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
Bernardo Heights Middle School	37682966107460	10/23/2019	11/14/2019

School Vision and Mission

Bernardo Heights Middle School, one of six middle schools in the Poway Unified School District, is located on the boundary lines of Rancho Bernardo and the City of Poway and is approximately 25 miles northeast of San Diego. Our community and school is a destination for families seeking maximum opportunities for their children to realize their full potential.

Mission Statement: TO ENSURE OUR STUDENTS ARE COLLEGE AND CAREER READY, BERNARDO HEIGHTS MIDDLE SCHOOL WILL:
 • Maintain a partnership among students, parents, teachers, staff, and community
 • Provide a safe, positive, and challenging environment for all children to succeed
 • Offer diverse opportunities for intellectual and personal growth for all members of the school community
 • Develop multiple literacy skills to ensure our students are effective users of ideas, information, communication, and technology
 • Promote productive, responsible, respectful, and healthy citizens for a global society
 • Encourage a passion and curiosity for life-long learning

At BHMS, we are excited to share our Bobcat PRIDE. We strive to:
 Be **P**ositive
 Be **R**esponsible
 Have **I**ntegrity
 Be **D**etermined
 Be **E**ngaged

Our school wide commitment to our Bobcat PRIDE has grown our school into a Bobcat Family where every student and staff member feels safe, supported and a sense of belonging. Our consistent support of each and every Bobcat makes BHMS the best place to be!

School Profile

Bernardo Heights Middle School is both a California Distinguished School and a National Blue Ribbon award winner. Nearby hillsides form a backdrop for our well-maintained modern campus, with a central entrance lane serving as a gateway to the neighboring campus of Rancho Bernardo High School.

Our school serves a culturally and ethnically diverse population of approximately 1,530 students whose households represent 41 different languages and a diverse variety of values and belief systems. Our community consists of an established middle and upper-middle income area and a planned retirement community and continues to expand in diversity of cultural and socio-economic backgrounds with current changes in housing and family income. Our students come to us primarily from five feeder elementary schools (Chaparral, Highland Ranch, Painted Rock, Turtleback, and Westwood) and most of our eighth graders will attend Rancho Bernardo High School which is located immediately next to BHMS. Some students will have an option to attend Del Norte High School located in 4S Ranch. We have been recognized as a California Distinguished School and as a National Blue Ribbon School.

To achieve high academic standards and to support the progress of all learners, the school staff, parents, district, and members of the community work together to meet the needs of all students so that they are on target for College and Career readiness. Our dynamic and talented staff works and plans collaboratively to provide our students with outstanding educational experiences based on current research data and California Academic Standards. With a student population of nearly 1,530 students, Bernardo Heights Middle is the largest middle school in our District. Students experience a rigorous and challenging academic curriculum. Results of state assessments are consistently above the state-wide average. Last year, approximately 70% of all students met or exceeded the standards in Language Arts and 60% met or exceeded the standard in Math. Our school continues to work together with the support of District and County resources to support the progress of each and every student and to close the gap in student achievement that exists for traditionally under-served populations such as students with disabilities, English Language Learners, and those from low socio-economic households. About 34% of our students participate in special programs: Gifted and Talented Education (15%), English Learner (7%), and Special Education (12%). The ethnic representation of BHMS is 48% Caucasian, 16% Asian, 16% Hispanic, 5% Filipino, and 2% African American and 6% Multi-ethnic. Approximately 17% of the student body qualifies for low socio-economic status.

The BHMS staff is comprised of 63 teachers, two and a half counselors, three administrators, one part-time librarian, one school psychologist, one full time and one part time speech pathologists, and 42 classified staff. Actively involved parent volunteers of PTSA, the BHMS Education Foundation members, and participants on the School Site Council and English Language Advisory Council serve as partners in our meeting the needs of our school. Bernardo Heights offers an inclusive and nurturing environment designed to foster the development of our students' values, interests, and skills to prepare them to be contributing members of a democratic society. We are committed to fostering school engagement and connection to our school.

Our instrumental and choral music programs are articulated between elementary and high school and regularly receive recognition for excellence in local and state performances and competitions. Our technology elective, through Project Lead the Way, exposes students to applications of technology in academics and industry and regularly benefits from partnerships with our regional technology industry. Advancement Via Individual Determination (AVID) elective provides a targeted population of traditionally under-served students as well as any self-selecting students extensive

preparation for coursework with an emphasis on college readiness academic focus and skills. Other opportunities for students include classes and clubs such as, Spanish Language, Art, Drama, Leadership, Associated Student Body (ASB), California Junior Scholarship Federation (CJSF), and Musical Theater.

In addition to our elective offerings and school day programs, our staff, parent community, and high school students provide our students the opportunity to explore personal interests and leadership skills by serving as mentors and advisers for over 39 student-initiated academic, co-curricular, and extra-curricular clubs and activities. Many of these clubs change from year to year; current offerings include Speech and Debate, Musical Theater, Color Guard, Best Buddies, Math Olympiad, Science Olympiad, Astronomy Club, Magic the Gathering, Fellowship of Christian Athletes, and the Yugioh Club.

The average daily attendance of our students over the last few years is 96%.

Our school website is: http://www.powayusd.com/pusdbhms/

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

At Bernardo Heights Middle School, we strive to grow based on the feedback from our stakeholders. In the Spring of 2019, feedback was gathered from all stakeholders through the Thought Exchange process and from our 7th graders through the California Healthy Kids Survey. Data and goals were reviewed with the BHMS staff and stakeholders in the fall of 2019. Stakeholders contributed to updating the 2019-2020 goals.

Our School Site Council is made up of Administrators, Teachers, Classified Staff, Students and Parents. This a representative body that brings all perspectives into the conversation and helps us to create the best programs to support each and every Bobcat.

Additionally, at Bernardo Heights we work collaboratively with our PTSA and our Bernardo Heights Education Foundation to ensure a good working relationship with our parents so that we can best support the needs of our students. Department teams propose and review department goals under the larger umbrella of our school wide goal.

School and Student Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	2016-17	**2017-18**	**2018-19**	**2016-17**	**2017-18**	**2018-19**
American Indian	0.2%	0.13%	0.19%	3	2	3
African American	2.5%	2.33%	1.73%	38	36	27
Asian	16.5%	16.56%	15.49%	247	256	242
Filipino	5.4%	5.63%	6.4%	80	87	100
Hispanic/Latino	13.5%	14.29%	16.33%	201	221	255
Pacific Islander	0.3%	0.26%	0.32%	4	4	5
White	54.2%	52.52%	49.81%	810	812	778
Multiple/No Response	0.7%	1.03%	1.47%	11	16	23
			Total Enrollment	1,494	1546	1,562

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	2016-17	**2017-18**	**2018-19**
Grade 6	518	541	486
Grade 7	487	522	551
Grade 8	489	483	525
Total Enrollment	1,494	1,546	1,562

Conclusions based on this data:

1. Our BHMS student population continues to grow.

2. The ethnic breakdown of our students in relatively consistent, though the white population has declined slightly and the Latino population has grown slightly.

3. Our 6th grade class in 2019-2020 is smaller than it has been in previous years.

School and Student Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2016-17	**2017-18**	**2018-19**	**2016-17**	**2017-18**	**2018-19**
English Learners	108	117	99	7.2%	7.6%	6.3%
Fluent English Proficient (FEP)	309	308	322	20.7%	19.9%	20.6%
Reclassified Fluent English Proficient (RFEP)	18	5	30	15.4%	4.6%	25.6%

Conclusions based on this data:

1. Our English Learner population has declined slightly over the past three years.

2. Our percentage of BHMS students who were reclassified jumped significantly in 2018-2019.

Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	516	531	485	511	520	480	511	520	480	99	97.9	99
Grade 7	476	516	539	467	513	525	466	513	525	98.1	99.4	97.4
Grade 8	485	472	524	474	461	517	474	461	517	97.7	97.7	98.7
All	1477	1519	1548	1452	1494	1522	1451	1494	1522	98.3	98.4	98.3

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2567.	2564.	2567.	28.18	28.08	30.00	41.29	43.46	42.71	20.35	16.54	16.67	10.18	11.92	10.63
Grade 7	2598.	2601.	2598.	28.54	30.21	30.67	45.71	48.15	42.67	15.88	12.48	15.43	9.87	9.16	11.24
Grade 8	2607.	2591.	2627.	28.27	23.86	33.46	38.82	37.96	44.68	21.52	22.78	16.05	11.39	15.40	5.80
All Grades	N/A	N/A	N/A	28.33	27.51	31.41	41.90	43.37	43.36	19.30	17.07	16.03	10.48	12.05	9.20

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	32.29	35.19	38.62	51.86	44.81	46.56	15.85	20.00	14.82
Grade 7	37.77	37.43	36.71	47.42	46.78	43.98	14.81	15.79	19.31
Grade 8	38.82	34.49	45.07	42.19	39.05	45.07	18.99	26.46	9.86
All Grades	36.18	35.74	40.16	47.28	43.71	45.16	16.54	20.55	14.68

Writing
Producing clear and purposeful writing

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	39.73	39.31	29.65	44.62	44.70	56.58	15.66	15.99	13.78
Grade 7	48.28	52.24	50.95	41.63	40.16	40.46	10.09	7.60	8.59
Grade 8	39.66	36.23	44.29	47.89	47.07	48.36	12.45	16.70	7.35
All Grades	42.45	42.80	41.97	44.73	43.87	48.22	12.82	13.33	9.80

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	25.83	24.47	29.65	65.36	66.86	62.42	8.81	8.67	7.93
Grade 7	26.18	18.71	24.28	63.30	69.79	68.07	10.52	11.50	7.65
Grade 8	25.53	24.08	32.11	64.98	63.34	63.25	9.49	12.58	4.64
All Grades	25.84	22.37	28.64	64.58	66.78	64.65	9.58	10.85	6.71

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	46.77	45.09	42.17	42.27	44.51	46.76	10.96	10.40	11.06
Grade 7	48.28	48.54	39.77	42.06	43.08	46.27	9.66	8.38	13.96
Grade 8	41.56	39.91	49.32	47.68	44.90	41.97	10.76	15.18	8.70
All Grades	45.55	44.68	43.78	43.97	44.14	44.96	10.48	11.19	11.26

Conclusions based on this data:

1. Our participation rate on the CAASPP has remained high over the past three years.

2. 70-75% of our students have met or exceeded the ELA standards over the past three years.

3. Students score the highest in the listening, research/inquiry and writing sections and have the most area for growth on the reading portion of the assessment.

Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	516	531	485	511	519	476	511	519	476	99	97.7	98.1
Grade 7	476	516	539	471	514	522	471	514	522	98.9	99.6	96.8
Grade 8	485	472	524	477	461	517	477	461	517	98.4	97.7	98.7
All	1477	1519	1548	1459	1494	1515	1459	1494	1515	98.8	98.4	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2565.	2569.	2570.	35.03	36.42	35.71	25.05	26.78	27.73	27.59	21.00	23.53	12.33	15.80	13.03
Grade 7	2578.	2589.	2583.	28.45	35.60	32.95	28.03	27.63	23.75	30.36	22.57	26.05	13.16	14.20	17.24
Grade 8	2604.	2599.	2613.	34.17	33.62	39.85	21.59	22.78	21.28	26.62	22.78	22.24	17.61	20.82	16.63
All Grades	N/A	N/A	N/A	32.63	35.27	36.17	24.88	25.84	24.16	28.17	22.09	23.96	14.32	16.80	15.71

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	40.90	44.89	43.28	40.90	34.30	36.97	18.20	20.81	19.75
Grade 7	40.13	41.05	40.50	37.37	38.91	34.17	22.51	20.04	25.34
Grade 8	38.99	39.70	40.78	35.43	33.41	37.09	25.58	26.90	22.14
All Grades	40.03	41.97	41.47	37.97	35.61	36.04	22.00	22.42	22.49

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	35.42	37.57	34.45	46.58	42.58	45.59	18.00	19.85	19.96
Grade 7	32.91	44.55	39.46	51.17	41.63	44.25	15.92	13.81	16.28
Grade 8	39.83	38.61	45.54	41.72	45.55	37.79	18.45	15.84	16.67
All Grades	36.05	40.29	39.96	46.47	43.17	42.47	17.48	16.53	17.57

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	35.23	34.68	35.92	46.18	45.86	45.17	18.59	19.46	18.91
Grade 7	27.60	35.02	30.84	54.99	51.75	50.19	17.41	13.23	18.97
Grade 8	36.06	35.79	37.98	47.38	47.29	47.48	16.56	16.92	14.53
All Grades	33.04	35.14	34.87	49.42	48.33	47.69	17.55	16.53	17.44

Conclusions based on this data:

1. Student participation in the Math CAASPP is strong.

2. Over the past three years, 57-62% have met or exceeded the Math standards.

3. Students do best on the Communicating Reasoning and Problem Solving & Modeling/Data Analysis portions of the exam and have the most room for growth in Concepts & Procedures.

Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	**Overall**		**Oral Language**		**Written Language**		**Number of Students Tested**
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
Grade 6	1563.1		1570.6		1555.2		31	
Grade 7	1555.7		1545.7		1565.1		23	
Grade 8	1593.1		1590.0		1595.8		28	
All Grades							82	

Overall Percentage of Students at Each Performance Level for All Students										
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
6	45.16	50	41.94	*	*	*		*	31	24
7	60.87	*	*	*	*	*	*	*	23	23
8	75.00	*	*	*		*	*	*	28	15
All Grades	59.76		29.27		*		*		82	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
6	58.06	66.67	41.94	*		*		*	31	24
7	65.22	*	*	60.87	*	*	*	*	23	23
8	85.71	*	*	*		*	*	*	28	15
All Grades	69.51		24.39		*		*		82	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
6	*	*	48.39	*	*	*	*	*	31	24
7	52.17	*	*	*	*	52.17	*	*	23	23
8	64.29	*	*	*	*	*	*	*	28	15
All Grades	46.34		30.49		13.41		*		82	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	35.48	*	61.29	58.33	*	*	31	24
7	52.17		*	86.96	*	*	23	23
8	57.14	*	39.29	80	*	*	28	15
All Grades	47.56		47.56		*		82	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	80.65	75	*	*		*	31	24
7	73.91	78.26	*	*	*	*	23	23
8	89.29	*	*	*	*	*	28	15
All Grades	81.71		13.41		*		82	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	45.16	*	*	*	31	24
7	60.87	*	*	*	*	*	23	23
8	64.29	*	*	*	*	*	28	15
All Grades	48.78		28.05		23.17		82	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	80.65	58.33		*	31	24
7	*		65.22	100	*		23	23
8	39.29		60.71	80		*	28	15
All Grades	26.83		69.51		*		82	

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

Conclusions based on this data:

1. Our ELL population remains small and consistent including a majority of EL students being Newcomers who are making progress.

2. The vast majority of BHMS ELL Students score in Level 3 and 4 ranges being Well developed and Somewhat/Moderately Developed.

Student Performance Data

Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	**Cumulative Enrollment**			**Chronic Absenteeism Count**			**Chronic Absenteeism Rates**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
African American	39	39	27	2	5	6	5.1	12.8	22
American Indian or Alaskan	*	*	*	1	1	*	*	*	*
Asian	257	266	242	6	7	1	2.3	2.6	0
Filipino	83	89	84	1	2	3	1.2	2.3	3
Hispanic or Latino	213	231	255	19	16	29	8.9	7.0	11
Did not Report	13	17	23	1	1		7.7	6.3	
Pacific Islander	*	*	*	1	1	*	*	*	*
Two or More Races	100	112	145	7	5	5	7.0	4.5	3
White	829	827	778	50	62	58	6.0	7.5	8
Male	796	813		45	53		5.7	6.6	
Female	745	774		41	45		5.5	5.8	
English Learners	117	116	99	5	5	4	4.3	4.3	6
Students with Disabilities	191	185		26	25		13.6	13.6	
Socioeconomically	231	323	297	28	32	48	12.1	10.0	15
Migrant									
Foster	*	*		1	1		*	*	
Homeless	18	17		3	4		16.7	23.5	
Kindergarten									
Grades 1-3									
Grades 4-6	532	555		31	26		5.8	4.7	
Grades 7-8	1,009	1,032		55	72		5.5	7.0	
Grades K-8	1,541	1,587		86	98		5.6	6.2	
Grades 9-12									
Ungraded Elementary/Secondary									
Total	1,541	1,587	1562	86	98	102	5.6	6.2	6

Conclusions based on this data:

1. BHMS students in the following demographic groups have the highest rates on chronic absenteeism: African American, Students with Disabilities, Socioeconomically Disadvantaged and Homeless.

2. 6th grade chronic absenteeism rates are lower than those of our 7th and 8th graders.

Student Performance Data

Suspension Data

	2016-17	2017-18	2018-19
Suspensions Rate	3.8	3.5	1.9

Conclusions based on this data:

1. Our suspension rate declined from the 2016-2017 school year to the 2017-2018 school year even though our school grew from 1494 to 1546 in student population.

2. We saw a significant decline in the number of students suspended in 2018-2019 and again the school population grew in size to 1562.

Student Performance Data

Graduation Rate

	2016-17	2017-18	2018-19
Graduation Rate			

Conclusions based on this data:

1. Does not apply to Bernardo Heights Middle School, as our students promote to high school.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

1. Support high-quality teachers in their implementation of an articulated California standards-based curriculum, instruction, and assessment to ensure College and Career Readiness and Citizenship for all students, TK-12.

Goal 1: Mathematics

Based on the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) report, the percentage of All Students who score at "Standard Met" or "Standard Exceeded" on the Math portion of the test will increase by 5% from 60.32% to 65.32%. The following under-served demographic groups will see a 7% increase: Economically Disadvantaged Youth, English Learners, Students with disabilities, African American students, and Latino students.

Identified Need

This need was identified based on analysis of Bernardo Heights's CAASPP data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the Math portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP)	In the spring of 2019, 60.32% of BHMS students met or exceeded the Math standards.	Percent of students meeting or exceeding the Math standards will increase from 60.32% to 65.32%.
English Learner Data from the Math portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP)	In the spring of 2019, 20.00% of ELL students met or exceeded the Math standards.	Percent of ELL students meeting or exceeding the Math standards will increase from 20.00% to 27.00%.
EDY/Title I Data from the Math portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP)	In the spring of 2019, 41.51% of EDY students met or exceeded the Math standards.	Percent of EDY students meeting or exceeding the standards will increase from 41.51% to 48.51%.
Student with Disabilities Data from the Math portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP)	In the spring of 2019, 10.56% of Students with disabilities met or exceeded the Math standards.	Percent of students with disabilities meeting or exceeding the Math standards will increase from 10.56% to 17.56%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data from the Math portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP)	In the spring of 2019, 34.78% of African American students met or exceeded the Math standards.	African American Students: Percent of African American students meeting or exceeding the standards will increase from 34.78% to 41.78%.
Data from the Math portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP)	In the spring of 2019, 45.02% of Latino students met or exceeded the Math standards.	Latino Students: Percent of Latino students meeting or exceeding the standards will increase from 45.02% to 52.02%.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EDY students

Strategy/Activity

After school Homework Help - BHMS teachers will support educationally disadvantaged students with after school tutoring to support student mastery of content standards. Homework help will be run at each grade levels with grade level teachers supporting students. Sixth grade teachers will run three after school sessions per week and 7th and 8th grade will run two after school homework sessions per week for each grade level.

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)
6331	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries Teacher timesheets for afterschool tutoring time and release days for Academic Success teachers to communicate with families about Homework Help and other intervention supports.
	English Learners

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EDY, African-American and Latino students

Strategy/Activity

Send 3 additional BHMS teachers to AVID Summer Institute to increase the use of WICOR strategies in math classrooms and cultural competency supports.

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)
2700.00	Educationally Disadvantaged Youth 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learner students

Strategy/Activity

Teachers will work to create scaffolded assessments and strategies for EL students to support their mastery of the 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)
780.00	English Learners 1000-1999: Certificated Personnel Salaries Substitutes for teacher release days for creating scaffolded assignments and assessments.

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

7th and 8th grade math teachers will create unit workbooks for their grade level students that are focused on the skills and strategies that students need to master to achieve mastery of the 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)
6000.00	Lottery: Instructional Materials 4000-4999: Books And Supplies

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Increasing English Learner Instructional Aide hours to support English Leaner students in classrooms and with pull out support for student mastery of content 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)
1669.00	English Learners 2000-2999: Classified Personnel Salaries IA hours

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

Translation services to support parent/teacher conferences with EL parents so that the team can partner with families to support EL students mastery of the content 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)
100.00	English Learners 2000-2999: Classified Personnel Salaries

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

School wide goal for 2019-2020 is: If we consistently ask students to engage at higher levels of thinking, then students will have the confidence and ability to respond to challenging problems and issues.

Each department has created a department goal to break this down for their specific grade level and content area.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

EDY and EL students

Strategy/Activity

Some math teachers will be creating a math focused Bobcat classes were 2/3rds of the students are student who need additional math support and 1/3rd of the students are math mentors/tutors.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

EDY students

Strategy/Activity

Six Academic Success classes have been built in our 2019-2020 schedule (we had only three in 2018-2019). There is an Academic Success class during Bobcat for each grade level and there is an elective class during our block schedule for each grade level as well. These classes are built small with only 10-15 students each so that the teacher can monitor and support their academic growth. In 2018-2019, we observed that these classes provided great support for students who were struggling. Their grades improved and the students attendance improved as well.

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

Amount(s)	Source(s)
0	

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

1. Support high-quality teachers in their implementation of an articulated California standards-based curriculum, instruction, and assessment to ensure College and Career Readiness and Citizenship for all students, TK-12.

Goal 2: English Language Arts

Based on the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) report, the percentage of All Students who score at "Standard Met" or "Standard Exceeded" on the Math portion of the test will increase by 5% from 74.92% to 79.92%. The following under-served demographic groups will see a 7% increase: Economically Disadvantaged Youth, English Learners, Students with disabilities, African American students, and Latino students.

Identified Need

This need was identified based on analysis of Bernardo Heights's CAASPP data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the English/Language Arts portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP)	In the spring of 2019, 74.92% of BHMS students met or exceeded the ELA standards.	Percent of students meeting or exceeding the ELA standards will increase from 74.92% to 79.92%.
English Learner Data from the English/Language Arts portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP)	In the spring of 2019, 18.33% of EL students met or exceeded the ELA standards.	Percent of EL students meeting or exceeding the ELA standards will increase from 18.33% to 25.33%.
EDY/Title I Data from the English/Language Arts portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP)	In the spring of 2019, 62.92% of EDY students met or exceeded the ELA standards.	Percent of EDY students meeting or exceeding the ELA standards will increase from 62.92% to 69.22%.
Student with Disabilities Data from the English/Language Arts portion of the Spring 2020 California	In the spring of 2019, 23.78% of BHMS students met or exceeded the ELA standards.	Percent of students with disabilities students meeting or exceeding the ELA standards

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Assessment of Student Performance and Progress (CAASPP)		will increase from 23.78% to 30.78%.
Data from the English/Language Arts portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP)	In the spring of 2019, 60.87% of African American students met or exceeded the ELA standards.	Percent of African American students meeting or exceeding the ELA standards will increase from 60.87% to 67.87%.
Data from the English/Language Arts portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP)	In the spring of 2019, 60.47% of Latino students met or exceeded the ELA standards.	Percent of Latino students meeting or exceeding the ELA standards will increase from 60.47% to 67.47%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

EDY Students

Strategy/Activity

After school Homework Help - BHMS teachers will support educationally disadvantaged students with after school tutoring to support student's mastery of content standards. Homework help will be run at each grade levels with grade level teachers supporting students. 6th grade teachers will run three afterschool sessions per week and 7th and 8th grade will run two afterschool homework sessions per week for each grade level.

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)
6331.00	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries Teacher timesheets for afterschool tutoring and release days for Academic Success teachers to communicate with families about Homework Help and other intervention supports.
	English Learners

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EDY, African American and Latino students

Strategy/Activity

Send three additional teachers to AVID Summer Institute to increase the use of WICOR strategies in Language Arts and Social Studies classrooms.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2700.00	Educationally Disadvantaged Youth 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learner

Strategy/Activity

Teachers will work to create scaffolded assignments and assessments for EL students to support their mastery of the 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)
780.00	English Learners 1000-1999: Certificated Personnel Salaries Substitutes for teacher release days for creating scaffolded assignments and assessments.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Increasing English Learner Instructional Aide hours to support English Learner students in classrooms and with pull out support for student's mastery of content 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.

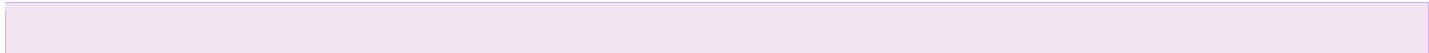| Amount(s)	Source(s)
1668.00	English Learners 2000-2999: Classified Personnel Salaries IA hours

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

GLAD training for 4 teachers who support English Learners in our EL Cluster classes. Project GLAD® is an instructional model that accelerates language acquisition through grade-level content learning in a culturally sensitive, language functional environment in order to meet the unique needs of diverse learners and especially English learners and target language learners in dual immersion. Project GLAD® professional learning guides teachers of English learners and dual language immersion students to be reflective and effective, expanding their repertoire of strategies to promote language development and academic literacy.

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)
1783.00	English Learners 5800: Professional/Consulting Services And Operating Expenditures Conference Registration and mileage
1040.00	English Learners 1000-1999: Certificated Personnel Salaries sub costs for teachers at training

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

Translation services to support parent/teacher conferences with EL parents so that the team can partner with families to support EL students mastery of the content 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)
100.00	English Learners 2000-2999: Classified Personnel Salaries

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

School wide goal for 2019-2020 is: If we consistently ask students to engage at higher levels of thinking, then students will have the confidence and ability to respond to challenging problems and issues.

Each department has created a department goal to break this down for their specific grade level and content area.

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

Amount(s)	Source(s)
0	

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EDY students

Strategy/Activity

Six Academic Success classes have been built in our 2019-2020 schedule (we had only three in 2018-2019). There is an Academic Success class during Bobcat for each grade level and there is an elective class during our block schedule for each grade level as well. These classes are built small with only 10-15 students each so that the teacher can monitor and support their academic growth. In 2018-2019 we observed that these classes provided great support for students who were struggling. Their grades improved and the student's attendance improved as well.

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

Amount(s)   Source(s)

0

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

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

Goal 3: Socio-Emotional/Behavior

Based on the 2021 California Healthy Kids Survey and a BHMS interim survey in the Spring of 2020, an additional 8% of all students will responded "agree" or "strongly agree" on 5 school connectedness questions.

This increase in school connectedness will lead to a decrease in suspensions from 1.9% to 1.5% and a 5% decrease in chronic absenteeism in our Educationally Disadvantaged Youth (EDY) and Students with Disabilities demographic groups, and a 3% decrease in chronic absenteeism in our English Learner demographic group.

Identified Need

This need was identified based on BHMS California Healthy Kids Survey data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide California Healthy Kids Survey	Of the 509 7th grade students surveyed, 67% of our students responded "agree" or "strongly agree" to 5 questions related to school connectedness. I feel close to people at this school. - 69% "agree" or "strongly agree" I am happy to be at this school. - 67% "agree" or "strongly agree" I feel like I am a part of this school. - 67% "agree" or "strongly agree" The teachers at this school treat students fairly. - 65% "agree" or "strongly agree" I feel safe in my school. 70% "agree" or "strongly agree"	75% of all students will responded "agree" or "strongly agree" on 5 school connectedness questions

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Chronic absenteeism rates	Chronic absenteeism rates for students with disabilities have remained steady. 2016-2017 - 4.3% 2017-2018 - 4.3% 2018-2019 - 6%	In 2019-2020, we will reduce the number of English Learner students who are chronically absent from 6% to 3%.
EDY/Title I Chronic absenteeism rates	Chronic absenteeism rates for socioeconomically disadvantaged students have fluctuated. 2016-2017 - 12.1% 2017-2018 - 10% 2018-2019 - 15%	In 2019-2020, we will reduce the number of socioeconomically disadvantaged students who are chronically absent from 15% to 10%.
Student with Disabilities Chronic Absenteeism rates	Chronic absenteeism rates for students with disabilities have remained steady. 2016-2017 - 13.6% 2017-2018 - 13.6% 2018-2019 - 13%	In 2019-2020, we will reduce the number of students with disabilities who are chronically absent from 13% to 8%.
School wide - suspensions	Our suspension rates continue to decline. The percentages below are the percent of students who were suspended at least once each year. 2016-2017 - 3.8% 2017-2018 - 3.5% 2018-2019 - 1.9%	In 2019-2020, we will reduce the number of students with home suspensions from 1.9% to 1.5%.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EDY students/All Students

Strategy/Activity

Send 2 teachers to the SDCOE's Nurtured Heart Conference. At this conference teachers will learn how to:

Understand and meet each student's needs without extra work

Build meaningful connections with students, parents and colleagues

Reduce office disciplinary referrals

Decrease suspensions and expulsions

Minimize and eliminate disruptions and distractions

Keep students focused, engaged and on task.

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)
284.00	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries Subs for 2 teachers. The conference is free.
	English Learners

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Schoolwide rollout of PBIS and Bobcat PRIDE in the 2019-2020 school year. This is the first year we started the school year of rolling out our Bobcat PRIDE to each and every Bobcat.

Bobcat PRIDE
Be **P**ositive
Be **R**esponsible
Have **I**ntegrity
Be **D**etermined
Be **E**ngaged

PRIDE was rolled out in Bobcat classes. Teacher's in every Bobcat class presented our positive expectations and completed at least one activity related to what it mean to show our PRIDE. Positive referrals are completed by all staff celebrating positive student behavior and every Friday a handful of students are recognized for their positive behavior on the morning announcements. Our Welcome Back assembly was focused on aspects of Bobcat PRIDE.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EDY Student/Students with Disabilities

Strategy/Activity

Send 2 teachers and a counselor to the Executive Functioning in Kids and Teens Conference.

Effective Strategies to Improve any Child's Ability to:

Get organized

Complete Tasks

Stay Focused

Regulate emotions

Plan Ahead

Use Time Wisely

Handle transitions

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)
1888.00	Educationally Disadvantaged Youth 5800: Professional/Consulting Services And Operating Expenditures Registration fees for three Four days of teacher subs

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

Restorative Circles/No Place For Hate Activities

Staff will continue to lead in Bobcat's discussions around at least three No Place For Hate Activities which focus on empathy, seeing the value in all people and ways that we can grow in our connectedness. Teachers also use restorative circles to facilitate these discussions beyond the three NPFH activities.

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

Amount(s)	Source(s)
0	

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EDY students

Strategy/Activity

Counselors will work the academic success classes to ensure that all students have the materials they need to be successful. For example, planner, binders, and supplies for organization and 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)
300.00	Educationally Disadvantaged Youth 4000-4999: Books And Supplies

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EDY students

Strategy/Activity

Teacher release days/substitute time-sheeting for observing restorative circles or other Social Emotional Learning (SEL) lessons/strategies in other BHMS 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)
586.00	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries

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	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$35,040.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
	$0.00
Educationally Disadvantaged Youth	$21,120.00
English Learners	$7,920.00
Lottery: Instructional Materials	$6,000.00

Subtotal of state or local funds included for this school: $35,040.00

Total of federal, state, and/or local funds for this school: $35,040.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
Educationally Disadvantaged Youth	21,120.00
English Learners	7,920.00
Lottery: Instructional Materials	6,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	16,132.00
2000-2999: Classified Personnel Salaries	3,537.00
4000-4999: Books And Supplies	6,300.00
5800: Professional/Consulting Services And Operating Expenditures	9,071.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	13,532.00
4000-4999: Books And Supplies	Educationally Disadvantaged Youth	300.00
5800: Professional/Consulting Services And Operating Expenditures	Educationally Disadvantaged Youth	7,288.00
1000-1999: Certificated Personnel Salaries	English Learners	2,600.00
2000-2999: Classified Personnel Salaries	English Learners	3,537.00
5800: Professional/Consulting Services And Operating Expenditures	English Learners	1,783.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	6,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	17,580.00
Goal 2	14,402.00
Goal 3	3,058.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role	Date	Signature
Marie Galaz	Principal	10/23/2019	
Alexa Carcova	Classroom Teacher	10/23/2019	
Kati DeBolt	Classroom Teacher	10/23/2019	
Malory Pariseau	Classroom Teacher	10/23/2019	
Taylor Brault	Classroom Teacher	10/23/2019	
Debbie Sabatini	Other School Staff	10/23/2019	
Andrea Hamilton	Parent or Community Member	10/23/2019	
Emily Kappele	Parent or Community Member	10/23/2019	
Shannell Thompson	Parent or Community Member	10/23/2019	
Ritika Sridhar	Secondary Student	10/23/2019	
Nate Gillespie	Secondary Student	10/23/2019	
Ava Manoochehri Farr	Secondary Student	10/23/2019	

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

Recommendations and Assurances

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

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

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

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

Signature	Date	Committee or Advisory Group Name
		English Learner Advisory Committee
		Special Education Advisory Committee
		Gifted and Talented Education Program Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 11/14/2019.

Attested:

Principal, Marie Galaz on 10/23/2019
SSC Chairperson, Andrea Hamilton on 10/23/2019

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.

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/

Developed by the California Department of Education, January 2019