

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Black Mountain Middle School	37682966093223	October 24, 2019	November 14, 2019

School Vision and Mission

Black Mountain Middle School will provide a safe environment and inspire responsibility, respect, hard-work and kindness to prepare Raiders to succeed in our global society. Black Mountain Middle School will create a Home Field Advantage where each and every Raider feels safe and part of a community where they are supported, empowered and united.

School Profile

Black Mountain Middle School is proud of its 44-year tradition of excellence, high expectations, and dedication to students' achievement and social emotional well-being. As a 1990-1991 and 1999-2000 National Blue Ribbon Award recipient, a California Distinguished School, and an AVID Demonstration School, students are the center of everything we do at Black Mountain. The learning of each and every student is prioritized in an environment where respect, responsibility, hard work and kindness are highly valued. Located on the west facing slopes of Rancho Peñasquitos, Black Mountain's well-maintained campus ensures a safe, respectful, and inclusive learning environment. Nestled between neighboring Sunset Hills Elementary School and Mt. Carmel High School, our learning community fosters a bridge to success between all grade levels.

At Black Mountain Middle School, student safety, achievement and social emotional health are our highest priorities; we want our students to be happy and to fully engage in their learning. We are committed to high levels of performance, continuous improvement, and adapting to the needs of our diverse population. Community support is evident and enthusiastically welcomed. Well-established partnerships with business and community entities, the Parent Teacher Student Association (PTSA), The Educational Foundation at Black Mountain Middle School, School Site Council as well as parent volunteers actively partner with our staff in service to our students. Black Mountain also offers a variety of extra-curricular clubs to support the diversity in students and their interests. In 2024-25, Black Mountain will have a fully implemented Mandarin Immersion Program, with after-school Mandarin language and culture learning opportunities beginning in 2019-20. Black Mountain Middle School is committed to helping each one of our students become college and career ready as

responsible, respectful, hard-working and kind citizens in our global society.

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

Black Mountain Middle School recognizes the importance of including all stakeholders in the process of developing and monitoring our site plan and budget allocations.

Parents are encouraged to be a part of our site planning in the following ways:

- Attend Back-to-School Night in September.
- Serve as a School Site Council Member.
- Serve on Site Safety Committee
- Attend parent events such as Parent University presentations on topics including “Understanding the Teenage Brain”, appropriate use of technology and social media, and drug prevention.
- Attend Principal's Coffees (Held regularly throughout the school year).
- Complete parent surveys, including the California Healthy Kids survey, which are sent out several times during the school year by counseling department and administration.
- Participate in the Thought / Exchange process online and via meetings held throughout the district.
- Parents of EL students are invited and encouraged to attend English Language Advisory Committee meetings.

Parents are made aware of these opportunities through weekly Principal emails, our school site's website, and regular BMMS social media updates on Twitter, Instagram and YouTube.

Stakeholders were actively involved in creating this Site Plan for Student Achievement (SPSA) as their feedback was sought and implemented in creating our school wide goals. In department teams, teachers reviewed the team's Essential Learnings to determine strategies and activities to support students' learning and achievement of our school wide goals. Twice throughout the school year, teachers will reflect upon students' achievement based upon the strategies and activities they determined. This periodical formative reflective assessment will afford each instructional department the opportunity to analyze and adjust instructional strategies and activities to support the learning of each and every student.

Students serve as School Site Council members and students on Principal's Cabinet have monthly opportunities to provide feedback and ideas to our Principal regarding their academic and social experience here at Black Mountain Middle School.

Our SPSA and corresponding budgets are shared with School Site Council and our English Learner Advisory Committee while being developed in order to provide opportunity for feedback to be shared, discussed and integrated. Plans are reviewed and updated throughout the school year with any changes being voted on and approved by the School Site Council. In the spring, goals, strategies/activities and budget allocations are reviewed and evaluated in preparation for creating the SPSA for the upcoming school year. This process facilitates a cycle of continuous improvement.

School and Student Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.3%	0.30%	0.39%	4	4	5
African American	3.1%	3.41%	2.6%	40	45	33
Asian	20.4%	19.33%	20.25%	262	255	257
Filipino	9.7%	9.55%	8.9%	124	126	113
Hispanic/Latino	13.1%	13.72%	15.21%	168	181	193
Pacific Islander	0.4%	0.45%	0.55%	5	6	7
White	46.8%	45.87%	42.71%	601	605	542
Multiple/No Response	0.2%	0.76%	0.95%	3	10	12
Total Enrollment				1,283	1319	1,269

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Grade 6	450	442	395
Grade 7	414	453	438
Grade 8	419	424	436
Total Enrollment	1,283	1,319	1,269

Conclusions based on this data:

1. The diversity at Black Mountain Middle School is reflective of the diversity of our entire district, and provides a culturally rich learning environment for students and staff. Over this three-year period, the number of African American, Filipino and White students has decreased, while the number of Hispanic students has increased. The number of students in other ethnic groups has remained fairly constant.
2. Overall enrollment has remained fairly consistent over this three year period, with one third of the student body in each of the three grade levels.
3. Given the consistency in our enrollment and diversity, the cohort goals for continuous improvement for all students, as well as the specific groups (Economically Disadvantaged, English Learner and Student with Disability) are relevant and warranted.

School and Student Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	116	122	132	9.0%	9.2%	10.4%
Fluent English Proficient (FEP)	303	287	281	23.6%	21.8%	22.1%
Reclassified Fluent English Proficient (RFEP)	27	12	18	22.0%	10.3%	14.8%

Conclusions based on this data:

1. Over this three-year period, the percentage of our enrollment that are English Learners has increased by 1.4%.
2. Over this three-year period, our Fluent English Proficient students has decreased by 1.5%.
3. Our percentage of Reclassified Fluent English Proficient students has decreased 7.2% over these three years.

Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	449	448	394	444	442	387	444	442	387	98.9	98.7	98.2
Grade 7	420	451	441	407	441	435	407	440	435	96.9	97.8	98.6
Grade 8	420	423	439	410	416	432	410	416	432	97.6	98.3	98.4
All	1289	1322	1274	1261	1299	1254	1261	1298	1254	97.8	98.3	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2582.	2564.	2581.	36.49	28.73	33.85	36.71	39.14	40.83	19.14	19.00	17.57	7.66	13.12	7.75
Grade 7	2606.	2606.	2592.	36.86	37.05	32.87	37.10	38.41	34.48	15.23	16.36	18.16	10.81	8.18	14.48
Grade 8	2603.	2619.	2621.	25.37	36.06	34.72	41.22	37.74	36.81	23.41	14.66	19.68	10.00	11.54	8.80
All Grades	N/A	N/A	N/A	32.99	33.90	33.81	38.30	38.44	37.24	19.27	16.72	18.50	9.44	10.94	10.45

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	40.09	34.62	43.15	48.65	45.02	44.19	11.26	20.36	12.66	
Grade 7	45.21	43.18	37.93	39.80	43.64	40.69	14.99	13.18	21.38	
Grade 8	37.07	46.15	42.82	44.39	38.94	44.91	18.54	14.90	12.27	
All Grades	40.76	41.22	41.23	44.41	42.60	43.22	14.83	16.18	15.55	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	46.17	38.69	34.11	40.09	43.21	52.45	13.74	18.10	13.44
Grade 7	55.04	52.73	43.22	34.15	36.82	43.91	10.81	10.45	12.87
Grade 8	40.98	46.02	40.51	48.54	40.48	50.46	10.49	13.49	9.03
All Grades	47.34	45.80	39.47	40.92	40.17	48.80	11.74	14.03	11.72

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	34.23	25.11	34.11	59.46	63.57	59.95	6.31	11.31	5.94
Grade 7	31.20	26.36	22.53	59.46	64.32	67.36	9.34	9.32	10.11
Grade 8	27.80	33.17	31.02	63.66	57.45	63.19	8.54	9.38	5.79
All Grades	31.17	28.12	29.03	60.82	61.86	63.64	8.01	10.02	7.34

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	51.35	43.89	46.51	38.29	45.02	45.74	10.36	11.09	7.75
Grade 7	51.11	50.91	41.84	38.82	40.91	42.76	10.07	8.18	15.40
Grade 8	34.88	50.00	46.30	52.20	38.94	43.98	12.93	11.06	9.72
All Grades	45.92	48.23	44.82	42.98	41.68	44.10	11.10	10.09	11.08

Conclusions based on this data:

- On the CAASPP, between the 2017-18 and 2018-19 school years, the percentage of students in Met or Exceeded:

This data indicates that overall, we have a decreasing number of students in Met and Exceeded categories on the CAASPP 2018-19 versus 2017-18. The "Two or More Races" and "Hispanic or Latino" groups show positive growth in Met and Exceeded, however, the "Black or African American" and "Filipino" groups showed a significant decline.

Sixth grade students demonstrated growth that met all established yearly growth goals. Seventh grade students decreased overall and in specific groups with established goals; they are struggling to meet the CAASPP standards for Met and Exceeded. Eighth grade students decreased overall (but less than the 7th grade decrease) and for Students with Disability, but increased for Economically Disadvantaged and English Learner. This indicates that a greater percentage of eighth graders reached the Met and Exceeded bands, but Students with Disability are struggling to meet this level.
- On the CAASPP, between 2017-18 and 2018-19 school years, the percentage of students in Standard Nearly Met:

Overall, in Standard Nearly Met band, the percentage of 6th grade students decreased, while the percentage of 7th and 8th grade students increased. The increase for 7th and 8th grade students may be indicative of students moving up from the Standard Not Met Band. The increase in 7th grade students in this band is also reflective of the overall trend that fewer 7th grade students are in Met or Exceeded band. Fewer 6th grade students in this band corresponds with the percentage increase in Met or Exceeded.

On the CAASPP, between 2017-18 and 2018-19 school years, the percentage of students in Standard Not Met:

Overall, in Standard Not Met band, the percentage of 6th grade and 8th grade students decreased, while the percentage of 7th increased. The decrease in 6th and 8th grade students in this band is positive progress towards school's goals of closing the achievement gap. The increase in 7th grade students in this band is reflective of the overall difficulty our 7th graders seem to have with this assessment.
- 7th grade Class Cohort (class of 2019-20) percent change in Met or Exceeded on CAASPP (2017-18, 2018-19):

This cohort data shows our English Learners and Students with Disability are meeting our established cohort growth goals, however, All students and Economically Disadvantaged groups did not meet expected cohort achievement goals between their 6th and 7th grade years.

Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	449	446	394	445	438	388	445	438	389	99.1	98.2	98.5
Grade 7	420	451	442	412	443	435	411	443	435	98.1	98.2	98.4
Grade 8	420	420	439	413	412	433	413	412	433	98.3	98.1	98.6
All	1289	1317	1275	1270	1293	1256	1269	1293	1257	98.5	98.2	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2575.	2565.	2590.	36.18	37.44	45.62	26.97	23.74	24.48	24.04	19.63	18.30	12.81	19.18	11.60
Grade 7	2599.	2602.	2597.	38.93	42.44	40.92	26.76	25.51	23.22	18.73	18.51	19.54	15.57	13.54	16.32
Grade 8	2625.	2635.	2638.	44.07	48.79	52.19	20.58	16.50	16.40	20.10	19.66	16.17	15.25	15.05	15.24
All Grades	N/A	N/A	N/A	39.64	42.77	46.26	24.82	22.04	21.26	21.04	19.26	17.99	14.50	15.93	14.49

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	43.15	44.39	53.87	34.83	29.98	30.41	22.02	25.63	15.72	
Grade 7	46.96	52.37	46.67	33.58	28.44	32.18	19.46	19.19	21.15	
Grade 8	50.61	50.00	54.40	29.06	30.83	27.78	20.34	19.17	17.82	
All Grades	46.81	48.92	51.55	32.55	29.72	30.12	20.65	21.36	18.33	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	42.02	39.50	47.94	40.22	39.27	37.89	17.75	21.23	14.18
Grade 7	47.45	47.18	45.52	37.23	39.05	39.08	15.33	13.77	15.40
Grade 8	46.73	54.61	57.04	36.08	30.58	27.94	17.19	14.81	15.01
All Grades	45.31	46.95	50.24	37.90	36.43	34.87	16.78	16.63	14.89

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	36.85	34.93	42.01	48.31	43.38	41.49	14.83	21.69	16.49
Grade 7	38.44	37.70	39.54	46.72	45.15	45.98	14.84	17.16	14.48
Grade 8	43.83	51.46	48.15	43.10	31.55	39.58	13.08	16.99	12.27
All Grades	39.64	41.14	43.27	46.10	40.22	42.39	14.26	18.64	14.34

Conclusions based on this data:

- On the CAASPP, between the 2017-18 and 2018-19 school years, the percentage of students in Met or Exceeded:

This data indicates that overall, we have an increasing number of students in Met and Exceeded categories on the CAASPP 2018-19 versus 2017-18. The "Two or More Races", "Hispanic or Latino", "White" and "Black or African American" groups show positive growth in Met and Exceeded bands, however, the "Asian" and "Filipino" groups showed a decrease in achieving at this higher level.

Sixth grade students demonstrated growth that met all established yearly growth goals. Seventh grade students decreased overall and in specific groups with established goals; they are struggling to meet the CAASPP standards for Met and Exceeded. Eighth grade students increased for All students, English Learners, Economically Disadvantaged, with no significant change seen for Students with Disability. This indicates that a greater percentage of eighth graders reached the Met and Exceeded bands, but Students with Disability are struggling to meet this level.
- On the CAASPP, between 2017-18 and 2018-19 school years, the percentage of students in Standard Nearly Met:

Overall, in Standard Nearly Met band, the percentage of 6th grade students decreased. The percentage of 7th grade showed decreases for Economically Disadvantaged and English Learners. Increases in percentage of Standard Nearly Met students seen in 7th grade All students and Students with Disability, as well as all 8th grade goal groups. The increase for 7th and 8th grade students may be indicative of students moving up from the Standard Not Met Band. The increase in 7th grade students in this band is also reflective of the overall trend that fewer 7th grade students are in Met or Exceeded band. Fewer 6th grade students in this band corresponds with the percentage increase in Met or Exceeded.

On the CAASPP, between 2017-18 and 2018-19 school years, the percentage of students in Standard Not Met:

Overall, in Standard Not Met band, the percentage of 6th grade and 8th grade students decreased, while the percentage of 7th increased. The decrease in 6th and 8th grade students in this band is positive progress towards school's goals of closing the achievement gap. The increase in 7th grade students in this band is reflective of the overall difficulty our 7th graders seem to have with this assessment. The increase in Standard Not Met for 8th grade English Learners shows that a math class to support EL group specifically, is justifiable.
- 7th grade Class Cohort (class of 2019-20) percent change in Met or Exceeded on CAASPP (2017-18, 2018-19):

This cohort data shows All students, Economically Disadvantages and Students with Disability are close to or meeting our established cohort growth goals. The English Learner group, however, did not meet expected cohort achievement goals between their 6th and 7th grade years.

Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1534.9		1532.4		1537.0		37	
Grade 7	1585.5		1583.5		1587.1		45	
Grade 8	1567.7		1567.3		1567.6		30	
All Grades							112	

Overall Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	37.84	*	*	52	37.84	*	*	*	37	25
7	71.11	34.29	*	*	*	31.43	*	*	45	35
8	60.00	60.87	*	*	*	*	*	*	30	23
All Grades	57.14		20.54		17.86		*		112	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	48.65	*	*	*	*	*	*	*	37	25
7	80.00	48.57	*	*	*	*	*	*	45	35
8	80.00	78.26	*	*	*	*	*	*	30	23
All Grades	69.64		15.18		11.61		*		112	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	37.84	*	*	48	29.73	*	37	25
7	46.67	*	31.11	*	*	57.14	*	*	45	35
8	36.67	*	*	*	*	*	*	*	30	23
All Grades	32.14		33.93		19.64		14.29		112	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	35.14	*	54.05	*	*	*	37	25
7	62.22	*	33.33	45.71	*	*	45	35
8	53.33	*	40.00	60.87	*	*	30	23
All Grades	50.89		41.96		*		112	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	54.05	*	43.24	52	*	*	37	25
7	86.67	68.57	*	*	*	*	45	35
8	86.67	82.61	*	*	*	*	30	23
All Grades	75.89		20.54		*		112	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	43.24	*	43.24	56	37	25
7	51.11	*	26.67	34.29	*	54.29	45	35
8	43.33	*	*	*	*	*	30	23
All Grades	36.61		33.04		30.36		112	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	83.78	64			37	25
7	40.00	*	57.78	91.43	*	*	45	35
8	*	*	73.33	78.26		*	30	23
All Grades	28.57		70.54		*		112	

Note: The California Department of Education adjusted the ELPAC Scale Score and Achievement Level thresholds for 2018-19.

Conclusions based on this data:

1. In regards to overall scores, more than half of the students assessed in each of the three grade levels achieved a Level 3 or Level 4 score (56% of 6th graders, 60% of 7th graders, and 83% of eighth graders). On the ELPAC Continuum, this means that more than half of designated EL students at Black Mountain scored on the "Expanding" or "Bridging" levels.

2. In examining the subcategory scores, it appears that student's at all three grade levels demonstrated the highest level of proficiency in the area of speaking. 40% of 6th graders, 68.57% of 7th graders, and 82.61% of 8th graders scored "Well Developed". However, the scores reveal that the subcategory of most needed improvement is in writing. 64% of 6th graders, 91.43% of 7th graders, and 78.26% of 8th graders scored "Somewhat" or "Moderately Developed" in writing.

Student Performance Data

Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
African American	42	48	33	3	6	8	7.1	12.8	20
American Indian or Alaskan	*	*	*	1	1	*	*	*	*
Asian	266	260	257	4	4	1	1.5	1.5	0
Filipino	126	129	95	4	3	1	3.2	2.3	1
Hispanic or Latino	176	186	193	12	21	19	6.8	11.4	9
Did not Report	*	*	12	1	1	0	*	*	0
Pacific Islander	*	*	*	1	1	*	*	*	*
Two or More Races	80	91	125	6	8	11	7.5	8.9	8
White	618	626	542	26	40	31	4.2	6.5	6
Male	714	739		18	50		2.5	6.8	
Female	608	621		37	32		6.1	5.2	
English Learners	130	138	132	11	12	11	8.5	9.0	13
Students with Disabilities	176	209		10	28	26	5.7	13.5	13
Socioeconomically	285	327	302	27	38	42	9.5	11.8	13
Migrant									
Foster		*			1			*	
Homeless	19	19		4	4		21.1	22.2	
Kindergarten									
Grades 1-3									
Grades 4-6	466	460		19	17		4.1	3.7	
Grades 7-8	856	900		36	65		4.2	7.3	
Grades K-8	1,322	1,360		55	82		4.2	6.1	
Grades 9-12									
Ungraded Elementary/Secondary									
Total	1,322	1,360	1269	55	82	71	4.2	6.1	5

Conclusions based on this data:

- 2018-19 data shows an overall 1.1% decrease in chronic absenteeism rate when compared to the prior school year.
- In 2018-19, the chronic absenteeism rate for our African American students increased 7.2%, English Learners increased 4%, Socioeconomically Disadvantaged increased 1.2%, while Students with Disabilities decreased 0.5%.

Student Performance Data

Suspension Data

	2016-17	2017-18	2018-19
Suspensions Rate	2.6	4.1	3.5

Conclusions based on this data:

1. Preliminary data indicates our suspension rate dropped by 10 students or 0.6% between the 2017-18 and 2018-19 school year. This decrease is significant, especially considering that between 2016-17 and 2017-18, twenty-two more students were suspended. This represented a 1.6% increase between these two school years.

Student Performance Data

Graduation Rate

	2016-17	2017-18	2018-19
Graduation Rate			

Conclusions based on this data:

1. Does not apply to Black Mountain Middle School, as our students promote to high school.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

2. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.

Goal 1: Mathematics

By the end of the 2019-20 school year, Black Mountain Middle School will increase student achievement in Mathematics. This will be measured by SBAC data in class cohorts (Class of 2019, 2020, etc.).

Identified Need

This need was identified by analysis of Black Mountain's data from the Math portion of the 2018-19 California Assessment of Student Performance and Progress (CAASPP) report for All Students and for the following specific groups: English Learner, EDY/Title 1, and Students with Disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>School Wide Data from the Math portion of the Spring 2020 CAASPP for All Students</p>	<p>When compared to 2018 CAASPP results, data from the Spring 2019 CAASPP Math test shows: The percentage of students at "Standard Not Met" decreased 1.44% compared to 2018 CAASPP results. The percentage of students in "Standard Nearly Met" decreased 1.27%. The percent of students in "Standard Met" decreased 0.78%. The percentage of students in "Standard Exceeded" increased 3.49%.</p>	<p>Black Mountain Middle School will increase student achievement in Mathematics. This will be measured by: The percentage of students scoring Standard Not Met will stay the same or decrease while at least 2% of students will move up at least one band (Standard Nearly Met to Standard Met, Standard Met to Exceeds Standards) on the 2020 SBAC math assessment in class cohorts (Class of 2019, 2020, etc.)</p>
<p>English Learner Data from the Math portion of the Spring 2020 CAASPP for students identified as English Learners</p>	<p>Data from the Spring 2019 CAASPP Math test shows an increase of 9% of English Learner students in the Not Met Band compared to 2018 CAASPP math data.</p>	<p>Black Mountain Middle School will increase student achievement in Mathematics. This will be measured by: The percentage of English Learners in Not Met band will decrease by at least 3% on SBAC 2020 math assessment in class</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		cohorts. (class of 2019, 2020, etc.)
EDY/Title I Data from the Math portion of the Spring 2020 CAASPP for students identified as EDY / Title 1	Data from the Spring 2019 CAASPP Math test shows a 1.97% decrease of Economically Disadvantaged students in the Not Met Band compared to 2018 CAASPP math data.	Black Mountain Middle School will increase student achievement in Mathematics. This will be measured by: The percentage of Economically Disadvantaged in Not Met band will decrease by at least 3% on SBAC 2020 math assessment in class cohorts. (class of 2019, 2020, etc.)
Student with Disabilities Data from the Math portion of the Spring 2020 CAASPP for those identified as Students with Disabilities	Data from the Spring 2019 CAASPP Math test shows a 5.07% increase of Student with Disabilities in the Not Met Band compared to 2018 Math CAASPP data.	Black Mountain Middle School will increase student achievement in Mathematics. This will be measured by: The percentage of Students with Disabilities in Not Met band will decrease by at least 3% on SBAC 2020 math assessment in class cohorts. (class of 2019, 2020, etc.)

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

Students create and use notebooks to take notes, do HW, and review. School-wide AVID Focused Notebook strategies include Focus Questions, Summary, Vocabulary, Left Column Questions, Warm-ups, and Spiral Review.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0.00

Educationally Disadvantaged Youth

0.00

English Learners

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

Students are provided the opportunity to attend Math Workshops afterschool, which provide a lesson addressing previous or upcoming curriculum and general opportunities for help in math for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5693.00

Source(s)

Educationally Disadvantaged Youth

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Lower performing math students.

Strategy/Activity

Students identified by teacher are put in a specific targeted intervention homeroom, reviewing topics, going over HW, and preparing for quizzes and tests.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

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

Using formative assessment strategies, such as gauging the room, exit tickets, circulating and listening to their math conversations and using specific questioning techniques.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0.00

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students scoring below 75% on unit tests.

Strategy/Activity

Students are provided the opportunity to do quiz/test corrections and attend focused tutorials to increase their understanding. They are also able to retake tests to increase their grade to 75% max and build their math confidence.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0.00

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

ELL Students

Strategy/Activity

We created an ELL math section this year designed to target ELL students at their level. Students are working at the appropriate content to fill their gaps and gain language acquisition. They are also using Learning Upgrade and Language Live to individualize the instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2640

Source(s)

English Learners

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Copy of notes provided, chunked and scaffolded instruction, presentation of assessments (i.e.: fewer problems on page, more space to work out problems, larger print outs, pre-made graphs, clarification of directions). Math tutorials before, during or after school, Study Skills math support, RSP math class (small group teaching), assessment retakes, students are working towards moving back into GE setting.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students - Physical Education Dept.

Strategy/Activity

Calculating Body Mass Index (BMI). Students use information from their height, weight, and age to find their BMI. They apply this information to the healthy fitness zone and respond to questions about their general health. Students also use the information to set goals to help them live healthier lives.

Focus on hear rate lessons and have students identify their resting heart rate and maximum heart rate. Lessons start with basic comprehension in 6th grade, analysis in 7th grade, and application in 8th grade.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0.00

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Lower performing Math students

Strategy/Activity

BMMS administration provide professional growth time for the Math department to collaborate via vertical articulation in order to align curriculum and skills in a way that maximizes learning, achievement 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, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0.00

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

2. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.

Goal 2: English Language Arts

By the end of the 2019-20 school year, Black Mountain Middle School will increase student achievement in English Language Arts (ELA). This will be measured by SBAC data in class cohorts (Class of 2019, 2020, etc.).

Identified Need

This need was identified by analysis of Black Mountain's data from the ELA portion of the 2018-19 California Assessment of Student Performance and Progress (CAASPP) report for All Students and for the following specific groups: English Learner, EDY/Title 1, and Students with Disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>School Wide Data from the ELA portion of the Spring 2020 CAASPP for All Students</p>	<p>When compared to 2018 CAASPP results, data from the Spring 2019 CAASPP ELA test shows: The percentage of students at "Standard Not Met" decreased 0.49% compared to 2018 CAASPP results. The percentage of students in "Standard Nearly Met" increased 1.78%. The percent of students in "Standard Met" decreased 1.2%. The percentage of students in "Standard Exceeded" decreased 0.09%.</p>	<p>Black Mountain Middle School will increase student achievement in English Language Arts (ELA). This will be measured by: The percentage of students scoring Standard Not Met will stay the same or decrease while at least 2% of students will move up at least one band (Standard Nearly Met to Standard Met, Standard Met to Exceeds Standards) on the 2020 SBAC ELA assessment in class cohorts (Class of 2019, 2020, etc.)</p>
<p>English Learner Data from the ELA portion of the Spring 2020 CAASPP for students identified as English Learners</p>	<p>Data from the Spring 2019 CAASPP ELA test shows a decrease of 1.32% of English Learner students in the Not Met Band compared to 2018 CAASPP math data.</p>	<p>Black Mountain Middle School will increase student achievement in English Language Arts (ELA). This will be measured by: The percentage of English Learners in Not Met band will decrease by at least 3% on SBAC 2020 ELA assessment in class</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		cohorts. (class of 2019, 2020, etc.)
EDY/Title I Data from the ELA portion of the Spring 2020 CAASPP for students identified as EDY / Title 1	Data from the Spring 2019 CAASPP ELA test shows a 1.63% decrease of Economically Disadvantaged students in the Not Met Band compared to 2018 CAASPP math data.	Black Mountain Middle School will increase student achievement in English Language Arts. This will be measured by: The percentage of Economically Disadvantaged in Not Met band will decrease by at least 3% on SBAC 2020 math assessment in class cohorts. (class of 2019, 2020, etc.)
Student with Disabilities Data from the ELA portion of the Spring 2020 CAASPP for those identified as Students with Disabilities	Data from the Spring 2019 CAASPP ELA test shows a 0.79% increase of Student with Disabilities in the Not Met Band compared to 2018 Math CAASPP data.	Black Mountain Middle School will increase student achievement in English Language Arts. This will be measured by: The percentage of Students with Disabilities in Not Met band will decrease by at least 3% on SBAC 2020 ELA assessment in class cohorts. (class of 2019, 2020, etc.)

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

Humanities focuses on the AVID WICOR strategies as described below:

Writing - We continue to improve our uniformity in standards & expectations with flexibility in lessons/activities for all 8th grade students using RACE (Restate, Answer, Cite, Explain), Rhetorical Precis, Peer Editing, MLA Format, DBQs.

Inquiry - We continue to use our Focused Note-Taking as our expectation, and focus on Costa's Level of Thinking & Questioning and scaffold the process for all 8th grade students in order to keep them questioning at a higher level.

Collaboration: We use sentence frames, philosophical chairs, Socratic Seminar, focused note taking.

Organization - We use similar techniques to keep all 8th grade students organized and aware of

their learning. (i.e.: Raider Reminder Monitoring, First Five, Video on "How to set-up your binder", Binder/Materials checks, Practiced routines in Homeroom).

Reading - We ensure that all 8th grade students become familiar and practice reading strategies and academic language through various techniques to increase comprehension and understanding (PIE, AVID Weekly, Marking the text, Newsela for leveled-reading).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4195.78	Educationally Disadvantaged Youth
5280	English Learners

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	English Learners
0	Educationally Disadvantaged Youth

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All 6th grade students

Strategy/Activity

Students are supported through the use of graphic organizers to scaffold the process of writing, such as: RACE, sentence frames, the Three-Part Integration formula, etc.
Students use Marking the Text strategies to determine the main idea, supporting details, claim, evidence, author's purpose, multiple perspectives, etc.

Students use a variety of focused-note taking strategies to determine important information, create study guides, participate in collaborative conversations, and synthesize information. Students follow the First Five process upon their entrance into class, use their Raider Reminders to record homework and deadlines, prepare for binder/spiral checks, and Synergy grade checks.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2640	English Learners
2097.89	Educationally Disadvantaged Youth

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

English tutorials before, during or after school, Study Skills ELA/Writing support, RSP ELA class (small group teaching), use of word banks when assessing, utilizing visual and verbal supports scaffolded instructions.

Appropriately leveled reading intervention (i.e.: supplemental reading program such as BARTON), CLOZED reading and writing and sentence starters, graphic organizers, color coded, larger print, more scaffolded notes, masking for reading, diagrams and figures to reference, SAI co-teaching in select classes - science and social studies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5693.33	Educationally Disadvantaged Youth

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Students will use graphic organizers to scaffold the process of writing, such as: RACE, sentence frames. RACE is related to CER (claim, evidence, reasoning) relates specifically to RACE RA = the claim, C = cite evidence and E = reasoning, how the evidence supports the claim.

Inquiry - showing visuals, videos, and phenomena to help students develop multi-layered questions

Students take focused notes, add Costa's Questions (all 3 levels) and summarize notes using AVID "10-24-7" strategy.

Students use Marking the Text strategies to determine the main idea, supporting details, claim, and evidence.

Science World magazines to teach visual information within current and relevant science topics.

Students use Interactive Notebooks, graphic organizers, and a variety of note-taking techniques and templates to differentiate instruction and meet the needs of all students.

Test re-takes.

The use of multiple modalities for instruction and for students to demonstrate their 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, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0.00

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students - Physical Education Department

Strategy/Activity

Provide a text rich environment in the locker room, fitness lab, and in various classroom assignments that promote literacy. Specific lessons involve text at stations for students to read or short articles for students to annotate and respond to questions.

Provide more opportunities for written responses that provide helpful feedback for the student and teacher. These responses will be in the form of unit assessments, quizzes, and free response questions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

English Language Learner - Science Department

Strategy/Activity

Adjust Lexile levels of TCI along with translations (Google for translations) visual vocabulary, and text to speech (read-a-loud) audio setting.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Students not performing at grade level in ELA

Strategy/Activity

BMMS administration provides professional growth time for the Humanities department to collaborate via vertical articulation in order to align curriculum and skills in a way that maximizes learning, achievement 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, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

3. Strengthen and maintain a safe, healthy, positive, and attractive learning environment for all learners.

Goal 3: Socio-Emotional/Behavior

To ensure each and every Raider benefits from the Home Field Advantage during the 2019-20 school year, BMMS staff will define Home Field Advantage, examine evidence of it, identify who feels it and who does not.

Identified Need

This need was identified by analyzing attendance and discipline data, as well as results from CA Healthy Kids Survey from 2018-19. Current data indicates a decrease in the percentage of students who "Strongly Agree" they feel safe in our school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from a schoolwide survey of all students done in in Homeroom classes will be conducted Fall 2019 and Spring 2020, site attendance and discipline data, as well as CA Healthy Kids Survey,	Survey results from Fall 2019 will serve as the baseline for this indicator. CA Healthy Kids Survey data from 2018-19 shows an 18% decline in the number of students who "Strongly Agree" that they feel safe in our school. American Indian or Alaska Natives are the only group which showed an increase in number of students who "Strongly Agree" they feel safe at our school with an increase of 27%. The largest decrease in students who feel safe at our school is 36% for African Americans.	Black Mountain Middle School will increase students' level of feeling safe and valued at our school. We will decrease our chronic absenteeism rate by 2%. Our suspension rate will decrease by 10%. achievement in Mathematics. On the CA Healthy Kids Survey, the number of students who indicate they "Strongly Agree" that they feel safe at our school will increase by at least 10%.
English Learner		
EDY/Title I		
Student with Disabilities		

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

Through a survey administered to all students through Homeroom classes in Fall 2019 and in Spring 2020, data collected will be analyzed to determine students' level of comfort and safety of students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Educationally Disadvantaged Youth

English Learners

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

Black Mountain will decrease the suspension rate by at least 10% by increasing students' positive behavior rewards, emphasizing development of meaningful relationships within classrooms, continuing Mentor/Mentee and Anger Management Programs, and creating alternative to suspension discipline program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Tier II Intervention for At Risk Students

Strategy/Activity

Black Mountain counseling will work with staff to identify, organize and implement small group counseling for 'at-risk' students. BMMS staff will work with R-t-I TOSA to identifying intervention strategies to improve student behavior and academic success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Black Mountain will create a Positive Supports Team to implement PBIS and No Place for Hate school wide. This will be done through Homeroom lessons, All Star Raider Program, Ice Cream Rewards for Lunch, and Raider Rewards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

A variety of clubs are available to all students to help them feel connected to school and their peers. Some examples include the GSA Club (Gay Straight Alliance); Science Olympiad, Kindness Crew, FCA Federation of Christian Athletes, Dungeons and Dragons, Lunch Bunch (open classroom for kids to have a place to go during lunch).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Black Mountain will create a mindful minute program where all students will learn to practice mindfulness that they can apply at any point during their day.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

4. Increase parent and student engagement in learning through enhanced community involvement in the education of our students.

Goal 4: (Optional)

By June of 2020, Black Mountain Middle school will increase the level of parent and student engagement during community events.

Identified Need

This need was identified by students and parent feedback received by BMMS teachers, staff, administration and counseling.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from Coffee with the Principal Attendance, Breakfast of Champions, Fall Fest Attendance, Back to School Night, AVID Parent Night and Induction Ceremony, Weekly Principal Communications, views on BMMS YouTube page.	In 2018-2019, BMMS averaged 7 parents per Coffee with the Principal, 25 parents each Breakfast of Champions, we raised \$50,000 at Fall Fest and we had 9,500 views on our school's YouTube page.	In 2019-2020, BMMS will average 10 parents per Coffee with the Principal, 27 parents each Breakfast of Champions, raise over \$50,000 at Fall Fest and have 10,000 views on YouTube.
English Learner		
EDY/Title I		
Student with Disabilities		

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

Black Mountain Staff will draft, edit and agree upon a common definition of Home Field Advantage.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	Educationally Disadvantaged Youth
	English Learners

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students and families

Strategy/Activity

During parent events like Back to School Night, Coffee with the Principal, Bridging to BMMS Fall Fest, and within parent communications like our weekly newsletter, Black Mountain Middle School will share the definition of Home Field Advantage.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All families

Strategy/Activity

Counseling leads Parent Education events, referred to as Parent University, to empower and educate parents on topics that pertain to their child's development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

\$1000

Source(s)

General Fund

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Families with children in specialized programs

Strategy/Activity

BMMS organizes and leads parent information events for groups like GATE, ELL, AVID and ACADEMY that serve specific student groups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students interested in learning Mandarin culture and language

Strategy/Activity

Students can participate in a voluntary Mandarin Power Hour held after school twice a week that supports after school enrichment related to Chinese culture. Students will rotate every trimester, thus affording this learning enrichment opportunity for up to 75 students this school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

\$6250

Source(s)

District Funded

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	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$35,490.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$6,250.00
Educationally Disadvantaged Youth	\$17,680.00
English Learners	\$10,560.00
General Fund	\$1,000.00

Subtotal of state or local funds included for this school: \$35,490.00

Total of federal, state, and/or local funds for this school: \$35,490.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Educationally Disadvantaged Youth	17680.00	0.00
English Learners	\$10,560.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	6,250.00
Educationally Disadvantaged Youth	17,680.00
English Learners	10,560.00
General Fund	1,000.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	District Funded	6,250.00
	Educationally Disadvantaged Youth	17,680.00
	English Learners	10,560.00
	General Fund	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	8,333.00
Goal 2	19,907.00
Goal 4	7,250.00

School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role	Date	Signature
Scott Corso	Principal		
JoAnne Larson	Other School Staff		
Michael Peck	Classroom Teacher		
Rachel Buenuelos	Classroom Teacher		
Lindsey Barker	Classroom Teacher		
Leslie Kerrigan	Classroom Teacher		
Rick Cervantes	Parent or Community		
Saba Ozyurt	Parent or Community		
Yvette Stanley	Parent or Community		
Catherine Rowe	Secondary Student		
Tanvi Bhide	Secondary Student		
Arian Nazerian	Secondary Student		

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

Recommendations and Assurances

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

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

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

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

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

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

This SPSA was adopted by the SSC at a public meeting on 10-24-19.

Attested:

Principal, Scott Corso on

SSC Chairperson, Jo Ann E. Cooper on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019