

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Frank J. Zamboni Middle School	19-64873-6114615	November 4, 2020	November 9, 2020

Purpose and Description

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

Schoolwide Title I

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

N/A

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Leadership Team Meetings

October 30, 2020:

The Leadership Team met and reviewed the data from the previous school year. The team reviewed the new proposed goals, activities/strategies identified and the impact of school closure in March 2020. The following was shared: The purpose of the SPSA is to identify needs based on data and measurable outcomes. Three goals are created along with strategies/activities that support the school site and how the funding is allocated based on those needs. The Leadership Team received the same overview/information as the SSC.

Goal 1: To provide high quality, rigorous and engaging learning opportunities that meet the needs of all students in ELA and ELD by utilizing a variety of instructional strategies.

Activities/Strategies: training (content and Ed tech tools), planning, coaches to support and provide feedback/best practices, interventions, support and enrichment.

Goal 2: To provide high quality, rigorous and engaging learning opportunities that meet the needs of all students in Mathematics, Science, Social Studies, and Electives.

Activities/Strategies: training (content and Ed tech tools), materials for planning, coaches to support and provide feedback/best practices, interventions, support and enrichment. *Math: Khan academy (all grades) Thinking Math Classroom (grade 6) *Science: Next Generation Science Standards developing 5E lessons

incorporating Science and Engineering Practices *Social Studies: focused note-taking, annotating use of Thinking Maps and WFBB

Goal 3: To improve the culture and climate of the school.

Activities/Strategies: Safe and Civil implementation, CHAMPS, Leadership Academy, mentor groups, Tier 2 supports/intervention, mental health, Beat the Odds, WEB, activities that promote a sense of belonging
The team agreed with the above and asked that due to Distance Learning, opportunities be made available for the purchase of/access to online/tech tools to enhance and encourage student engagement.

ELAC Meetings

November 2, 2020:

The committee met and data from last year was shared in regards to English Learners and the English Learner program: students reclassified: 16%, students that moved up one level or more on the ELPAC: 28%, students that remained the same on the ELPAC: 54% and students that scored a 4 on the ELPAC and are eligible for reclassification: 26%. It was shared with the committee that the Single School Plan for Student Achievement's focus is on all student achievement that also includes the students identified as English Learners. The goals in the plan focus on English Language Arts, English Language Development, Math, Science, Social Studies, Safe and Civil and attendance. Within each of these areas of focus are specific activities/strategies. The specific activities/strategies that support the English Language Learners was reviewed and shared. An overview of the sub-groups of students our school is comprised of was shared. One of those sub-groups is English Learners. The committee was asked to focus on this sub-group of students and how we can best support them. ELPAC tutoring and training mini sessions to help assist the parents and students with mastering the skills within the ELPAC test will continue. In addition, the My Tutoring App was shared with the parents as a resource along with the continuation of the after school Study Hall during Distance Learning. Teachers will continue to target reading strategies within all subjects. The teachers participate in Structured Teacher Planning Time and Lesson Studies. Teachers focus on evidence of student learning, higher-level thinking and best instructional practices. The parents were pleased to see the suggestions from last year would continue into this year, as well as, additional support personnel assigned to all ELD classes during Distance Learning for additional support. The committee had no additional requests/suggestions. It was also shared with parents the SBAC results from the 2019-2020 school year were not available due to school closure in March.

SSC Meetings

October 28, 2020:

The SSC met and reviewed the data from the previous year in all three goal areas. The committee worked through all three goals, activities/strategies, as well as, the analysis of each goal from the previous year to the current year. The committee asked clarifying questions and worked through the overall understanding of the plan. The following are the highlights of each goal:

Goal 1: To provide high quality, rigorous and engaging learning opportunities that meet the needs of all students in ELA and ELD by utilizing a variety of instructional strategies.

Activities/Strategies: training (content and Ed tech tools), planning, coaches to support and provide feedback/best practices, interventions, support and enrichment.

Goal 2: To provide high quality, rigorous and engaging learning opportunities that meet the needs of all students in Mathematics, Science, Social Studies, and Electives.

Activities/Strategies: training (content and Ed tech tools), materials for planning, coaches to support and provide feedback/best practices, interventions, support and enrichment. *Math: Khan academy (all grades) Thinking Math Classroom (grade 6) *Science: Next Generation Science Standards developing 5E lessons incorporating Science and Engineering Practices *Social Studies: focused note-taking, annotating use of Thinking Maps and WFBB

Goal 3: To improve the culture and climate of the school.

Activities/Strategies: Safe and Civil implementation, CHAMPS, Leadership Academy, mentor groups, Tier 2 supports/intervention, mental health, Beat the Odds, WEB, activities that promote a sense of belonging
Since this meeting was virtual and the information was more difficult to comprehend in this format, the committee asked for a draft to be sent to each member at the conclusion of the ELAC and Leadership Team

meetings so the input from those committees could be included. A few of the members decided to hold a study session in order to work through the plan in order to fully understand. The committee will bring additional questions/suggestions back to the committee on November 4, 2020.

November 4, 2020:

The SPSA was reviewed and suggestions discussed with all members present. Updates and additional items were added to support the academic growth of the African American population. The plan was approved with the proposed changes.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

N/A

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals.

Goal 1

To provide high quality, rigorous and engaging learning opportunities that meet the needs of all students in English Language Arts (ELA) and English Language Development (ELD) by utilizing a variety of instructional strategies to achieve our annual measurable outcomes; a projected growth of 5+% resulting in 91.8+% of students earning A-C grades in ELA, a projected growth of 2+% resulting in 30+% of students increasing by one or more levels on the ELPAC, and a projected growth of 2+% resulting in 18+% of students redesignated RFEP.

Identified Need

Based on our examination of data, Zamboni has identified the following needs:

ELA Grades:

Semester 1 Grades	18-19 % of students earning A-C grades	19-20 % of students earning A-C grades	Change
Overall	88.4	82.2	-6.2
EL	84.6	75.6	-9.0
AA	92.2	84.6	-7.6
SpED	87.4	92.4	+5.0

Quarter 3 Grades	18-19 % of students earning A-C grades	19-20 % of students earning A-C grades	Change
Overall	83.8	86.8	+3.0
EL	77.0	83.8	+6.8
AA	88.9	89.2	+ .03
SpED	84.8	94.1	+9.3

Quarter 4 data is not available due to school closures; students received pass/fail grades for semester 2 in lieu of letter grades.

SBAC Scores:

SBAC assessments were not taken in 2020 due to school closures, so co comparison is available.

ELPAC scores:

2018-19 % of students Redesignated RFEP	2019-20 % of students Redesignated RFEP	2020 % of students who increased by one or more levels	2020 % of students who did not change levels	2020 % of students who scored 4 an are eligible for reclassification
18	16	28	54	26

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Language Arts Grades	86.8% of students earned A-C grades (q3)	5% or more growth
ELPAC Assessment Results (Overall Increase)	28% of students increased by one or more levels	2% or more growth
ELPAC Assessment Results (Reclassification)	16% redesignated RFEP	2% or more growth

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Site Staff Development planning and facilitation to analyze site focus for learning and support with district initiatives to include:

*Continue to provide AVID training schoolwide with a focus on WICOR-Socratic Seminar, Philosophical Chairs, Focused Note-taking.

*Continue to provide opportunity for teacher STPT-backwards planning, collaborating on Best Practices including new Ed Tech tools, calibrating evidence of student learning.

*Mentoring support through the academic coaches to include new teacher induction training, observations, collaboration and feedback on best practice, lesson planning, review evidence of student learning, facilitating curriculum and assessment planning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)

Source(s)

\$105,893 ELA/ELD Coach

Title I (75%)

\$ 34,050 ELA/ELD Coach

LCAP (25%)

\$ 10,000 STPT Substitutes

Title I

\$ 8,300 Extra Hours Tutoring

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Instructional Support

*Academic coaches to support best practices in the classroom and differentiated learning based on needs

*Safe and Civil Processes supported by TOSA, safe and civil team, and academic coaches to improve structure and clear expectations and therefore increase time on task (CHAMPS during Distance Learning)

*Materials and supplies for classroom and schoolwide use

*Technology-purchase/maintain Surface Pros and wireless connections and adapters to equip teachers to wirelessly project in support of student management and direct access to students' work via Distance Learning, as well as, when we return to site.

- *Coach led collaboration to facilitate lesson design and implementation that supports District initiatives and best practice
- *Weekly walk throughs with administration and/or coaches to provide personalized feedback on best practice during Distance Learning and when we return to the school site
- *Tech training for teachers to support student academic growth and engagement during Distance Learning

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)	Source(s)
\$ Previously budgeted (ELA/ELD Coach)	LCAP (75%)/Title I (25%)
\$ Budgeted in Goal 3 (TOSA -2)	LCAP
\$ 2,000 Materials and supplies	LCAP
\$ 20,000 Technology purchases/Maintenance	LCAP

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students (at risk academically)

Strategy/Activity

- Intervention
- *After school tutoring (study hall-four days a week) with TOSA, Leadership Academy Teacher, counselors, coaches and social worker to support students.
 - *Goal setting (SBAC and ELPAC)-academic coaches work with teachers to implement goal setting in the classroom for all students for SBAC and for EL students for ELPAC (Dependent on state testing Guidelines and implementation).
 - *Monthly parent tech support/SEL/informational meetings, with the academic coaches, TOSA, social worker and counselors to support the whole child during Distance Learning and when we return to the school site.
 - *Celebrating student academic successes at assemblies with gift cards, certificates, and medals and in-classroom/virtual classroom presentations
 - *Mentor Groups-grade and assessment data is reviewed at every quarter, and students with D/F are assigned to a support provider (counselor, TOSA, coach, Leadership Academy Teacher, Administration and social worker) to monitor and support plans for success.
 - *Leadership Academy-dedicated classes/courses designed to directly support at-risk students and families (academics, attendance, behavior, SEL)
 - *Specific skills based tutoring

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)	Source(s)
\$ Previously budgeted (ELA/ELD Coach)	LCAP (75%)/Title I (25%)
\$ Budgeted in Goal 3 (TOSA -2)	LCAP
\$ Budgeted in Goal 3 (Counselor)	LCAP
\$ Budgeted in Goal 3 (Incentives/Awards)	LCAP

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners and Special Education students

Strategy/Activity

Support and enrichment

*Goal setting and mainstream support (Special Education)-pay additional hours for instructional aides and case carriers to support students in the mainstream. Quarterly collaboration between special education and general education teachers regarding the implementation of accommodations and modifications with substitute support.

*Success monitoring-coaches, counselors and TOSA's conduct grade data review and identify target students with D/F and establish specific learning plans.

*Arts-based strategies in select 6th - 8th grade classrooms

*Field Trips-send target population to additional college field trips and motivational speakers dependent on when we return to school site

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)	Source(s)
\$ Previously budgeted (ELA/ELD Coach)	LCAP (75%)/Title I (25%)
\$ Budgeted in Goal 3 (TOSA -2)	LCAP
\$ Budgeted in Goal 3 (Counselor)	LCAP
\$10,000 Field trip transportation	LCAP
\$ 5,000 Field trip subs	LCAP
\$ 5,000 SpED/Gen Ed calibration (substitutes)	LCAP
	Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

- *Parents and students will be invited to attend ELPAC practice tests over 2 sessions (dependent on return to school site and state testing guidelines)
- *ELPAC goal setting through ELD classes by coaches, counselors, and ELD teachers to excite students about the test and its impact on their schedule/education-Invite parents (dependent on return to school site and state testing guidelines)
- *An additional support person assigned to every ELD class
- *After-school study hall (4 days per week), daily (3 times per day) tech support sessions and daily teacher office hours to support small group and individual EL students/families

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)

Source(s)

\$ Previously budgeted (ELA/ELD Coach)

LCAP (75%)/Title I (25%)

\$ Budgeted in Goal 3 (TOSA -2)

LCAP

\$ Budgeted in Goal 3 (Counselor)

LCAP

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

ELA coach supported classrooms throughout the year and as a result 2 teachers went through the coaching cycle/ILP

Students justifying thinking using evidence and academic language was identified as a schoolwide need, and as a result all students engaged in the strategy

Staff received continued training on the use of AVID WICOR and as a result all teachers' lesson plans were Wicor-ized to raise student engagement.

Staff received training on the use of Costa's Level of Questioning to encourage student development of higher level questioning (Socratic Seminar and Philosophical Chairs)

Drama in education was incorporated in Co-taught classes at all grade levels and as a result, students were provided with another modality of learning to increase student achievement and engagement.

AVID Excel courses increased from two to four (two 6th grade, one 7th grade and one 8th grade).

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

Actual expenditures were favorable to budget. This was largely a result of school closure and Distance Learning.

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.

Due to school closure in March, students were not able to participate in the SBAC testing and therefore the SBAC data is not available to use in the SPSA. As we continue, the strategies identified in this plan will apply to instruction through both Distance Learning and in person as we transition to the school site.

Increase of teacher tech training (site and district) to enhance student engagement across all content areas and to increase student live participation.

Goal 2

To provide high quality, rigorous and engaging learning opportunities that meet the needs of all students in Mathematics, Science, Social Studies and Electives to achieve a projected growth of 5+% resulting in 93.6+% of students earning A-C grades in Mathematics, a projected growth of 5+% resulting in 95.2+% of students earning A-C grades in Science, and a projected growth of 5+% resulting in 94.5+% of students earning A-C grades in Social Studies.

Identified Need

Math Grades:

Semester 1 Grades	18-19 % of students earning A-C grades	19-20 % of students earning A-C grades	Change
Overall	87.0	89.7	+2.7
EL	75.7	83.3	+7.6
AA	93.5	87.2	-6.3
SpED	87.6	89.1	+1.5

Quarter 3 Grades	18-19 % of students earning A-C grades	19-20 % of students earning A-C grades	Change
Overall	85.4	88.6	+3.2
EL	72.7	82.4	+9.7
AA	90.2	86.5	-3.7
SpED	82.6	92.1	+9.5

Science Grades:

	18-19 % of students earning A-C grades	19-20 % of students earning A-C grades	Change
Semester 1 Grades	90.6	89.5	-1.1
Quarter 3 Grades	89.3	90.2	+0.9

Social Studies Grades:

	18-19 % of students earning A-C grades	19-20 % of students earning A-C grades	Change
Semester 1 Grades	86.9	88.2	+1.3
Quarter 3 Grades	83.3	89.5	+6.2

SBAC Scores:

SBAC assessments were not taken in 2020 due to school closures, so no comparison is available.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grade Data (Mathematics)	88.6% at A-C grades (q3)	5% or more growth
Grade Data (Science)	90.2% at A-C grades (q3)	5% or more growth

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grade Data (Social Studies)	89.5% at A-C grades (q3)	5% or more growth

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students (Mathematics)

Strategy/Activity

- *Coach led collaboration to facilitate lesson design and implementation that supports District initiatives and best practice
- *Academic coaches to support best practices in the classroom and differentiated learning based on needs utilizing a variety of instructional routines that incorporate elements of the 5E lesson design and the use of mathematical practices 1, 3 and 6 thereby increasing the quality and quantity of student discussions.
- *Continue to provide opportunity for teacher STPT-backwards planning, collaborating on Best Practices including new Ed Tech tools, calibrating evidence of student learning.
- *Safe and Civil Processes supported by TOSA, safe and civil team, and academic coaches to improve structure and clear expectations and therefore increase time on task (CHAMPS during Distance Learning)
- *Materials and supplies for classroom and schoolwide use
- *Technology-purchase/maintain Surface Pros and wireless connections and adapters to equip teachers to wirelessly project in support of student management and direct access to students' work via Distance Learning, as well as, when we return to site.
- *Weekly walk-throughs with administration and/or coaches to provide personalized feedback on best practice during Distance Learning and when we return to the school site
- *Tech training for teachers to support student academic growth and engagement during Distance Learning
- *Ongoing professional development supporting Thinking Classroom and new instructional routines
- *Khan Academy used as a resource and support for both students and teachers
- *Specific skills based tutoring

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)	Source(s)
\$ 90,326 Math Coach	Title I (75%)
\$ 30,109 Math Coach	LCAP (25%)
\$ 5,000 STPT Subs	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students (Science)

Strategy/Activity

In addition to the information identified in Strategy/Activity 1, science supports will include:
-Academic coaches to support best practices in the classroom and differentiated learning by facilitating the development of 5E lesson plans that align with NGSS and incorporate SEP's and CER to support higher level student thinking and engagement

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)

Source(s)

\$ Previously Budgeted (Math Coach)

LCAP (75%)/Title I (25%)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students (Social Studies)

Strategy/Activity

In addition to the information identified in Strategy/Activity 1, social studies focus will include:
*Academic coaches to support best practices in the classroom and differentiated learning by facilitating the development of WICOR-ized lesson plans which include focused Note-taking, annotating primary sources, implementing Thinking Maps and WFBB process.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)

Source(s)

\$ Previously budgeted (ELA/ELD coach)

LCAP (75%)/Title I (25%)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

*Technology-purchase/maintain Surface Pros and wireless connections and adapters to equip teachers to wirelessly project in support of student management and direct access to students' work via Distance Learning, as well as, when we return to site.

*Materials and supplies to support classroom and school wide use (for example; Math-vertical, non-permanent surfaces, Science: lab kits, Art supplies, PLTW supplies, PE supplies, Music: sheet music and instrument repair,)

-*Provide access to instruction materials, textbooks, and technology through the ongoing preparation, distribution, and maintenance. Provide daily opportunities for students to access the library to read, check out library materials, study, print materials and receive technology support when students are on the school site.

*Teachers will be provided with release time to observe best practice in colleagues' classrooms.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)

Source(s)

\$ 14,622 Library Tech	Title I (25%)
\$ 6,194 PLTW supplies	LCAP
\$ 15,000 Math and Science supplies	LCAP
\$ 5,000 Art/PE/Music supplies	LCAP
\$ 1,500 AVID supplies	Title 1
\$ Budgeted previously – Tech/maint	LCAP
\$ 3,069 Library books and materials	Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

*Opportunities for teachers to attend math, integrated science, social studies, elective, instructional technology, and research based best practices in person/virtual conferences and professional development training.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)	Source(s)
\$ 10,000 Off site conferences	Title 1 (40%)/LCAP (60%)
\$ 10,000 Instructional Technology	Title I (40%)/LCAP (60%)
\$ 8,000 Substitutes for conferences	Title I (50%)/LCAP (50%)

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Students achieved a higher success rate overall and by every subgroup (A-C grades), as revealed by grade data.

Math coach supported classrooms throughout the year and as a result 2 teachers went through the coaching cycle

A school wide strategy was identified and implemented throughout the year, and as a result all students engaged in the strategy through the use of SMP 3 (students justify thinking and critique reasoning of others by making viable arguments using evidence and academic language).

Staff received continued training on the use of AVID WICOR and as a result all teachers' lesson plans were WICOR-ized to raise student engagement.

Staff received training on the use of Costa's Level of Questioning to encourage student development of higher-level questioning

ST Math was utilized as an intervention for 6th and 8th grade students. This was a pilot year; however due to school closure data is incomplete.

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

A technology cost was added to support teachers' best practice. Every teacher received a Surface Pro and wireless connections were installed in classrooms in order to support a learning practice where teachers can roam the classroom to monitor, guide and support learning while teaching the curriculum.

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.

Due to school closure in March, students were not able to participate in the SBAC testing and therefore the SBAC data is not available to use in the SPSA. As we continue, the strategies identified in this plan will apply to instruction through both Distance Learning and in person as we transition to the school site.

Increase of teacher tech training (site and district) to enhance student engagement across all content areas and to increase student live participation.

As we implement the New Thinking Math Classroom the following supports are needed both during distance learning and as we return to the school site: receive further training from curriculum specialist, time to collaborate on lessons, new instructional routines and analyze evidence of student learning.

As we continue to implement the Integrated science curriculum, the following supports are needed both during distance learning and as we return to the school site: time to develop 5E lessons, professional development on engaging students (in distance learning), and analyzing evidence of student learning through assessments and CER.

Goal 3

Improve the culture and climate of the school by increasing attendance rates by 1+% growth to achieve an attendance rate of 98.65+%, reducing chronic absenteeism by 3+% to achieve a chronic absenteeism rate of 5% or lower, and maintain or decrease violations and suspensions.

Identified Need

Based on our examination of data, Zamboni has identified the following needs:

By continuing to improve the culture of the school through consistent implementation of Safe and Civil on a schoolwide basis, there should be an improved attendance rates, a reduced chronic absenteeism, and reduction in violations and suspensions.

Suspensions – 7 (0.8%) unduplicated suspension

Chronic absenteeism – 8% overall

Attendance – 97.65% (February 2020)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rates	97.65%	1% or more growth
Chronic Absenteeism	8% of students overall identified as chronically absent	3% or more reduction

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Violations and Suspensions	10 incidents involving 7 students for suspension (0.8%) overall	Maintain or decrease

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Positive relationship building to increase student connectedness and to decrease chronic misbehaviors and suspensions.

*CHAMPS-Safe and Civil Team meets with TOSA and Admin. to review and reinforce structure and clearly communicated expectations for activities and learning tasks, in and outside of the classroom.

*TOSA, counselors, Social Worker and Safe and Civil team plan relevant restorative justice trainings to support the whole child socially and emotionally, and redirect students to problem solve situations and make better decisions.

*SEL: Continue implementation of Beat the Odds (UCLA-Arts and Healing) program in select classes and with specific sub-groups

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)	Source(s)
\$ 139,608 TOSA \$ Budgeted in Strategy 3 (Counselor) \$ Budgeted in Strategy 2 (Materials and supplies)	LCAP LCAP LCAP

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide Enrichment Activities to increase student connectedness and to decrease chronic misbehaviors and suspensions.

- *Send students on field trips to include colleges, antibullying festivals, and the theater.
- *WEB/student council/CJSF and staff organize weekly lunchtime and afterschool activities to include antibullying themes, team building, theater, and seasonal activities, and make computer labs available to increase students' connectedness with each other and school.
- *Implement programs through MESA/Femineers/Tech Club to increase access to STEM activities on campus.
- *Support with an active Athletic Program
- *Host after school GATE Activities to engage students in challenges and enrich their experiences
Activities are dependent on when we return to school site.
- *Monthly Parent Meetings

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)	Source(s)
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\$ Previously budgeted (TOSA)	LCAP
\$ Budgeted in Strategy 3 (Counselor)	LCAP
\$ 8,000 Materials and supplies	LCAP
\$ 2,000 extra hours – athletic program supv.	LCAP
\$ Previously budgeted (field trip transport)	LCAP
\$ 3,000 Parent Involvement Activities	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

At Risk Students

Strategy/Activity

Counseling and Mental Health Support to increase student connectedness and to decrease chronic misbehaviors and suspensions.

- *Individual and group counseling, and classroom presentations by counselor and social worker to address success academically and socially.
- *Conduct Beat the Odds classroom presentations and invite teachers to attend.
- *Training restorative justice practices and safe and civil processes with students, staff, and parents
- *Mentor at risk students and connect with families

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)

Source(s)

\$ 150.694 Counselor

LCAP

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

At risk students

Strategy/Activity

*Leadership Academy supports at-risk and academically struggling students. Students learn skills that support ownership of education, gain tools that lead to academic success, develop leadership skills, and refine communication skills with adults.

*Mentor groups facilitated quarterly by support staff (Administration, counselors, social worker, academic coaches and TOSA's) for students that earned multiple D and or F grades. Mentors work with students and families to develop specific action plans to support academic success.

*Implementation of systematic Tier 2 process helps to ensure that the needs of all students are met. Teachers refer students to the process any time they see a decline in academics, behavior or a SEL need.

*Implementation of MyTutor app

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)

Source(s)

\$ 74,147 TOSA

LCAP (60%)

\$ Previously budgeted (TOSA)

LCAP

\$ Previously budgeted (Counselor)

LCAP

\$ Previously budgeted (ELA/ELD Coach)

LCAP (75%)/Title I (25%)

\$ Previously budgeted (Math coach)

LCAP (75%)/Title I (25%)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Increase daily attendance rates, student connectedness and engagement through ongoing data review; monitoring daily, weekly, and by subgroups; frequent communication with family; and incentives (certificates/awards, gift cards, shout outs, lunches) to decrease chronic absenteeism.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)	Source(s)
\$ 12,329 Data Tech	Title I (15%)
\$ Previously budgeted (TOSAs)	LCAP
\$ Previously budgeted (ELA/ELD Coach)	LCAP
\$ Previously budgeted (Math Coach)	LCAP (75%)/Title I (25%)
\$ Previously budgeted (Counselor)	LCAP (75%)/Title I (25%)
\$ 6,000 Incentives/Awards	LCAP

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Due to school closure, we were unable to attain the number of parent engagement and community building events or student connectedness activities as we planned. We were on track to meet or exceed the expected outcome.

There was a decrease of 4 unduplicated suspensions (from 11 to 7) at March 2020 when compared to March 2019. For students identified as African American, there was a reduction from 6.1% at March 2019 to 0% at March 2020. For students identifies as special needs, there was a reduction from 3.4% at March 2019 to 0.9% at 2020.

NDA’s follow up training and coaching in active supervision was ongoing resulting in continued reductions in playground incidents and violations.

Staff continues to utilize de-escalation strategies and understand the middle school mind as they implemented CHAMPS in every classroom.

Counselors presented in classrooms monthly on topics to include character development, academic success, and peer relations.

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

Continue to train supervision staff on effective supervision practices through weekly meetings with TOSA and the use of Safe and Civil strategies.

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.

Acknowledging effective use of CHAMPS via Distance Learning in the classroom and celebrating progress and success stories.

Highlight and share-out success stories from teachers and support staff connecting with at risk students to include those in Tier 2 and mentor groups.

In addition to the implementation of the drumming program through PE classes, the program will now encompass ELD, SpED classrooms as well as DIS counseling groups to promote social-emotional health, community building and school connectedness.

Promote a positive culture amongst staff by recognizing and celebrating them.

In lieu of on-site parent meetings, we are connecting with parents digitally through monthly technology support workshops. In addition, the wellness team (counselors and the social worker) are providing SEL training during parent workshops to continue to build community.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (Title I Allocation)	\$ 271,039
Total Federal Funds Provided to the School from the LEA for CSI	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 271,039

State, and Local Funds

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

State or Local Programs	Allocation (\$)
LCAP-K12 Academic Interv. 1.43-B	\$523,800

Total of federal, state, and/or local funds for this school: \$794,841