School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
John Adams Middle School	19-64980-6058531		

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

We do not receive Title 1 funding.

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

The John Adams Middle School (JAMS) instructional program takes a two-tiered approach addressing both the social emotional and academic needs of our students. Our social emotional curriculum specifically directly supports LCAP Goal #3 (creating a welcoming and safe school community), while also indirectly supporting Goals #1 (college and career readiness and Goal #2 (supporting English Learners). We address the social emotional learning (SEL) through mindfulness, class meeting (OLWEUS and Teaching Tolerance), Restorative Justice and trauma informed theory. We also intentionally build opportunities for connection and empathy building for all students.

Our academic curriculum is aligned to the California Common Core State Standards. Through these Standards we build a strong foundation for college and career readiness. Specifically, we focus on high leverage standards that support learning for all students. As a staff, we chose to concentrate on Close and Analytical Reading, Academic Language and Vocabulary Development. All teachers support these efforts across the content areas. We provide english language development (ELD) by addressing language acquisition in the context of the State Standards. Students receive ELD support in their English Language Arts classes so they gain full access to the Standards. ELL's also receive additional support during our Advisory Intervention.

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).

Our school community has participated in the Staff Climate Survey, California Healthy Kids Survey, District English Learner Parent Survey and the Student Engagement Survey. Please see the attachments for survey results.

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

Throughout the year, administrators and coaches conduct informal observations. Our primary "look for's" are an alignment to our SLT Goals of Close Reading and Academic Language . We have also had a continued focus on informational writing which has been observed broadly during observations. Based on these class visits, we have observed some coherent strengths and areas for growth. Areas of strength include close reading strategies across the curriculum; differentiation through blended learning; common academic language in Humanities and ELA; coherence across Humanities and ELA teachers in writing instruction and structured opportunities for student talk.

We also observed some opportunities for growth. Some to these observations include inconsistent use of effective vocabulary instruction; incoherence on common vocabulary across grade levels; and, inconsistent planning and support for EL's.

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

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

In addition to site level common assessments, JAMS participates in State Assessments (CAASPP) and local District assessments (IAB's). IAB's are still in the developmental stage and are not yet predictive of CAASPP outcomes. Consequently, this summary will focus on the CAASPP results. Since 2016 the school has experienced an upward trend in both Math and ELA as demonstrated by the CAASPP. In ELA, we have improved 6% in terms of students proficient and above standard during this period. In Mathematics, we have increase 4% in student proficiency during this period. We have also shown improvement in all of our subgroups, with the exception of our English Learners. This group experienced a decrease in proficiency in both Mathematics (-8%) and ELA (-11%) during this time. Additionally, while our Hispanic, SED and African American subgroups have showed an upward trend in proficiency in both Mathematics and ELA, the increases have mirrored schoolwide improvement and not revealed a closing of achievement/opportunity gap.

These trends have informed our SLT plan, inclusive of professional development, instructional foci and instructional best practices.

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

This year our Site Leadership Team (SLT), along with the Principal, have committed to a continued focus on Close and Analytical Reading across all content area. This goal was based on multiple data points. First, it is identified as a high leverage and enduring strategy based on research out of Stanford University and educational scholar John Hattie. Secondly, data on the CAASPP reveal that only 63% of students are proficient or advanced in English Language arts. Additionally, the Problem Solving Claim in Mathematics, which is significantly language embedded, is the area of greatest need schoolwide. Finally, Close Reading is a high-leverage strategy that deepens student learning across all content areas.

As a next step in building capacity in Close and Analytical Reading, we have adopted a system of vocabulary instruction and are piloting best practices in the Humanities and English Departments. We will also be piloting an Independent Reading Program in some Humanities and English classrooms.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

Staff development during the 2019-2020 school year is focused on alignment with the CA state standards, our SLT Plan and district initiatives which support student achievement. We have continued our focus on Close/Analytical Reading, academic language and vocabulary development. We have three Professional Development (PD) days planned to address the aforementioned topics. We have also planned to focus on these goals through a collaborative structure called Lesson Link. Teachers will engage in an iterative process of planning, implementing and refining a single lesson.

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

Our PD is planned and delivered by our SLT with the support and guidance of our Literacy Coach.

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

Teachers plan in course alike PLC's three (3) times per month. Each session is held on Friday mornings for 90 minutes.

Teaching and Learning

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

Curriculum is aligned to the California content standards. Grades 6 through 8 piloted a new curriculum in 2018-2019. It is being fully implemented this year. During the 2019-2020 school year, Social Studies teachers will participate in the selection of the new Social Studies adoption for SMMUSD. Finally, our Science Department is piloting multiple curricula during the 2019-2020 year with an integrated NGSS model.

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

John Adams Middle School exceeds the minimum number of instructional minutes required by the State of California.

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

The master schedule provides sufficient flexibility to support periods for intervention and teachers provide support during nutrition, lunch and after school. During this time, a core group of intervention teachers are intervening with students who have not mastered critical high leverage skills in ELA and Math. Also during this time, a cohort of teachers is providing additional ELD focused on the California ELA/ELD Framework.

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

All grades and subject materials are standards-based and JAMS is William's compliant.

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

Opportunity and Equal Educational Access

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

All English Learners will receive integrated ELD support across their core classes. Based on our data analysis, we are also restructuring the way we provide designated ELD. Students will receive daily designated ELD support during their English Language Arts classes. This provides a more contextualized approach to EL support and while expanding EL access to core curriculum and electives.

Evidence-based educational practices to raise student achievement

JAMS' teachers utilize a number of research-based practices, which our shared through our use of PLCs to meet the needs of all students and close the achievement gaps. Professional development is aligned with SMMUSD initiatives, which are based on current educational research and in consultation with professional experts outside of SMMUSD. In 2015-2016, the district participated in an Equity Review to ensure that the practices and policies at JAMS are sufficient to meet the needs of all students. The findings, along with local and State assessment data, led to a continued focus on student engagement.

Based on our annual data analysis, we are also focusing a system of vocabulary instruction. This includes a broadly implemented program of academic language and tier 3 vocabulary instruction. This work is supported through our PD on Late Start Fridays. I will be facilitated by our Instructional Coach and SLT members.

Parental Engagement

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

We offer multiple parent education opportunities through our PTSA and ELAC. These topics will include, technology and social media; LGBTQ awareness; Drug, Vapes and Alcohol awareness; College and Career Readiness, CA PTA School SMARTS program; Restorative Justice; and, School Climate among others.

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)

Members of the SSC participate in the decision making process for the use of LCFF and Stretch Grant funding for professional development as part of the SPSA process. We also present and seek feedback from our ELAC and Latinx Parent Group on EL support.

Funding

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

N/A

Fiscal support (EPC)

n/a

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

English Language Advisory Council (ELAC)   9/26/19
School Leadership Team (SLT) 9/19/19
School Site Council (SSC) 10/24/19

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.6%	0.09%	0.2%	6	1	2
African American	9.0%	8.18%	7.63%	96	87	78
Asian	3.6%	2.73%	2.54%	38	29	26
Filipino	0.7%	0.19%	%	7	2	
Hispanic/Latino	48.0%	49.39%	50.59%	511	525	517
Pacific Islander	0.4%	0.09%	%	4	1	
White	32.6%	31.33%	31.7%	347	333	324
Multiple/No Response	%	0.75%	0.49%		8	5
			Total Enrollment	1,065	1063	1,022

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 6	333	352	331
Grade 7	371	339	345
Grade 8	361	372	346
Total Enrollment	1,065	1,063	1,022

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
English Learners	80	107	93	7.5%	10.1%	9.1%
Fluent English Proficient (FEP)	250	227	224	23.5%	21.4%	21.9%
Reclassified Fluent English Proficient (RFEP)	40	16	18	37.0%	20.0%	16.8%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	329	351	334	324	345	326	324	345	327	98.5	98.3	97.6
Grade 7	375	336	349	362	326	343	361	325	344	96.5	97	98.3
Grade 8	359	373	345	358	352	341	357	352	342	99.7	94.4	98.8
All Grades	1063	1060	1028	1044	1023	1010	1042	1022	1013	98.2	96.5	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2557.	2569.	2563.	29.32	37.39	31.60	33.95	29.57	35.28	22.84	20.00	18.10	13.89	13.04	15.03
Grade 7	2572.	2574.	2586.	22.44	25.85	31.20	39.61	37.54	35.28	21.05	16.31	19.83	16.90	20.31	13.70
Grade 8	2583.	2570.	2571.	21.85	18.75	23.75	38.10	36.36	30.79	20.45	23.58	21.41	19.61	21.31	24.05
All Grades	N/A	N/A	N/A	24.38	27.30	28.81	37.33	34.44	33.76	21.40	20.06	19.80	16.89	18.20	17.62

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	33.64	40.70	42.77	46.60	38.95	38.46	19.75	20.35	18.77
Grade 7	32.96	38.15	36.44	42.38	36.92	44.02	24.65	24.92	19.53
Grade 8	34.17	29.60	29.12	42.58	42.53	41.76	23.25	27.87	29.12
All Grades	33.59	36.09	36.01	43.76	39.53	41.47	22.65	24.39	22.52

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	33.95	37.90	25.85	44.75	42.27	53.54	21.30	19.83	20.62
Grade 7	35.73	39.44	42.23	45.98	41.61	45.16	18.28	18.94	12.61
Grade 8	33.61	25.97	32.74	44.82	49.85	43.36	21.57	24.18	23.89
All Grades	34.45	34.40	33.73	45.20	44.60	47.26	20.35	21.00	19.00

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	28.09	34.88	25.85	62.65	55.52	64.92	9.26	9.59	9.23
Grade 7	18.56	17.45	23.91	66.76	62.31	62.97	14.68	20.25	13.12
Grade 8	23.53	24.43	20.88	62.75	59.77	59.41	13.73	15.80	19.71
All Grades	23.22	25.77	23.51	64.11	59.13	62.40	12.67	15.10	14.09

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	41.36	51.74	42.46	47.84	37.50	44.31	10.80	10.76	13.23
Grade 7	37.67	44.14	42.57	45.98	41.36	42.27	16.34	14.51	15.16
Grade 8	36.69	31.09	30.59	42.30	47.21	42.94	21.01	21.70	26.47
All Grades	38.48	42.32	38.49	45.30	42.02	43.15	16.22	15.66	18.35

Conclusions based on this data:

1. We have made some significant gains in 6th grade ELA scores.

2. Eighth grade performance has a flat trajectory in student achievement. This trend exists across all ELA skills assessed.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	329	351	334	325	344	327	325	344	327	98.8	98	97.9
Grade 7	375	336	349	366	327	344	366	327	344	97.6	97.3	98.6
Grade 8	359	373	345	357	357	341	357	357	342	99.4	95.7	98.8
All Grades	1063	1060	1028	1048	1028	1012	1048	1028	1013	98.6	97	98.4

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2527.	2553.	2525.	17.54	28.49	24.46	28.00	27.03	21.10	29.85	25.00	25.69	24.62	19.48	28.75
Grade 7	2542.	2534.	2547.	16.39	19.27	25.87	24.32	19.27	19.77	34.15	30.58	25.00	25.14	30.89	29.36
Grade 8	2565.	2563.	2550.	24.93	21.85	20.23	19.05	22.69	17.89	24.93	25.21	26.98	31.09	30.25	34.90
All Grades	N/A	N/A	N/A	19.66	23.25	23.52	23.66	23.05	19.57	29.68	26.85	25.89	27.00	26.85	31.03

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	26.54	36.55	31.29	38.89	36.84	31.90	34.57	26.61	36.81
Grade 7	23.14	24.23	32.56	41.32	35.89	30.81	35.54	39.88	36.63
Grade 8	27.73	29.69	25.22	33.05	36.41	32.84	39.22	33.89	41.94
All Grades	25.77	30.24	29.67	37.74	36.39	31.85	36.49	33.37	38.48

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	17.54	29.36	22.94	49.23	45.06	46.18	33.23	25.58	30.89
Grade 7	21.58	22.63	25.87	50.27	44.04	43.60	28.14	33.33	30.52
Grade 8	31.93	25.21	25.22	36.69	49.02	40.76	31.37	25.77	34.02
All Grades	23.85	25.78	24.70	45.32	46.11	43.48	30.82	28.11	31.82

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	20.62	31.69	24.77	53.54	45.64	46.48	25.85	22.67	28.75
Grade 7	22.13	22.32	25.87	58.20	50.15	50.87	19.67	27.52	23.26
Grade 8	21.85	22.13	21.11	53.78	51.26	51.61	24.37	26.61	27.27
All Grades	21.56	25.39	23.91	55.25	49.03	49.70	23.19	25.58	26.38

Conclusions based on this data:

1. There is an upward trend in 6th grade over the three year span.

2. Both 7th and 8th grade show more stagnant trends.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1539.1		1535.0		1542.8		34	
Grade 7	1549.9		1541.7		1557.5		28	
Grade 8	1587.1		1582.2		1591.6		25	
All Grades							87	

Overall Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		50.00		*		*		34	
7	42.86		39.29		*		*		28	
8	84.00		*				*		25	
All Grades	48.28		35.63		*		*		87	

Oral Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	52.94		35.29		*		*		34	
7	57.14		*		*				28	
8	92.00		*				*		25	
All Grades	65.52		25.29		*		*		87	

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		38.24		*		*		34	
7	*		39.29		*		*		28	
8	64.00		*		*		*		25	
All Grades	31.03		32.18		22.99		13.79		87	

Listening Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	41.18		47.06		*		34	
7	42.86		50.00		*		28	
8	72.00		*				25	
All Grades	50.57		42.53		*		87	

Speaking Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	70.59		*		*		34	
7	67.86		*				28	
8	96.00				*		25	
All Grades	77.01		20.69		*		87	

Reading Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		47.06		35.29		34	
7	*		39.29		*		28	
8	76.00		*		*		25	
All Grades	37.93		33.33		28.74		87	

Writing Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		79.41		*		34	
7	*		78.57				28	
8	44.00		52.00		*		25	
All Grades	26.44		71.26		*		87	

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**
1,063	**40.7%**	**10.1%**	**0.4%**
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	107	10.1%
Foster Youth	4	0.4%
Homeless	6	0.6%
Socioeconomically Disadvantaged	433	40.7%
Students with Disabilities	148	13.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	87	8.2%
American Indian	1	0.1%
Asian	29	2.7%
Filipino	2	0.2%
Hispanic	525	49.4%
Two or More Races	77	7.2%
Pacific Islander	1	0.1%
White	333	31.3%

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
English Language Arts Green	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics Green		
English Learner Progress No Performance Color		

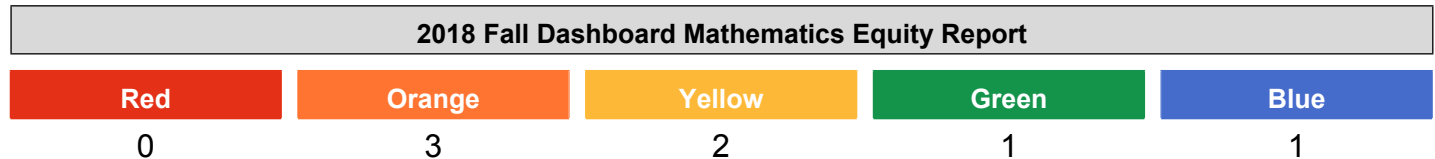**Conclusions based on this data:**

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:

Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	2	0	2

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		
All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
22.3 points above standard	17.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained 1.7 points	Maintained 1 points	
1009 students	194 students	6 students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	17.7 points below standard	61.4 points below standard
	Maintained 1.7 points	Increased 17.1 points
6 students	449 students	156 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			

African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	No Performance Color
31.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	72.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -19.7 points	2 students	Declined -8.1 points	2 students
85 students		28 students	

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Blue	No Performance Color	Blue
4.9 points below standard	57.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy	68.7 points above standard
Maintained 1.5 points	Maintained -1.5 points	1 students	Increased 11.8 points
508 students	72 students		309 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**
65.8 points below standard	31.9 points above standard	29.5 points above standard
Declined -9.1 points	Increased 17.7 points	Increased 3.2 points
98 students	96 students	689 students

Conclusions based on this data:

1. Overall, we have maintained growth in ELA.

2. We have maintained growth in some of our struggling subgroups in ELA, including SED and EL's. We need to commit resources and build teacher capacity to show an increase in these areas and demonstrate a closing of the achievement/opportunity gap.

3. We are struggling to meet the needs of our African American students in ELA. We must build teacher capacity and improve in Tier 1 instruction.

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	3	2	1	1

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	Orange	No Performance Color
15.8 points below standard	62.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 6.6 points	Maintained 2.1 points	
1014 students	192 students	6 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	57.4 points below standard	108.3 points below standard
	Increased 10.6 points	Increased 9 points
6 students	450 students	159 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	No Performance Color	No Performance Color	No Performance Color
81 points below standard	Less than 11 Students - Data Not Displayed for Privacy	55.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -10.1 points	2 students	Declined -14.1 points	2 students
85 students		28 students	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Blue	No Performance Color	Green
46.1 points below standard	41 points above standard	Less than 11 Students - Data Not Displayed for Privacy	33.2 points above standard
Increased 5.8 points	Increased	1 students	Increased 13.4 points
510 students	29.1 points 72 students		312 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
109.8 points below standard	13.9 points below standard	8 points below standard
Declined -9.9 points	Increased	Increased 8.2 points
97 students	19.7 points 95 students	694 students

Conclusions based on this data:

1. We have maintained growth in some of our struggling subgroups in Mathematics, including SED and EL's and SWD. We need to commit resources and build teacher capacity to show an increase in these areas and demonstrate a closing of the achievement/opportunity gap.

2. We are struggling to meet the needs of our African American students in Mathematics. We must build teacher capacity and improve in Tier 1 instruction.

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
87	48.3%	35.6%	11.5%	4.6%

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	2	3	0
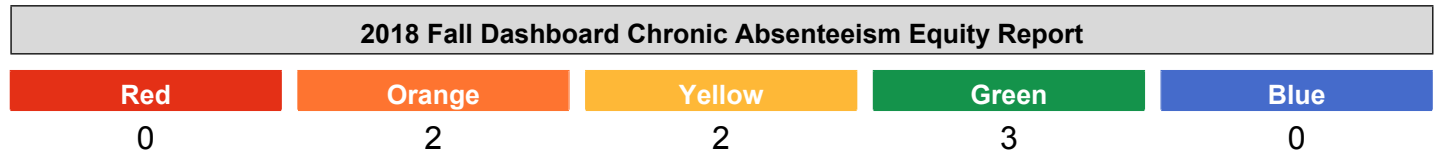
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Green	No Performance Color
8.8% chronically absent	5.6% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0.1%	Declined 2.7%	6 students
1075 students	124 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	11.7% chronically absent	13% chronically absent
7 students	Declined 1%	Declined 3.6%
	486 students	154 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	No Performance Color
11.1% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	0% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 1.9%	1 students	Declined 4.9%	2 students
90 students		29 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Orange	No Performance Color	Green
8.6% chronically absent	16.5% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	7.2% chronically absent
Declined 0.7%	Increased 7.7%	1 students	Declined 1%
534 students	85 students		333 students

Conclusions based on this data:

1. We have large percentage of students with Chronic Absenteeism. African American students and students that are Two or More Races are disproportionately high.
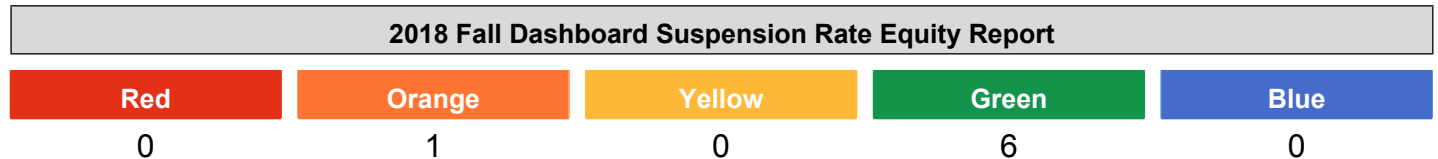
School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	6	0

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

All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
2.3% suspended at least once	3.2% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy
Declined -1.5%	Increased 0.9%	6 students
1082 students	124 students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Green
Less than 11 Students - Data Not Displayed for Privacy	3.7% suspended at least once	5.8% suspended at least once
8 students	Declined -2.4%	Declined -2.6%
	492 students	154 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Green	No Performance Color	No Performance Color	No Performance Color
5.4% suspended at least once	Less than 11 Students - Data 1 students	0% suspended at least once	Less than 11 Students - Data 2 students
Declined -1.4%		Declined -2.4%	
92 students		29 students	

Hispanic	Two or More Races	Pacific Islander	White
Green	Green	No Performance Color	Green
3% suspended at least once	1.2% suspended at least once	Less than 11 Students - Data 1 students	0.9% suspended at least once
Declined -1.8%	Declined -4.1%		Declined -0.8%
537 students	86 students		334 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
3% suspended at least once	3.8% suspended at least once	2.3% suspended at least once

Conclusions based on this data:

1. We have shown an improvement across the board in decreasing suspensions. There has been a slight increase in English Learner suspensions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

All graduates are socially just and ready for college and careers.

Goal 1

All graduates are socially just and ready for college and careers.

Identified Need

Improving literacy across all content areas.

Goal 1a: Reading Comprehension-90% of JAMS students will demonstrate an increase in literacy of complex non-fiction texts, as measured by the common reading assessments administered in the Fall (2019) and Spring (2020).

Goal 1b: Writing-90% of JAMS students will demonstrate an increase in making evidence based claims, as measured by the common writing assessments administered in the Fall (2019) and Spring (2020).

Goal 1c: Mathematics-Based on the 2018-19 CAASP data, 90% of students of will increase their scale score as measured by the CAASPP Mathematics results for 2019-20.

Goal 1d: Based on the 2018-19 CAASP data, 90% of students of will increase their scale score as measured by the CAASPP ELA results for 2019-20.

Goal 1e: Based on the 2018-19 CAASP data, increase the scale score on the CAASPP by 5% for students scoring at Level 1 (Standards Not Met) in both ELA and Math in 2019-2020.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP for ELA and Mathematics	Varies by sub group	Varies by subgroup
JAMS Writing Assessment	Baseline data not available	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Create a culture of reading-All Students

Strategy/Activity

Pilot an Independent Reading (IR) program in grades 6-8. Purchase classroom libraries and procure additional non-fiction texts

All core teachers will participate in two rounds of Lesson Link. The Fall semester will focus on SLT Goals in course alike collaborative groups. The Spring lesson link will focus on SLT Goals in either cross grade or interdisciplinary groups.

All students will read during Advisory three (3) days per week

Author Visit-"Red Scarf Girl"

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
1500	Site Formula Funds 1000-1999: Certificated Personnel Salaries Hourly teacher pay for IR training
6500	Lottery: Instructional Materials 4000-4999: Books And Supplies Classroom libraries
	District Funded 1000-1999: Certificated Personnel Salaries Lesson Link-Supplemental Funds via SLT
1,000	Site Formula Funds 5800: Professional/Consulting Services And Operating Expenditures Author fee

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Literacy Coach to provide direct support and capacity building with teachers

Publication of Cross Currents (Student Anthology)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

	District Funded 1000-1999: Certificated Personnel Salaries
1,000	Site Formula Funds 1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Critical thinking and project based learning-All students

Strategy/Activity

Science Magnet Seminars

Instructional materials across all departments

AVID Tutors for academic support

Music Clinicians

Online Subscriptions Discovery Ed and TCI

Subs for collaboration and conferences

Instructional materials-Science

Teacher supplies

Digital Dragon App Academy

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

80,000	Site Formula Funds 1000-1999: Certificated Personnel Salaries Science Seminars-Teacher hourly and benefits
33,500	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Teacher supplies-$500 per certificated staff
12,000	Site Formula Funds 1000-1999: Certificated Personnel Salaries Teacher conferences and collaboration

5300	Site Formula Funds 5800: Professional/Consulting Services And Operating Expenditures Online subscriptions for Discovery Ed and TCI
5400	Site Formula Funds 5000-5999: Services And Other Operating Expenditures Music Clinicians
6000	Site Formula Funds 1000-1999: Certificated Personnel Salaries AVID Tutors
1200	Site Formula Funds 4000-4999: Books And Supplies General supplies
	Site Formula Funds 4000-4999: Books And Supplies
	Site Formula Funds 4000-4999: Books And Supplies
26,500	Stretch Grant 5800: Professional/Consulting Services And Operating Expenditures App Academy-Digital Dragon

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

PD Leader Collaboration Time

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
5000	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries SLT

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Provide differentiated math support through technology

Strategy/Activity

ST Math Annual License

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
3500	Lottery: Instructional Materials
	ST Math

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Implement a systemic intervention during Advisory on high leverage/enduring skills in Math and ELA

Strategy/Activity

Academic Work Shops- Mondays-Wednesdays

Use retired teachers for literacy support

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
4000	Stretch Grant (Ed Foundation) 5000-5999: Services And Other Operating Expenditures Salaries for literacy support

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
0	

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Social Justice Standards Pilot-Exploratory Leadership

Strategy/Activity

Rock your World-Consultant

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
5000	Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures Rock your World

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Support students reading below grade level-7th grade students

Strategy/Activity

Expand Reading Improvement Pilot to 7th Grade

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
	Other 1000-1999: Certificated Personnel Salaries Plus one for a reading improvement course-

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Purchase Immersion classroom novels and nonfiction

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
3000	Lottery: Instructional Materials 4000-4999: Books And Supplies Continue expanding classroom libraries in the Immersion Spanish Language Arts classes.

Strategy/Activity 11
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Purchase classroom libraries

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
5000	Site Formula Funds 4000-4999: Books And Supplies Build classroom libraries in Humanities and selected ELA classrooms for Independent Reading

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Last year we continued our focus on Close and Analytical Reading building highly performing teams. This work deepened over the year and led to some additional areas of focus, including Academic Language and content specific vocabulary. We discovered that it is not prudent to address close reading without also addressing vocabulary instruction.

In terms of CAASPP results we experienced a relative plateau in ELA and a slight dip in Math proficiency levels.

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

Our identification of associated academic needs in vocabulary instruction did impact both our focus on close reading and our support of highly effective teams. By adding additional professional development foci, we put a strain on our teams and challenged the coherence we had established to build a singular focus on close reading. The additional load topics added around vocabulary did not allow us to participate in Lesson Link. This is a coherence building strategy that had yielded strong results the year prior.

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 have expanded the SLT focus to include academic language and vocabulary instruction. Knowing that we had made great gains in building coherence and building a culture of professional growth through the Lesson Link process, we are making this a central focus for our Professional Learning Communities. Each PLC will participate in two lesson link rounds during the 2019-20 academic year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive standards-aligned core curriculum.

Goal 2

English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive standards-aligned core curriculum.

Identified Need

Smart Goals
Based on the 2018-2019 CAASP data, 90% of English Learners will increase their scale score as measured by the CAASPP ELA and Mathematics results for 2019-20.

Based on the 2018-2019 ELPAC data, 90% of English Learners will increase their score as measured by the 2019-2020 ELPAC

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP for ELA and Mathematics	ELA : 8% proficient in 2018-2019 Math: 3% proficient in 2018-2019	
ELPAC		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Create a cultural of literacy with developmentally appropriate books at a variety of independent reading levels

Strategy/Activity

Purchase classroom libraries

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
2000	Lottery: Instructional Materials 4000-4999: Books And Supplies High interest, low lexile books

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Provide professional development on SLT goals as they relate to English Learners

Strategy/Activity

Professional Development on Academic Language, Vocabulary Instruction and Close and Analytical Reading

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Through SLT and Literacy Coach

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Provide professional development support on integrated ELD support

Strategy/Activity

Integrated ELD support

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Literacy Coach

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Provide daily designated ELD support to all EL's

Strategy/Activity

ELD teacher pushes into ELA classes to provided contextualized and designated ELD.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Three sections of ELD push in

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Provide afterschool academic and homework support

Strategy/Activity

Certificated teachers support students in library Monday-Thursday for one hour/day

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
6600	Parent-Teacher Association (PTA) 1000-1999: Certificated Personnel Salaries Afterschool Library support

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Support a positive transition for EL's from the elementary to the middle school-EL Students

Strategy/Activity

Hold transition meetings with EL's and families in the Summer (District Ed Services Coordinator, site administrator and ELD teacher)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
	District Funded

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Implement a systemic intervention during Advisory on high leverage/enduring skills in Math and ELA

Strategy/Activity

Workshops on Academic Language and previewing upcoming content

Workshops on designated ELD contextualized in core subjects

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
	Other None Specified Advisory intervention

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning.

Goal 3

Through Mindfulness implementation, the Restorative Justice initiatives and subsequent parent outreach efforts, students, staff and parents will feel a more positive and deeper connection to the school community. This will be evidenced by reduced suspension rates, increased attendance and a developed sense of social emotional health.

Identified Need

SMART GOALS

Goal 3a: Based on the Spring 2020 California Healthy Kids Survey (CAHKS), 70% of students will agree or strongly agree that they feel connected to the school.

Goal 3b: Based on the Spring 2020 California Healthy Kids Survey (CAHKS), 70% of students will agree or strongly agree that they have caring adult relationships with school staff.

Goal 3c: Based on the Spring 2020 California Healthy Kids Survey (CAHKS), 55% of students will agree or strongly agree that they make a difference at school.

Goal 3d: Based on the Spring 2020 California Healthy Kids Survey (CAHKS), 75% of students will agree or strongly agree that they feel safe at school.

Goal 3e: Student attendance will meet or exceed 95% for all students based on 2019-2020 attendance data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAHKS results on school connection	62%	
CAHKS results on caring adult relationships	63%	
CAHKS results on making a difference	32%	
CAHKS results on feeling safe	68%	
CALPADS data on attendance		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Develop practical social emotional coping strategies for students, staff and parents

Strategy/Activity

Mindfulness staff training

Mindfulness curriculum

Adult mindfulness sessions

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
7500	Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures Jackson Lynch

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Build a strong community and create systems to facilitate problem-solving and connection

Strategy/Activity

Restorative Justice Training for Staff

Restorative Justice Training with leadership classes

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
3500	Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures

	Staff Training and regular RJ practice-Building Relationships, articulating common core values and solving problems

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Provide parental support with topical parent ed nights

Strategy/Activity

Family nights on effective parenting,
Mindfulness, technology, LGBTQ Awareness, drug and alcohol awareness

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
	Parent-Teacher Association (PTA) 5800: Professional/Consulting Services And Operating Expenditures Workshops for ELAC and PTSA

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Support students in self-advocacy and confidence

Strategy/Activity

Counseling groups on self advocacy and creating a positive narrative about school

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
	Project LEAD and PEERS groups

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Build classroom community through collective messaging of kindness, connectedness and compassion

Strategy/Activity

Bi-Weekly classroom meetings during Advisory

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Provide coping support for students with trauma

Strategy/Activity

Counseling Groups

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
6000	Site Formula Funds 5800: Professional/Consulting Services And Operating Expenditures Work with healing professional through RJ

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Upstanders Club

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)

Strategy/Activity 8
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Provide the opportunity for students to reveal their gifts and connect with others (students and staff) with similar interests

Strategy/Activity

Enrichment Clubs

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
2500	Parent-Teacher Association (PTA) 0000: Unrestricted

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Build positive school culture and student leadership

Strategy/Activity

Restorative Justice Training

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
5000	Stretch Grant (Ed Foundation) 0000: Unrestricted Practice in RJ Circles-building relationships and solving problems-Rob Howard

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Support students with trauma

Strategy/Activity

St. Johns Providence Counseling

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)   Source(s)

	Other 0000: Unrestricted

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$238,500.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title II Part A: Improving Teacher Quality	$5,000.00

Subtotal of additional federal funds included for this school: $5,000.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
Lottery: Instructional Materials	$15,000.00
Parent-Teacher Association (PTA)	$42,600.00
Site Formula Funds	$124,400.00
Stretch Grant	$26,500.00
Stretch Grant (Ed Foundation)	$25,000.00

Subtotal of state or local funds included for this school: $233,500.00

Total of federal, state, and/or local funds for this school: $238,500.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

2 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

Name of Members	Role
Katherine Caulfield	Parent or Community Member
Aimee Koeplin	Parent or Community Member
Susan Gates	Parent or Community Member
Vladimir Manuel	Parent or Community Member
Steve Richardson	Principal
Maria Rodriguez	Other School Staff
Joseph Eure	Other School Staff
Tahera Kapasi	Classroom Teacher
Natara Warren	Classroom Teacher
Leyla Arenas	Parent or Community Member
Martha Chacon	Other School Staff

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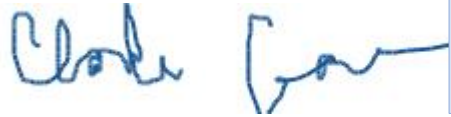
Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Departmental Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 11/30/17.

Attested:

	Principal, Steve Richardson on November 7, 2019
	SSC Chairperson, Katherine Newall on November 7, 2019