

School Plan for Student Achievement

LEA: Mt. Diablo Unified School District
School: Foothill Middle School
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SPSA Year: **2020-2021**

X **The school certifies completion of this plan.**

School Site Council Approval: 10-27-2020

Approved by MDUSD Board of Education:

Introduction

The MDUSD School Plan for Student Achievement (SPSA) template is used to provide details regarding your school's actions and expenditures to support pupil outcomes and overall performance. The SPSA describes goals and specific actions to achieve improved outcomes for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, related to each of the state priorities and district priorities/strategic plan/initiatives.

The SPSA is a comprehensive planning tool. Your school may reference and describe actions and expenditures in other plans when detailing goals, actions, and expenditures. The information contained in the SPSA may be supplemented by information contained in other plans that are incorporated or referenced as relevant in this document.

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State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Annual Evaluation

Annual Evaluation Goal 1:	All students will receive a high quality education in a safe and welcoming environment with equitable and high expectations, access to technology, and instruction in the California State Standards that prepare them for college and/or career.	Related State and/or Local Priorities: <input checked="" type="checkbox"/> Basic <input checked="" type="checkbox"/> Implementation of State Standards <input checked="" type="checkbox"/> Parental Involvement <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> Pupil Engagement <input checked="" type="checkbox"/> School Climate <input checked="" type="checkbox"/> Course Access <input checked="" type="checkbox"/> Other Pupil Outcomes Related LCAP Goals: <input checked="" type="checkbox"/> MDUSD LCAP Goal 1 <input checked="" type="checkbox"/> MDUSD LCAP Goal 2
Goal Applies to: Grade/Department/Other: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	CAASPP Overall: Increase CAASPP distance from a Level 3, Grades 6-8 <ul style="list-style-type: none"> • ELA increase from 2614 by 10 mean scaled score points. • Math increase from 2609 by 10 mean scaled score points. English Learners, Grades 6-8 <ul style="list-style-type: none"> • ELA increase from 2473 by 10 mean scaled score points. • Math increase from 2516 by 10 mean scaled score points. Low Income, Grades 6-8 <ul style="list-style-type: none"> • ELA increase from 2531 by 10 mean scaled score points. • Math increase from 2482 by 10 mean scaled score points. Special Education, Grades 6-8 <ul style="list-style-type: none"> • ELA increase from 2514 by 10 mean scaled score points • Math increase from 2494 by 10 mean scaled score points English Learners	Actual Annual Measurable Outcomes: <p>Due to COVID 19 Students were removed from campus beginning March 16 and have still not returned for in-person learning. In person assessments were suspended thus there is not data to show evidence of meeting the goals. Attempts for the remaining time of the 2019-2020 school year was to hold students harmless, be engaged in order to support social and emotional needs, while attempting to minimize learning loss.</p>

	<ul style="list-style-type: none"> Increase from 37.5% to 39% the number of students re-designated as English Proficient. <p>iReady: Overall</p> <p>Decrease the percentage of students performing at the Tier III level on the iReady #2 Diagnostic</p> <ul style="list-style-type: none"> ELA from 18% to 11% Math from 11% to 9% <p>Increase the percentage of students performing at the Tier I level on the iReady #2 Diagnostic</p> <ul style="list-style-type: none"> ELA from 65% to 75% Math from 27% to 44% 		
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After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?	Currently school is not in-person and not following the customary school day of continuous learning over six hours a day. Therefore we are establishing systems and processes while mitigating our learning loss, that has already occurred, while in distance learning. We are working within the framework of the MDUSD Learning Continuity and Attendance Plan.
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SPSA Year: 2019-20

Planned Actions/Services	Actual Actions/Services	
	Actual Actions	Evaluation
1.1 Instructional support will be provided to assist staff in developing learning opportunities for students through the use of 21st century skills. Students will be provided instruction through various tools and strategies that are measured with common formative and summative assessments. Learning environments will be created that encourage and support students' collaboration, critical thinking, communication, and creativity.	<p>1.1 Teachers were provided planning time to build common lessons and assessments. This included time to collaborate and build their programs.</p> <p>Students who needed access to technology had the computer lab available daily before school. As well as access to the media center for technology and print resources at brunch and both lunches.</p> <p>Outside resources and PD opportunities were provided during District and Site PD days for both classified and certificated staff.</p> <p>Program enhancements were added for</p>	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>surveys</p>

	Rotation classes and PLTW classes.	
1.2 Continue to provide the technology that will support the implementation of rigorous and relevant curriculum aligned to the CCSS, NGSS and 21st century skills. Purchase of technology to support significant student groups. Provide students additional access to instruction and learning.	<p>1.2 Purchase Chromebooks and lockers for all ELA classes.</p> <p>Although students did not participate in CAASPP assessments they did take Interim Assessments (IAB's) in ELA and Math; and other common assessments to demonstrate competence with CA standards in each curricular subject.</p>	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>surveys and data from IAB's</p>
1.3 Provide professional development for all teachers to assist development of curricular lesson plans, common assessments, and opportunities for support	<p>1.3 Teachers will meet monthly during minimum days to analyze student work and respond to the instructional needs of our students. Articulation across grade levels will focus on reading, writing, and mathematics results.</p> <p>Teachers will be provided planning time to build common lessons that support SDAIE strategies.</p> <p>District TOSA and other instructional coaches are available for grade level meetings, department meetings, and teacher prep periods for support in each curricular area and each program (SpED, ELD, PLTW, and more).</p> <p>Teachers attend Marzano Standards Based Grading conference.</p>	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>surveys, learning logs, feedback forms</p>
1.4 Provide opportunities for students to build skills to support social and emotional health.	<p>1.4 Counseling services for students that counselors check in with weekly or biweekly per grade level.</p> <p>Admin-counseling conflict mediation, intervention prevention (cyberbullying,</p>	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>

	social media use, etc.) Send multi-tiered group to the Learning and The Brain Conference: Educating Anxious Brains: Creating Calm, Connected, Mindful, and Trauma-sensitive schools	reflections from students and staff; surveys; program plan proposals
	1.5	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.6	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.7	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.8	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.9	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

	1.10	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.11	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.12	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.13	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.14	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
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		What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.16	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.17	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.18	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.19	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.20	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

Annual Evaluation on Goal 2:	Students will make progress toward meeting or exceeding grade level California Standards. Teachers, administrators and staff will participate in professional development that is responsive to educational priorities High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and/or career ready. Instruction inclusive of high quality and culturally responsive and and based on research of effective practices to support student learning.	Related State and/or Local Priorities: <input checked="" type="checkbox"/> Basic <input checked="" type="checkbox"/> Implementation of State Standards <input checked="" type="checkbox"/> Parental Involvement <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> Pupil Engagement <input checked="" type="checkbox"/> School Climate <input checked="" type="checkbox"/> Course Access Related LCAP Goals: <input checked="" type="checkbox"/> MDUSD LCAP Goal 1 <input checked="" type="checkbox"/> MDUSD LCAP Goal 2
Goal Applies to:	Grade/Department/Other: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	CAASPP Overall: Increase CAASPP distance from a level 3: Grades 6-8 <ul style="list-style-type: none"> • ELA increase from 2619 by 10 mean scaled score points. • Math increase from 2607 by 10 mean scaled score points. English Learners, Grades 6-8 <ul style="list-style-type: none"> • ELA increase from 2597 by 10 mean scaled score points. • Math increase from 2585.4 by 10 mean scaled score points. Low Income, Grades 6-8 <ul style="list-style-type: none"> • ELA increase from 2576 by 10 mean scaled score points. • Math increase from 2546 by 10 mean scaled score points. Special Education, Grades 6-8 <ul style="list-style-type: none"> • ELA increase from 2525 by 10 mean scaled score points • Math increase from 24901 by 10 mean scaled score points English Learners <ul style="list-style-type: none"> • Increase from 25.7% to 30% the number of students redesignated as English Proficient. 	Actual Annual Measurable Outcomes: Due to COVID 19 Students were removed from campus beginning March 16 and have still not returned for in-person learning. In person assessments were suspended thus there is not data to show evidence of meeting the goals. Attempts for the remaining time of the 2019-2020 school year was to hold students harmless, be engaged in order to support social and emotional needs, while attempting to minimize learning loss.

<p>iReady: Overall</p> <p>Decrease the percentage of students performing at the Tier III level on the iReady #2 Diagnostic</p> <ul style="list-style-type: none"> • ELA from 18% to 11% • Math from 11% to 9% <p>Increase the percentage of students performing at the Tier I level on the iReady #2 Diagnostic</p> <ul style="list-style-type: none"> • ELA from 65% to 75% • Math from 27% to 44% 	
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After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?	Currently school is not in-person and not following the customary school day of continuous learning over six hours a day. Therefore we are establishing systems and processes while mitigating our learning loss, that has already occurred, while in distance learning. We are working within the framework of the MDUSD Learning Continuity and Attendance Plan.
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SPSA Year: 2019-20

Planned Actions/Services	Actual Actions/Services	
	Actual Actions	Evaluation
<p>2.1 Supplemental materials for all classes to support the implementation of Common Core Standards, NGSS, Mathematical Practices, and Historical Frameworks that address multiple learning strategies.</p>	<p>2.1 Purchase materials and supplies needed for Tier I and Tier II interventions. Access to resources for common work within courses as well as cross curricular.</p> <p>Students will have access during the school day to specific learning tools and strategies including Rosetta Stone, reading program: NYTC Reading Project, Mosa Mack, iReady, and other programs to build academic literacy.</p> <p>Materials across the content areas to support English Learning students (inclusive of technology and print) for teachers and support personnel.</p>	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>
<p>2.2 Students will be provided programs to access their own learning and be provided a blended learning approach.</p>	<p>2.2 Technology in the classroom will promote and support independent and</p>	<p>Needs More Time to Evaluate Effectiveness</p>

	<p>leveled learning opportunities. Products will include: Mosa Mack Science, Adobe System, and iReady Reading and Math intervention, and support tools through Pearson math.</p> <p>Students and families can access and monitor their progress online.</p> <p>Provide learning environments including furnishings for students and technology that support 21st century skills including: collaboration, creativity, critical thinking and communication.</p> <p>Building and maintaining our Maker Studio to include digital projects and hands on technology that encourages innovation and creativity.</p> <p>Provide learning environments including furnishings for students and technology that support 21st century skills including: collaboration, creativity, critical thinking and communication.</p>	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>
<p>2.3 Provide support for English Language Learners with an ALD Teacher</p>	<p>2.3 Provide one section of ALD.</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Reclassification CELDT testing that was completed by March 2020. Assessments, grades, and reports prior to March 2020.</p>
<p>2.4 Students will be provided time for enrichment within the school day.</p>	<p>2.4 Clubs will support student enrichment and social emotional development. Lunch activities and games with small groups (newcomers, diversity outreach, and others).</p>	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>

	2.5	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.6	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.7	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.8	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.9	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.10	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

	2.11	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.12	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.13	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.14	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.15	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
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		What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.17	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.18	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.19	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.20	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

Annual Evaluation Goal 3:	All stakeholders will have access to meaningful opportunities to participate in the creation of a safe and engaging school as measured by school-wide activities, communication, student achievement and student discipline. School-wide activities and on-going community activities develop relationships, build community, and promote a positive school culture. Administrators will continue to improve student attendance through regular attendance monitoring with data; utilize onsite SART (on-site) process, and SARB process when site level is unsuccessful.	Related State and/or Local Priorities: <input checked="" type="checkbox"/> Basic <input checked="" type="checkbox"/> Implementation of State Standards <input checked="" type="checkbox"/> Parental Involvement <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> Pupil Engagement <input checked="" type="checkbox"/> School Climate Related LCAP Goals: <input checked="" type="checkbox"/> MDUSD LCAP Goal 3
Goal Applies to: Grade/Department/Other: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Health Kids survey, feedback from ELAC, SSC, PFC, attendance data, suspension data and expulsion data. To decrease our suspension by 25% from the prior year, from 44 incidents to 33. To decrease the chronic absenteeism rate from 3.3% to 3.0%. On the California Healthy Kids Survey 2017-18, 76% agreed with the statement Foothill has adults that really care about students; would like to increase that to 85%.	Actual Annual Measurable Outcomes: Due to COVID 19 Students were removed from campus beginning March 16 and have still not returned for in-person learning. Attempts for the remaining time of the 2019-2020 school year was to hold students harmless, be engaged in order to support social and emotional needs, while attempting to minimize learning loss. For the time in school (August-March 2019-2020) discipline was decreasing by and chronic absenteeism was also decreasing.
After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?	Currently school is not in-person and not following the customary school day of continuous learning over six hours a day. Therefore we are establishing systems and processes while mitigating our learning loss, that has already occurred, while in distance learning. We are working within the framework of the MDUSD Learning Continuity and Attendance Plan.	
SPSA Year: 2019-20		
Planned Actions/Services	Actual Actions/Services	
	Actual Actions	Evaluation
3.1 Student and parent resources will be available through school website and other media sources.	3.1 Parents will be provided access to curriculum through the use of HomeLink, internet resources, and other communication using email, web links, video, and online resources. School website will be update daily with	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? surveys

	<p>links to MDUSD portal, Aeries, Google Classroom sites, teacher web sites, Instagram, and Twitter.</p> <p>Encourage parents to participate in conferences, meetings, SSTs, IEPs, 504s and share school concerns, volunteer, and get involved.</p> <p>Newsletter for staff and community highlighting the work in classes, resources, community, and district information.</p>	
<p>3.2 Increased opportunities for family and community to participate in school events.</p>	<p>3.2 Learning focused events will include: PE Dance Night, Community Service Day, 8th grade Career Day, musical (band, choral, orchestra) and drama performances, and other core subject related evenings that involve families in school programs.</p> <p>Open House, Back to School Night, and parent education nights will provide a platform to support community involvement.</p> <p>Parent involvement in school planning and development through participation in Site Council, PFA, Strategic Planning Committee, PAC, and other community and district agencies.</p> <p>Parent Meetings including 6th grade parent night, addressing teen issues like harassment and bullying, cyber and social media.</p> <p>Walk and Roll type events that include outreach to community agencies.</p> <p>Counselors hold Parent Ed Nights: topics include mindfulness, transition to middle</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>surveys, discussion groups</p>

	<p>school, and social media guidelines.</p> <p>Presentation of "Screenagers Next Chapter" for students, staff, parents/guardians, and community members in the evening.</p>	
<p>3.3 Staff participation in PBIS (Positive Behavior Interventions and Supports) cohort trainings. Additional staff participation in Restorative Practices workshops. Inclusive of students and other stakeholders with after school site cohort.</p>	<p>3.3 PBIS cohort trainings. Promote positive peer interactions and relationships. Begin understanding and implementation of school-wide structures to promote positive school culture, validate student voice and as a progress monitoring tool.</p> <p>PBIS management system (PBIS Rewards) supporting our Positive Behavioral Interventions and Support program. The multi-device platform makes it easy to continuously recognize students for meeting behavior expectations from anywhere in the school, not just the classroom.</p> <p>Forms and pads for distributing recognition slips (print shop expense).</p> <p>Classroom and site level expectations of SOAR focus for PBIS (visuals including posters, substitute folders).</p>	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>surveys, data tracking, visual representation</p>
<p>3.4 Improve the safety and health of the school inclusive of learning environments, and common spaces.</p>	<p>3.4 Purchase walkie-talkies for PE teachers while classes are held outdoors. (three radios)</p> <p>Materials for hazards times when students and staff may be asked to shelter in place because of a chemical, radiological, or other hazard. (plastic sheeting, duct tape) or intruders (magnetic sheeting for covering classroom door</p>	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>surveys, discussion groups, meeting input</p>

	<p>windows, as well as full drapes for spaces {front office})</p> <p>Redesign of the front office to encourage a hospitable, and welcoming presence. Electronic system to support students, staff, and visitors coming on campus as well as leaving. Accounting for all throughout the hours of the school (includes data tracking for support and safety).</p>	
<p>3.5 Advisory period added four days per week. Teachers foster caring relationships with students supporting all students. Teachers have the opportunity to create meeting time (during advisory) with academic support, remediation, social/emotional goals.</p>	<p>3.5 Counselors supporting with training (cyberbullying, sexual harassment, others); administrative talks inclusive of grade level specifics; opportunities with digital citizenship; career exploration.</p> <p>Activities and groups on campus promoting community ownership (Environmentally Concerned Kids; VAPA exposure; Leadership students, and more)</p>	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>surveys</p>
	<p>3.6</p>	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>
	<p>3.7</p>	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>
	<p>3.8</p>	

		What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.9	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.10	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.11	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.12	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.13	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
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	3.20	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
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Section 1: Stakeholder Engagement

Annual Evaluation Involvement Process 2020-2021 SPSA	Annual Evaluation Impact on SPSA 2020-2021
School Department Chairs/Leadership team meeting: certificated and classified (9-15-2020)	Since staff members are not all required to be on campus the following was gathered through an electronic survey. Input gathered from the department chairs and classified office staff by sharing the previous year's SPSA to check on what was proposed as expenditures and the level of effectiveness for each action in the goals.
School staff: certificated and classified (9-23-2020)	Since staff members are not all required to be on campus the following was gathered through an electronic survey. Input gathered from the staff by sharing the previous year's SPSA to check on what was proposed as expenditures and the level of effectiveness for each action in the goals.
Parent group meeting (9-16-2020)	Since our campus is not open to gather during distance learning the following was gathered through an electronic survey. The SPSA was explained and communication occurred to explain the function and purpose of the plan. Parents provided input for each of the goals and the actions tied to them. Within that communication and input to the extent of the effectiveness for each expenditure and whether it was met or needed to continue the following year, or was to be eliminated.
School Site Council (9-29-2020)	Since our campus is not open to gather during distance learning the following was gathered through an electronic survey. The SPSA was explained and communication occurred to explain the function and purpose of the plan.
School Department meeting (10-14-2020)	With our campus closed for gatherings and restrictions on the size of a group gathering a virtual meeting was held. Input was gathered for what goals were not met from the previous year and what proposals should be made for goals for the upcoming year and what expenditures should occur. Shared proposed goals for the current school year and proposed actions to support each goal with the expenditures. Made revisions as needed or suggested.
School Site Council (10-27-2020)	With our campus closed for gatherings and restrictions on the size of a group gathering a virtual meeting was held. Shared proposed goals for the current school year and proposed actions to support each goal with the expenditures. Approval by parents, students, and faculty members for SPSA.

Section 2: Goals, Actions, Expenditures

Goal 1:	All students will receive a high quality education in a safe and welcoming environment with equitable and high expectations, access to technology, and instruction in the California State Standards that prepare them for college and/or career.	Related State and/or Local Priorities: <input checked="" type="checkbox"/> Basic <input checked="" type="checkbox"/> Implementation of State Standards <input checked="" type="checkbox"/> Parental Involvement <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> Pupil Engagement <input checked="" type="checkbox"/> School Climate <input checked="" type="checkbox"/> Course Access <input checked="" type="checkbox"/> Other Pupil Outcomes Related LCAP Goals: <input checked="" type="checkbox"/> MDUSD LCAP Goal 1 <input checked="" type="checkbox"/> MDUSD LCAP Goal 2
Identified Need:	To support the academic performance of all student groups considering the instructional programs, relevant curriculum, instructional strategies and practices for students across the campus. To continue to develop relevant curriculum and rigorous strategies that will support all students with intentional work for our ELL and students special education in reaching grade level standards.	
Goal Applies to:	Grade/Department/Other: All Applicable Pupil Subgroups: All	

SPSA Year: 2020-21

Expected Annual Measurable Outcomes:	<p>CAASPP Overall: Increase CAASPP distance from a Level 3, Grades 6-8</p> <ul style="list-style-type: none"> • ELA increase from 2614 by 10 mean scaled score points. • Math increase from 2609 by 10 mean scaled score points. <p>English Learners, Grades 6-8</p> <ul style="list-style-type: none"> • ELA increase from 2473 by 10 mean scaled score points. • Math increase from 2516 by 10 mean scaled score points. <p>Low Income, Grades 6-8</p> <ul style="list-style-type: none"> • ELA increase from 2531 by 10 mean scaled score points. • Math increase from 2482 by 10 mean scaled score points. <p>Special Education, Grades 6-8</p> <ul style="list-style-type: none"> • ELA increase from 2514 by 10 mean scaled score points • Math increase from 2494 by 10 mean scaled score points <p>English Learners</p> <ul style="list-style-type: none"> • Increase from 37.5% to 39% the number of students re-designated as English Proficient. <p>iReady: Overall</p> <p>Decrease the percentage of students performing at the Tier III level on the iReady #2 Diagnostic</p> <ul style="list-style-type: none"> • ELA from 18% to 11% • Math from 11% to 9% <p>Increase the percentage of students performing at the Tier I level on the iReady #2 Diagnostic</p> <ul style="list-style-type: none"> • ELA from 65% to 75% • Math from 27% to 44%
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Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
1.1 Instructional support will be provided to assist staff in developing learning opportunities for students through the use of 21st century skills. Students will be provided instruction through various tools and strategies that are measured with common formative and summative assessments. Learning environments will be created that	X All Students	Teachers will be provided planning time to build common lessons and assessments. This includes time to collaborate and build their programs. Students will have access to the media center for technology and print resources at brunch and both lunches.		0.00
	X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient			0.00

<p>encourage and support students' collaboration, critical thinking, communication, and creativity.</p>	<p>X Other Subgroups: (Specify) SpED</p>	<p>Outside resources and PD opportunities were provided during District and Site PD days for both classified and certificated staff. 0.00</p> <p>Teachers laptops and support equipment will be purchased to enable the variety of tools, systems, and more. Crucial need from devices aging out ability to access new technology. 19-20 Site Discretionary Carryover 1749.50</p> <p>Teachers laptops and support equipment will be purchased to enable the variety of tools, systems, and more. Crucial need from devices aging out ability to access new technology. Site Discretionary 15351.00</p>
<p>1.2 Continue to provide the technology that will support the implementation of rigorous and relevant curriculum aligned to the CCSS, NGSS and 21st century skills. Purchase of technology to support significant student groups. Provide students additional access to instruction and learning.</p>	<p>X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient X Other Subgroups: (Specify) SpED</p>	<p>Students will demonstrate progress towards meeting grade level standards on unit assessments, iReady assessments, and IAB's (technology based assessments). 0.00</p>
<p>1.3 Provide professional development for all teachers to assist development of curricular lesson plans, common assessments, and opportunities for support</p>	<p>X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient X Other Subgroups: (Specify) SpED</p>	<p>Teachers will meet monthly to analyze student work and respond to the instructional needs of our students. Articulation across grade levels will focus on reading, 0.00</p> <p>Teachers will be provided planning time to build common lessons that support SDAIE strategies. 0.00</p> <p>District TOSA and other instructional coaches are available for grade level meetings, department meetings, and teacher prep periods for support in each curricular area and each program (SpED, ELD, PLTW, and more). 0.00</p>
<p>1.4 Provide opportunities for students to build skills to support social and emotional health.</p>	<p>X All Students</p>	<p>Counseling services for students that counselors check in with weekly or 0.00</p>

	<p>X Low Income Pupils</p> <p>X English Learners</p> <p>X Foster Youth</p> <p>X Redesignated Fluent English Proficient</p> <p>X Other Subgroups: (Specify) SpED</p>	<p>biweekly per grade level.</p> <p>Admin-counseling conflict mediation, intervention prevention (cyberbullying, social media use, etc.)</p> <p>PBIS training with District and Site teams. Develop, model, and share SEL curriculum in Advisory classes.</p> <p>PBIS training with District and Site teams. Develop, model, and share SEL curriculum in Advisory classes.</p>	<p>LCFF Supplemental</p> <p>Site Discretionary</p>	<p>0.00</p> <p>125.00</p> <p>540.00</p>
1.5 Materials support Performing Arts program.	<p>X All Students</p> <p>X Low Income Pupils</p> <p>X English Learners</p> <p>X Foster Youth</p> <p>X Redesignated Fluent English Proficient</p> <p>X Other Subgroups: (Specify) SpED</p>	<p>Online instructional support for Choir.</p> <p>Musical instruments and supplies to support.</p>	<p>Site Discretionary</p> <p>Site Discretionary</p>	<p>250.00</p> <p>2088.00</p>
1.6 Support equitable access to hands on curriculum such as art, woodshop, and metal working courses.	<p>X All Students</p> <p>X Low Income Pupils</p> <p>X English Learners</p> <p>X Foster Youth</p> <p>X Redesignated Fluent English Proficient</p> <p>X Other Subgroups: (Specify) SpED</p>	<p>Production materials</p>	<p>Site Discretionary</p>	<p>1800.00</p>

Goal 2:	Students will make progress toward meeting or exceeding grade level California Standards. Teachers, administrators and staff will participate in professional development that is responsive to educational priorities High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and/or career ready. Instruction inclusive of high quality and culturally responsive and and based on research of effective practices to support student learning.	Related State and/or Local Priorities: <input checked="" type="checkbox"/> Basic <input checked="" type="checkbox"/> Implementation of State Standards <input checked="" type="checkbox"/> Parental Involvement <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> Pupil Engagement <input checked="" type="checkbox"/> School Climate <input checked="" type="checkbox"/> Course Access Related LCAP Goals: <input checked="" type="checkbox"/> MDUSD LCAP Goal 1 <input checked="" type="checkbox"/> MDUSD LCAP Goal 2
Identified Need:	All students need to receive instruction using 21st century practices to prepare for college and/or career. <input checked="" type="checkbox"/>	
Goal Applies to:	Grade/Department/Other: All	
	Applicable Pupil Subgroups: All	

SPSA Year: 2020-21

Expected Annual Measurable Outcomes:	<p>CAASPP Overall: Increase CAASPP distance from a level 3: Grades 6-8</p> <ul style="list-style-type: none"> • ELA increase from 2619 by 10 mean scaled score points. • Math increase from 2607 by 10 mean scaled score points. <p>English Learners, Grades 6-8</p> <ul style="list-style-type: none"> • ELA increase from 2597 by 10 mean scaled score points. • Math increase from 2585.4 by 10 mean scaled score points. <p>Low Income, Grades 6-8</p> <ul style="list-style-type: none"> • ELA increase from 2576 by 10 mean scaled score points. • Math increase from 2546 by 10 mean scaled score points. <p>Special Education, Grades 6-8</p> <ul style="list-style-type: none"> • ELA increase from 2525 by 10 mean scaled score points • Math increase from 24901 by 10 mean scaled score points <p>English Learners</p> <ul style="list-style-type: none"> • Increase from 25.7% to 30% the number of students redesignated as English Proficient. <p>iReady: Overall</p> <p>Decrease the percentage of students performing at the Tier III level on the iReady #2 Diagnostic</p> <ul style="list-style-type: none"> • ELA from 18% to 11% • Math from 11% to 9% <p>Increase the percentage of students performing at the Tier I level on the iReady #2 Diagnostic</p> <ul style="list-style-type: none"> • ELA from 65% to 75% • Math from 27% to 44%
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Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
2.1 Supplemental materials for all classes to support the implementation of Common Core Standards, NGSS, Mathematical Practices, and Historical Frameworks that address multiple learning strategies; inclusive of elective classes (VAPA and CTE).	<ul style="list-style-type: none"> X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient 	Print shop materials to support distance learning for equitable access.	Site Discretionary	440.00

	X Other Subgroups: (Specify) SpED			
2.2 Students will be provided programs to access their own learning and be provided a blended learning approach.	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient X Other Subgroups: (Specify) SpED	Technology in the classroom will promote and support independent and leveled learning opportunities. Products will include: Mosa Mack Science, Adobe System, Newsela, IXL, Explore Learning, Gracenotes, Design Science, and Heinemann.	Site Discretionary	13057.00
		Technology in the classroom will promote and support independent and leveled learning opportunities. Products will include: Mosa Mack Science, Adobe System, Newsela, IXL, Explore Learning, Gracenotes, Design Science, and Heinemann.	LCFF Supplemental	6143.00
2.3 Provide support for English Language Learners with an ALD Teacher	X English Learners	provide one section of ALD	LCFF Supplemental	11884.00
		provide one section of ALD	Site Discretionary	8319.00
2.4 Students will be provided time for enrichment within the school day.	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient X Other Subgroups: (Specify) SpED	Advisory block period, once weekly. Focal points include social and emotional learning.		0.00

Goal 3:	All stakeholders will have access to meaningful opportunities to participate in the creation of a safe and engaging school as measured by school-wide activities, communication, student achievement and student discipline. School-wide activities and on-going community activities develop relationships, build community, and promote a positive school culture. Administrators will continue to improve student attendance through regular attendance monitoring with data; utilize onsite SART process; then DART (district process) if site level is unsuccessful.	Related State and/or Local Priorities: <input checked="" type="checkbox"/> Basic <input checked="" type="checkbox"/> Implementation of State Standards <input checked="" type="checkbox"/> Parental Involvement <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> Pupil Engagement <input checked="" type="checkbox"/> School Climate Related LCAP Goals: <input checked="" type="checkbox"/> MDUSD LCAP Goal 3
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Identified Need:	Increase parent participation in school activities and California School Parent Survey as measured by activities, attendance, and survey results. Measurements of school climate outcomes from parent, student and staff surveys to create a safe school culture, accepting of differences and respect for self, peers and staff. While the school receives generally high marks for school safety, there are still students that feel disconnected or that they feel the school climate could be improved.
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Goal Applies to:	Grade/Department/Other: All Applicable Pupil Subgroups: All
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SPSA Year: 2020-21

Expected Annual Measurable Outcomes:	Health Kids survey, feedback from ELAC, SSC, PFC, attendance data, suspension data and expulsion data. To decrease our suspension by 25% from the prior year, from 44 incidents to 33. To decrease the chronic absenteeism rate from 3.3% to 3.0%. On the California Healthy Kids Survey 2017-18, 76% agreed with the statement Foothill has adults that really care about students; would like to to increase that to 85%.
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Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
3.1 Student and parent resources will be available through school website and other media sources.	X All Students X Low Income Pupils X English Learners X Foster Youth	During distance learning official documentation will be mailed to each household (ie: quarter report cards); this is inclusive of print shop and postage.	LCFF Supplemental	500.00
	X Redesignated Fluent English Proficient X Other Subgroups: (Specify) SpED	During distance learning official documentation will be mailed to each household (ie: quarter report cards); this is inclusive of print shop and postage.	Site Discretionary	358.00
3.2 Increased opportunities for family and community to participate in school events.	X All Students X Low Income Pupils X English Learners	Teacher support (technical and tools) during distance learning virtual opportunities.		0.00

	<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) SpED			
3.3 Staff participation in PBIS (Positive Behavior Interventions and Supports) cohort trainings. Additional staff participation in Restorative Practices workshops. Inclusive of students and other stakeholders with after school site cohort.	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) SpED	PBIS management system (PBIS Rewards) supporting our Positive Behavioral Interventions and Support program. The multi-device platform makes it easy to continuously recognize students for meeting behavior expectations from anywhere in the school, not just the classroom; this includes engagement and learning during distance learning.	Site Discretionary	421.00
		PBIS management system (PBIS Rewards) supporting our Positive Behavioral Interventions and Support program. The multi-device platform makes it easy to continuously recognize students for meeting behavior expectations from anywhere in the school, not just the classroom; this includes engagement and learning during distance learning.	LCFF Supplemental	1700.00

Section 4: Expenditure Summary

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Site Discretionary	42624	0.00
LCFF Supplemental	20352	0.00
19-20 Site Discretionary Carryover	1,749.50	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
19-20 Site Discretionary Carryover	1,749.50
LCFF Supplemental	20,352.00
Site Discretionary	42,624.00

Section 4: Centralized Services for Goals and Progress Indicators

Section 4: Centralized Services for Goals and Progress Indicators

1. Assist schools with program plan development, revisions, amendments, identification of research-based strategies, implementation, and evaluation.
2. Provide information to principals and project coordinators on guidelines, reviews, procedures, laws, regulations, compliance requirements, and program operation.
3. Provide professional development and conference information.
4. Provide for parent education and involvement.
5. Respond to individual site needs (i.e. Site Council presentations or training, staff development workshops).
6. Maintain master file of records and correspondence regarding the Consolidated Application.
7. Assist with and maintain purchasing verifications and records.
8. Provide budget assistance for schools.
9. Provide evaluation assistance to projects, assist with data collection and analysis and conduct district evaluation.
10. Complete and submit district applications.
11. Conduct compliance reviews.
12. Maintain liaison with California Department of Education, County Office of Education, Institutes of Higher Education, and other organizations.
13. Coordinate revision, amendments and correspondence with the California Department of Education.
14. Acquire materials for district-wide use.
15. Compare district core curriculum with State and National frameworks and coordinate writing of Courses of Study.
16. Compare and align district curriculum with State standards and benchmarks.
17. Assist schools with implementation and monitoring of students' progress in meeting grade level standards and benchmarks.
18. Coordinate District Advisory Committees.
19. District wide assessment and supplemental services for English learner students.
20. Supervision and evaluation of ELD/Bilingual personnel, and elementary Music and Physical Education staff.
21. Provide specific reports and files related to district developed performance assessments.
22. Personnel Services works to attract and retain teachers and paraprofessionals. They ensure staff is appropriately credentialed and assigned based upon state certification and licensure criteria.
23. Provides Technical Assistance to Title I schools.

(This is a partial list of services provided by the Central Office support staff.)

Section 4: Common Pages

School Site Council (SSC) Membership

School: Foothill Middle School

Year: 2020-21

()	()	()
Principal	Teachers	Other school staff
()		
Parents and other community members		

Schoolsite Council
Elementary

(1)	(2)	(1)
Principal	Teachers	Other school staff
(2)		(2)
Parents and other community members		Students

Schoolsite Council
Secondary

()	()	()
Principal	Teachers	Other school staff
()		()
Parents and other community members		Students

Schoolsite Advisory Council
Alternative Education

Schoolsite Advisory Council or Schoolsite Council Members	Member of Council	Parent of student in the school	Parent of EL student	Not employed by school	Principal	Classroom teacher	Other school staff	Community Representative	Student (secondary) Member of SSC	Other Alternate
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Kimberly Vaiana	X				X					
Ellen Martin	X						X			
Stavros Gougoumis	X					X				
Devin Jackson	X					X				
Laura Fenstermacher	X	X		X						
Jessica Johnson	X	X		X						
Jory Leach	X			X					X	
Samuel Elijah Mauricio	X			X					X	
Numbers of members	8	2	0	4	1	2	1	0	2	

Section 4: Common Pages

English Learner Advisory Committee

School: Foothill Middle School

Year: 2019-20

If the ELAC has delegated its responsibilities to the Schoolsite Council, specify the date:

If your site has less than 21 English Language Learners, insert "NA" for not applicable: NA

If the ELAC is continuing to meet as a separate advisory group, please complete the form below.

ELAC Membership:

- a. Principal/ Principal's Administrative designee:

- b. Five parents, elected by parents of English Learners:
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.

- c. Two Staff members, elected by staff:
 - 1.
 - 2.

Section 4: Common Pages

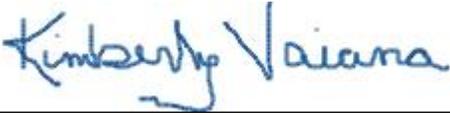
School: Foothill Middle School

**Schoolsite Councils/Committees
Assurances & Recommendations**

The Schoolsite councils/committees' authorized representatives' signatures assure adherence to the following legal assurances:

1. The councils/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The councils/committees have reviewed their responsibilities under the district governing board, federal or state law or regulations.
3. The councils/committees have reviewed the content requirements for school plans or programs included in this School Plan for Student Achievement, and believe all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
4. The councils/committees have had adequate opportunity to consider the available information concerning the special needs of English Learner students, including instruction in a language that such students understand; economically disadvantaged students; students with exceptional needs, gifted and talented students, and students at risk.
5. The councils/committees have a list of members of each school-level council or committee available at the school.

This School Plan for Student Achievement is based upon 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. **The signatures below verify that the chairpersons, teachers, and local officials, on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.**

The Schoolsite Council adopted the School Plan for Student Achievement on		<u>10-27-2020</u>
		Council Approval Date
Kimberly Vaiana		<u>10-27-2020</u>
Typed name of chairperson	Signature	Date

If Applicable		
English Learner Advisory Committee reviewed the SPSA on		_____
		Council Approval Date
_____	_____	_____
Typed name of chairperson	Signature	Date

If Applicable		
SCHOOL ADVISORY COMMITTEE:		
_____	Committee Name	_____
		Council Approval Date
_____	_____	_____
Typed name of chairperson	Signature	Date

If Applicable		
SCHOOL ADVISORY COMMITTEE:		
_____	Committee Name	_____
		Council Approval Date
_____	_____	_____
Typed name of chairperson	Signature	Date

Kimberly Vaiana



10-27-2020

Typed name of Principal

Signature

Date

Budget By Expenditures

Foothill Middle School

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Admin-counseling conflict mediation, intervention prevention (cyberbullying, social media use, etc.)		\$0.00	Goal 1	Provide opportunities for students to build skills to support social and emotional health.
		\$0.00		
		\$0.00		

Funding Source:

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Teachers will be provided planning time to build common lessons and assessments. This includes time to collaborate and build their programs.		\$0.00	Goal 1	Instructional support will be provided to assist staff in developing learning opportunities for students through the use of 21st century skills. Students will be provided instruction through various tools and strategies that are measured with common formative and summative assessments. Learning environments will be created that encourage and support students' collaboration, critical thinking, communication, and creativity.
Students will have access to the media center for technology and print resources at brunch and both lunches.		\$0.00	Goal 1	Instructional support will be provided to assist staff in developing learning opportunities for students through the use of 21st century skills. Students will be provided instruction through various tools and strategies that are measured with common formative and summative assessments. Learning environments will be created that encourage and support students' collaboration, critical thinking, communication, and creativity.

Foothill Middle School

<p>Outside resources and PD opportunities were provided during District and Site PD days for both classified and certificated staff.</p>	<p>\$0.00 Goal 1</p>	<p>Instructional support will be provided to assist staff in developing learning opportunities for students through the use of 21st century skills. Students will be provided instruction through various tools and strategies that are measured with common formative and summative assessments. Learning environments will be created that encourage and support students' collaboration, critical thinking, communication, and creativity.</p>
<p>Students will demonstrate progress towards meeting grade level standards on unit assessments, iReady assessments, and IAB's (technology based assessments).</p>	<p>\$0.00 Goal 1</p>	<p>Continue to provide the technology that will support the implementation of rigorous and relevant curriculum aligned to the CCSS, NGSS and 21st century skills. Purchase of technology to support significant student groups. Provide students additional access to instruction and learning.</p>
<p>Teachers will meet monthly to analyze student work and respond to the instructional needs of our students. Articulation across grade levels will focus on reading,</p>	<p>\$0.00 Goal 1</p>	<p>Provide professional development for all teachers to assist development of curricular lesson plans, common assessments, and opportunities for support</p>
<p>Teachers will be provided planning time to build common lessons that support SDAIE strategies.</p>	<p>\$0.00 Goal 1</p>	<p>Provide professional development for all teachers to assist development of curricular lesson plans, common assessments, and opportunities for support</p>
<p>District TOSA and other instructional coaches are available for grade level meetings, department meetings, and teacher prep periods for support in each curricular area and each program (SpED, ELD, PLTW, and more).</p>	<p>\$0.00 Goal 1</p>	<p>Provide professional development for all teachers to assist development of curricular lesson plans, common assessments, and opportunities for support</p>
<p>Counseling services for students that counselors check in with weekly or biweekly per grade level.</p>	<p>\$0.00 Goal 1</p>	<p>Provide opportunities for students to build skills to support social and emotional health.</p>
<p>Advisory block period, once weekly. Focal points include social and emotional learning.</p>	<p>\$0.00 Goal 2</p>	<p>Students will be provided time for enrichment within the school day.</p>
<p>Teacher support (technical and tools) during distance learning virtual opportunities.</p>	<p>\$0.00 Goal 3</p>	<p>Increased opportunities for family and community to participate in school events.</p>

Total Expenditures: \$0.00

Allocation Balance: \$0.00

Foothill Middle School

Funding Source: 19-20 Site Discretionary Carryover \$1,749.50 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Teachers laptops and support equipment will be purchased to enable the variety of tools, systems, and more. Crucial need from devices aging out ability to access new technology.		\$1,749.50	Goal 1	Instructional support will be provided to assist staff in developing learning opportunities for students through the use of 21st century skills. Students will be provided instruction through various tools and strategies that are measured with common formative and summative assessments. Learning environments will be created that encourage and support students' collaboration, critical thinking, communication, and creativity.

19-20 Site Discretionary Carryover Total Expenditures: \$1,749.50

19-20 Site Discretionary Carryover Allocation Balance: \$0.00

Funding Source: LCFF Supplemental \$20,352.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
PBIS training with District and Site teams. Develop, model, and share SEL curriculum in Advisory classes.		\$125.00	Goal 1	Provide opportunities for students to build skills to support social and emotional health.
PBIS management system (PBIS Rewards) supporting our Positive Behavioral Interventions and Support program. The multi-device platform makes it easy to continuously recognize students for meeting behavior expectations from anywhere in the school, not just the classroom; this includes engagement and learning during distance learning.		\$1,700.00	Goal 3	Staff participation in PBIS (Positive Behavior Interventions and Supports) cohort trainings. Additional staff participation in Restorative Practices workshops. Inclusive of students and other stakeholders with after school site cohort.
During distance learning official documentation will be mailed to each household (ie: quarter report cards); this is inclusive of print shop and postage.		\$500.00	Goal 3	Student and parent resources will be available through school website and other media sources.

Foothill Middle School

Technology in the classroom will promote and support independent and leveled learning opportunities. Products will include: Mosa Mack Science, Adobe System, Newsela, IXL, Explore Learning, Gracenotes, Design Science, and Heinemann.	\$6,143.00	Goal 2	Students will be provided programs to access their own learning and be provided a blended learning approach.
provide one section of ALD	\$11,884.00	Goal 2	Provide support for English Language Learners with an ALD Teacher

LCFF Supplemental Total Expenditures: \$20,352.00

LCFF Supplemental Allocation Balance: \$0.00

Funding Source: Site Discretionary

\$42,624.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
provide one section of ALD		\$8,319.00	Goal 2	Provide support for English Language Learners with an ALD Teacher
During distance learning official documentation will be mailed to each household (ie: quarter report cards); this is inclusive of print shop and postage.		\$358.00	Goal 3	Student and parent resources will be available through school website and other media sources.
PBIS management system (PBIS Rewards) supporting our Positive Behavioral Interventions and Support program. The multi-device platform makes it easy to continuously recognize students for meeting behavior expectations from anywhere in the school, not just the classroom; this includes engagement and learning during distance learning.		\$421.00	Goal 3	Staff participation in PBIS (Positive Behavior Interventions and Supports) cohort trainings. Additional staff participation in Restorative Practices workshops. Inclusive of students and other stakeholders with after school site cohort.
PBIS training with District and Site teams. Develop, model, and share SEL curriculum in Advisory classes.		\$540.00	Goal 1	Provide opportunities for students to build skills to support social and emotional health.
Online instructional support for Choir.		\$250.00	Goal 1	Materials support Performing Arts program.

Foothill Middle School

Musical instruments and supplies to support.	\$2,088.00	Goal 1	Materials support Performing Arts program.
Production materials	\$1,800.00	Goal 1	Support equitable access to hands on curriculum such as art, woodshop, and metal working courses.
Print shop materials to support distance learning for equitable access.	\$440.00	Goal 2	Supplemental materials for all classes to support the implementation of Common Core Standards, NGSS, Mathematical Practices, and Historical Frameworks that address multiple learning strategies; inclusive of elective classes (VAPA and CTE).
Technology in the classroom will promote and support independent and leveled learning opportunities. Products will include: Mosa Mack Science, Adobe System, Newsela, IXL, Explore Learning, Gracenotes, Design Science, and Heinemann.	\$13,057.00	Goal 2	Students will be provided programs to access their own learning and be provided a blended learning approach.
Teachers laptops and support equipment will be purchased to enable the variety of tools, systems, and more. Crucial need from devices aging out ability to access new technology.	\$15,351.00	Goal 1	Instructional support will be provided to assist staff in developing learning opportunities for students through the use of 21st century skills. Students will be provided instruction through various tools and strategies that are measured with common formative and summative assessments. Learning environments will be created that encourage and support students' collaboration, critical thinking, communication, and creativity.
Site Discretionary Total Expenditures:	\$42,624.00		
Site Discretionary Allocation Balance:	\$0.00		
Foothill Middle School Total Expenditures:	\$64,725.50		