School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Buena Park Junior High School	30-66456-6027551	May 23, 2019	July

Purpose and Description

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

Additional Targeted Support and Improvement
Our school plan describes the school wide program that includes strategies, actions, and services

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

Our plan is aligned with our district local control and accountability plan through collaboration with the district in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the Buena Park School District; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

A comprehensive needs assessment occurred through input from all school advisory councils and the LCAP survey's given to staff, students, and families during the year. The LCAP survey asked stakeholders about their opinion on school facilities, instructional materials, counseling support, support for students during class time, before and after school programs, MTSS, PBIS, College preparation, language support, school involvement, health and fitness, STEM, Arts programs, decision making at the school, professional learning, and technology integration. Parent survey results indicate that they are unaware of after school programs that are available, that our counseling support can help students struggling with behavior, that parents classes are available at our school, that we have events for students to prepare for college, that STEM classes are available to their students, that arts/music program are available to students, that they can be involved in decisions at school through ELAC, SSC, and PTSA and at the district level through similar channels. Similar results were seen with the student survey's as well. This means that we need to do a better job getting the word out to our students and families about the services available to them and ensure we follow up appropriately when there is an interest in those areas.

Classroom Observations

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

Principals walk classrooms regularly to monitor instruction and collect data on student learning. Three times a year a collaborative group of teachers, administrators, and district support staff shadow students to collect data on student needs. EL shadowing data showed a need for long term English learners to increase in their student to student and student to teacher talk. Principal observation data pointed to a need for increase creativity in the classroom to meet the growing need for authentic student engagement with the curriculum.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

Staff use state assessments such as SBAC and ELPAC results to track progress of students and modify instruction. In addition school staff use curriculum embedded assessments, common formative assessments and other local measures to improve instruction in ELA and Math.

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

Staff meets on a weekly basis during early release day to discuss curriculum-embedded assessments, common formative assessments, and to plan re-teaching lessons and to modify instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at our school site are highly qualified and have English Learner certification.

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

All teachers at this school are credentialed and all teachers were trained on SBE adopted instructional materials.

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

Staff development is aligned to the Common Core State Standards and is based on student performance.

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

Our school site has content specific department leaders that provide support to teachers in their respective departments.

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

Teachers collaborate for one hour every Thursday and are provided a common prep period each morning.

Teaching and Learning

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

Curriculum and instructional materials are aligned to the Common Core State Standards.

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

The BPSD district blueprint provides guidance on required instructional minutes in English Language Arts, Mathematics, English Language Development, and intervention classes.

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

Lesson pacing schedule is being developed based on the Common Core State Standards. A multi-tiered system of supports is available to all students from biweekly tutorials to intensive reading interventions.

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

Standards based instructional materials are available and appropriate for all student groups.

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

The school uses SBE-adopted and standards-aligned materials. Instructional materials include state-adopted intervention materials.

Opportunity and Equal Educational Access

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

The school uses Read 180 Universal for intensive ELA intervention and other teacher selected programs for targeted interventions.

Evidence-based educational practices to raise student achievement

All educational practices used at the school are research based.

Parental Engagement

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

The school uses all community resources available to assist under-achieving students. In addition the school seeks out resources available from family and district.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The school has parent advisory councils such as the School Site Council and English Learners Advisory Council, that are involved in the planning, implementation and monitoring of the SPSA.

Funding

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

All categorical programs are used to supplement the regular education program and meet the need of under-performing students.

Fiscal support (EPC)

The district allocates general and categorical funds to provide resources to improve student achievement.

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

All stakeholder groups were involved in the developing the overall plan based on the four LCAP goals and school data. Each group reviews the goals and has an opportunity to provide input regarding development of action items to help achieve the goals. The following indicates the dates of these specific meetings:
March 14, 2019 - ELAC members met to review LCAP survey's.
April 16, 2019 - School Site Council met to review the goals and provide input.
April 22, 2019 - Certificated Staff Meeting included time for the staff to discuss the goals and provide input.
May 6, 2019 - Leadership Team met to review the staff input and incorporate it into the plan.
May 23, 2019 - SSC reviewed and approved the plan.

Based on:

The evaluation of implementation and effectiveness of the SPSA actions (see "annual evaluation and needs assessment" section), the California school dashboard data, district assessments, and school level common formative assessments, stakeholder input the SSC recommended the following revisions to the SPSA...

Resource Inequities

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

The comprehensive needs assessment involved examining data from the California school dashboard, local assessments, the California Health Kids survey results, common formative assessments, and conversations with ELAC, SSC, and the school leadership teams, and other stakeholders.

No resource inequities were identified. There is a concern that students with disabilities and our African-American subgroup are performing significantly below other student groups, and the district special education staff will support the school with coaching for instructional strategies to better support the needs of those students in general education classrooms. Additionally, our African-American subgroup will be the focus of our staff data discussions around common formative assessments and strategic tutorials provided to these students in a timely manner before falling behind their peers throughout the school year.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.2%	0.3%	0.18%	2	3	2
African American	4.8%	5.5%	3.96%	49	55	43
Asian	9.4%	11.1%	13.06%	95	111	142
Filipino	6.0%	6.6%	4.97%	61	66	54
Hispanic/Latino	69.2%	67.4%	70.47%	703	673	766
Pacific Islander	0.7%	0.6%	0.74%	7	6	8
White	8.5%	7.2%	5.34%	86	72	58
Multiple/No Response	0.8%	0.3%	0.18%	8	3	2
			Total Enrollment	1,016	998	1087

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 6			80
Grade 7	520	488	521
Grade 8	496	510	486
Total Enrollment	1,016	998	1,087

Conclusions based on this data:

1. BPJH serves a diverse student population and this will shape the curricular and instructional choices made by staff.
2. Asian and Hispanic/Latino student groups continue to grow year to year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	247	293	304	24.3%	29.4%	28.0%
Fluent English Proficient (FEP)	389	326	416	38.3%	32.7%	38.3%
Reclassified Fluent English Proficient (RFEP)	112		35	40.3%	0.0%	11.9%

Conclusions based on this data:

1. The total number of English learners continues to increase each year.
2. Redesignation rates continue to fluctuate each school year.
3. English learners continue to be a significant subgroup to support their language and academic needs.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6			78			77			77			98.7
Grade 7	524	487	503	511	481	498	510	481	497	97.5	98.8	99
Grade 8	482	494	469	473	486	465	473	486	465	98.1	98.4	99.1
All Grades	1006	981	1050	984	967	1040	983	967	1039	97.8	98.6	99

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6			2471.			3.90			29.87			20.78			45.45
Grade 7	2533.	2533.	2516.	14	13.72	9.66	30	29.73	29.98	26	26.82	22.74	30	29.73	37.63
Grade 8	2529.	2542.	2538.	7	12.96	11.18	25	25.31	29.46	34	32.10	26.67	34	29.63	32.69
All Grades	N/A	N/A	N/A	10	13.34	9.91	28	27.51	29.74	30	29.47	24.35	32	29.68	36.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6			10.39			37.66			51.95
Grade 7	16	20.58	17.51	43	48.86	42.66	40	30.56	39.84
Grade 8	14	20.16	19.35	49	41.77	41.51	37	38.07	39.14
All Grades	15	20.37	17.81	46	45.29	41.77	39	34.33	40.42

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6			9.09			46.75			44.16
Grade 7	26	22.87	18.51	46	47.40	45.07	28	29.73	36.42
Grade 8	14	19.96	18.97	43	46.50	46.98	43	33.54	34.05
All Grades	21	21.41	18.02	44	46.95	46.05	35	31.64	35.93

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6			2.60			62.34			35.06
Grade 7	11	11.23	8.65	65	62.58	55.33	23	26.20	36.02
Grade 8	8	11.73	10.97	72	68.31	63.01	20	19.96	26.02
All Grades	10	11.48	9.24	69	65.46	59.29	22	23.06	31.47

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6			14.29			46.75			38.96
Grade 7	24	23.28	22.94	49	49.27	47.48	27	27.44	29.58
Grade 8	14	23.46	23.06	54	46.30	47.20	32	30.25	29.74
All Grades	19	23.37	22.35	51	47.78	47.30	29	28.85	30.35

Conclusions based on this data:

1. 7th grade percentage of students meeting or exceeding the standard has declined by 3% in the past year and declined 4% over a total of three years. 8th grade percentage of student meeting or exceeding the standard has increased by 3% in the past year and increased by 8% in the last three years.
2. Teachers in the English language arts department were given release time to develop curriculum and look at data to support improving student outcomes in the area of reading, listening and writing.
3. Moving into the 2019-20 school year ELA will continue focusing their release time on improving Research and Inquiry lessons in their ELA units and training on the Writing workshop methods.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6			78			77			77			98.7
Grade 7	525	487	503	517	486	499	517	486	499	98.5	99.8	99.2
Grade 8	483	494	469	478	491	465	478	491	465	99	99.4	99.1
All Grades	1008	981	1050	995	977	1041	995	977	1041	98.7	99.6	99.1

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6			2502.			9.09			22.08			32.47			36.36
Grade 7	2516.	2512.	2516.	11	12.55	13.23	19	17.90	19.64	34	33.13	31.66	35	36.42	35.47
Grade 8	2515.	2514.	2503.	9	9.78	10.54	15	15.89	10.11	28	26.68	25.59	48	47.66	53.76
All Grades	N/A	N/A	N/A	10	11.16	11.72	17	16.89	15.56	31	29.89	29.01	42	42.07	43.71

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6			24.68			28.57			46.75
Grade 7	20	19.96	22.65	32	32.92	32.26	48	47.12	45.09
Grade 8	13	13.85	12.90	32	34.83	29.25	55	51.32	57.85
All Grades	16	16.89	18.44	32	33.88	30.64	51	49.23	50.91

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6			6.49			49.35			44.16
Grade 7	13	12.35	14.23	42	45.06	45.89	45	42.59	39.88
Grade 8	8	11.61	10.97	57	36.46	42.58	35	51.93	46.45
All Grades	11	11.98	12.20	49	40.74	44.67	40	47.29	43.13

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6			11.69			44.16			44.16
Grade 7	16	13.79	15.43	55	54.73	50.70	29	31.48	33.87
Grade 8	11	13.85	12.47	56	49.90	45.16	33	36.25	42.37
All Grades	14	13.82	13.83	55	52.30	47.74	31	33.88	38.42

Conclusions based on this data:

1. 7th grade math scores have increased by 2% in the past year and increased 3% over the last three years. 8th grade math scores declined by 6% in the past year and declined by 4% over the last three years.
2. Math teachers will increase the number of hours students use the Math Space curriculum which is tablet based to support student practice of algebraic concepts.
3. Math will be provided release time to focus on essential standard units to increase student achievement on key critical standards in mathematics.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	**Overall**	**Oral Language**	**Written Language**	**Number of Students Tested**
Grade 6	1548.8	1550.8	1546.4	20
Grade 7	1524.5	1514.2	1534.4	135
Grade 8	1548.4	1541.5	1554.8	92
All Grades				247

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade 6	*	*	13	65.00	*	*			20
Grade 7	49	36.30	42	31.11	24	17.78	20	14.81	135
Grade 8	45	48.91	28	30.43	11	11.96	*	*	92
All Grades	100	40.49	83	33.60	36	14.57	28	11.34	247

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade 6	13	65.00	*	*					20
Grade 7	57	42.22	50	37.04	12	8.89	16	11.85	135
Grade 8	55	59.78	25	27.17	*	*	*	*	92
All Grades	125	50.61	82	33.20	16	6.48	24	9.72	247

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade 6	*	*	*	*	*	*	*	*	20
Grade 7	40	29.63	34	25.19	26	19.26	35	25.93	135
Grade 8	36	39.13	26	28.26	17	18.48	13	14.13	92
All Grades	80	32.39	65	26.32	53	21.46	49	19.84	247

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*	*	*	20
Grade 7	51	37.78	63	46.67	21	15.56	135
Grade 8	45	48.91	40	43.48	*	*	92
All Grades	105	42.51	113	45.75	29	11.74	247

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	15	75.00	*	*			20
Grade 7	71	52.59	49	36.30	15	11.11	135
Grade 8	60	65.22	24	26.09	*	*	92
All Grades	146	59.11	78	31.58	23	9.31	247

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*	*	*	20
Grade 7	35	25.93	40	29.63	60	44.44	135
Grade 8	35	38.04	25	27.17	32	34.78	92
All Grades	76	30.77	69	27.94	102	41.30	247

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	16	80.00			20
Grade 7	37	27.41	86	63.70	12	8.89	135
Grade 8	30	32.61	57	61.96	*	*	92
All Grades	71	28.74	159	64.37	17	6.88	247

Conclusions based on this data:

1. 73% of our English learners score in the higher range of a 3 or 4 on the ELPAC assessment
2. Greater emphasis on supporting Academic language will help the students scoring at 3 or 4 to move on to redesignation.
3. Reading and Writing domains are the weakest leading us to believe that academic language is the barrier to proficient performance on the state assessment.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,087	**79.6%**	**28.0%**	**0.6%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	304	28.0%
Foster Youth	6	0.6%
Homeless	49	4.5%
Socioeconomically Disadvantaged	865	79.6%
Students with Disabilities	107	9.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	43	4.0%
American Indian	2	0.2%
Asian	142	13.1%
Filipino	54	5.0%
Hispanic	766	70.5%
Two or More Races	12	1.1%
Pacific Islander	8	0.7%
White	58	5.3%

Conclusions based on this data:

1. Buena Park Junior High is an Ethnically diverse school which will impact the differentiated needs of our students.
2. English learners, socioeconomically disadvantaged, students with disabilities and homeless youth are major subgroups to support academically at our school

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Orange	**Suspension Rate** Green
Mathematics Orange		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. More professional development needs to be done in the area of mathematics and additional time and support added to the school day.
2. English learners continue to make progress each year. Continued support of programs supporting English learners is recommended moving forward to maintain this growth.
3. Continued investment into student engagement, positive behavior supports, parent involvement, and counseling are needed to affect the school suspension rate.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	3	1	3	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
32.7 points below standard	59.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -12.9 points	Declined -10.2 points	8 students
1003 students	520 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Yellow	Orange	Red
40.7 points below standard	49 points below standard	147.6 points below standard
Increased 11.2 points	Declined -9.5 points	Declined -7.2 points
50 students	803 students	97 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	Green	Green
100.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	48.2 points above standard	20.8 points above standard
Declined -62.1 points	2 students	Declined -25.9 points	Declined -29 points
40 students		137 students	54 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
52.7 points below standard	3.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	4.3 points above standard
Declined -8.9 points	11 students	8 students	Increased 14.6 points
696 students			53 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
111.8 points below standard	10.8 points below standard	32.5 points below standard
Declined -15.3 points	Declined -18.7 points	Declined -18.3 points
250 students	270 students	337 students

Conclusions based on this data:

1. According to this dashboard report students are decreasing in their performance in English Language Arts. In particularly with our students with disabilities and our African American subgroups over multiple years.
2. Reclassified English learners continue to show strong growth and achievement in English Language Arts although they declined 18 points this school year and English learners declined and continue to need support to reach proficiency.
3. Homeless and White students showed a modest increase in proficiency over the last school year.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	4	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
63.5 points below standard	90.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1.1 points	Maintained -0.8 points	8 students
1003 students	520 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Yellow	Yellow	Red
74.4 points below standard	79.3 points below standard	187.8 points below standard
Increased 13.9 points	Increased 3.9 points	Maintained 0.3 points
50 students	803 students	97 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	Green	Yellow
128.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	39.7 points above standard	4.9 points below standard
Declined -25.4 points	2 students	Declined -10.8 points	Declined -10.9 points
40 students		137 students	54 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
87.5 points below standard	42.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	35.2 points below standard
Maintained -0.2 points	11 students	8 students	Increased
696 students			20.6 points 53 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
133 points below standard	51.4 points below standard	62.4 points below standard
Maintained 2.4 points	Declined -16.4 points	Maintained -1 points
250 students	270 students	337 students

Conclusions based on this data:

1. According to this Dashboard report Mathematics achievement has maintained overall for BPJH with only Asian, Filipino, African American and reclassified English learners declining year to year.
2. Homeless students showed a 13 point increase in mathematics year to year.
3. Additional support is needed for students to grow their academic language skills to access instruction on these rigorous standards in mathematics.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
247	40.5%	33.6%	14.6%	11.3%

Conclusions based on this data:

1. 11% of our English learner population is still at the beginning stages of English proficiency
2. 74% of our English learners are well developed or moderately developed in their English proficiency
3. English learners are needing additional support in mathematics. A focus on academic language building will help English learners access the core curriculum in mathematics.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	6	1	0	2

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
6.9% chronically absent	7.4% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 1.1%	Increased 2.1%	9 students
1123 students	312 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	Orange
16.7% chronically absent	7.9% chronically absent	14.9% chronically absent
Increased 3.6%	Increased 1.6%	Increased 5.7%
66 students	904 students	114 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Blue	Blue
17.8% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	1.4% chronically absent	0% chronically absent
Increased 6.3%	3 students	Maintained 0.3%	Maintained 0%
45 students		145 students	55 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
7.3% chronically absent	6.7% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	10.3% chronically absent
Increased 1.3%	Declined 1%	10 students	Declined 0.5%
792 students	15 students		58 students

Conclusions based on this data:

1. Chronic absenteeism increased by 1% year to year.
2. Homeless, African American, and students with disabilities have the highest levels of absenteeism in the school.
3. Absenteeism may be a contributing factor to certain demographics performance in Mathematics and English Language Arts

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year	
2017	2018

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	2	3	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
7.5% suspended at least once	9% suspended at least once	Less than 11 Students - Data Not
Declined -1.1%	Maintained -0.1%	10 students
1147 students	321 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Green	Yellow	Red
7% suspended at least once	8.3% suspended at least once	12.9% suspended at least once
Declined -11.8%	Declined -1.8%	Increased 4.1%
71 students	925 students	116 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Green	Orange
14.9% suspended at least once	Less than 11 Students - Data 3 students	2.8% suspended at least once	3.6% suspended at least once
Declined -7%		Declined -1.3%	Increased 0.7%
47 students		145 students	55 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
8.6% suspended at least once	0% suspended at least once	Less than 11 Students - Data 10 students	3.3% suspended at least once
Declined -0.5%	Maintained 0%		Declined -3.3%
812 students	15 students		60 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
7.5% suspended at least once	8.6% suspended at least once	7.5% suspended at least once

Conclusions based on this data:

1. Our school had a 1% decrease in students suspensions year to year and suspensions continue to remain high as a school overall.
2. Suspensions for Filipino, African American, students with disabilities, and English learner subgroups are in the orange or red performance levels and will need support.
3. African American students suspensions remain high but have declined by 7% year to year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will reach high standards, at a minimum, attaining proficiency or better in Language Arts and Mathematics through Common Core State Standards based instruction and assessments.

Goal 1

Increase student achievement through state standards-based instruction and assessments in order to prepare for college and career.

Identified Need

7th and 8th grade students' performance on SBAC Math and English Language Arts assessments were below expectations, indicating a need for more support for struggling students. English Learners, Hispanic, Homeless and socioeconomically disadvantaged students remain far below school wide results in mathematics and english language arts reflecting a need for additional supports for teachers and students. This is also the case, in greater degree for African American and Students with Disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Indicator - ELA Distance from Standard	All: 32 points below (Orange) EL: 59 points below Low Income: 49 points below Hispanic: 52 points below Homeless: 40 points below Students w/Disabilities: 147 points below African American: 100 points below	Mean distance from Standard will improve to: All: 26 points below (Yellow) EL: 48 points below (Yellow) Low Income: 40 points below (Yellow) Hispanic: 42 points below (Yellow) Homeless: 32 points below (Yellow) Students w/Disabilities: 118 points below (Orange) African American: 80 points below (Orange)
Academic Indicator - Math Distance from Standard	All: 63 points below (Orange) EL: 90 points below Low Income: 79 points below Hispanic: 87 points below Homeless: 74 points below Students w/Disabilities: 187 points below African American: 128 points below	Mean distance from Standard will improve to: All: 55 points below (Yellow) EL: 77 points below (Yellow) Low Income: 68 points below (Yellow) Hispanic: 74 points below (Yellow) Homeless: 64 points below (Yellow)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Students w/Disabilities: 154 points below (Orange) African American: 107 points below (Orange)
Suspension Rate	All: 7.5% (Green) EL: 9% (Orange) Low Income: 8.3% (Yellow) Hispanic: 8.6% (Yellow) Homeless: 7% (Green) Students w/Disabilities: 12.9% (Red) African American: 14.9% (Orange)	All: 7% (Green) EL: 8%(Green) Low Income: 7.5% (Green) Hispanic: 7.5% (Green) Homeless: 6.5% (Green) Students w/Disabilities: 10% (Yellow) African American: 11% (Yellow)

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

At Risk students

Strategy/Activity

Renew supplemental reading curriculum for students that are two or more grade levels behind in 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)
10000	Title I
17000	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue using a 32 minute tutorial period in the school bell schedule twice a week to provide extra time for students to get support in all academic areas including English Language Arts and Mathematics.

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)
	None Specified

Strategy/Activity 3

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

All Students

Strategy/Activity

Implement common formative assessments for essential CCSS in ELA and Math.

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)
	None Specified

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

Access and provide individual student data to Professional Learning Communities (PLC) to inform and modify instruction and to systematically align interventions for students at risk of not meeting grade-level standards (LEA Goal).

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)
	None Specified

Strategy/Activity 5

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

At-Risk students

Strategy/Activity

Provide additional assistance to at-risk students after school who may struggle with ELA or math concepts or who struggle to complete homework or assigned projects on their own or at home or who may not have internet access outside of school.

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

Amount(s)	Source(s)
7232	Title I
2000	Discretionary

Strategy/Activity 6

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

English Learners

Strategy/Activity

Provide supplemental iLit English learner software to all English learner classroom teachers

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)
9000	Title I

Strategy/Activity 7

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

At-Risk students

Strategy/Activity

CAST (collaborative academic support team) will come together to assign supports for students at risk of not meeting ELA and Math standards.

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)
5889	Title I

Strategy/Activity 8

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

All students

Strategy/Activity

Fund 5 instructional leadership coaches stipends to support staff in the literacy and mathematics needs and management of assessment data related to learning goals for 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)
10000	Discretionary
6409	Discretionary

Strategy/Activity 9

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

At-Risk students

Strategy/Activity

Fund AVID coach to support staff with additional instructional needs of students in the AVID 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)
2500	Title I

Strategy/Activity 10

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

At-Risk students

Strategy/Activity

Provide AVID tutors for additional support in the AVID program and expand AVID tutorial to include AVID excel and summer bridge 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)
25000	Title I

7767	Title I
3000	Title I

Strategy/Activity 11

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

All Students

Strategy/Activity

Provide teacher release time for English and Mathematics planning, and coaching observations to enhance ELA and Math instruction and intervention.

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

Amount(s)	Source(s)
3000	Discretionary

Strategy/Activity 12

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

At-Risk students

Strategy/Activity

AVID Conferences and workshops for four AVID teachers. Support the AVID program by funding the Site Registration fee.

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)
6500	Title I
5000	Discretionary

Strategy/Activity 13

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

All Students

Strategy/Activity

Provide students with school-wide Agenda planners to assist them with time management, homework follow through, and to provide another tool for parent communication

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4000	Discretionary

Strategy/Activity 14

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

All students

Strategy/Activity

Provide Instructional Materials to the English, Math, History, Science, Physical Education and Electives department to include supplies, markers, pencils, etc.

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

Amount(s)	Source(s)
6000	Discretionary

Strategy/Activity 15

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

English Learners

Strategy/Activity

Provide Rosetta Stone program for students new to the country.

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 16

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

All Students

Strategy/Activity

Family Services Specialist to support the academic partnership with families experiencing language barriers and support ELPAC assessment.

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)
40000	Discretionary
11096	Discretionary
4889.78	Discretionary

Strategy/Activity 17

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

Strategy/Activity
Provide bussing for the after school homework club and enrichment programs.

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)
3102	Title I
4000	Title I

Strategy/Activity 18

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

Strategy/Activity
Review Reclassification criteria and monitor progress of ELs by analyzing ELPAC data, curriculum embedded assessments, CAASPP results and grades.

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 19

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

GATE students

Strategy/Activity

Provide GATE enrichment programs in the areas of Honors Academy, STEM, Academic Pentathlon, Speech and Debate, Chess, and Art

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)
9500	District Funded

Strategy/Activity 20

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

All students

Strategy/Activity

Continue supporting Project Lead The Way for STEM supplemental 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)
1000	Title I

Strategy/Activity 21

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

All students

Strategy/Activity

Provide instructional materials to include copy paper for instructional purposes.

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)
7000	Discretionary

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Implementation of our goals in area 1 would be considered "moderate". Activities like tutorial period were used during the school day in some departments. But additional targeted tutorials based on essential learning outcomes would be needed in order for students to make more progress. A number of tutorials focused on homework completion, test make ups, and study hall periods. These types of tutorials helped some students improve their grades but it did not equate to greater achievement toward the standards.

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

There were no material differences between budgeted and expended categorial funds. Funds were expended as approved by the School Site Council and Governing Board.

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

Moving forward tutorials should focus on targeted skills within the English Language Arts and Mathematics standards. Additionally, tutorials should also focus on supporting our subgroups that need to close the achievement gap. In order for teaching staff to determine what students to support common formative assessments will be used in every core subject area to determine which students need additional support and what teaching strategies are showing promise in supporting our students.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Create and maintain positive, safe and productive 21st Century learning environments.

Goal 2

All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Identified Need

Additional support for students to do creative and meaningful work in the classroom and refocus on tier 1 PBIS supports across the campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Parent Survey	Forty families completed the BPSD LCAP Survey. Of those, 89% of parents feel that our facilities are neat and clean, and 84% parents feel the facilities are maintained in good repair. In regards to 21st Century learning environments, 69% of the 40 parents are satisfied with instruction for using computers and technology.	100% of families completing the BPSD LCAP Survey will feel our facilities are clean, neat and in good repair. 100% of families will be satisfied with instruction for using computers and technology.
California Healthy Kids Survey	Students: 93% of students in 7th grade feel safe at school. 47% of students feel they do interesting activities.	100% of students will feel safe at school. 80% of students will feel they do interesting activities in school.
Suspension Rate - CA Dashboard	Specific subgroups fell in the red/orange indicator for suspensions with an increase of only 1.2%.	Decrease the number of suspensions by 20%.

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

Strategy/Activity 1

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

All Students

Strategy/Activity

Continue to contract with Outreach Concern counseling services for student mental health services five days per week.

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

Amount(s)	Source(s)
	District Funded

Strategy/Activity 2

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

All students

Strategy/Activity

Continue to develop PLTW units to support enrichment in Science, Technology, Engineering, and Math.

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

Amount(s)	Source(s)
5000	Title I

Strategy/Activity 3

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

All students

Strategy/Activity

Contract for School Resource Officer (SRO)

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

Amount(s)	Source(s)
	District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide the Someone Like Me Anti-Bullying assembly on campus through Kaiser Permanente's Educational Theatre.

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

Work with OC Grip program partnership

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

Provide After-School sports so that students have a positive team work opportunity to build school culture.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3500	Discretionary

4662	Discretionary

Strategy/Activity 7

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

All students

Strategy/Activity

Support 7th Grade transition with ASB/RRR Elective. 8th Grade leadership students partner up with 7th grade students to provide peer support.

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

Amount(s)	Source(s)
4000	Discretionary

Strategy/Activity 8

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

All students

Strategy/Activity

PBIS Team members will meet three times a year to look at student behavior data and develop behavior interventions as well as reward incentives.

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 9

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

All students

Strategy/Activity

Contract with outside vendor to support our coding and STEM classes.

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

Amount(s)	Source(s)
16000	Discretionary

Strategy/Activity 10

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

All students

Strategy/Activity

Continue to fund the Journalism, and Yearbook stipends.

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

Amount(s)	Source(s)
2000	Discretionary

Strategy/Activity 11

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

All students

Strategy/Activity

Provide an additional behavior tracking program for the development of a positive behavioral intervention system and Flexible scheduling software for tutorials.

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

Amount(s)	Source(s)
6000	Title I
3000	Title I

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Implementation of our goals in area 2 would be considered "moderate". Activities like RRR tuesday were implemented and effective in supporting the needs of our 7th grade students. Partnerships with Kaiser, GRIP, Outreach concern and helped meet the social emotional needs of our students and reduce bullying and reduce suspensions. PBIS will need to be renewed next school year with a focus back on tier 1 supports across campus.

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

There were no material differences between budgeted and expended categorial funds. Funds were expended as approved by the School Site Council and Governing Board.

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

Moving forward PBIS, STEM, and GRIP will be coordinated by the district program specialist thus providing additional focus as opposed to a classroom teacher or counselor who has to focus on additional factors other than PBIS.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Recruit, retain and support all staff to increase student achievement.

Goal 3

Recruit, retain and support all staff to increase student achievement and build capacity.

Identified Need

Continue to provide resources and training to staff to be able to do their job effectively.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff Survey - California Healthy Kids	82% of staff indicated that they are provided with the resources and training to do their job effectively.	By May 2019, 100% of staff will feel they have the resources and training to do their job effectively.
CAASPP - ELA	On the spring 2018 CAASPP ELA assessment, 18% of students scored standard not met, 15% of students scored standard nearly met, 67% of students scored standard met or exceeded standards.	ELA: By May 2019, a minimum of 10% of students in grades previously scoring "standard nearly met" and "standard not met" will increase on the ELA achievement
CAASPP - Math	On the spring 2018 CAASPP Math assessment, 18% of students scored standard not met, 20% of students scored standard nearly met, 62% of students scored standard met or standard exceeded.	Mathematics: By May 2019, a minimum of 10% of students in grades 4-6 previously scoring "standard nearly met" and "standard not met" will increase in math achievement.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Department teams will create SMART goals for student performance

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 2

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

All students

Strategy/Activity

Provide all staff at BPJH professional development on acquiring of 21st century instructional skills in the area of creativity.

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)
8000	Title I

Strategy/Activity 3

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

All students

Strategy/Activity

Hold meetings once a month with new staff members to provide necessary information and professional development to support new staff and ensure success in their first year at our school.

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

Amount(s) Source(s)

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

Provide appropriate classroom technology for staff to use to support student 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)
10000	Discretionary
5000	Discretionary

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

Provide incentives throughout the year for student programs to promote positive behaviors.

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)
1000	Discretionary

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Implementation of our goals in area 3 would be considered "moderate". Activities like 21st technology implementation were implemented and effective in supporting the needs of our students. Teachers have increasingly implemented Canvas courses into their classrooms.

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

There were no material differences between budgeted and expended categorial funds. Funds were expended as approved by the School Site Council and Governing Board.

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

Less technology purchases will need to be made next year as we have equipped classrooms with all the necessary technology and will only need to replace items as they break down or need repair.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Enhance communication, participation, and outreach for parents and community members.

Goal 4

Enhance communication, participation, and outreach for parents and community members. Parents will have multiple opportunities to be engaged in their children's education.

Identified Need

Based on the information provided through our community survey's

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation in LCAP Survey	82 Buena Park Junior High School families participated in the 2018-2019 BPSD LCAP Survey.	There will be a minimum of 100% increase in parents participating in the 2019-2020 LCAP Survey.
LCAP Survey - Communication	On average, 91.5% of parents taking the survey are satisfied with school to home communication and the information in their primary language.	There will be a minimum of 93% of parents reporting they are satisfied with communication.
LCAP Survey - Engagement	On average, 63.5% of parents taking the survey reported being satisfied with opportunities to be involved and make decisions. 18.3% were neither satisfied or unsatisfied.	There will be a minimum of 90% of parents reporting being satisfied with opportunities for engagement.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Parent conferences for all students will be held in September to discuss student progress. Conferences will be held in the evening hours as well as early morning hours to involve parents.

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 2

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

All students

Strategy/Activity

Monthly PTSA, SSC, ELAC meetings will be held to keep parents informed on current school events and ways they can help support the school through volunteer efforts.

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)

All Students

Strategy/Activity

School volunteers will be recognized at quarterly student awards assemblies and the end of the year banquet.

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

PTSA will sponsor numerous activities and events throughout the year to promote parent/community involvement and family bonding.

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

Provide English classes and parent classes in to help support our students and families in their academic 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) 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

Staff members will support PTSA sponsored events by attending and assisting as needed.

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 7

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

All students

Strategy/Activity

Parents will have access online to view student grades, assignments and assessments via Canvas app. Grade reports will be printed and sent home quarterly.

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)
9000	Discretionary

Strategy/Activity 8

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

All students

Strategy/Activity

A telephone, email, and text service will be used regularly to inform parents of upcoming events and important information. Information will also be broadcasted in Spanish.

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

Amount(s)	Source(s)
	District Funded

Strategy/Activity 9

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

All students

Strategy/Activity

Additional parent workshops will be provided on Math Space use, general student achievement, bullying, body image, understanding of the needs of Long Term English Learners and drug awareness.

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

Amount(s)	Source(s)

Strategy/Activity 10

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

All students

Strategy/Activity

Promotion activities will be provided to allow families to celebrate student 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)
3000	Discretionary

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

40 families participated in the LCAP survey last year and this year 82 families participated. An increase of over our stated goal of 100% increase. 82% of parents taking the survey are satisfied with school to home communication and the information in their primary language last year and this year 91.5% were satisfied. The goal was to increase to 90% of parents satisfied with communication in their primary language. However, parents reported to be less satisfied with opportunities to be involved in decisions at the school level. It was at 78% and it dropped to 63.5% with 18.3% reporting to be unsure if they are satisfied or unsatisfied.

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

There were no material differences between budgeted and expended categorial funds. Funds were expended as approved by the School Site Council and Governing Board.

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

A new parent outreach tool will be implemented in this coming school year to more effectively reach parents and students and help them feel involved in school wide events and decision making.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator | Baseline/Actual Outcome | Expected Outcome

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

Strategy/Activity 1

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

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)

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	$157557
Total Federal Funds Provided to the School from the LEA for CSI	$123990
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$291,046.78

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$123,990.00

Subtotal of additional federal funds included for this school: $123,990.00

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

State or Local Programs	Allocation ($)
Discretionary	$157,556.78
District Funded	$9,500.00

Subtotal of state or local funds included for this school: $167,056.78

Total of federal, state, and/or local funds for this school: $291,046.78

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
Erik Bagger	Principal
Susan Mercier	Classroom Teacher
Donna Spiva	Other School Staff
Sasha Flores	Secondary Student
Ashley Baragan	Secondary Student
Mya Siksay	Secondary Student
Angel Valencia	Parent or Community Member
Lauren Shead	Parent or Community Member
Brenda Torres	Parent or Community Member
James Fitzgerald	Classroom Teacher
Joanne Vu	Classroom Teacher
Karen Musurlian	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	District/School Liaison Team for schools in Program Improvement

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

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

This SPSA was adopted by the SSC at a public meeting on 5/23/2019.

Attested:

Principal, Erik Bagger on 5/23/2019
SSC Chairperson, James Fitzgerald on 5/23/2019

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.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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/guidanceuseseinvestment.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/guidanceuseseinvestment.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/

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