriate, to have an academic support tutorial class that meets every other day. Our ELD aide uses a push-in a pull-out model with a rotating schedule to assist EL students in their academic classes.

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

Through the continuation of the block schedule this year (83 minute classes daily), language arts and math teachers have considerable flexibility in implementing the new CCSS. Through imbedded collaboration time (common preps) as well as site and district collaboration sessions, work has begun focusing on priority standards and aligning instruction and assessment to those priorities. Our Academic Center operates three days a week provided in a general setting (library) and a math center.

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

All instruction at Westborough is CCSS based. Teachers use district adopted texts and programs and supplementary materials as necessary

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

All classes are implementing the CCSS and developing/using appropriate Common Core materials. See above.

Opportunity and Equal Educational Access

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

Classroom teachers differentiate instruction to enable all students to successfully meet the content standards in each core subject. Continuation of the block schedule allows ample time (83 minute classes) for this to occur. Our Academic Center is available for all students, especially those underperforming. Many students attending Academic Center are also assigned a peer tutor (Honor Society students) for additional support. Students with special needs are placed in an Academic Instruction class (language arts, math, social studies, science) based on need as determined by their IEPs. Some students' special needs are met through our Academic Support classes. Currently, our Academic Support classes meet every other day for 83 minutes in lieu of an elective class. EL students are assisted by our EL aide who rotates through academic classes and through intervention plans developed in conjunction with the general education teacher.

14. Research-based educational practices to raise student achievement

Teachers have been prioritizing standards from the common core. The school has developed and is implementing a RTI model for all students across all grade levels incorporating teachers, counselors, administrators, and parents. The school has moved toward a more collaborative PLC model with a focus on student achievement and ways to enhance it as well as improve best practices.

Approximately 50% of 180 monies must be spent on interventions to increase student achievement. We intend to use these funds in the following ways:

1. Academic Center - teachers' salaries (40% Westborough's contribution).
2. Professional Development for Staff
3. Field trips to increase the application of academic ideas to real-world opportunities.
4. PBIS strategies taught through homeroom and reinforced throughout the day.
5. TBD - based on the needs, ideas, and opportunities that arise (See goals 1-3 for more details).

Westborough will target all at-risk students who are below grade level in academic achievement in language arts and math. We will specifically target EL students, special education students, African-American students, and any other group indicating a need. We will monitor our plan through staff meetings, weekly TP meetings (RTI, department), parent conferences, teacher/administrator/counselor meetings, and through formal and informal assessments. The effectiveness of the plan will be measured through increased student achievement, attendance, and a decrease in suspension rates schoolwide.

Parental Involvement

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

Students at Westborough have access (M-T-Th after school) to the Academic Center which provides a safe and quiet place to do homework, work on projects, access the Internet, and receive tutoring from staff members and fellow students. Promoting social and emotional health is also a high priority at the school. In addition to two full-time counselors, community resources are available to students and families. We have a YSB (Youth Services Bureau) counselor available three times a week for our students/families as well as a YSB intern available once per week. Ample 180 funding is available to provide resources/interventions for under-achieving students.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Work is ongoing in the development of the site plan and refinement of engagement strategies to support learning and Common Core acquisition. Staff meetings and some Wednesday collaboration meetings are used to focus on professional development including (but not limited to) development of school site goals and actions, analysis of data, engagement strategies, targeted speaking, listening, and literacy support across the curriculum, culturally competent education, and building a cohesive, student-centered climate. Parents (through the PTSA, SSC, ELAC, AAPAC, and informal meetings) have been consistently involved and polled for their feedback. Discussions with the district, county, and outside agencies continually occur. It truly has become a collaborative and inclusive process in developing and refining our academic program.

Funding

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

18. Fiscal support (EPC)

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	233	193	233	232	193	233	231	193	233	99.6	100	100
Grade 7	230	225	195	227	225	195	226	225	195	98.7	100	100
Grade 8	190	233	217	189	231	213	188	231	212	99.5	99.1	98.2
All Grades	653	651	645	648	649	641	645	649	640	99.2	99.7	99.4

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2545.4	2546.6	2539.6	19	17.10	18.88	42	43.52	39.91	24	25.91	24.46	15	13.47	16.74
Grade 7	2580.7	2558.0	2567.4	20	17.78	17.95	49	40.44	43.08	20	23.11	23.08	11	18.67	15.90
Grade 8	2605.5	2592.2	2590.2	23	19.91	24.53	46	46.32	40.09	23	19.48	19.34	7	14.29	16.04
All Grades	N/A	N/A	N/A	21	18.34	20.47	45	43.45	40.94	22	22.65	22.34	11	15.56	16.25

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	22	26.94	32.19	53	53.89	44.64	25	19.17	23.18
Grade 7	31	24.00	31.28	48	50.67	49.74	21	25.33	18.97
Grade 8	39	32.47	35.38	46	44.16	45.75	15	23.38	18.87
All Grades	30	27.89	32.97	49	49.31	46.56	21	22.80	20.47

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	35	29.02	28.02	47	52.85	47.41	18	18.13	24.57
Grade 7	41	32.44	35.90	50	48.44	45.13	8	19.11	18.97
Grade 8	41	37.66	37.26	47	50.22	43.40	12	12.12	19.34
All Grades	39	33.28	33.49	48	50.39	45.38	13	16.33	21.13

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	15	19.69	20.17	74	68.39	69.96	11	11.92	9.87
Grade 7	15	13.33	9.74	73	67.56	75.90	12	19.11	14.36
Grade 8	18	14.29	22.17	71	72.73	65.09	11	12.99	12.74
All Grades	16	15.56	17.66	73	69.65	70.16	11	14.79	12.19

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	34	32.64	26.61	55	54.40	57.51	11	12.95	15.88
Grade 7	39	29.78	32.82	50	50.67	51.79	12	19.56	15.38
Grade 8	36	41.13	39.62	54	42.42	41.98	11	16.45	18.40
All Grades	36	34.67	32.81	53	48.84	50.63	11	16.49	16.56

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	233	193	233	232	193	233	232	193	233	99.6	100	100
Grade 7	230	224	195	227	223	195	225	223	195	98.7	99.6	100
Grade 8	190	233	217	190	231	214	188	231	214	100	99.1	98.6
All Grades	653	650	645	649	647	642	645	647	642	99.4	99.5	99.5

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2563.3	2565.0	2569.2	34	32.64	32.62	23	27.98	31.33	26	26.42	24.03	16	12.95	12.02
Grade 7	2596.1	2571.2	2598.7	36	30.94	39.49	29	26.46	25.13	24	23.77	22.56	11	18.83	12.82
Grade 8	2632.2	2620.1	2622.4	47	39.39	45.79	23	24.68	20.09	16	23.38	18.69	13	12.55	15.42
All Grades	N/A	N/A	N/A	39	34.47	39.10	25	26.28	25.70	22	24.42	21.81	13	14.84	13.40

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6	41	44.56	46.12	34	35.23	37.07	25	20.21	16.81	
Grade 7	48	38.57	48.72	37	33.18	33.33	15	28.25	17.95	
Grade 8	62	49.35	54.21	22	34.20	26.64	15	16.45	19.16	
All Grades	50	44.20	49.61	31	34.16	32.45	19	21.64	17.94	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	32	29.02	36.05	45	53.89	45.49	22	17.10	18.45
Grade 7	39	34.08	39.49	50	43.50	43.59	11	22.42	16.92
Grade 8	40	38.10	43.93	42	43.72	43.46	18	18.18	12.62
All Grades	37	34.00	39.72	46	46.68	44.24	17	19.32	16.04

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	34	30.57	28.76	48	53.37	55.79	18	16.06	15.45
Grade 7	43	29.15	38.46	49	56.95	53.33	8	13.90	8.21
Grade 8	45	38.96	44.86	43	47.19	40.19	13	13.85	14.95
All Grades	40	33.08	37.07	47	52.40	49.84	13	14.53	13.08

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
654	28.9%	8.3%	0.2%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	54	8.3%
Foster Youth	1	0.2%
Homeless	1	0.2%
Socioeconomically Disadvantaged	189	28.9%
Students with Disabilities	58	8.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	2.1%
American Indian	2	0.3%
Asian	143	21.9%
Filipino	243	37.2%
Hispanic	144	22.0%
Two or More Races	60	9.2%
Pacific Islander	11	1.7%
White	37	5.7%






Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="212 409 456 436">English Language Arts</p>  <p data-bbox="298 489 370 516">Green</p>	<p data-bbox="695 409 928 436">Chronic Absenteeism</p>  <p data-bbox="776 489 850 516">Orange</p>	<p data-bbox="1198 409 1377 436">Suspension Rate</p>  <p data-bbox="1256 489 1328 516">Green</p>
<p data-bbox="261 606 407 634">Mathematics</p>  <p data-bbox="298 686 370 714">Green</p>		
<p data-bbox="201 804 467 831">English Learner Progress</p>  <p data-bbox="212 884 456 911">No Performance Color</p>		

Conclusions based on this data:

- 1.

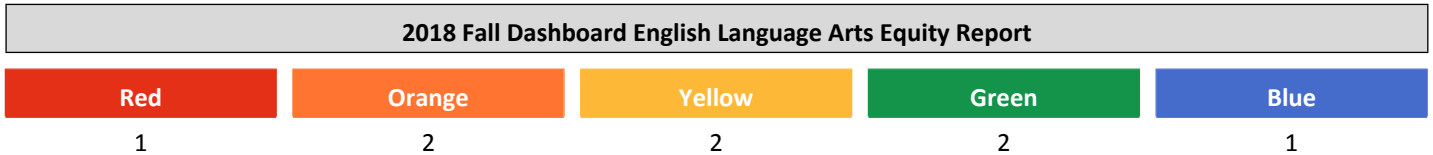
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>18 points above standard</p> <p>Maintained 0.5 points</p> <p>628 students</p>	<p>English Learners</p>  <p>Yellow</p> <p>4 points above standard</p> <p>Declined -4.1 points</p> <p>160 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>14.9 points below standard</p> <p>Declined -9 points</p> <p>194 students</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>78.2 points below standard</p> <p>Declined -12.2 points</p> <p>67 students</p>

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 77.1 points below standard Increased 26.3 points 14 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Blue 59.1 points above standard Increased 5.5 points 142 students	 Green 19.3 points above standard Maintained 2 points 167 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 23.7 points below standard Declined -12.1 points 129 students	 Green 29 points above standard Maintained 0.4 points 127 students	 No Performance Color 16.1 points above standard Increased 25.5 points 11 students	 Yellow 0.9 points below standard Declined -5.6 points 36 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
39.5 points below standard Increased 14.8 points 51 students	24.3 points above standard Increased 3.8 points 109 students	19.8 points above standard Maintained 2 points 421 students

Conclusions based on this data:

- 1.

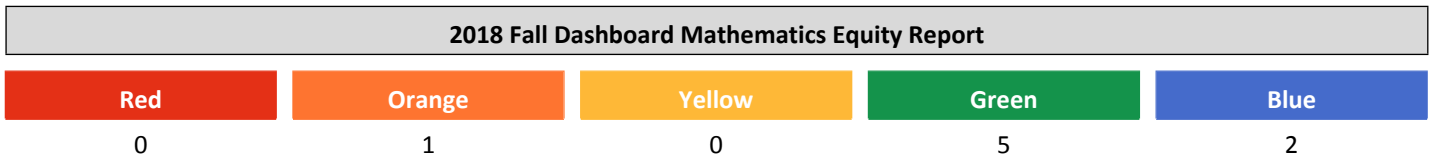
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 31.3 points above standard Increased 11.6 points 629 students	 Green 15.9 points above standard Increased 8.3 points 161 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 3.7 points below standard Increased 14.2 points 194 students	 Orange 94.8 points below standard Declined -22.9 points 67 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 74.7 points below standard Increased 14 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Blue 83.2 points above standard Increased 11.5 points 142 students	 Green 28.8 points above standard Increased 8.7 points 167 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 12.1 points below standard Increased 8.8 points 129 students	 Blue 37.5 points above standard Increased 7.8 points 128 students	 No Performance Color 41.6 points above standard Increased 11 students	 Green 6.8 points above standard Increased 13.9 points 36 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
24.8 points below standard Increased 51 students	34.8 points above standard Increased 12.2 points 110 students	32.6 points above standard Increased 12.3 points 421 students

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
33	60.6%	24.2%	15.2%	

Conclusions based on this data:

1.

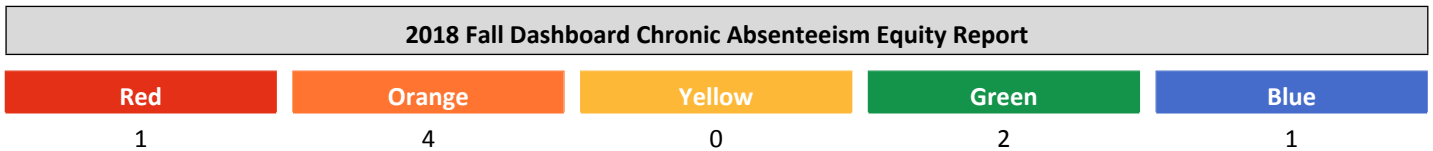
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 10% chronically absent Increased 2.1% 667 students	<p>English Learners</p>  Green 8.2% chronically absent Declined 4.3% 61 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<p>Socioeconomically Disadvantaged</p>  Orange 19.3% chronically absent Increased 2.2% 218 students	<p>Students with Disabilities</p>  Orange 19% chronically absent Increased 8.7% 79 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 50% chronically absent Increased 11.5% 16 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Blue 1.4% chronically absent Maintained 0.1% 143 students	 Green 4% chronically absent Declined 0.5% 248 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 21.6% chronically absent Increased 7.1% 148 students	 Orange 11.5% chronically absent Increased 1.1% 61 students	 No Performance Color 36.4% chronically absent Increased 3% 11 students	 Orange 10.5% chronically absent Increased 5.6% 38 students

Conclusions based on this data:

- 1.

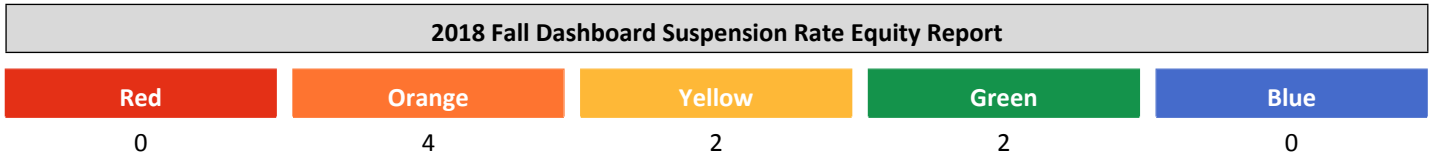
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>6.1% suspended at least once</p> <p>Declined -0.3%</p> <p>669 students</p>	<p>English Learners</p>  <p>Orange</p> <p>4.9% suspended at least once</p> <p>Increased 0.8%</p> <p>61 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not 2 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not 2 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>9.6% suspended at least once</p> <p>Declined -2.5%</p> <p>219 students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>11.3% suspended at least once</p> <p>Increased 1%</p> <p>80 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 37.5% suspended at least once Declined -1% 16 students	 No Performance Color Less than 11 Students - Data 2 students	 Orange 2.8% suspended at least once Increased 2% 143 students	 Green 2.8% suspended at least once Declined -2.1% 249 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 10.1% suspended at least once Increased 1.6% 149 students	 Yellow 9.8% suspended at least once Declined -0.5% 61 students	 No Performance Color 0% suspended at least once Declined -6.7% 11 students	 Green 7.9% suspended at least once Declined -1.9% 38 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
5% suspended at least once	6.5% suspended at least once	6.1% suspended at least once

Conclusions based on this data:

- 1.

Planned Improvements in Student Performance

School Goal #1

SUBJECT: ELA/ELD, math, science, social studies, PE, electives

LEA/LCAP GOAL:

LCAP Goal: Academic Achievement - All students will demonstrate proficiency on local, state and/or national level assessments.

Under the guidance of Educational Services, identified Teacher Leadership Teams will develop a “guaranteed and viable” CCSS/NGSS aligned TK-12 curriculum for ELA/ELD, mathematics and science.

SCHOOL GOAL #1:

By the Spring of 2021, after receiving instruction guided by district approved curriculum/programs, all Westborough students will demonstrate a 3% growth in ELA and math when compared to the 2017-18 schoolwide scores in both ELA and math.

Benchmark 1: By the Spring of 2019 all Westborough students will maintain or increase by 0.5% in schoolwide performance for both math and ELA.

Benchmark 2: By the Spring of 2020 all Westborough students will demonstrate an increase of at least 1% in schoolwide performance for both ELA and math.

Benchmark 3: By the Spring of 2021 all Westborough students will have demonstrated an increase of 3% when compared to the 2017-18 schoolwide scores in both ELA and math.

Data Used to Form this Goal:

2017-18 CAASPP data, formal and informal district and site assessment data, as well as teacher and parent input were used to form this goal.

Findings from the Analysis of this Data:

According to the 2017-18 CAASPP data, 58.79% of the students in the 6th grade at WMS achieved either "standard met" or "standard exceeded" in ELA. Looking at the math data, 63.95% of the 6th grade met or exceeded standards. In the 7th grade, 61.03% of students tested met or exceeded standards ELA and 64.62% of our students met or exceeded standards in math. In the 8th grade, 64.62% of students achieved either "standard met" or "standard exceeded" in ELA and 65.88% achieved one of the same designations in math. Overall, 61.41% of the students at WMS met or exceeded standards in ELA and 64.80% of students met or exceeded standards in math.

According to the 2017-18 Dashboard data, Westborough saw a 2% increase in chronic absenteeism for all students. In other words, 10% of the student population who attended Westborough was chronically absent from school that year. Of the statistically significant student groups reported, the rate of chronic absenteeism for Students with Disabilities was reported at 19% and 21.6% was reported for Latinx students. This indicates a significant increase in both groups when compared to the 2016-17 data. Chronic absenteeism increase to 8.7% for Students with Disabilities and 7.1% for Latinx students. Other groups indicating an increase for the 2017-18 school year included; White students (5.6% increase), Socioeconomically Disadvantaged students (2.2% increase), and students who identify as Two or More Races (1.1%).

According to the 2017-18 Dashboard data, 6.1% of all students at Westborough were suspended at least once that year. While this was a 0.3% decrease from the 2016-17 school year, a few groups of students experienced an increase in suspension rates. Last year, 11.3% of all Students with Disabilities were suspended at least once. This is a 1%

increase from the year before. Our Asian student population experienced a 2.0% increase, as 2.8% of our students identified in this category were suspended at least once that year. Additionally, 10.1% of all Latinx students were suspended at least once, which equals a 1.6% increase. Our English Learner population experienced a slight increase of 0.8% with 4.8% of our students in this group suspended at least once. Though our African American population at Westborough was not large enough to be considered statistically significant during the 2017-18 school year, six out of the sixteen students who identify in this category were suspended at least once during the 17-18 school year. Equaling a suspension rate of 37.5%, this represents the highest percentage of suspension within a single student group at Westborough.

Recent Panoramic survey data was statistically insignificant and inconsistent. As a result, the team at Westborough intends to issue a new School Culture and Climate survey to staff, students, and parents before the end of the 2018-19 school year. Informal interviews and focus group sessions indicated that due to a series of concerning events occurring within the school community during the 2017-18 school year and prior, students, staff, and parents do have concerns around student experiences at Westborough.

How the School will Evaluate the Progress of this Goal:

School staff will examine data and track student performance during department meetings, RTI meetings, some Staff meetings, as well as some district middle school collaboration meetings. We will focus on trends in the data and determine how to respond to the needs of all students at Westborough by refining instructional approaches using district-developed curriculum and approved programs. CAASPP data, ELPAC data, common assessments in ELA, science, and math, as well as summative and formative data from classroom programs will be used to analyze student progress. Overall, student performance in math and ELA as measured by the combined CAASPP bands "Standard Met" or "Standard exceeded" will tell us if we are making progress on our goal above.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ACTION 1. Fine tune Common Core aligned instruction in all core classes and support the adoption of increased academic and math, literacy in PE and elective classes.</p> <p>Task: 1. Continue to monitor the implementation of Common Core State Standards in all grade levels (i.e. common assessments, TLTs, textbook adoptions, etc.), as measured by informal and formal observations, Teacher made formative and summative assessments, common grade level assessments- developed by ELA, math, and science teachers and district TLT teams, and CAASPP results.</p> <p>2. Use of district approved</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/31/2021</p>	<p>1. Teachers and classroom support staff at WMS 2. Administrators, counselors, support staff, and district personnel.</p>	Curriculum and Technology to support literacy skills across curricular areas for common core	4000-4999: Books And Supplies	Site Discretionary	3,000
			Site discretionary 070			
			Materials to support CCSS/NGSS aligned TK-12 curriculum for ELA/ELD, mathematics and science	4000-4999: Books And Supplies	LCAP At-Risk Student Support	2,000
			Technology to support reading, writing, speaking, and listening across the curriculums	4000-4999: Books And Supplies	LCAP At-Risk Student Support	10,000
			LCAP 180			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>curriculum and other appropriate Common Core materials in all core classes and special education classes, as measured by the development of a menu of curriculum resources used within each grade level and department.</p> <p>3. Emphasis will be placed on the development of schoolwide practices that will enhance reading, writing, speaking, listening opportunities for all students, as measured by a research based list of agreed upon strategies and the use of district Walk-through tools when they become available.</p> <p>4. Westborough staff will explore critical thinking across all classes offered at WMS, as measured by the investigation into the development of critical thinking rubrics.</p> <p>5. Emphasis will also be placed on examining how math literacy can be supported across other subject areas, as measured by meeting notes and presentations to whole staff.</p> <p>6. The coordination of intervention materials to increase academic and math literacy for those student performing at standards nearly met or lower, as measured by a menu of intervention supports, review of RTI tiers of support, as well as the SST process.</p>			<p>Coverage for Teachers to be able to observe each other teaching and for teachers to work on aligning curriculum and projects. Site discretionary 070</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>Site Discretionary</p>	<p>7,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ACTION 2. Address the disparity within statistically significant and non statistically significant subgroups.</p> <p>Task: 1. Provide scaffolding and accommodations in all core classes for students performing at standards nearly met or below, as measured by the design and use of a tiered menu of schoolwide intervention strategies, RTI meeting notes, and SST meeting records.</p> <p>2. Monitor and the implementation of 3 tiers of interventions through the RTI program, as measured by counseling notes, RTI meeting notes, Department meeting notes/agendas, and/or SST meeting records for students performing a standards not met in Reading and Math.</p> <p>3. Offer peer tutoring and Academic Center (AC) for students who are not responding to Tier 1 interventions in Math, as measured by AC teacher rosters, and student attendance.</p> <p>4. Use of district adopted curriculum, including AVT in all ELA general education and AI classes, as well as the use of appropriate reading intervention programs/curriculum in all SpEd classes, as measured by observations of approved curriculum and interventions in all ELA and SpEd ELA classes, as well as assessment data.</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/31/2021</p>	<p>1. Teachers and classroom support staff at WMS</p> <p>2. Administrators, counselors, support staff, and district personnel.</p>	Supplies/books/ and materials for all learners site discretionary 070	4000-4999: Books And Supplies	Site Discretionary	6,580
			ELD support program services and materials EL Support 123	2000-2999: Classified Personnel Salaries	El Support	7,300
			ELD support programs materials EL Support 123	4000-4999: Books And Supplies	El Support	1,200
			Subscriptions to magazines, Newsela, and teacher designed and reviewed lesson plan depositories and academic contests. Site discretionary 070	4000-4999: Books And Supplies	Site Discretionary	4,000
			RTI and SST materials and supplies LCAP 180	4000-4999: Books And Supplies	LCAP At-Risk Student Support	1,000
			Site match for Academic Center/ peer tutor program LCAP 180	1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support	5,400
			Consistent upkeep and acquisition of technology, apps, and software programs Site discretionary 070	4000-4999: Books And Supplies	Site Discretionary	8,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>5. The use of Math Renaissance or an equivalent district supported program to provide individualized skill support for all students as part of their classwork with the general Math program at WMS, as measured by observations, student work samples, and assessment results.</p> <p>6. Use of ancillary materials, such as subject area magazines and lessons from teacher designed and reviewed lesson plan depositories, to increase student engagement and teacher creativity, as measured by the development on a menu for teacher reference, classroom observations and student works samples.</p> <p>7. The consistent upkeep and acquisition of technology, apps, and software programs to support academic literacy development across the subject areas, as measured by the development of site inventory and access to those resources.</p> <p>8. The use of an ELD push-in support model to address the needs of EL students performing at nearly met or below and whom benefit from a smaller student to teacher ratio and reteaching, as measured by paraprofessional schedules, as well as CAASPP results.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Action 3. Meet specific grade level needs as seen in CAASPP data trends</p> <p>Task:</p> <p>1. Revamp and tailor a positive reward system as part of the PBIS program at WMS, as measured by PBIS meeting notes.</p> <p>2. Staff will identify relevant character development activities and study skills for each grade level at Westborough and once identified will begin implementing mini-lessons during Advisory, as measured by the list of character development activities and study skills, lesson plans, and a scope and sequence.</p> <p>3. Offer opportunities for all students to practice CAASPP style testing at least once a semester, as measured by department agendas and meeting notes.</p> <p>4. Increase student access to chromebooks in order to help them to become comfortable working with them, as measured by an increase in the amount of available devices for students on a daily basis.</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/31/2021</p>	<p>1. Teachers and classroom support staff at WMS</p> <p>2. Administrators and counselors.</p> <p>3. Administrators, counselors, support staff, and district personnel.</p>	<p>Materials to support PBIS program and Advisory program site discretionary 070</p>	4000-4999: Books And Supplies	Site Discretionary	1,500
			<p>Technology/ materials and supplies to support on-line test preparation site discretionary 070</p>	4000-4999: Books And Supplies	Site Discretionary	2,850
			<p>Coverage for teachers to be able to collaborate and experiment with the use of critical thinking rubrics and listening comprehension assessments LCAP 180</p>	1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support	1,000

Planned Improvements in Student Performance

School Goal #2

SUBJECT: ELA/ELD, math, science, social studies, PE, electives

LEA/LCAP GOAL:

LCAP Goal: Professional Development - To provide ongoing support for learning and growth within the staff at Westborough to increase skills to better support all learners.

Under the guidance of Educational Services, identified classified, certificated, and administrative staff will participate in professional development training that assists in: (1) Preparing students for college, career and life-long readiness and/or (2) To provide ongoing support for learning and growth within the profession to increase skills to better support all students.

SCHOOL GOAL #2:

By the Spring of 2021, after attending professional development opportunities both within the school district and outside of it, identified Westborough staff (classified and certificated) will demonstrate the ability to support Common Core State Standards education aligned with our district priority standards initiative for all students, integrate current educational technology practices- including but not limited to the use of Google Suite applications in the classroom and digital citizenship, as well as create a safe and positive learning environment for all students as measured by CAASPP data, the California State Dashboard data, as well as Panoramic, Health Kids surveys, and or other site-specific survey data.

Benchmark 1: By the Spring of 2019 all Westborough students will demonstrate an increase of at least 0.5% in schoolwide performance for both math and ELA when compared to the 2017-18 schoolwide scores in both ELA and math.

Benchmark 1: By the Spring of 2019, Eighty percent of all students surveyed will indicate that they feel safe at Westborough and that their experience is positive overall, as measured by Panoramic, Health Kids surveys, and/or other site-specific survey data.

Benchmark 2: By the Spring of 2020 all Westborough students will demonstrate an increase of at least 1% in schoolwide performance for both math and ELA when compared to the 2017-18 schoolwide scores in both ELA and math.

Benchmark 2: By the Spring of 2020, Ninety percent of all students surveyed will indicate that they feel safe at Westborough and that their experience is positive overall, as measured by Panoramic, Health Kids surveys, and/or other site-specific survey data.

Benchmark 3: By the Spring of 2021 all Westborough students will have demonstrated an increase of 3% in schoolwide performance for both math and ELA when compared to the 2017-18 schoolwide scores in both ELA and math.

Benchmark 3: By the Spring of 2021, One hundred percent of all students surveyed will indicate that they feel safe at Westborough and that their experience is positive overall, as measured by Panoramic, Health Kids surveys, and/or other site-specific survey data.

Data Used to Form this Goal:

2017-18 CAASPP data, California Dashboard Data, formal and informal district/site data, teacher, student, and parent input were also used to form this goal.

Findings from the Analysis of this Data:

According to the 2017-18 CAASPP data, 58.79% of students in the 6th grade at WMS achieved either "standard met" or "standard exceeded" in ELA. Looking at the math data, 63.95% of the 6th grade met or exceeded standards. In the 7th grade, 61.03% of students tested met or exceeded standards ELA and 64.62% of our students met or exceeded standards in math. In the 8th grade, 64.62% of students achieved either "standard met" or "standard exceeded" in ELA and 65.88% achieved one of the same designations in math. Overall, 61.41% of the students at WMS met or exceeded standards in ELA and 64.80% of students met or exceeded standards in math.

According to the 2017-18 Dashboard data, Westborough saw a 2% increase in chronic absenteeism for all students. In other words, 10% of the student population who attended Westborough was chronically absent from school that year. Of the statistically significant student groups reported, the rate of chronic absenteeism for Students with Disabilities was reported at 19% and 21.6% was reported for Latinx students. This indicates a significant increase in both groups when compared to the 2016-17 data. Chronic absenteeism increase to 8.7% for Students with Disabilities and 7.1% for Latinx students. Other groups indicating an increase for the 2017-18 school year included White students (5.6% increase), Socioeconomically Disadvantaged students (2.2% increase), and students who identify as Two or More Races (1.1%).

According to the 2017-18 Dashboard data, 6.1% of all students at Westborough were suspended at least once that year. While this was a 0.3% decrease from the 2016-17 school year, a few groups of students experienced an increase in suspension rates. Last year, 11.3% of all Students with Disabilities were suspended at least once. This is a 1% increase from the year before. Our Asian student population experienced a 2.0% increase, as 2.8% of our students identified in this category were suspended at least once last year. Additionally, 10.1% of all Latinx students were suspended at least once, which equals a 1.6% increase. Our English Learner population experienced a slight increase of 0.8% with 4.8% of our students in this group suspended at least once. Though our African American population at Westborough was not large enough to be considered statistically significant during the 2017-18 school year, six out of the sixteen students who identify in this category were suspended at least once during the 17-18 school year. Equaling a suspension rate of 37.5%, this represents the highest percentage of suspension within a single student group at Westborough.

Recent Panoramic survey data was statistically insignificant and inconsistent. As a result, the team at Westborough intends to issue a new School Culture and Climate survey to staff, students, and parents before the end of the 2018-19 school year. Informal interviews and focus group sessions indicated that due to a series of concerning events occurring within the school community during the 2017-18 school year and prior, students, staff, and parents do have concerns around student experiences at Westborough.

How the School will Evaluate the Progress of this Goal:

School staff will examine data and track student performance during department meetings, RTI meetings, some Staff meetings, as well as some district middle school collaboration meetings. We will focus on trends in the data and determine how to respond to the needs of all students at Westborough by refining instructional approaches using district-developed curriculum and approved programs. CAASPP data, ELPAC data, common assessments in ELA, science, and math, as well as summative and formative data from classroom programs will be used to analyze student academic progress. Overall, student performance in math and ELA as measured by the combined CAASPP bands "Standard Met or Standard exceeded" will tell us if we are making progress on our goal above. The review of discipline and attendance data, as well as various survey data, will also be used to monitor the perception of students and whether or not they feel safe, as well as if they are having a positive experience at Westborough.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ACTION 1. Provide all staff access to relevant (fits the mission and vision of the district and site) conferences and professional development opportunities outside of the district.</p> <p>Task: 1. All certificated staff will have access to attend conferences and or Professional Development (PD) opportunities that support the district and site mission and vision, as measured by teacher attendance and use of site funds to support their attendance when district funds are unavailable.</p> <p>2. All certificated staff who attended a conference and/or PD opportunity will present to their departments and/or the whole staff on relevant skills, applications, and/or practices that they took away from the conference/PD, as measured by Department and/or Staff meeting agendas.</p> <p>3. All classified staff will have access to attend conferences and or Professional Development (PD) opportunities that support the district and site mission and vision, as measured by classified staff attendance and use of site funds to support their attendance when district funds are unavailable.</p> <p>4. All classified staff who attended a conference and/or PD opportunity will present to their colleagues and/or the whole staff on relevant</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2021</p>	<p>District and Site Leadership</p>	<p>Teacher professional development opportunities outside of school district LCAP 180</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>LCAP At-Risk Student Support</p>	<p>15,000</p>
			<p>Professional development opportunities for classified staff outside of school district LCAP 180</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>LCAP At-Risk Student Support</p>	<p>2,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
skills, applications, and/or practices that they took away from the conference/PD, as measured by specified meeting agendas.						
<p>ACTION 2. Create and establish platforms at the site level to allow for all staff to meet and to engage with each other during a regular meeting time.</p> <p>Task:</p> <p>1. Gather input from teaching staff around their needs and priorities, design or update a schedule of all required meetings, as well as provide resources to support the meetings, as measured by meeting schedules and agendas.</p> <p>2. Keep the theme of self-care and a positive staff moral throughout the year by supplying PD opportunities, resources, materials and time to engage in team building and bonding experiences as a staff, as measured by meeting agendas.</p> <p>3. All critical office staff, will meet no less than once a month to ensure clarity on roles, expectations, and policy development, as well as to explore best practices, as measured by agendas and meetings notes.</p> <p>4. Investigation into the feasibility of monthly paraprofessional meetings will be conducted and, if possible, a series of meetings will be piloted in order to support their PD needs at</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2021</p>	District and Site Leadership	<p>Coverage or additional hours to cover a monthly classified staff meeting opportunity LCAP 180</p> <p>Materials and resources for various collaboration meetings Site discretionary 070</p> <p>Materials and resources for various collaboration meetings Gift fund 356</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>LCAP At-Risk Student Support</p> <p>Site Discretionary</p> <p>Gift Fund</p>	<p>5,000</p> <p>2,500</p> <p>2,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
the site level, as measured by agendas and meeting notes.						
<p>ACTION 3. Create a platform for site based, relevant and timely professional development opportunities delivered by Westborough teachers to their colleagues.</p> <p>Task:</p> <p>1. Offer a series of relevant, site based professional development opportunities designed to integrate current educational technology practices- including but not limited to the use of Google Suite applications in the classroom and digital citizenship, as measured by informal staff survey results, agendas, and sign-in sheets.</p> <p>2. Offer a series of relevant, site based professional development opportunities around self-care, as measured by informal staff survey results, agendas, and sign-in sheets</p> <p>3. By the Fall of 2019, begin offering a series of relevant, site based professional development opportunities around trauma informed instructional practices, as measured by agendas, and sign-in sheets.</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2021</p>	Site Leadership and Leadership Team	<p>Additional pay for teacher prep and administration of professional development sessions LCAP 180</p> <p>Additional pay for teachers to attend the PD offerings. LCAP 180</p> <p>Materials and supplies for PD sessions Gift fund 356</p> <p>Materials and supplies for PD sessions Site discretionary 070</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>LCAP At-Risk Student Support</p> <p>LCAP At-Risk Student Support</p> <p>Gift Fund</p> <p>Site Discretionary</p>	<p>2,000</p> <p>1,800</p> <p>250</p> <p>500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ACTION 4. Explore opportunities for peer observations and feedback.</p> <p>Task: 1. By the Fall of 2019, certificated staff will begin observing colleagues both on site and off site to inform and improve practice, as measured by the use of the district issued walk-through protocol- when available, or lesson study, or teacher approved observation instruments.</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2021</p>	District and Site Leadership	<p>Additional pay for teachers to attend observations at the site level LCAP 180</p> <p>Coverage for teachers to attend observations off site LCAP 180</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>LCAP At-Risk Student Support</p> <p>LCAP At-Risk Student Support</p>	<p>2,000</p> <p>2,000</p>
<p>ACTION 5. Both Grade Level Leads and Department Chairs will communicate & maintain the implementation of district and site level initiatives.</p> <p>Task: 1. Create a platform for consistent communication between teacher leaders and site administration through the practice of asking teacher leaders to deliver relevant content to their colleagues during department meetings, as measured by Leadership Team meeting agendas/notes, Department and Grade level meeting agendas/notes.</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2021</p>	Site Leadership and Leadership Team				

Planned Improvements in Student Performance

School Goal #3

SUBJECT: ELA/ELD, math, science, social studies, PE, electives
LEA/LCAP GOAL:
LCAP Goal: Student, Parent, and Community Engagement - To increase student, parent, and community engagement and support programs that foster a stronger, more positive, connection between school and home. Under the guidance of Educational Services, the Westborough staff will improve the attendance and participation of students, as well as their families in school events, school community events, and district events.
SCHOOL GOAL #3:
By the Spring of 2021, after participating in grade level specific skills training, trauma-informed instructional practices and counseling approaches, and participating in school extracurricular activities (i.e. clubs, concerts, intramurals, movie nights, etc.), as well as experiencing the implementation of the school's tailored PBIS program, all students will exhibit a 3% decrease in absenteeism, as well as a 3% decrease in suspension rate for all students. Benchmark 1: By the Spring of 2019 all Westborough students will demonstrate 0.5% decrease in the rate of Chronic Absenteeism and Suspensions when compared to the 2017-18 Dashboard Data, as measured by California Dashboard Data on Chronic Absenteeism and Suspension Rates, as well as relevant district and/or site developed survey data. Benchmark 2: By the Spring of 2020 all Westborough students will demonstrate a 1.0% decrease in the rate of Chronic Absenteeism and Suspensions when compared to the 2018-19 Dashboard Data, as measured by California Dashboard Data on Chronic Absenteeism and Suspension Rates, as well as relevant district and/or site developed survey data. Benchmark 3: By the Spring of 2021 all Westborough students will demonstrate 1.5% decrease in the rate of Chronic Absenteeism and Suspension when compared to the 2019-20 Dashboard Data, as measured by California Dashboard Data on Chronic Absenteeism and Suspension Rates, as well as relevant district and/or site developed survey data.
Data Used to Form this Goal:
2017-18 California Dashboard data, formal and informal district/site data, teacher, and parent input were used to form this goal.
Findings from the Analysis of this Data:
According to the 2017-18 Dashboard data, Westborough saw a 2% increase in chronic absenteeism for all students. In other words, 10% of the student population who attended Westborough was chronically absent from school that year. Of the statistically significant student groups reported, the rate of chronic absenteeism for Students with Disabilities was reported at 19% and 21.6% was reported for Latinx students. This indicates a significant increase in both groups when compared to the 2016-17 data. Chronic absenteeism increase to 8.7% for Students with Disabilities and 7.1% for Latinx students. Other groups indicating an increase for the 2017-18 school year included White students (5.6% increase), Socioeconomically Disadvantaged students (2.2% increase), and students who identify as Two or More Races (1.1%).

According to the 2017-18 Dashboard data, 6.1% of all students at Westborough were suspended at least once that year. While this was a 0.3% decrease from the 2016-17 school year, a few groups of students experienced an increase in suspension rates. Last year, 11.3% of all Students with Disabilities were suspended at least once. This is a 1% increase from the year before. Our Asian student population experienced a 2.0% increase, as 2.8% of our students identified in this category were suspended at least once last year. Additionally, 10.1% of all Latinx students were suspended at least once, which equals a 1.6% increase. Our English Learner population experienced a slight increase of 0.8% with 4.8% of our students in this group suspended at least once. Though our African American population at Westborough was not large enough to be considered statistically significant during the 2017-18 school year, six out of the sixteen students who identify in this category were suspended at least once during the 17-18 school year. Equaling a suspension rate of 37.5%, this represents the highest percentage of suspension within a single student group at Westborough.

Recent Panoramic survey data was statistically insignificant and inconsistent. As a result, the team at Westborough intends to issue a new School Culture and Climate survey to staff, students, and parents before the end of the 2018-19 school year. Informal interviews and focus group sessions indicated that due to a series of concerning events occurring within the school community during the 2017-18 school year and prior, students, staff, and parents do have concerns around student experiences at Westborough.

How the School will Evaluate the Progress of this Goal:

School staff will examine data and track student performance during department meetings, RTI meetings, some Staff meetings, as well as some district middle school collaboration meetings. The review of discipline and attendance data, as well as various survey data, will also be used to monitor the perception of students and whether or not they feel safe, as well as if they are having a positive experience at Westborough. We will focus on trends in the data and determine how to respond to the needs of all students at Westborough.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ACTION 1: Increase opportunities for student engagement and inclusiveness at Westborough.</p> <p>Tasks:</p> <p>1. All students will have access to transition activities at both the 5th to 6th grade level (i.e. Sixth grade orientation day) and 8th to 9th grade (i.e. college and career awareness activities), as measured by the master calendar of events.</p> <p>2. Maintain support of the Honors Society program at Westborough in order to generate peer tutor support for students who benefit from the tutoring, as measured by peer tutoring sessions records, and student reports.</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2021</p>	<p>Site staff, and student leaders (ASB and student council)</p>	Funding for extra Internurals position and materials site discretionary 070	1000-1999: Certificated Personnel Salaries	Site Discretionary	2,000
			Funding for Club Advisors Site discretionary 070	1000-1999: Certificated Personnel Salaries	Site Discretionary	4,500
			Provide materials and resources to clubs and organizations Site discretionary 070	4000-4999: Books And Supplies	Site Discretionary	2,000
			Provide incentives and materials to reward positive academic performance. Site discretionary 070	4000-4999: Books And Supplies	Site Discretionary	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3. Maintain support for grade level Honor Roll assemblies held at each semester, as well as a year end awards nights, to motivate students to achieve academically, as measured by the number of students receiving awards in each grad level.			Provide incentives and materials to reward positive attendance performance. Site discretionary 070	4000-4999: Books And Supplies	Site Discretionary	1,000
4. Support the student participation in tri-school sports events, by hosting the basketball games at Westborough, as measured by Westborough student attendance at the event.			Provide funding for materials and resources to support the, transition activities, Honors Society program, tri-school sports events, anti-bullying and character education, educational field trips, and the explorations of cross curricular units and activities. Site discretionary 070	4000-4999: Books And Supplies	Site Discretionary	8,000
5. Provide ongoing anti-bullying and character education through relevant assemblies, supporting the annual tri-school Anti-bullying event, "Know your Classmate", and Blue Shirt days throughout the month of October at Westborough to increase awareness within the student body, as measured by district/site survey data.						
6. All students will have access to clubs or organizations (driven by student interest) after or before school and lunch time in order to enhance student participation and promote a more positive school environment, as measured club formation policy, the list of available clubs, and overall student participation.						
7. All students will have access to lunch time athletic activities through an intramural program, as measured by student participation lists.						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>8. All students will participate in a schoolwide mini-course day to provide enrichment opportunities and support a well rounded educational experience at Westborough, as measured by the types of sessions offerer or field trip activities offered to students, as well as student feedback.</p> <p>9. Support student access to educational field trips at each grade level, by supplementing a portion of the transportation and deposit costs, as measured by master calendar and student access to educational field trips field trips.</p> <p>10. Teachers will explore cross curricular units and activities as a way to increase student engagement with the common core standards, as measured by agendas, meeting notes, and pilot units or activities.</p>						
<p>ACTION 2: Increase student awareness of safety practices and appropriate behavior at Westborough</p> <p>1. Certificated staff will begin exploring how to give all students access to relevant character development activities and study skills for each grade level at Westborough, as measured by the list of character development activities and study skills, lesson plans, and a scope and sequence.</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2021</p>	All staff at Westborough	<p>Fund 30min to 1hour more per day for campus supervisor or other staff member to make sure students are supervised from beginning to end of the school day. LCAP 180</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>LCAP At-Risk Student Support</p>	7,300

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2. Staff will design and implement a positive incentive system as part of the schoolwide PBIS program to reinforce expectations for behavior at Westborough, as measured by the documents and materials associated with the system.</p> <p>3. All students will have access to trauma-informed counseling approaches and support groups, as measured by the Counseling Department's meeting notes and list of supports for students (see Goal 2 for proposed expenditures).</p> <p>4. By the Fall of 2019, additional staff supervision time will be added during the student breakfast time in order to support student safety, as measured by increase in staff supervision schedule.</p>			<p>Provide incentives and materials for rewarding positive behavior performance. LCAP 180</p>	4000-4999: Books And Supplies	LCAP At-Risk Student Support	2,000
<p>ACTION 3: Provide more opportunities to families to become engaged in and supportive of their student(s) progress at school.</p> <p>Task:</p> <p>1. Parents of ELs will have opportunities to receive training delivered in the parents' primary language at DELAC meetings and to participate in ELAC activities via the SSC at Westborough, as measured by DELAC and SCC meeting agendas.</p> <p>2. The math department will partner with the PTSA to provide a Math</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2021</p>	District DELAC staff, all certificated staff at Westborough, and PTSA president(s)	<p>Materials and resources needed to promote and run SCC meetings, Math Night/ Math Festival, communications in support of PTSA events, all events mentioned in task 4, and the pilot of a monthly news letter Site discretionary 070</p>	4000-4999: Books And Supplies	Site Discretionary	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Night/ Math Festival in spring, as measured by event communications and parent attendance sheets.</p> <p>3.The Westborough administration will provide media/communication support for PTSA sponsored community events (ex. Holiday Fair, fundraisers, barbecue, etc.), as needed in order to facilitate community involvement in such events, as measured, by communication resources and other materials used to market and support PTSA events.</p> <p>4. Westborough staff will continue to offer Back to School nights, Parent/Teacher conferences in the Fall, Spelling Bees, Geography Bees, Science Fair, Sports Night, concerts, and other family events in order to engage families in attending school events, as measured by event flyers and participation numbers.</p> <p>5. Parents will have access to informational meetings about all academic departments at Westborough via PTSA meetings throughout the year, as measured by PTSA agendas/meeting notes.</p> <p>6. Translation services will be provided at parent conferences and SST meetings for families requiring the support, as measured by invoices for translation services.</p> <p>7. Monthly Principal Coffees and Tea and Cookies with the principal events</p>			<p>Additional resources needed for events (i.e. coffee or tea for the Principal's coffees) Gift fund 356</p>	<p>0001-0999: Unrestricted: Locally Defined</p>	<p>Gift Fund</p>	<p>300</p>
			<p>Translation services at Conferences and/or other meetings (SSTs.) El Support 123</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>El Support</p>	<p>1,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>will be scheduled throughout the year in order to support parent access to the principal, as measured by the master calendar and flyers for the events, as well as attendance sheets.</p> <p>9. By Fall of 2019, the Westborough staff will pilot a monthly school newsletter, as measured by the news letter release.</p> <p>10. Increased opportunities for volunteering to support such events as, career days, school clubs/tri-school events, before school, at lunch, and after school will be communicated, as measured by emails news letters, as well as an increase in parent volunteer packet completion.</p>						
<p>ACTION 4: Support all staff in being able to identify and/or address the underlying student needs associated with issues of chronic absenteeism and inequities in discipline practices.</p> <p>Task:</p> <p>1. Begin providing professional development opportunities for identified staff around trauma informed counseling practices and teaching approaches, as measured by staff attendance to relevant PDs (see Goal 2 for proposed expenditures).</p> <p>2. Staff will investigate appropriate character development activities and</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2021</p>	<p>Site and District Admin</p>	<p>Character Education and study skills curriculum LCAP 180</p> <p>Materials and resources needed to promote and run the PBIS Committee, SCC Committee, and the Safety Committee Site discretionary 070</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>LCAP At-Risk Student Support</p> <p>Site Discretionary</p>	<p>8,000</p> <p>6,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>study skills for each grade level at Westborough, as measured by the list of character development activities and study skills, potential lesson plans, and a scope and sequence.</p> <p>3. Formation of a PBIS committee with the goal of tailoring and implement an effective schoolwide PBIS program, as measured by meeting agendas and notes, as well as the development materials associated with the PBIS program (i.e staff and student interest surveys, roll out events, etc.).</p> <p>4. Formation of a School Culture and Climate committee to monitor student and staff moral, as measured by meeting agendas and notes, as well as the development materials associated with the school's culture and climate (i.e staff, student, and parent climate survey).</p> <p>5. Formation of a School Safety committee to monitor student and staff safety practices at Westborough, as measured by meeting agendas and notes, as well as the development materials associated with the school's safety practices (i.e. blue cards, new emergency safety plan format, etc.).</p>						

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Site Discretionary	60,700	-4,730.00
LCAP At-Risk Student Support	59,089	-7,411.00
Gift Fund	3,550	1,000.00
El Support	8,549	-951.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
El Support	9,500.00
Gift Fund	2,550.00
LCAP At-Risk Student Support	66,500.00
Site Discretionary	65,430.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	300.00
1000-1999: Certificated Personnel Salaries	35,000.00
2000-2999: Classified Personnel Salaries	12,300.00
4000-4999: Books And Supplies	78,380.00
5000-5999: Services And Other Operating Expenditures	17,000.00
5800: Professional/Consulting Services And Operating	1,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	El Support	7,300.00
4000-4999: Books And Supplies	El Support	1,200.00
5800: Professional/Consulting Services	El Support	1,000.00
0001-0999: Unrestricted: Locally Defined	Gift Fund	300.00
4000-4999: Books And Supplies	Gift Fund	2,250.00
1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support	21,500.00
2000-2999: Classified Personnel Salaries	LCAP At-Risk Student Support	5,000.00
4000-4999: Books And Supplies	LCAP At-Risk Student Support	23,000.00
5000-5999: Services And Other Operating	LCAP At-Risk Student Support	17,000.00
1000-1999: Certificated Personnel Salaries	Site Discretionary	13,500.00
4000-4999: Books And Supplies	Site Discretionary	51,930.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	60,830.00
Goal 2	35,050.00
Goal 3	48,100.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Loraine Rossi de Campos	X				
Lauren Ta					X
Melanie Ison			X		
Brian Vina		X			
Victoria Lau (only in part)				X	
Monyca Currier				X	
Danny Yanow		X			
Kammy Fung (took over for Ms. Lau)				X	
Mia Tseng					X
Numbers of members of each category:	1	2	1	3	2

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.