

School Year: **2023-24**

# School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Branciforte Middle School
<b>Address</b>	315 Poplar St. Santa Cruz, CA 95062-1131
<b>County-District-School (CDS) Code</b>	44698236060149
<b>Principal</b>	Casey O'Brien
<b>District Name</b>	Santa Cruz City Schools
<b>SPSA Revision Date</b>	
<b>Schoolsite Council (SSC) Approval Date</b>	
<b>Local Board Approval Date</b>	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

# Table of Contents

SPSA Title Page .....	1
Table of Contents.....	2
School Vision and Mission .....	3
School Profile.....	3
Educational Partner Involvement .....	4
School and Student Performance Data .....	5
Student Enrollment.....	5
CAASPP Results.....	7
ELPAC Results .....	11
Student Population.....	14
Overall Performance .....	16
Academic Performance .....	17
Academic Engagement.....	23
Conditions & Climate.....	26
Goals, Strategies, & Proposed Expenditures.....	28
Goal 1.....	28
Goal 2.....	37
Goal 3.....	41
Goal 4.....	47
Goal 5.....	48
Annual Review and Update .....	49
Goal 1.....	49
Goal 2.....	53
Goal 3.....	57
Goal 4.....	61
Goal 5.....	62
Budget Summary and Consolidation .....	63
Budget Summary .....	63
Allocations by Funding Source.....	63
Expenditures by Funding Source .....	64
Expenditures by Budget Reference .....	65
Expenditures by Budget Reference and Funding Source .....	66
School Site Council Membership .....	67
Recommendations and Assurances .....	68

# School Vision and Mission

Vision Statement: Opening Minds - Opening Hearts - Opening Doors

Mission Statement: Branciforte is a creative and stimulating learning community built on a foundation of respect and integrity, where individuals are safe, known well, and cared for, where everyone contributes and values the contributions of others, where everyone learns every day, and where scholarship leads to academic excellence.

## School Profile

Branciforte Middle School serves a diverse student population primarily from the east side of Santa Cruz. Our academic program is designed to meet individual students' needs. Our base program includes an English/Social Studies Core, math, science, P.E., and an elective. Our math classes use the College Prep Math curriculum with a focus on problem solving, explaining your reasoning, collaboration, and perseverance. The program includes both a standard middle school track and an opportunity for acceleration. For a school of our size, we have an outstanding exploratory program. At sixth grade, this includes options for Instrumental Music, Introduction to Computer Science, AVID (Advancement Via Individual Determination - a college-preparatory program), and Visual Art. In the seventh and eighth grade, exploratories include: Instrumental Music, Art, AVID, Woodworking, and Culinary Arts. Students from our district's Dual-Language Immersion program continue their studies in Spanish Language Arts on our site.

Branciforte is proud of the many programs and services we offer. We have greatly expanded our access to technology, including: our state-of-the-art library computer lab staffed by our librarian; our "Bee Inn", (an innovation center designed to support use of technology in research, collaboration, and presentation, and a dedicated writing space); Chromebook carts in most classrooms, several sets of iPads, and technology curriculum in our elective program. Branciforte is also in its second round of a Computer Science for All grant that emphasizes computing for the social good - exposing all students to the benefits and opportunities in Computer Science. Our Wednesday afternoon Arts Academy provides the opportunity for our students to participate in a variety of enrichment activities. Recent course offerings include: Jazz Band, ROV (under water robotics), Gardening, Bike Club, Parkour, Culinary Arts, and Drumline. Bilingualism is supported in our Two Way Immersion program and our English Language Development (ELD) program. In the fall of 2016, we started the Academic Achievement Academy, an after-school program, on Monday through Thursday for two hours after school. This program includes an hour of academic support and an hour of enrichment activity including music, cooking, and physical activity.

Major Achievements: In addition to the increase in access to technology and the Computer Science for All Grant, we have been concentrating on improving academic support for our English learners and under-performing students. Our ELD offerings include three levels of ELD instruction, a Newcomers class, and access to bilingual learning assistants in some classes. Students struggling with math skills may use iReady or get additional support from a math teacher during our sustained silent reading (SSR) time, or be enrolled in a math intervention class for a portion of their elective wheel or during zero period. There is a strong focus on Trauma Informed Schools training for teachers and on the implementation of Social Emotional Learning strategies and curriculum. Many teachers practice mindfulness with their students on a regular basis. In the 2017-18 school year, the school implemented a Positive Behavioral Interventions and Supports (PBIS) program that emphasizes doing the right thing and rewards students for contributing positively to the school climate. This includes various lessons in the classroom, special events such as assemblies and random drawings for students who are making good decisions.

At Branciforte, we strive to involve families in the school community. Our Home and School Club, English Language Advisory Committee (ELAC), and School Site Council offer formal ways for parents to participate. We also host workshops on parenting and planning for college, a math and science night, a Comprehensive Sex Education night, and a Social Emotional Learning night for families. Our Home and School Club and ELAC parents partner to celebrate our community's cultures. In the fall, we typically host an annual Tamalada that includes wonderful food, music and Baile Folklorico. In the spring, we host our Spring Festival, which highlights student performances and fabulous food. The Tamalada and Spring Festival events bring thousands of dollars into Branciforte classrooms.

Branciforte also involves families through celebrations of student learning. We host activities throughout the school year that celebrate student success, including music concerts, featuring performances from our Arts Academy classes, walking field trips for all grade levels throughout the year, a Turkey Trot (a Thanksgiving fun run), the Egyptian Museum for sixth graders, the Renaissance Presentations for seventh grade students, and an Invention Convention for eighth grade students.

Focus for Improvement: We continue to work towards our goal that all students will be proficient or advanced in English Language Arts and math. Our professional development time focuses on building our repertoire of teaching strategies to engage students in the content, improving content literacy, increasing academic talk in the classroom, and developing priority learning goals and success criteria in each department. We have, in the past, offered professional development in the practice of an evidence, analysis, action Impact Protocol using student work on formative assessments to inform our practice. We have introduced the universal iReady assessment to evaluate student progress in math and reading and to assign students to intervention.

Our school community coordinator provides support to our students and their families. This work has increased the connection between home and school. We work to promote a college-going culture at our school. Our AVID students visit universities and partner with UCSC tutors to develop college level study skills. All seventh graders visit either the University of California or the California State Monterey Bay campus. Our current 7th and 8th graders are also in a cohort for a Gear Up Grant which also has a focus on college and career readiness. Gear Up will follow these groups of students through high school and into college. Students in our Spanish Language Arts classes are working towards the Seal of Biliteracy, which represents master attainment of two or more languages. In addition, our school community coordinator works to promote the Latino Role Model conference that is held annually and provides students with the opportunity to hear Latino professionals talk about their preparation and experience in a wide range of careers.

Leadership: Casey O'Brien is enjoying his 19th year as a principal and is in his fourth year as Principal of Branciforte. He brings experience leading at both the high school and middle school level, leadership experience in Special Education and Student Services at the district level, has served as an adjunct professor in the Masters of Educational Leadership program at SJSU. While at Aptos High School, he was awarded the Association of California School Administrators (ACSA) Region 10 Secondary Principal of the Year in 2014.

All stakeholders, teachers, classified staff, students, parents, and administrators take part in decision making at this school. Teachers determine instructional methods as a team; the leadership team, along with the administration, plans staff development. Our School Site Council (SSC) and English Learner Advisory Council (ELAC) play a key role in shaping our students' educational experience. The Student Council advises the school administration and helps guide our activities and enrichment.

## **Educational Partner Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

The SPSA is developed, monitored and reviewed annually across at least five evening SSC meetings. The site principal also met and conferred with district personnel, the Site Leadership Team (SCIL), the English Learner Advisory Council (ELAC) and the entire school staff during faculty meetings. The Principal offers invitation to review and discuss individually as necessary with any and all stakeholders.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	2.1%	1.89%	1.54%	9	8	6
Asian	1.2%	1.42%	2.31%	5	6	9
Filipino	%	%	0%			0
Hispanic/Latino	45.5%	47.04%	44.73%	191	199	174
Pacific Islander	0.2%	0.24%	0.26%	1	1	1
White	46.2%	45.63%	47.3%	194	193	184
Multiple/No Response	4.8%	3.55%	3.6%	20	15	14
	<b>Total Enrollment</b>			420	423	389

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	133	144	108
Grade 7	141	136	150
Grade 8	146	143	131
<b>Total Enrollment</b>	420	423	389

### Conclusions based on this data:

1. There is a decrease in student enrollment over the past three years (460 to 423).
2. Student group demographics have stayed relatively constant over the last three years.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	63	78	62	15.00%	18.4%	15.9%
Fluent English Proficient (FEP)	88	80	70	21.00%	18.9%	18.0%
Reclassified Fluent English Proficient (RFEP)	25			39.7%		

### Conclusions based on this data:

1. Consistent with overall enrollment - there has been a slight decrease in the overall percentage of English Learners at B40 over time (from 79 to 63) students that are EL, (17% to 15%).
2. The number of students who have reclassified as Fluent English Proficient has increased significantly over the past three years. (13.8% to 40.5%)

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	133	144		0	138		0	138		0.0	95.8	
Grade 7	143	136		0	129		0	129		0.0	94.9	
Grade 8	144	141		0	138		0	138		0.0	97.9	
All Grades	420	421		0	405		0	405		0.0	96.2	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2530.			20.29			27.54			35.51			16.67	
Grade 7		2543.			13.95			37.21			24.03			24.81	
Grade 8		2559.			17.39			30.43			29.71			22.46	
All Grades	N/A	N/A	N/A		17.28			31.60			29.88			21.23	

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 6		23.91			56.52			19.57				
Grade 7		21.71			60.47			17.83				
Grade 8		24.64			52.17			23.19				
All Grades		23.46			56.30			20.25				

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		15.94			65.22			18.84	
Grade 7		17.05			52.71			30.23	
Grade 8		12.32			57.25			30.43	
All Grades		15.06			58.52			26.42	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		21.74			69.57			8.70	
Grade 7		13.18			76.74			10.08	
Grade 8		18.12			73.91			7.97	
All Grades		17.78			73.33			8.89	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		18.12			69.57			12.32	
Grade 7		18.60			61.24			20.16	
Grade 8		16.67			72.46			10.87	
All Grades		17.78			67.90			14.32	

**Conclusions based on this data:**

- Overall ELA CAASPP scores have improved over the past three years. Overall, the percentage of students remains above/at/near standard: 16-17 = 54%, 17-18 = 56%, 18-19 = 59%  
Relative area of strength in ELA is for above/at/near standard: Research Inquiry = 85%, Listening = 85%, Writing = 80%, Reading = 73%.
- Student Group Progress: English Learners who exceeded or met standard increased from 3% to almost 5%. Additionally, there was a significant decrease in the percentage of ELs in the standard not met category over the past four years (15-16 = 95%, 16-17 = 84%, 17-18 = 61% and 18-19 = 59%. This is very encouraging and is a school highlight for 2018-19 CAASPP. Students with disabilities CAASPP ELA scores have improved over the past two years with an increase of 3% more students in the standards met & exceeded categories and with a decrease in standard nearly and not met categories over the past two years. Students who are socio-economically disadvantaged have shown improvement, increasing the number of students in standard exceeded and met categories by 7% and standard not met category decreasing by 6%.
- There was no CAASPP given in the 2019-20 or the 2020-21 school years, which is why the most recent data analysis is based on 2018-19 data.



# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	133	144		0	137		0	137		0.0	95.1	
Grade 7	143	136		0	132		0	132		0.0	97.1	
Grade 8	145	141		0	137		0	137		0.0	97.2	
All Grades	421	421		0	406		0	406		0.0	96.4	

\* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2495.			9.49			18.98			31.39			40.15	
Grade 7		2500.			8.33			23.48			24.24			43.94	
Grade 8		2537.			16.79			14.60			26.28			42.34	
All Grades	N/A	N/A	N/A		11.58			18.97			27.34			42.12	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		8.03			41.61			50.36	
Grade 7		10.69			46.56			42.75	
Grade 8		14.60			51.82			33.58	
All Grades		11.11			46.67			42.22	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		10.22			59.12			30.66	
Grade 7		8.33			58.33			33.33	
Grade 8		18.25			51.09			30.66	
All Grades		12.32			56.16			31.53	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		13.14			66.42			20.44	
Grade 7		9.85			61.36			28.79	
Grade 8		16.06			57.66			26.28	
All Grades		13.05			61.82			25.12	

**Conclusions based on this data:**

- Overall Math CAASPP scores have also remained largely static over the past three years with a slight growth in 2018-19. Overall, the percentage of students is above/at/near standard: 15-16 = 39%, 16-17 = 38%, 17-18 = 39% and 18-19 = 41%  
Relative area of strength in math is for above/at/near standard: Communicating Reasoning = 70%, Problem Solving & Modeling/Data Analysis = 66%, Concepts and Procedures = 57%.
- Student Group Progress: English Learners CAASPP Math scores have mostly remained stagnant. The percentage of EL students at the standard met category stayed the same and an increase in the standard not met category from 70% in 15-16 to 84% in 16-17, 82% in 17-18 and 89% in 18-19. SpEd students remained static in the categories of standard met and exceeded over past two years, but have shown an overall decrease in standard not met over past three 72% in 16-17, 77% in 17-18 and 65% in 18-19. Students who are socio-economically disadvantaged showed improvement with an increase of 3% in the standards met and exceeded category in 18-19 but have been relatively flat other than that increase.
- There was no CAASPP given in the 2019-20 or the 2020-21 school year, which is why the most recent data analysis is based on 2018-19 data.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1536.0	1537.1		1537.4	1535.9		1534.0	1537.9		23	29	
7	1554.7	1534.3		1554.2	1516.6		1554.7	1551.4		24	20	
8	1491.3	1560.5		1487.3	1542.8		1495.3	1578.2		12	13	
All Grades										59	62	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	30.43	20.69		21.74	51.72		39.13	24.14		8.70	3.45		23	29	
7	33.33	40.00		37.50	30.00		16.67	10.00		12.50	20.00		24	20	
8	16.67	53.85		41.67	23.08		8.33	0.00		33.33	23.08		12	13	
All Grades	28.81	33.87		32.20	38.71		23.73	14.52		15.25	12.90		59	62	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	39.13	48.28		30.43	37.93		21.74	10.34		8.70	3.45		23	29	
7	50.00	45.00		29.17	25.00		8.33	5.00		12.50	25.00		24	20	
8	33.33	61.54		33.33	15.38		0.00	0.00		33.33	23.08		12	13	
All Grades	42.37	50.00		30.51	29.03		11.86	6.45		15.25	14.52		59	62	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	13.04	6.90		26.09	37.93		39.13	37.93		21.74	17.24		23	29	
7	16.67	30.00		33.33	30.00		37.50	20.00		12.50	20.00		24	20	
8	8.33	46.15		33.33	23.08		16.67	7.69		41.67	23.08		12	13	
All Grades	13.56	22.58		30.51	32.26		33.90	25.81		22.03	19.35		59	62	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	30.43	24.14		43.48	65.52		26.09	10.34		23	29	
7	29.17	25.00		50.00	45.00		20.83	30.00		24	20	
8	25.00	46.15		41.67	30.77		33.33	23.08		12	13	
All Grades	28.81	29.03		45.76	51.61		25.42	19.35		59	62	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	69.57	65.52		26.09	31.03		4.35	3.45		23	29	
7	69.57	60.00		17.39	20.00		13.04	20.00		23	20	
8	36.36	53.85		36.36	23.08		27.27	23.08		11	13	
All Grades	63.16	61.29		24.56	25.81		12.28	12.90		57	62	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	13.04	13.79		39.13	62.07		47.83	24.14		23	29	
7	25.00	30.00		50.00	45.00		25.00	25.00		24	20	
8	16.67	46.15		41.67	30.77		41.67	23.08		12	13	
All Grades	18.64	25.81		44.07	50.00		37.29	24.19		59	62	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	17.39	17.24		78.26	79.31		4.35	3.45		23	29	
7	8.33	30.00		79.17	50.00		12.50	20.00		24	20	
8	0.00	15.38		58.33	69.23		41.67	15.38		12	13	
All Grades	10.17	20.97		74.58	67.74		15.25	11.29		59	62	

**Conclusions based on this data:**

- Overall scores suggest that 6th graders slightly outperform their 7th and 8th grade peers with 6th graders scoring at Level 4 overall.
- Oral language is a relative strength for our students when compared to written language.
- Not all ELs took the ELPAC in the 2019-20 school year due to COVID and shifting to distance learning in the spring, which is why the most recent data analysis is based on 2018-19 data.



# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>423</b>	<b>40.9</b>	<b>18.4</b>	<b>0.2</b>
Total Number of Students enrolled in Branciforte Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	78	18.4
Foster Youth	1	0.2
Homeless	4	0.9
Socioeconomically Disadvantaged	173	40.9
Students with Disabilities	70	16.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	1.9
American Indian		
Asian	6	1.4
Filipino		
Hispanic	199	47.0
Two or More Races	15	3.5
Pacific Islander	1	0.2
White	193	45.6

**Conclusions based on this data:**

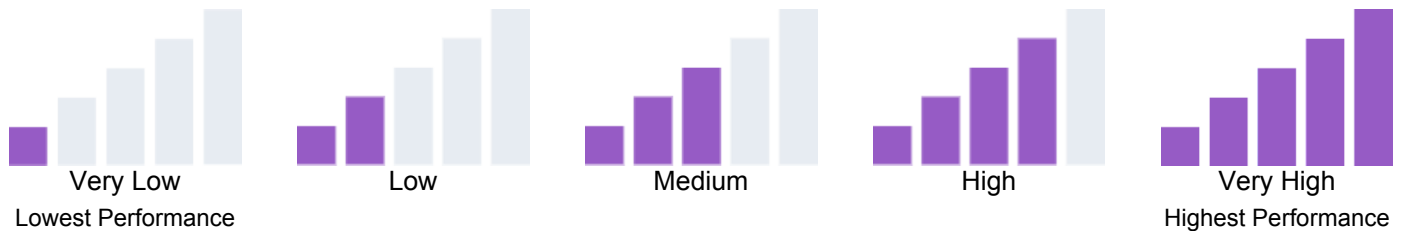
1. The biggest student groups at our school are: Hispanic, White, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities.

# School and Student Performance Data

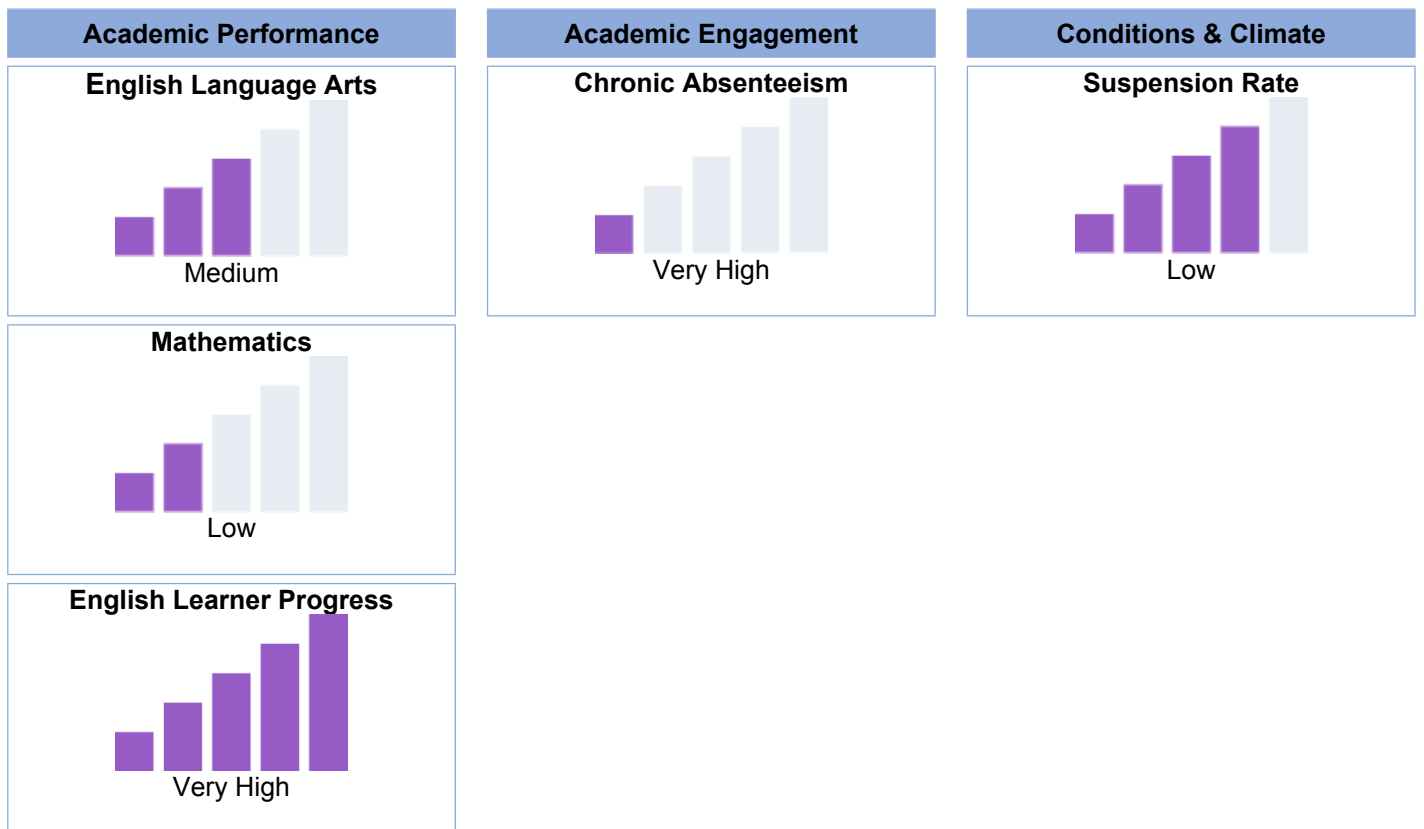
## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

1. English Language Arts, Suspension Rates, and Chronic Absenteeism Rates are all improving, as indicated by the overall green rating on our CA dashboard.
2. Mathematics overall scores decreased, which is why our Mathematics rating is Orange on the CA Dashboard.

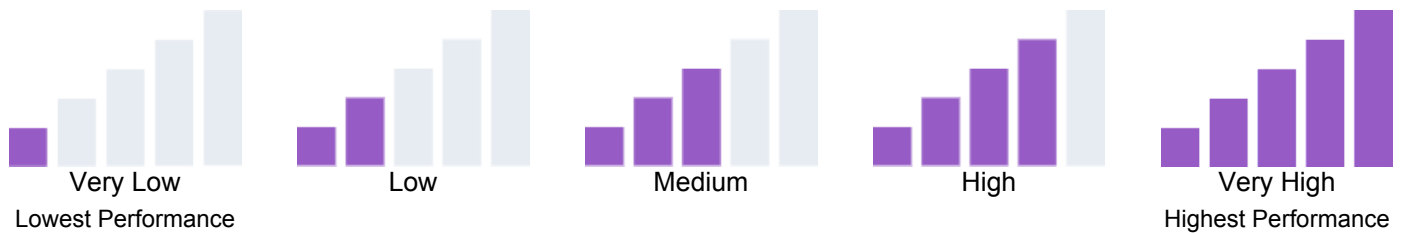


# School and Student Performance Data

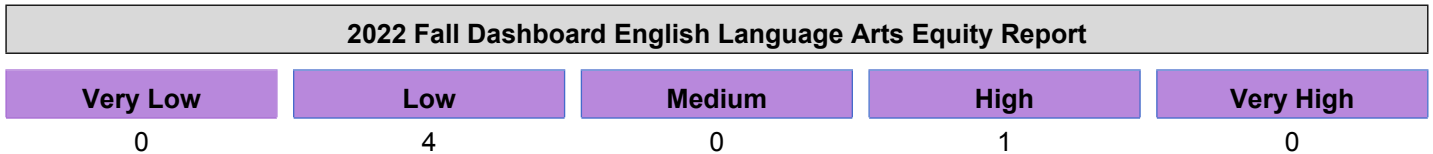
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

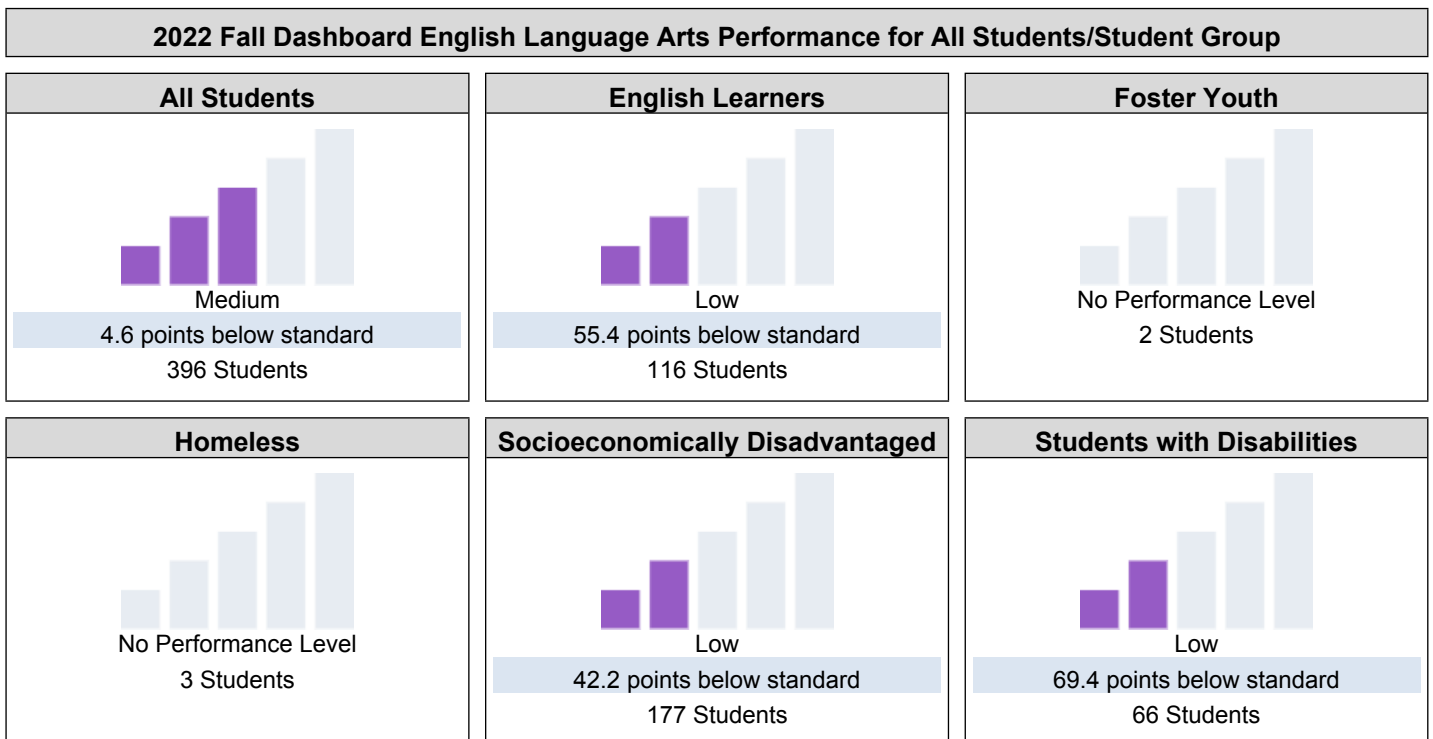
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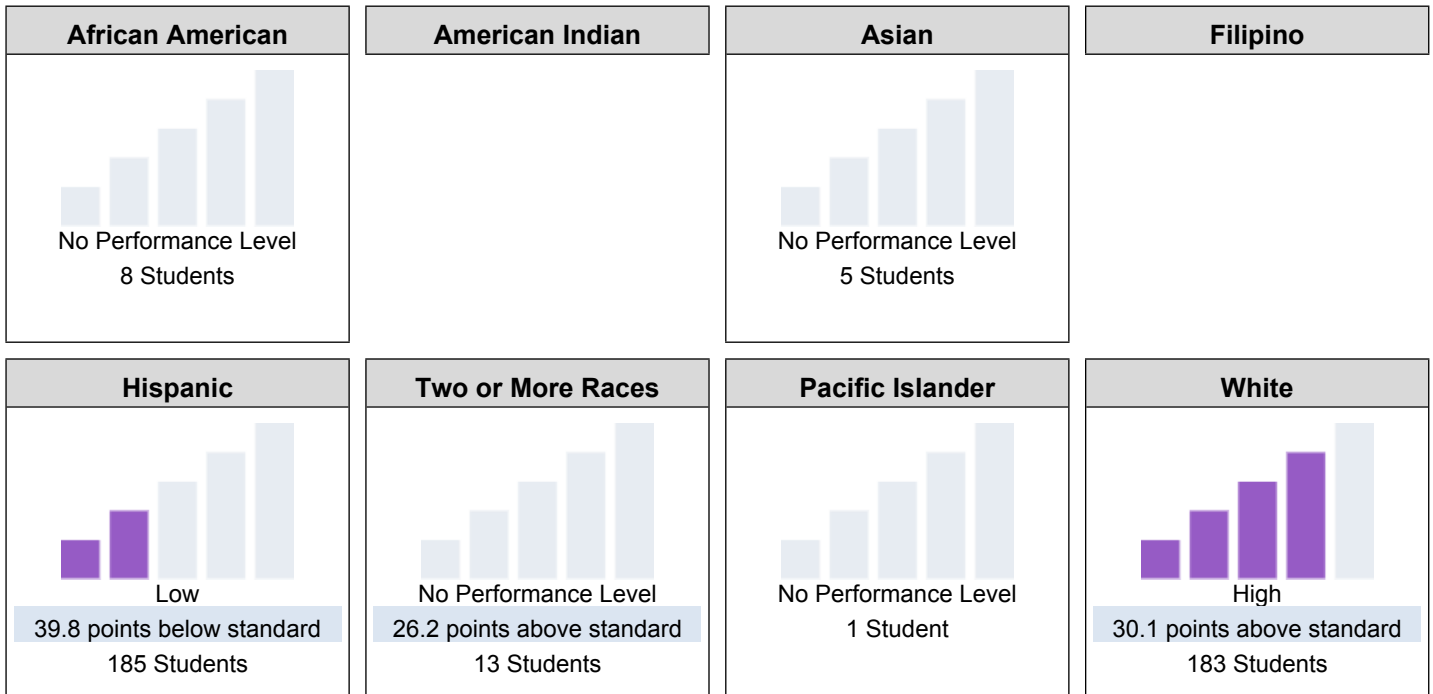
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
77.2 points below standard 54 Students	36.4 points below standard 62 Students	17.1 points above standard 249 Students

**Conclusions based on this data:**

- Overall, Branciforte students are performing above standard (medium level) and overall scores have slightly increased.
- There is a significant achievement gap between white students and other student groups in ELA as indicated in the data above.
- Overall and all student groups either maintain or increased scores with exception of students in the Two or More Races student group.

# School and Student Performance Data

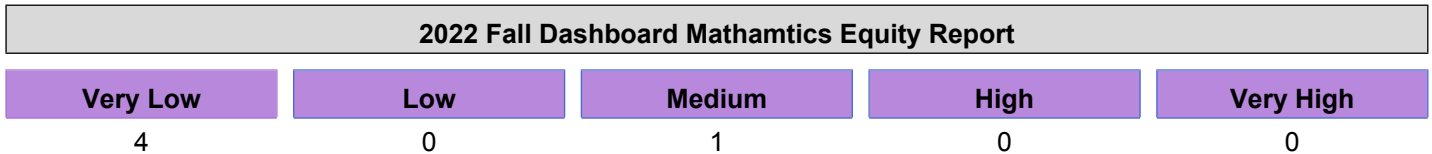
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

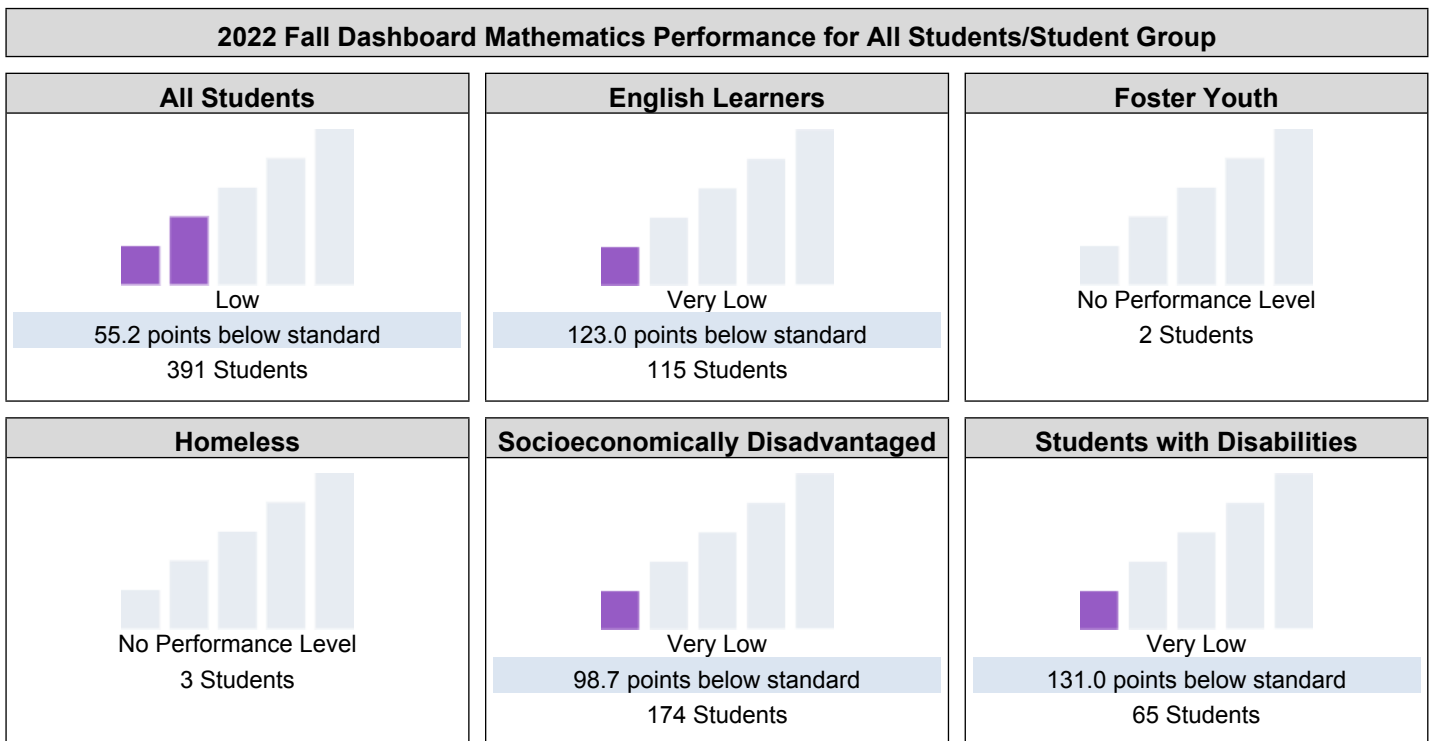
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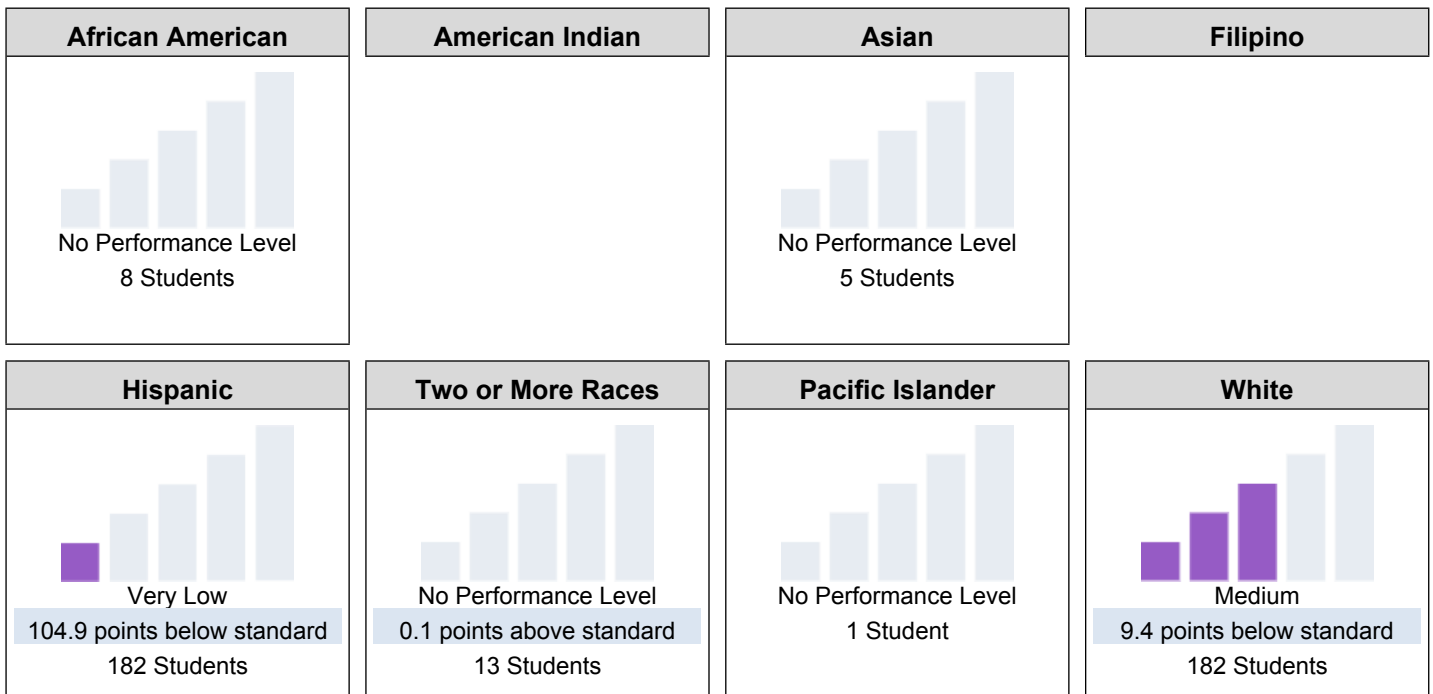
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>147.9 points below standard 54 Students</p>	<p>100.9 points below standard 61 Students</p>	<p>24.0 points below standard 245 Students</p>

### Conclusions based on this data:

1. Overall, Branciforte students scored in the low range in mathematics, and there was a decrease in overall scores.
2. All student groups decreased in their scores with the exception of students in the Students with Disabilities and Asian student groups. Students with Disabilities increased their math scores by 20.4 points and Asian students increased 48.7 points.
3. English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities are our lowest performing student groups in math.

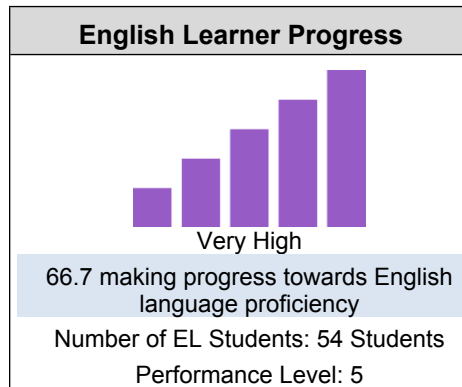
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7.4%	25.9%	3.7%	63.0%

#### Conclusions based on this data:

- 77.3% of our English Learners are making adequate progress towards English language proficiency, which is much higher than the state average. We are proud of this data!

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

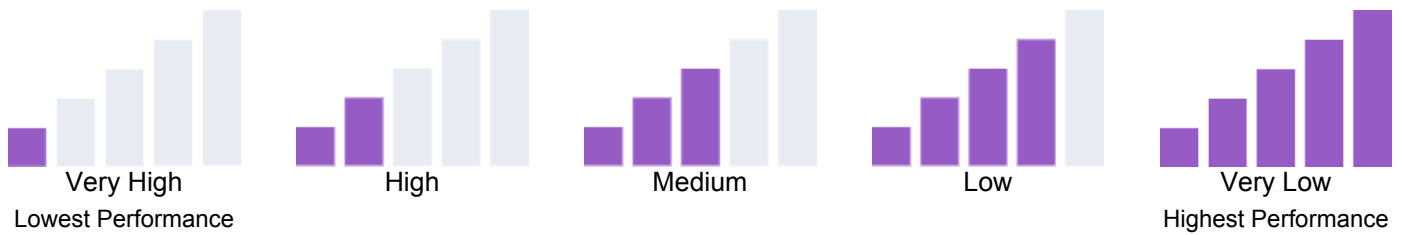
1. No reportable data

# School and Student Performance Data

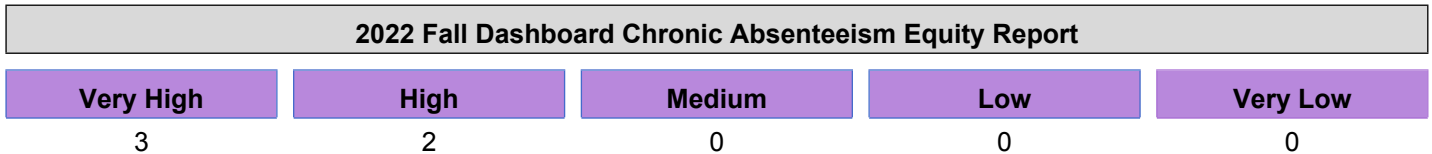
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

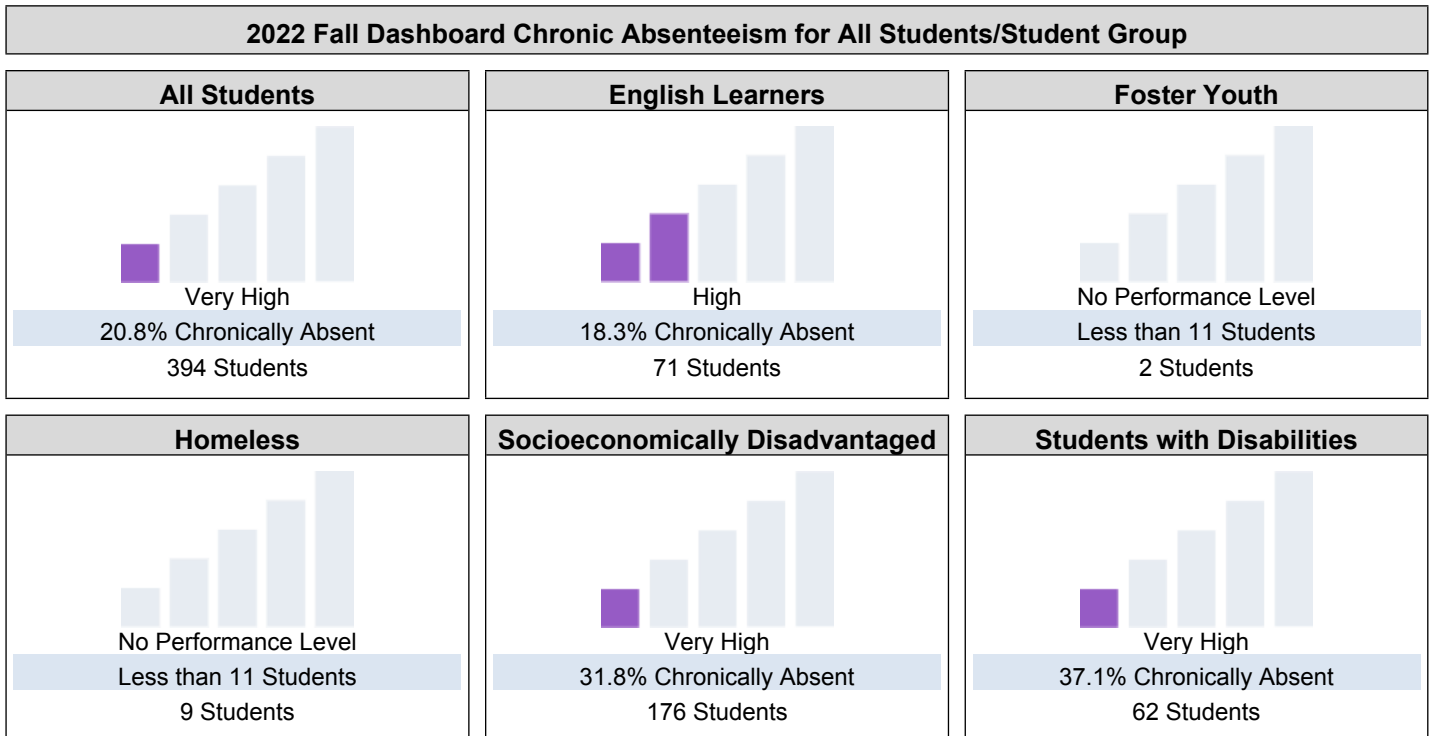
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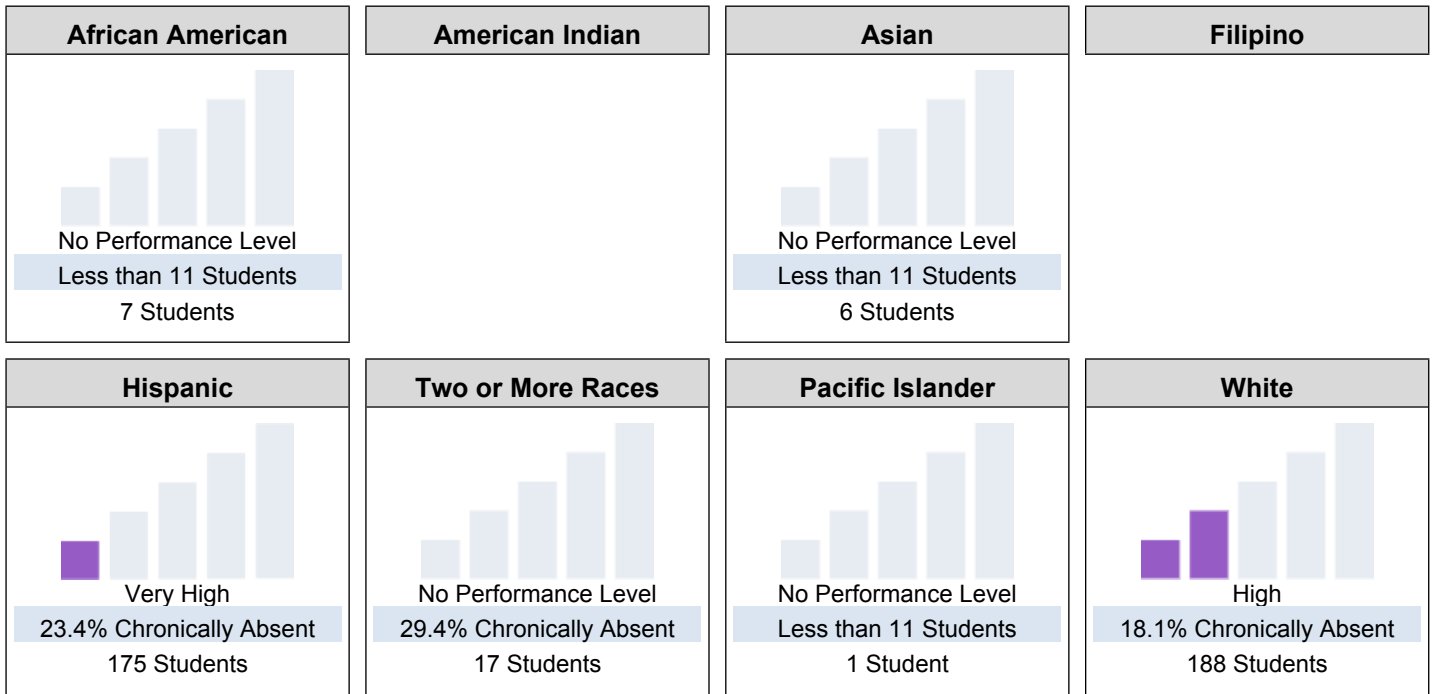
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

1. The number of overall students that are considered chronically absent decreased by 4.4%, putting us in the Green on this indicator.
2. Our Students with Disabilities chronic absenteeism rate decreased by 8.3% and moved this student group into the yellow on the CA Dashboard. 18.3% of this student group is still considered chronically absent and is the student group that has the highest chronically absent rate, which means this is definitely still an area of focus for our school.



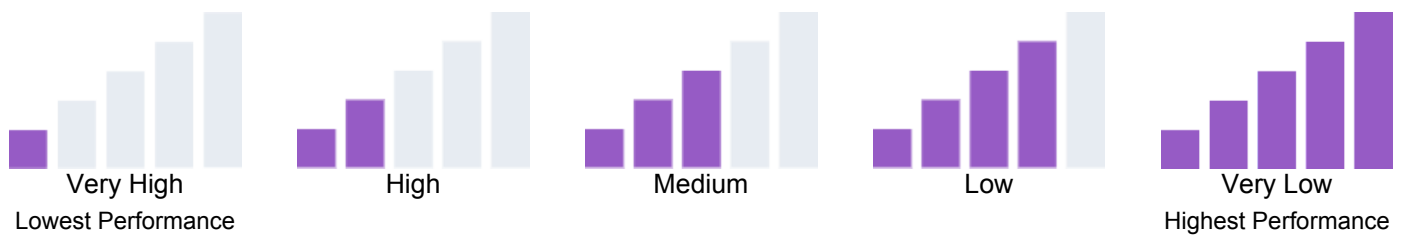


# School and Student Performance Data

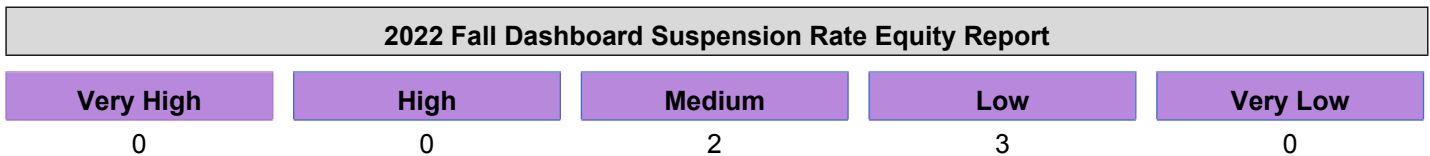
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

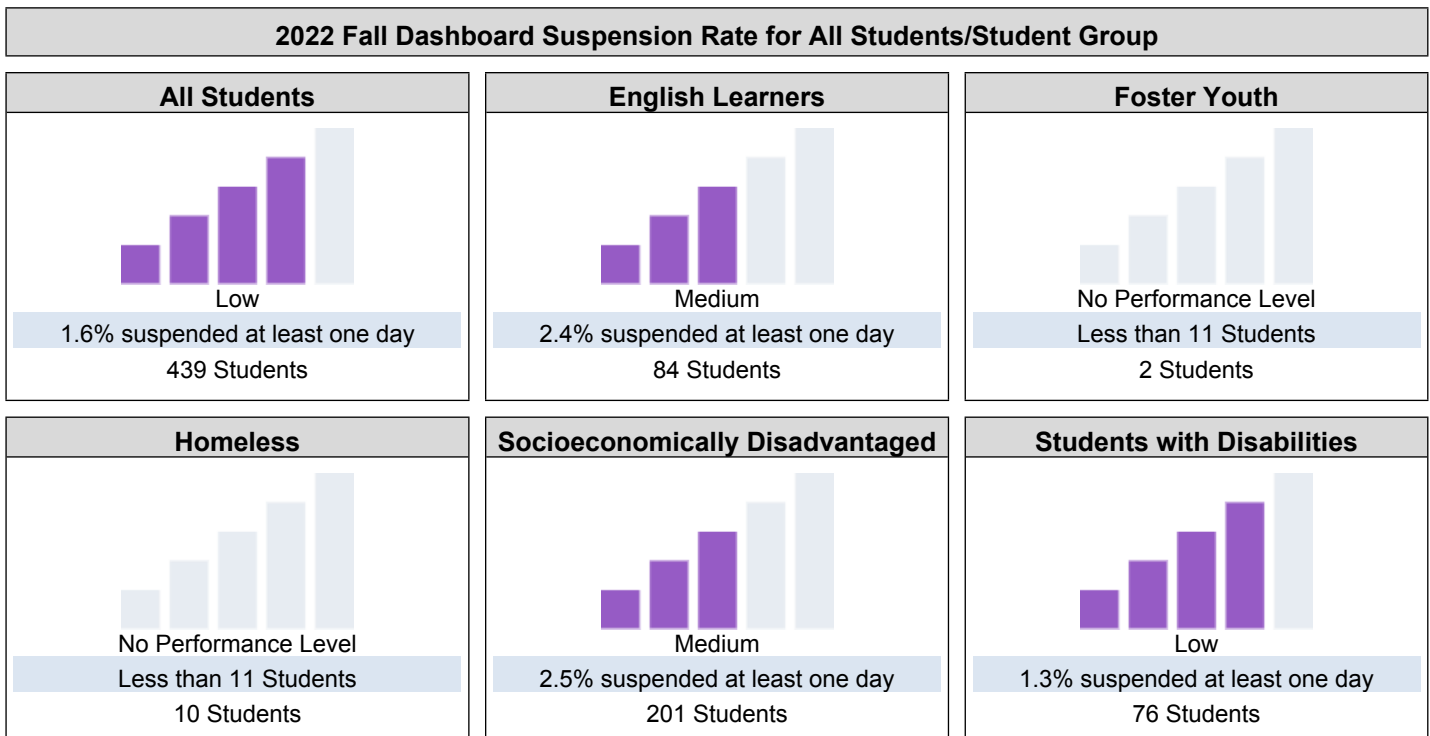
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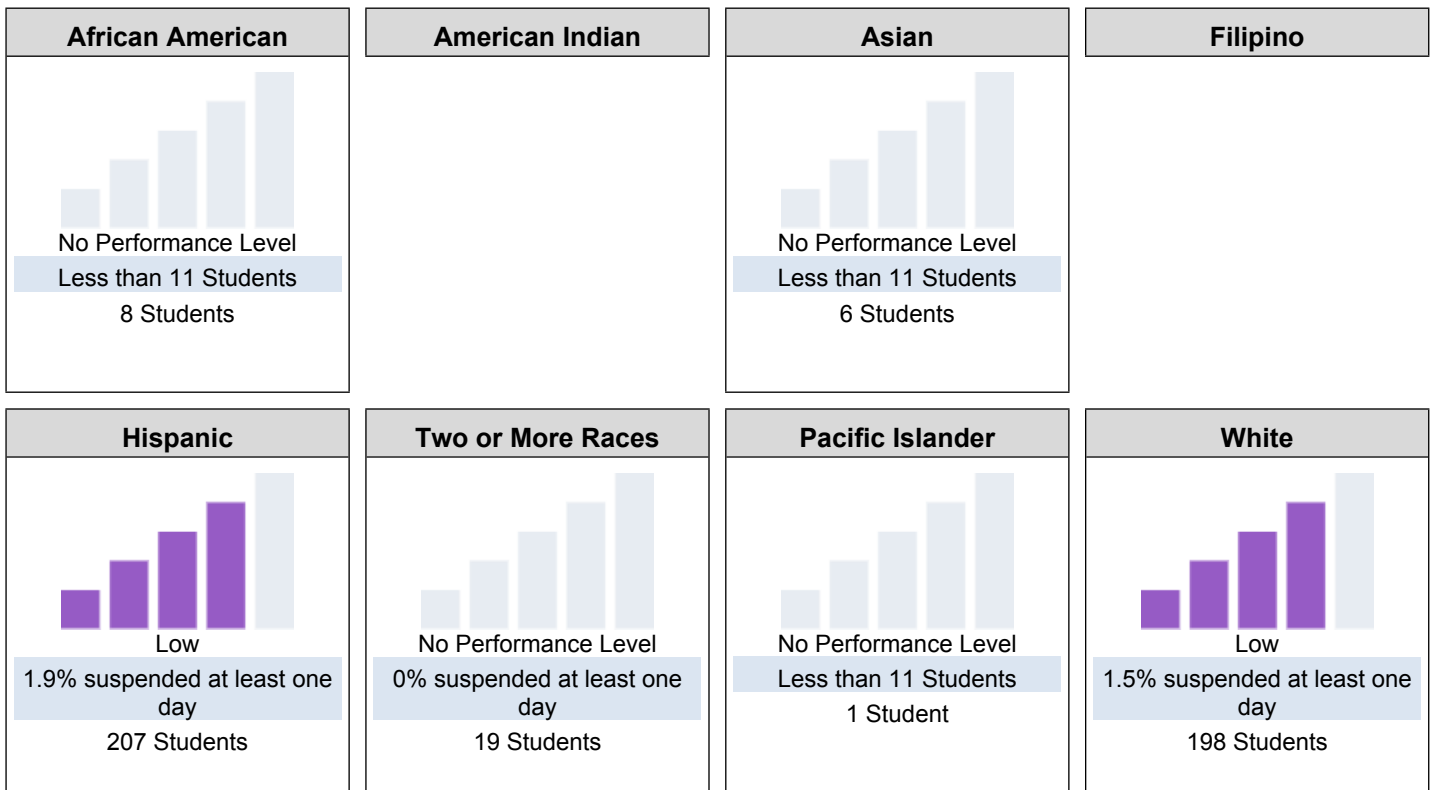
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. All Students (School Placement) and all student groups decreased their suspension rates over the previous year's rating with the exception of English Learners who maintained a consistent rate of being suspended.
2. All student groups are scoring in the Green with the exception of English Learners who scored a yellow on the CA Dashboard Suspension indicator.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

English Learner Progress & Academic Literacy

### Goal Statement

English Learner Progress: All Ever English Learners (IFEP, RFEP, ELs) will have academic success and social-emotional well being in an asset-based, needs responsive learning community, and will participate fully in our schools and graduate ready for college and career.  
 Academic Literacy: All students will engage in daily relevant, complex reading, writing, speaking, listening across all content areas so they can build knowledge, engage in collaborative, academic discussions, and support a position with evidence.

### LCAP Goal

Goal #1: All SCCS students will be prepared to successfully access post-secondary college and career opportunities.  
 Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.

### Basis for this Goal

In analyzing our CA Dashboard data, ELPAC data, and local assessments, we see the need to focus on increasing all of our students' academic literacy. Additionally, a significant number of our students are English Learners (ELs), and we want to ensure that our ELs are making progress and are successful in not only acquiring English language proficiency, but in being academically successful in all content areas.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP - ELA	In 2018-2019 students scored an average of 15.3 points above standard (High)	The number of students who meet or exceed standard will increase by 5 points on the 2023 CAASPP.
CAASPP - ELA	Socioeconomically Disadvantaged - 24.2 avg points from standard (low)	Increase Socioeconomically Disadvantaged student scores on 2023 ELA CAASPP by 3 points or more, which will result in a positive increase on the CA Dashboard.
CAASPP - ELA	Students with Disabilities -58.2 avg points from standard (low)	Increase Students with Disabilities scores on 2023 ELA CAASPP by 3 points or more, which will result in a positive increase on the CA Dashboard.
CAASPP - ELA	Hispanic -25.9 avg points from standard (low)	Increase Hispanic students scores on 2023 ELA CAASPP by 3 points or more, which will result in a positive increase on the CA Dashboard.
CAASPP - ELA	English Learners -59.8 avg points from standard (low)	Increase English Learner students scores on 2023 ELA CAASPP by 3 points or more, which will result in a

Metric/Indicator	Baseline	Expected Outcome
		positive increase on the CA Dashboard.
Spring 2023 School Wide Write Assessment (SWW)	54% of all students scored "Meeting Standard" or higher on the Spring 2019 School Wide Writing district assessment.	All students will score "Meeting Standard" or higher in Spring 2023 School Wide Write.
Spring 2023 School Wide Write Assessment (SWW)	Average distance from peers on 2019 spring SWW: 18.1% distance between Sp Ed students and their peers and 20.3% difference between ELs and their peers	We will close the achievement gap between Sp Ed students, EL students and their peers on SWW by 10% (to 8.1% for Sp Ed and 10.3% for ELs).
ELPAC	In spring 2019, 77% of English Learners grew at least one level of English Proficiency as demonstrated on the ELPAC.	80% or more of English Learners will grow at least one level of English Proficiency as demonstrated on the spring 2023 ELPAC.

## Planned Strategies/Activities

### Strategy/Activity 1

Strategies Overview: Teachers and school staff will present engaging and California Common Core State Standards based lessons using evidence based strategies to engage all learners in English Language Arts and designated or integrated English Language Development for English Learners. Strong Tier 1 strategies will provide a foundation for the bulk of all learners at Branciforte. For learners who need additional support, Tier 2 and 3 strategies and programs will be employed during and after the regular school day. Staff will engage in on-going professional development to improve teacher efficacy, as well as curriculum and program alignment. Particular focus will be paid to underperforming student groups such as English learners, students with special needs, foster & homeless youth, and Hispanic/Latino students. In 23-24 we will continue to host two Read 180 Reading Intervention classes. However, both will be offered during the school day to increase attendance and access (one was offered during zero period in 22-23). There will be a more significant push to include a higher number of students with IEPs into the Read 180 classes this year.

During 23-24, staff will continue to implement and refine Tier 1 strategies including: teacher clarity/visible learning, scholarly academic discourse strategies, Integrated English Language Development, Social Emotional Learning (SEL), standards based grading, iReady curriculum and assessments in English and Math, goal setting, and other evidence based and creative ways to connect with students and engage them in learning. Additionally, B40 will continue using physical student planners for executive functioning and tracking of learning goals, homework and more. The research based homework policy will be revisited to maintain routinized, rigorous and clear homework expectations. Administration and teacher collective efficacy groups will use classroom walk-throughs and possibly the peer observation process to enhance efficacy and to assess implementation. Staff will continue their work to identify priority standards and common assessments across all content areas which will support common, guaranteed curriculum for all students and also create a platform for collaboration and articulation between our own teachers and staff and also with those at our neighboring SCCS middle school - Mission Hill Middle. All B40 teachers will meet with MHMS content area teams and the SCCS Director of Learning and Assessment twice during the year to do this alignment work.

Two sets of B40 teachers have been to be involved in an Action Research Group at the county level to learn about and implement equitable, standards based grading practices.

Teachers will infuse technology into teaching and learning with innovative and advanced classroom strategies that engage students at a high level, using tech tools or licenses.

B40 teachers will implement a new Professional Development (PD) plan in 23-24 that will allow teachers choice in their PD focus for the year. SCCS and B40 staff will facilitate PD learning teams. The strands are likely to be: Equity Based Grading, Integrated and Designated ELD, PBIS/SEL, and How to be an Anti-Racist Educator.

Funds provided for staff to attend professional conferences, for release time pay, substitutes, guest presenters, consultant fees, and other similar professional development opportunities are provided.

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

All students and specific student groups listed above

### Timeline

2023-24

### Person(s) Responsible

Administration and Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	8,000
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Funds provided to staff for travel and conference fees and reimbursement, consultant fees, supplemental pay for planning/lesson prep and collaboration for Gen Ed teachers, release time subs, and other related PD needs (including paying our own teachers if they need prep time to host or prep for PD) . Continued planning for de-coring at 7th and 8th grade.
<b>Amount</b>	16,388
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Funds to pay for AVID class/program - 7/8th grade elective
<b>Amount</b>	750
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Supplemental pay for teachers to do Language Review Team (LRT) collaboration for Multilingual learner success - EWAs

### Strategy/Activity 2

Provide opportunities for all students to have access to college and career literacy skills. Purchase of common binders and supplies for underrepresented student groups.

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

All students, socio-economically disadvantaged

### Timeline

2023-24

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2,000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Purchase of common binders and supplies for students in need.

### Strategy/Activity 3

Implement Silent Sustained Reading (SSR) now called "Hive Time" for all students and provide multiple Tier 2 and 3 strategies for students who need it utilizing this time in the schedule. Purchase Lexile leveled books, other high interest lower readability novels as needed, replace worn texts and add culturally relevant novel sets and bilingual materials for newcomer students.

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

All students

### Timeline

2023-24

### Person(s) Responsible

Staff and Admin

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4,500
<b>Source</b>	Lottery: Instructional Materials
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Literature novels for Core and English classes
<b>Amount</b>	7,000
<b>Source</b>	Lottery: Instructional Materials
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Curriculum programs - Flocabulary, Scholastic and other curricular supplemental materials and software
<b>Amount</b>	2,500
<b>Source</b>	Lottery: Instructional Materials
<b>Budget Reference</b>	4000-4999: Books And Supplies

**Description**

Textbooks (online and/or physical) in Spanish for our newcomer students and some multilingual learners that can benefit. Upgrade novel sets and other related materials to be more current and culturally relevant to our student population (move towards being a "Project Lit" and "Own Voices" school.

**Strategy/Activity 4**

Provide after school support for homework completion, intervention support, and enrichment. Two after school program paraprofessionals - support at-risk students. one full time and one part time bilingual para educator to support newcomer students in their general education and ELD classes

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

All students and newcomer students

**Timeline**

2023-24

**Person(s) Responsible**

Administration

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	35,206
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	AAA - afterschool program - 2 paraprofessionals
<b>Amount</b>	17,238
<b>Source</b>	ESSER
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	During school day - 1 Bilingual para-professional to support Newcomer program @ 3.75 hrs
<b>Amount</b>	17,238
<b>Source</b>	ESSER
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	During school day - 1 Bilingual para-professional to support Newcomer program and ELs in Gen Ed @ 3.75 hours

**Strategy/Activity 5**

Encourage parent engagement and involvement to support student learning. Funds for:

- A bilingual Community Coordinator
- Supplies, food, Childcare for Parent Ed Nights, ELAC, SSC, etc.
- EWA for extra hourly for Community Coordinator to do translations or extra hours to support school at evening events, etc.



## Students to be Served by this Strategy/Activity

All students and specifically underrepresented students

## Timeline

2023-24

## Person(s) Responsible

Assistant Principal & School Community Coordinator

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	27,179
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Community Coordinator - 40%
<b>Amount</b>	500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplies, food - Parent Ed nights
<b>Amount</b>	40,769
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Community Coordinator - 60%
<b>Amount</b>	500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Childcare - Parent Ed nights
<b>Amount</b>	2,500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	EWA for extra hourly for Parent Coordinator - evening translation and parent contacts

## Strategy/Activity 6

Provide various additional courses such as visual arts to enhance access for underrepresented students, to lower class sizes, to support newcomers to the US & to enhance college and career readiness

## Students to be Served by this Strategy/Activity

English Learners/newcomers, all students

## Timeline

2023-24

## Person(s) Responsible

Administration, teachers, support staff such as Rtl, counseling, and administration

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	21,000
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	CTE - Digital Media Elective - 7/8th grade
<b>Amount</b>	21,000
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	CTE - STEM/Building and Fabrication Elective - 7/8th grade
<b>Amount</b>	38,400
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Read 180 Reading Intervention Program - 2 class sections
<b>Amount</b>	38,000
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Prop 28 - Two Art Sections (2D Art - 7/8th grade and 3D Art/Ceramics - 7/8th grade)
<b>Amount</b>	36,000
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	2 Band Classes through VAPA/Measure U funds
<b>Amount</b>	19,000
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries

<b>Description</b>	English Learner/Newcomer Class Teacher - one section
<b>Amount</b>	19,000
<b>Source</b>	ESSER
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	AVID 6 teacher - one section
<b>Amount</b>	19,000
<b>Source</b>	Parcel Tax
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Art 6 class through VAPA/Measure U funds

### Strategy/Activity 7

Create 21st century, engaging learning opportunities using technological tools

- New or replacement technology including chromebooks, laptops, ipads, printer, licenses, cartridges, and other related tech tools

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

All students

### Timeline

2023-24

### Person(s) Responsible

Administration, IT Specialist, Principal's Secretary, Teacher Librarian

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	New or replacement technology including chromebooks, laptops, ipads, printer, licenses, cartridges, carts, and other related tech tools and software program licenses

### Strategy/Activity 8

Implementation of Social Emotional Learning (SEL) Curriculum and activities and Universal Design for Learning (UDL) . (SUMS MTSS Grant \$5,000). 2nd Step SEL curriculum and other resources.

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

All students, at-risk students (socio-emotionally and/or behaviorally)

### Timeline

2023-24

**Person(s) Responsible**

All staff

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	5,000
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	(SUMS MTSS Grant \$5,000). 2nd Step Social & Emotional Learning (SEL) curriculum, SEL PD or supplemental programs, Wellness Center Supplies, and other related needs to support SEL

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Mathematics and Tiered Support

### Goal Statement

All students will develop conceptual understanding, procedural skills and fluency that they will apply to make sense of mathematical problems and persevere in solving them.

### LCAP Goal

Goal #1: All SCCS students will be prepared to successfully access post-secondary college and career opportunities.  
Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.

### Basis for this Goal

CA Dashboard CAASPP data indicates mathematics needs to be a focus at Branciforte Middle.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP - Math	In 2018-2019 all students scored an average of -33 points from standard.	The percent of students who meet or exceed standard will increase by 5% on the 2023 CAASPP
CAASPP - Math	Socioeconomically Disadvantaged students scored -82.2 avg points from meeting standard in 2018-19 (low)	Increase Socioeconomically Disadvantaged student scores on math 2023 CAASPP by 3 points or more which will result in a positive increase on the CA Dashboard.
CAASPP - Math	Hispanic students scored -87 avg points from meeting standard in 2018-19 (low)	Increase Hispanic students scores on math 2023 CAASPP by 3 points or more which will result in a positive increase on the CA Dashboard.
CAASPP - Math	Students with disabilities scored -112.3 avg points from meeting standard in 2018-19 (VERY low)	Increase Students with Disabilities scores on math 2023 CAASPP by 3 points or more which will result in a positive increase on the CA Dashboard.
CAASPP - Math	English Learners scored -123.4 avg points from meeting standard in 2018-19 (very low)	Increase English Learner student scores on math 2023 CAASPP by 3 points or more which will result in a positive increase on the CA Dashboard.

### Planned Strategies/Activities

## Strategy/Activity 1

Strategies Overview: Teachers and school staff will present engaging California Common Core State Standards based lessons using evidence based strategies to engage all learners in mathematics. Strong Tier 1 strategies will provide a foundation for the bulk of all learners at B40MS. For learners who need additional support, Tier 2 and 3 strategies and programs will be employed before, during, and after the regular school day. Staff will engage in on-going professional development to improve teacher efficacy and curriculum and program alignment. Particular focus will be paid to under performing student groups such as English learners and students with special needs, foster or homeless youth, and students of low socio-economic status. In 2023-24 B40 will implement a new bell schedule. This bell schedule will give math teachers time for one additional full lesson per week and will increase our SSR intervention time by 42%.

This year the name of our intervention period (Silent Sustained Reading or SSR) will be changed to "Hive Time" and students will have clear options for activities such as SSR, iReady math and reading, mental health or self help podcasts, TedTalks and the like. A choice board will be created for students to choose their activity. Note: there may be some required time for iReady and of course for math or Spanish tutoring and intervention).

During 23-24, staff will continue to implement and refine Tier 1 strategies including: teacher clarity/visible learning, scholarly academic discourse strategies, integrated ELD, Social Emotional Learning (SEL), standards based grading, iReady curriculum and assessments, goal setting, and other evidence based and creative ways to connect with students and engage them in learning. Additionally, B40 will continue to use physical student planners for executive functioning and tracking of learning goals, homework and more. Our homework policy will be revisited to ensure more routinized, rigorous and clear homework expectations. Administration and teacher collective efficacy groups will use classroom walk-throughs and possibly the peer observation process to enhance efficacy and to assess implementation. Staff will continue their work to identify priority standards and common assessments across all content areas which will support common, guaranteed curriculum for all students and also create platform for collaboration and articulation between our own teachers and staff and also with those at our neighboring SCCS middle school - Mission Hill Middle. All B40 teachers will meet with MHMS content area teams and the SCCS Director of Learning and Assessment twice during the year to do this alignment work.

All teachers will be able to implement College Preparatory Mathematics (CPM) curriculum. iReady math programming will continue to be a large part of our intervention and homework programming in math. Math teachers will implement cutting edge, research based, collaborative group activities that support scholarly academic discourse and other Integrated ELD for all students.

- PLC time, professional conferences, and coaching will be provided to teachers to support implementation of CPM curriculum and Silicon Valley Math Initiative (SVMI) and Monterey Bay Area Mathematics Project (MBAMP) strategies to implement Math Mindset and Goal Setting in the classroom. Math teachers will expand their Course 1 Pilot of Inspiring Connections - an updated CPM curriculum - to all Course 1 and Course 2 classes this year.
- Teachers will infuse technology into teaching and learning with innovative and advanced classroom strategies that engage students at a high level, using tech tools or licenses.

Funds provided for staff to attend professional conferences, for release time pay, substitutes, guest presenters, consultant fees, and other similar professional development opportunities are provided.

## Students to be Served by this Strategy/Activity

All students and specific student groups listed above

## Timeline

2023-24

## Person(s) Responsible

Administration, Math Teachers, Rtl Coordinator

## Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 2

Rtl coach to support universal & benchmark assessments, identification of students for intervention and coordination and support of intervention strategies.

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

All students, under performing students

### Timeline

2023-24

### Person(s) Responsible

Administration

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	117,095
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Rtl Coordinator

### Strategy/Activity 3

Add Zero Period Math+ for intensive Tier 3 Intervention in Mathematics  
Add bilingual counselor to support newcomers and all students  
Additional Tier 2 and 3 interventions such as drop in tutorial after school, SSR interventions such as peer tutoring and reading intervention.

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

All students, under performing students

### Timeline

2023-24

### Person(s) Responsible

Administration, Rtl Coord., teachers

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	32,500
<b>Source</b>	ESSER
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Academic Intervention Para-educator with focus on math classes - 6 hrs daily

<b>Amount</b>	21,468
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Zero Period Math+ Intervention class
<b>Amount</b>	42,000
<b>Source</b>	ESSER
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Lower Class Size - two sections - Math Course 1 and Course 2
<b>Amount</b>	10,000
<b>Source</b>	ESSER
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Open library from 3-5pm after school for drop in for homework, reading, access to reference materials, printer, chromebooks. EWA/hourly pay for staff
<b>Amount</b>	2,416
<b>Source</b>	ESSER
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Peer Tutoring Coordinator - stipend
<b>Amount</b>	9,552
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	EWR - supervision and prep for SSR interventions (90 min/week x 3 people x 42 weeks) +\$1,000 statutories



# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Social Emotional Learning & School Connectedness

### Goal Statement

All students will feel connected to the school and feel supported in their personal and academic growth. They will learn about and show growth in Social Emotional Learning (SEL) competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision making.

### LCAP Goal

Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.

### Basis for this Goal

Branciforte MS chronic absenteeism and suspension data along with Social and Emotional Health Survey data indicate a focus on social emotional supports and learning for students is a need. Teachers also report that this is a needed focus based on their classroom observations and as indicated in the MTSS self assessment rubric used by SCCS schools.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Social Emotional Health Survey (SEHS)	On the Social and Emotional Health Survey (SEHS) in fall 2021 10% of students stated that they were either very dissatisfied or dissatisfied with their school experience (state average is 17%).	In fall 2023, 10% of students will state on the SEHS that they were either very dissatisfied or dissatisfied with their school experience (a 7% decrease)
Social Emotional Health Survey (SEHS)	On the Social and Emotional Health Survey (SEHS) in fall 2021 56% of students stated that they are either satisfied or very satisfied with their school experience (41% is state average).	In fall 2023, 62% of students will state on the SEHS that they were either satisfied or very satisfied with their school experience (a 3% increase).
Chronic Absenteeism Data	All Students (School Placement) - 8.6% (high) according to the 2018-19 data on the most recent CA Dashboard.	Decrease chronic absenteeism by .5% on the 2023 CA Dashboard.
Chronic Absenteeism Data	English Learners - 6.3% (high) according to the 2018-19 data on the most recent CA Dashboard.	Decrease chronic absenteeism by .5% on the 2023 CA Dashboard.
Chronic Absenteeism Data	Socioeconomically Disadvantaged - 10.6% (medium) according to the 2018-19 data on the most recent CA Dashboard.	Decrease chronic absenteeism by 1% on the 2023 CA Dashboard.

Metric/Indicator	Baseline	Expected Outcome
Chronic Absenteeism Data	Hispanic - 7.6% (high) according to the 2018-19 data on the most recent CA Dashboard.	Decrease chronic absenteeism by .5% on the 2023 CA Dashboard.
Chronic Absenteeism Data	White - 9% (high) according to the 2018-19 data on the most recent CA Dashboard.	Decrease chronic absenteeism by .5% on the 2023 CA Dashboard.
Chronic Absenteeism Data	Students with Disabilities - 18.3% (medium) according to the 2018-19 data on the most recent CA Dashboard.	Decrease chronic absenteeism to less than 10% on the 2023 CA Dashboard.
Suspension Data	All students - 3.3% (high) according to the 2018-19 data on the most recent CA Dashboard.	Decrease student group suspension rates by 50% on the 2023 CA Dashboard.
Suspension Data	Socioeconomically Disadvantaged - 4.1% (high) according to the 2018-19 data on the most recent CA Dashboard.	Decrease student group suspension rates by 50% on the 2023 CA Dashboard.
Suspension Data	Students with Disabilities - 6.8% (high) according to the 2018-19 data on the most recent CA Dashboard.	Decrease student group suspension rates by 50% on the 2023 CA Dashboard.
Suspension Data	Hispanic - 2.8% (high) according to the 2018-19 data on the most recent CA Dashboard.	Decrease student group suspension rates by 50% on the 2023 CA Dashboard.
Suspension Data	White - 3.4% (high) according to the 2018-19 data on the most recent CA Dashboard.	Decrease student group suspension rates by 50% on the 2023 CA Dashboard.
Social Emotional Health Survey (SEHS)	On the Social Emotional Health Survey (SEHS) in fall 2021 48% of students stated that they felt they belonged to a community (like a social group, school, neighborhood, etc) every day or almost every day.	In fall 2023, 60% of students will state on the SEHS that they feel they belong to a community (like a social group, school, neighborhood, etc) every day or almost every day (a 3.5% increase)

## Planned Strategies/Activities

### Strategy/Activity 1

Strategies Overview: Teachers and staff will continue to learn and improve our knowledge and skills in areas such as Trauma Informed Schools, Positive Behavior Interventions and Support (PBIS), and in Social Emotional Learning (SEL). In fall 2023 staff will continue to utilize student planners and a renewed and increased focus on PBIS strategies to increase positive and decrease negative student behaviors. The school will provide ongoing professional development for veteran and new teachers in these areas. Additional support staff such as a second counselor, a mental health specialist counselor, a social worker, a social worker intern, and a community coordinator are added to our team and they all support our school connectedness goals. The school will track data such as qualitative data from the student Social Emotional Health Survey, CA Dashboard chronic absenteeism, and suspension rates. Student behavior data and positive rewards (for Golden Tickets) will be tracked and shared with staff through “Gustavo’s Corner” weekly in the staff communique.

School administration will work with school staff including but not limited to our Student Support Team (Admin, counselors, therapist, Social Worker, and Rtl Coordinator) to explore enhancement of drug and alcohol education for all students and parents. In addition, admin will work with staff to develop a system for more parent involvement and presence on campus.

When funding is available, additional staff will be paid to enhance adult supervision and support intervention programs such as AAA on campus before, during, and after school - also to improve school safety.

Teachers will deliver SEL lessons through all content areas at all three grade levels from evidence based Second Step SEL curriculum. AVID and similar classes and programs will implement engaging activities such as field trips, guest speakers, etc.

Administration will continue to implement a zero period PE class for English Learners and students with special needs to ensure they can access elective classes

Counseling staff will supplement the SEL curriculum by implementing mindfulness lessons and theme weeks such as anti-bullying week, suicide prevention awareness, college week, etc., and develop small group counseling for students in need of support around areas such as social isolation, organization/executive functioning, bullying issues, anger management, and identity issues. Counseling staff will also explore the development of more options to choose from during "Hive Time" such as mindfulness apps, podcasts, TedTalks or the like.

Because athletics are a big part of middle school for many students, the school staff and Athletic Director will work to ensure we can host a second team in sports, when possible, where the demand is high to avoid making "cuts" for teams. It is noted that the league dynamics and funding are variables and present some limitations to this.

Teachers and staff will implement a WEB (Welcome Everybody) day to introduce all and at risk incoming 6th (and new 7th and 8th) graders the day before school starts.

School administration and staff will work to both enhance our current counseling area in the main office and to ensure improved counseling space is made when our Bond remodel is done.

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

All students and students at risk

### Timeline

2023-24

### Person(s) Responsible

All Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	24,655
<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Zero period PE teacher so that ELs and students with IEPs can access support classes and/or electives
<b>Amount</b>	2,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Stipends for WEB leaders - Ease transition for new students

<b>Amount</b>	138,068
<b>Source</b>	ESSER
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Licensed Marriage and Family Counselor for more in depth counseling and therapy needs for students
<b>Amount</b>	500
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Field Trip fees for AVID, ELD, & Global Citizen students. Transportation fees, entrance fees, mileage reimbursement for staff, lunch for kids

### Strategy/Activity 2

Design and implement school connectedness activities.

Add a .2 FTE to implement multiple school connectedness strategies so that all students, particularly students from historically marginalized groups, engage and connect to school enhancing their overall school experience (.2 split between two teachers)

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

All students, at-risk students

#### Timeline

2023-24

#### Person(s) Responsible

All Staff

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	23,886
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	.20 FTE to implement multiple school connectedness strategies - on campus activities, field trips, clubs, lunchtime sports and Brain Battles and more

### Strategy/Activity 3

Counselors, school psychologist, social workers and administration work on developing Tier 1, 2, & 3 practices and systems including bi-monthly meetings to strategize and execute chronic absenteeism interventions and caseloads. Explore other evidence based and creative ways to connect with students and engage them in learning.

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

All students, at-risk students, students with disabilities, foster and homeless students, Hispanic/Latino students and English Learners

## Timeline

2023-24

## Person(s) Responsible

Principal, AP, Counselors, & Rtl Coordinator

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	21,518
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	.2 FTE additional counselor to support social-emotional needs - Measure U Parcel Tax funding
<b>Amount</b>	21,518
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	.2 FTE additional counselor to support social-emotional needs
<b>Amount</b>	5,000
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Social Work Intern fees

## Strategy/Activity 4

Increase opportunities for non-certificated staff to be more involved in school activities and to receive more professional development in their work roles.

- Release time sub pay, coursework, and conferences for classified and other non-certificated staff.

## Students to be Served by this Strategy/Activity

All students, at-risk students, students with disabilities, foster and homeless students, Hispanic/Latino students and English Learners

## Timeline

2023-24

## Person(s) Responsible

Principal & Classified Staff

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	500
<b>Source</b>	Title I

<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Increase opportunities for non-certificated staff, PD or sub pay

### Strategy/Activity 5

Provide incentives for students to follow school wide (PBIS) behavioral expectations and provide parent education opportunities

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

All students, at-risk students, students with disabilities, foster and homeless students, Hispanic/Latino students and English Learners

#### Timeline

2023-24

#### Person(s) Responsible

administration and support staff such as counselors, Rtl Coord.

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5,750
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	EWR extra hours for school safety supervision and student/parent recruitment within and outside of, before and after school, intervention programs
<b>Amount</b>	1,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Incentives for honor roll and school wide expectations and for peer tutoring programs
<b>Amount</b>	500
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Parent education - Promote development of social emotional well being including how to support your students' academic needs, sexual health education for parents of at risk students via ELAC or via other parent education opportunities.

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity



# Annual Review and Update

## SPSA Year Reviewed: 2022-23

### Goal 1

English Learner Progress: All Ever English Learners (IFEP, RFEP, ELs) will have academic success and social-emotional well being in an asset-based, needs responsive learning community, and will participate fully in our schools and graduate ready for college and career.

Academic Literacy: All students will engage in daily relevant, complex reading, writing, speaking, listening across all content areas so they can build knowledge, engage in collaborative, academic discussions, and support a position with evidence.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP - ELA	The number of students who meet or exceed standard will increase by 5% on the 2023 CAASPP.	Not yet available.
CAASPP - ELA	Increase Socioeconomically Disadvantaged student scores on 2023 ELA CAASPP by 3 points or more, which will result in a positive increase on the CA Dashboard.	Not yet available.
CAASPP - ELA	Increase Students with Disabilities scores on 2023 ELA CAASPP by 3 points or more, which will result in a positive increase on the CA Dashboard.	Not yet available.
CAASPP - ELA	Increase Hispanic students scores on 2023 ELA CAASPP by 3 points or more, which will result in a positive increase on the CA Dashboard.	Not yet available.
CAASPP - ELA	Increase English Learner students scores on 2023 ELA CAASPP by 3 points or more, which will result in a positive increase on the CA Dashboard.	Not yet available.
Spring 2023 School Wide Write Assessment (SWW)	All students will score "Meeting Standard" or higher in Spring 2023 School Wide Write.	Reimplemented as a pilot year so data not available
Spring 2023 School Wide Write Assessment (SWW)	We will close the achievement gap between Sp Ed students, EL students and their peers on SWW by 10% (to 8.1% for Sp Ed and 10.3% for ELs).	Reimplemented as a pilot year so data not available
ELPAC	80% or more of English Learners will grow at least one level of English Proficiency as demonstrated on the 22-23 ELPAC.	63% of English Learners grew at least one level or more of English Proficiency on the 22-23 ELPAC.

## Strategies/Activities for Goal 1

### Planned Actions/Services

Strategies Overview: Teachers and school staff will present engaging and California Common Core State Standards based lessons using evidence based strategies to engage all learners in English Language Arts and designated or integrated English Language Development for English Learners. Strong Tier 1 strategies will provide a foundation for the bulk of all learners at Branciforte. For learners who need additional support, Tier 2 and 3 strategies and programs will be employed during and after the regular school day. Staff will engage in on-going professional development to improve teacher efficacy, as well as curriculum and program alignment. Particular focus will be paid to under performing student groups such as English learners, students with special needs, foster & homeless youth, and Hispanic/Latino students.

During 22-23, staff will continue to implement and refine Tier 1 strategies including: teacher clarity/visible learning, scholarly academic discourse strategies, integrated ELD, Social Emotional Learning (SEL), standards based grading, iReady curriculum and assessments, goal setting, and other evidence based and creative ways to connect with students and engage them in learning. Additionally, B40 will return to using physical student planners for executive functioning and tracking of learning goals, homework and more. A new homework policy will be implemented to return to more routinized, rigorous and clear homework expectations. Administration and teacher collective efficacy groups will use classroom walk-throughs and possibly the peer observation process to enhance efficacy and to assess implementation. Staff will continue their work to identify priority standards and common assessments across all content areas which will support common, guaranteed curriculum for all students and also create platform for collaboration and articulation between our own teachers and staff and also with those at our neighboring SCCS middle school - Mission Hill Middle.

Some B40 teachers have applied to be involved in an Action Research Group at the county level to learn about and implement equitable, standards based grading practices.

Teachers will infuse technology into teaching and learning with innovative and advanced classroom strategies that engage students at a high level, using tech tools or licenses.

### Actual Actions/Services

In the 22-23 school year, B40 took the following actions to meet the goals around English Learner Progress:

- Continued professional learning in IELD strategies through WestEd
- Schoolwide expectation that teachers use clarity/visible learning strategies including but not limited to articulated learning goals and success criteria, rubrics
- Social Emotional Learning across all curricular areas
- Standards-based grading and expanded teacher professional learning through the Action Research Group for Grading
- Refinement of priority standards and common assessments with MH
- Use of daily planners for recording homework and learning goals
- Goal setting, particularly around iReady diagnostic assessments
- iReady curriculum use increased as homework expectation and SSR alternative
- Read 180 intervention added for Tier 2/3 support in Reading

**Planned  
Actions/Services**

Funds provided for staff to attend professional conferences, for release time pay, substitutes, guest presenters, consultant fees, and other similar professional development opportunities are provided.

Provide opportunities for all students to have access to college and career literacy skills. Purchase of common binders and supplies for underrepresented student groups.

Implement Silent Sustained Reading (SSR) time for all students and provide multiple Tier 2 and 3 strategies for students who need it utilizing this time in the schedule. Purchase Lexile leveled books, other high interest lower readability novels as needed, replace worn texts and add culturally relevant novel sets and bilingual materials for newcomer students.

Provide after school support for homework completion, intervention support, and enrichment. Two after school program paraprofessionals - support at-risk students. one full time and one part time bilingual para educator to support newcomer students in their general education and ELD classes.

Encourage parent engagement and involvement to support student learning. Funds for:

- A bilingual Community Coordinator
- Supplies, food, Childcare for Parent Ed Nights, ELAC, SSC, etc.
- EWA for extra hourly for Community Coordinator to do translations or extra hours to support school at evening events, etc.

Provide various additional courses such as visual arts to enhance access for underrepresented students, to lower class sizes, to support newcomers to the US & to enhance college and career readiness

Create 21st century, engaging learning opportunities using technological tools

**Actual  
Actions/Services**

- College and Career literacy skills were provided through standards-based curriculum.
- Binders and supplies were provided for students in need.

75 minutes of SSR provided, weekly, where students were given the option to read a book of choice, work on iReady lessons, or receive Tier 2 intervention in Math.

- Our Academic Achievement Academy ran 4 days a week, for two hours after school.
- Two bilingual para educators supported our newcomer students in their gen ed and ELD classes

Funding was provided for:

- A fulltime bilingual Community Coordinator and translation
- Supplies, food and childcare for evening parent meetings

Funding was provided to provide classes in visual arts, to lower class sizes, to provide two sections of AVID, and to provide targeted support for our newcomer students

Technology was provided to students both in and out of the classroom.

**Planned  
Actions/Services**

**Actual  
Actions/Services**

- New or replacement technology including chromebooks, laptops, ipads, printer, licenses, cartridges, and other related tech tools

Implementation of Social Emotional Learning (SEL) Curriculum and activities and Universal Design for Learning (UDL) . (SUMS MTSS Grant \$5,000). 2nd Step SEL curriculum and other resources.

Second Step curriculum was taught to all students, across all curricular areas

## Analysis

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

Many of our strategies and action items were refinement and enhancement of the work our site has been doing to support EL progress and academic literacy.

Highlights include:

- Continued commitment to teacher clarity through learning goals and success criteria
- Working with West Ed to refine our work with IELD
- The use of the iReady curriculum was increased through homework and SSR access
- Commitment to professional learning and implementation of Grading for Equity

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

- Much of the data is not available yet, but our ELPAC data shows that we are shy of our growth goal, as only 63% grew one or more level.
- Newcomer students had support from bilingual paras that worked with them both in their designated ELD classes and other gen ed classes
- Grading for equity gave students multiple opportunities and ways to show mastery of standards

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no major material differences between proposed and estimated actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In 23-24 we will continue to host two Read 180 Reading Intervention classes. However, both will be offered during the school day to increase attendance and access (one was offered during zero period in 22-23). There will be a more significant push to include a higher number of students with IEPs into the Read 180 classes this year.

All B40 teachers will meet with MHMS content area teams and the SCCS Director of Learning and Assessment twice during the year to do this alignment work.

B40 teachers will implement a new Professional Development (PD) plan in 23-24 that will allow teachers choice in their PD focus for the year. SCCS and B40 staff will facilitate PD learning teams. The strands are aligned with district areas of focus and they will be: Equity Based Grading, Integrated and Designated ELD, PBIS/SEL, and How to be an Anti-Racist Educator.

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 2

All students will develop conceptual understanding, procedural skills and fluency that they will apply to make sense of mathematical problems and persevere in solving them.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP - Math	The percent of students who meet or exceed standard will increase by 5% on the 2023 CAASPP	Not yet available.
CAASPP - Math	Increase Socioeconomically Disadvantaged student scores on math 2023 CAASPP by 3 points or more	Not yet available.
CAASPP - Math	Increase Hispanic students scores on math 2023 CAASPP by 3 points or more	Not yet available.
CAASPP - Math	Increase Students with Disabilities scores on math 2023 CAASPP by 3 points or more	Not yet available.
CAASPP - Math	Increase English Learner student scores on math 2023 CAASPP by 3 points or more	Not yet available.

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services
<p>Strategies Overview: Teachers and school staff will present engaging California Common Core State Standards based lessons using evidence based strategies to engage all learners in mathematics. Strong Tier 1 strategies will provide a foundation for the bulk of all learners at B40MS. For learners who need additional support, Tier 2 and 3 strategies and programs will be employed before, during, and after the regular school day. Staff will engage in on-going professional development to improve teacher efficacy and curriculum and program alignment. Particular focus will be paid to under performing student groups such as English learners and students with special needs, foster or homeless youth, and students of low socio-economic status.</p> <p>During 22-23, staff will continue to implement and refine Tier 1 strategies including: teacher clarity/visible learning, scholarly academic</p>	<p>In the 22-23 school year, B40 took the following actions to meet the goals around Math:</p> <ul style="list-style-type: none"> <li>Continued use of CPM curriculum and began implementation of pilot of "Inspiring Connections" CPM updated curriculum.</li> <li>Schoolwide expectation that teachers use clarity/visible learning strategies including but not limited to articulated learning goals and success criteria, rubrics</li> <li>Social Emotional Learning across all curricular areas</li> <li>Continued shift to Standards-based grading and professional learning through the Action Research Group for Grading</li> <li>Refinement of priority standards and common assessments with MH</li> </ul>

### **Planned Actions/Services**

discourse strategies, integrated ELD, Social Emotional Learning (SEL), standards based grading, iReady curriculum and assessments, goal setting, and other evidence based and creative ways to connect with students and engage them in learning. Additionally, B40 will return to using physical student planners for executive functioning and tracking of learning goals, homework and more. A new homework policy will be implemented to return to more routinized, rigorous and clear homework expectations. Administration and teacher collective efficacy groups will use classroom walk-throughs and possibly the peer observation process to enhance efficacy and to assess implementation. Staff will continue their work to identify priority standards and common assessments across all content areas which will support common, guaranteed curriculum for all students and also create platform for collaboration and articulation between our own teachers and staff and also with those at our neighboring SCCS middle school - Mission Hill Middle.

All teachers will be able to implement the CPM and iReady math curriculum, including implementation of group activities that support scholarly academic discourse and other Integrated ELD for all students.

- PLC time, professional conferences, and coaching will be provided to teachers to support implementation of CPM curriculum and Silicon Valley Math Initiative (SVMI) strategies to implement Math Mindset and Goal Setting in the classroom. B40 MS math team will apply to be involved for a second year in an Action Research Group at the county level to learn about and implement equitable, standards based grading practices.
- Teachers will infuse technology into teaching and learning with innovative and advanced classroom strategies that engage students at a high level, using tech tools or licenses.

Funds provided for staff to attend professional conferences, for release time pay, substitutes, guest presenters, consultant fees, and other similar professional development opportunities are provided.

### **Actual Actions/Services**

- Use of daily planners for recording homework and learning goals.
- Increased rigor by ramping up homework expectations and writing frequency and volume.
- Goal setting, particularly around iReady diagnostic assessments
- iReady curriculum use increased as homework expectation and SSR alternative
- Continued IELD professional learning and strategies



**Planned  
Actions/Services**

Rtl coach to support universal & benchmark assessments, identification of students for intervention and coordination and support of intervention strategies.

Add additional sections of mathematics to lower class size  
Add Zero Period Math+ for intensive Tier 3 Intervention in Mathematics  
Add 6th period intervention - Tier 2 push in to general education and pull out for intervention as necessary.  
Add bilingual counselor to support newcomers and all students  
Additional Tier 2 and 3 interventions such as drop in tutorial after school, SSR interventions such as peer tutoring and reading intervention

**Actual  
Actions/Services**

The Rtl Coordinator provided support through:

- Analyzation of data to ensure referrals for placement in Tier 2 and 3 interventions
- Tier 1 support through push in classroom support and PLC work with the math team
- Oversight and administration of Tier 2 and 3 interventions

- systematic goal setting by students happened with iReady math and reading (whole school) and ELPAC (English Learners)
- An additional section of Math Course 1 was added
- A zero period Math intervention class ran throughout the school year
- The Rtl Coordinator pushed in to a 6th period Course 3 class to provide targeted supports for students identified as needing intervention
- A .6 FTE counselor was available to support bilingual students
- Math and Reading interventions were provided during a dedicated SSR time, 75 minutes a week

**Analysis**

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

Many of our strategies and action items were refinement and enhancement of the work our site has been doing to support students with Math competency.

Highlights include:

- The Math team collaborated regularly to look at student data and refine their Tier 1 practices, using the CPM curriculum and CPM pilot curriculum. Additionally, they continued their commitment to standards-based grading, providing clear learning goals and feedback to students.
- The Rtl Coordinator used student data, teacher input and regular meetings with the administration to identify and place students in 0-period and SSR interventions.
- All students received SEL instruction across all content areas.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

- We are still waiting on CAASPP data to determine much of the effectiveness of our strategies.
- iReady curriculum usage increased, ensuring students were getting targeted instruction in specific domains

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no major material differences between proposed and estimated actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In 2023-24 B40 will implement a new bell schedule. This bell schedule will give math teachers time for one additional full lesson per week and will increase our SSR intervention time by 42%.

This year the name of our intervention period (Silent Sustained Reading or SSR) will be changed to "Hive Time" and students will have clear options for activities such as SSR, iReady math and reading, mental health or self help podcasts, TedTalks and the like. A choice board will be created for students to choose their activity. Note: there may be some required time for iReady and of course for math or Spanish tutoring and intervention).

Math teachers will expand their Course 1 Pilot of Inspiring Connections - an updated CPM curriculum - to all Course 1 and Course 2 classes this year.

The Math staff will engage in professional learning over the summer at Monterey Bay Area Mathematics Project (MBAMP)



# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 3

All students will feel connected to the school and feel supported in their personal and academic growth. They will learn about and show growth in Social Emotional Learning (SEL) competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision making.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Social Emotional Health Survey (SEHS)	In fall 2022, 7% of students will state on the SEHS that they were either very dissatisfied or dissatisfied with their school experience (a 3% decrease)	In fall 2022, 17% of students stated on the SEHS that they were either very dissatisfied or dissatisfied with their school experience (a 7% increase).
Social Emotional Health Survey (SEHS)	In fall 2022, 59% of students will state on the SEHS that they were either satisfied or very satisfied with their school experience (a 3% increase)	In fall 2022, 59% of students stated on the SEHS that they were either satisfied or very satisfied with their school experience (a 3% increase)
Chronic Absenteeism Data	Decrease chronic absenteeism by .5% on the 2023 CA Dashboard.	Not yet available.
Chronic Absenteeism Data	Decrease chronic absenteeism by .5% on the 2023 CA Dashboard.	Not yet available.
Chronic Absenteeism Data	Decrease chronic absenteeism by 1% on the 2023 CA Dashboard.	Not yet available.
Chronic Absenteeism Data	Decrease chronic absenteeism by .5% on the 2023 CA Dashboard.	Not yet available.
Chronic Absenteeism Data	Decrease chronic absenteeism by .5% on the 2023 CA Dashboard.	Not yet available.
Chronic Absenteeism Data	Decrease chronic absenteeism to less than 10% on the 2023 CA Dashboard.	Not yet available.
Suspension Data	Decrease student group suspension rates by 50% on the 2023 CA Dashboard.	Not yet available.
Suspension Data	Decrease student group suspension rates by 50% on the 2023 CA Dashboard.	Not yet available.
Suspension Data	Decrease student group suspension rates by 50% on the 2023 CA Dashboard.	Not yet available.
Suspension Data	Decrease student group suspension rates by 50% on the 2023 CA Dashboard.	Not yet available.
Suspension Data	Decrease student group suspension rates by 50% on the 2023 CA Dashboard.	Not yet available.
Social Emotional Health Survey (SEHS)	In fall 2022, 51% of students will state on the SEHS that they feel they belong to a community (like a social	In fall 2022, 53% of students stated on the SEHS that they feel they belong to a community (like a social

**Metric/Indicator****Expected Outcomes****Actual Outcomes**

group, school, neighborhood, etc)  
every day or almost every day (a 3% increase)

group, school, neighborhood, etc)  
every day or almost every day (a 5% increase)

**Strategies/Activities for Goal 3****Planned  
Actions/Services**

Strategies Overview: Teachers and staff will continue to learn and improve our knowledge and skills in areas such as Trauma Informed Schools, Positive Behavior Interventions and Support (PBIS), and in Social Emotional Learning (SEL). In fall 2022 staff will utilize student planners and a renewed and increased focus on PBIS strategies to increase positive and decrease negative student behaviors. The school will provide ongoing professional development for veteran and new teachers in these areas. Additional support staff such as a second counselor, a mental health specialist counselor, a social worker, a social worker intern, and a community coordinator are added to our team and they all support our school connectedness goals. The school will track data such as qualitative data from the student Social Emotional Health Survey, CA Dashboard chronic absenteeism, and suspension rates. BMS will refine or implement systems to encourage positive behavior and attendance.

Teachers will deliver SEL lessons through all content areas at all three grade levels from evidence based Second Step SEL curriculum. AVID and similar classes and programs will implement engaging activities such as field trips, guest speakers, etc.

Administration will implement a zero period PE class for English Learners and students with special needs to ensure they can access elective classes

Counseling staff will supplement the SEL curriculum by implementing mindfulness lessons and theme weeks such as anti-bullying week, suicide prevention awareness, college week, etc., and develop small group counseling for students in need of support around areas such as social isolation, organization/executive functioning, bullying issues, anger management, and identity issues.

**Actual  
Actions/Services**

In the 22-23 school year, B40 took the following actions to meet the goals around SEL and connectedness:

- Our site continued with PBIS and communication/reinforcement of schoolwide expectations. It was enhanced by the addition of a Student Store where students can "purchase" fun items with their Golden Tickets (no money exchanged - only Golden Tix).
- SEL was taught via Second Step in all curricular areas and counselors shared additional resources to help with engagement
- Our student support team included: 1.4 counselors, a social-emotional counselor, a school social worker, a sww intern, and admin
- Our Community Coordinator worked with students and families
- Use of Social Emotional Health Survey, California Healthy Kids Survey, chronic absenteeism and suspension data to inform needed supports
- Field trips and guest speakers occurred across curricular areas
- Zero period PE was available for students in Tutorial and ELD classes to ensure access to electives
- Student leaders and staff held a WEB day to introduce and welcome incoming students for the 22-23 school year

**Planned  
Actions/Services**

Teachers and staff will implement a WEB (Welcome Everybody) day to introduce all and at risk incoming 6th graders the day before school starts.

Design and implement school connectedness activities.

Add a .2 FTE to implement multiple school connectedness strategies so that all students, particularly students from historically marginalized groups, engage and connect to school enhancing their overall school experience (.2 split between two teachers)

Counselors, school psychologist, social workers and administration work on developing Tier 1, 2, & 3 practices and systems including bi-monthly meetings to strategize and execute chronic absenteeism interventions and caseloads Explore other evidence based and creative ways to connect with students and engage them in learning.

Increase opportunities for non-certificated staff to be more involved in school activities and to receive more professional development in their work roles.

- Release time sub pay, coursework, and conferences for classified and other non-certificated staff.

Provide incentives for students to follow school wide (PBIS) behavioral expectations and provide parent education opportunities

**Actual  
Actions/Services**

.2 FTE was shared by two staff members - one focused on student leadership, events, and BTV, the other on schoolwide connectedness experiences that occurred weekly during the school day.

The student support team, consisting of 1.4 counselors, a social-emotional counselor, school social worker and social work intern, RtI and admin met weekly to discuss students of concern with regard to behavior, social/emotional concerns, and absenteeism. Interventions and supports were created to address and support as needed.

Classified staff were invited to participate in regular staff meetings to get updates and provide input to admin. Additionally they were provided professional learning opportunities and included in schoolwide events and celebrations.

A student store was opened this year to increase incentives around following schoolwide expectations.

**Analysis**

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

The overall implementation of the strategies for Goal #3 was done to fidelity.

Specific highlights:

- Opening of the student store to redeem "golden tickets" as part of our PBIS program
- Weekly meetings of the Student Support Team to review student data
- Continued commitment to providing .2 FTE for Connectedness
- Purposeful meeting and professional learning time added for Classified staff
- Continued commitment to providing zero period PE classes to support access for all students to elective classes

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

There is still data needed to determine the overall effectiveness of the strategies included in this goal. Two of our intended outcomes for school connectedness on the SEHS were met or exceeded, but there was an increase of students stating that they were dissatisfied or highly dissatisfied with their school experience.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no major material differences between proposed and estimated actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In fall 2023, 62% of students will state on the SEHS that they were either satisfied or very satisfied with their school experience (a 3% increase)  
In fall 2023, 10% of students will state on the SEHS that they were either very dissatisfied or dissatisfied with their school experience (a 7% decrease)  
In fall 2023, 60% of students will state on the SEHS that they feel they belong to a community (like a social group, school, neighborhood, etc) every day or almost every day (a 3.5% increase)  
Student behavior data and positive rewards (for Golden Tickets) will be tracked and shared with staff through “Gustavo’s Corner” weekly in the staff communique.  
School administration will work with school staff including but not limited to our Student Support Team (Admin, counselors, therapist, Social Worker, and RtI Coordinator) to explore enhancement of drug and alcohol education for all students and parents. In addition, admin will work with staff to develop a system for more parent involvement and presence on campus.  
Counseling staff will also explore the development of more options to choose from during “Hive Time” such as mindfulness apps, podcasts, TedTalks or the like.  
Because athletics are a big part of middle school for many students, the school staff and Athletic Director will work to ensure we can host a second team in sports, when possible, where the demand is high to avoid making “cuts” for teams. It is noted that the league dynamics and funding are variables and present some limitations to this.  
School administration and staff will work to both enhance our current counseling area in the main office and to ensure improved counseling space is made when our Bond remodel is done.

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 4

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 4

Planned  
Actions/Services

Actual  
Actions/Services

## Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 5

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 5

Planned  
Actions/Services

Actual  
Actions/Services

## Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	89,000
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	883,594.00

## Allocations by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
District Funded	443,392.00
ESSER	278,460.00
LCFF	24,655.00
LCFF - Supplemental	66,647.00
Lottery: Instructional Materials	14,000.00
Parcel Tax	19,000.00
Title I	37,440.00



## Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
1000-1999: Certificated Personnel Salaries	482,646.00
2000-2999: Classified Personnel Salaries	364,448.00
4000-4999: Books And Supplies	27,500.00
5000-5999: Services And Other Operating Expenditures	500.00
5800: Professional/Consulting Services And Operating Expenditures	8,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	357,417.00
2000-2999: Classified Personnel Salaries	District Funded	80,975.00
4000-4999: Books And Supplies	District Funded	5,000.00
1000-1999: Certificated Personnel Salaries	ESSER	31,416.00
2000-2999: Classified Personnel Salaries	ESSER	247,044.00
1000-1999: Certificated Personnel Salaries	LCFF	24,655.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	24,218.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	35,929.00
4000-4999: Books And Supplies	LCFF - Supplemental	6,500.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	14,000.00
1000-1999: Certificated Personnel Salaries	Parcel Tax	19,000.00
1000-1999: Certificated Personnel Salaries	Title I	25,940.00
2000-2999: Classified Personnel Salaries	Title I	500.00
4000-4999: Books And Supplies	Title I	2,000.00
5000-5999: Services And Other Operating Expenditures	Title I	500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	8,500.00

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

Name of Members	Role
Casey O'Brien	Principal
Julia Baginski	Classroom Teacher
Blake Battles	Classroom Teacher
Lisa Orozco	Other School Staff
Amber Burke	Parent or Community Member
Balam Latona	Parent or Community Member
Maria Gonzales	Parent or Community Member
Adam Carter	Classroom Teacher
Violet Willet	Secondary Student
Georgia Keenan	Secondary Student

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/4/23.

Attested:



Principal, Casey O'Brien on 5/12/23



SSC Chairperson, Balam Latona on 5/12/23