

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	October 13, 2021	November 18, 2021

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.

BHMS 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

In 2021-2022, Bernardo Heights became a PUSD Inclusive Practices school, moving towards more inclusive support of our Students with Disabilities in general education classes. With additional staffing of teachers and instructional assistants, BHMS now offers 53 co-taught and collab classes in all subject areas except PE. We offer the following Learning Supported and Co-taught and Collab Classes.

- English - L/Language Arts 6,7,8, Cotaught Language Arts 6,7,8, Collab Language Arts 6,7,8
- Math - L/Math 6,7,8 Cotaught Math 6,7,8, Collab Math 6,7,8
- Science - Cotaught Science 6,7,8, Collab Science 6,7,8
- Social Studies - Cotaught Social Studies 6,7,8, and Collab Science 6,7,8.
- Electives - Collab supported, 6th grade wheel classes, Art and Technology

Our school wide commitment to our Bobcat PRIDE and Inclusion has grown our school into a Bobcat Family where every student and staff member feels safe, supported, seen and heard. 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 1,400 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.

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 approximately 1,400 students, Bernardo Heights Middle is the second 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 in the spring of 2021, due to Covid-19, all CAASPP testing was cancelled, however in the spring of 2019, 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: English Learner (4%), and Special Education (17%). The ethnic representation of BHMS is 39% Caucasian, 14% Asian, 20% Hispanic, 6% Filipino, and 2% African American and 16% Multi-ethnic. Approximately 16% of the Bernardo Heights student body qualifies for free or reduced lunch status. Given the new guidelines from the State of California, all students received free lunch and breakfast for the following day.

The BHMS staff is comprised of 62 teachers, three counselors, three administrators, one Mending Matters consultant, one part-time librarian, one full time and two part time school psychologists, one full time and one part time speech pathologists, one part time occupational therapist and 45 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 2021, feedback was gathered from all stakeholders through the Thought Exchange process. In the spring of 2021, our 7th graders also took the California Healthy Kids Survey. Data and goals were reviewed with the BHMS staff and stakeholders in the fall of 2021. Stakeholders contributed to updating the 2021-2022 goals.

Our School Site Council is made up of Administrators, Teachers, Classified Staff, Students and Parents. This is 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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.19%	0.07%	0.2%	3	1	3
African American	1.73%	1.57%	2.0%	27	24	29
Asian	15.49%	15.73%	16.6%	242	241	241
Filipino	6.4%	6.4%	6.5%	100	98	95
Hispanic/Latino	16.33%	18.28%	19.9%	255	280	289
Pacific Islander	0.32%	0.2%	0.2%	5	3	3
White	49.81%	42.36%	41.4%	778	649	601
Two or More Responses	8.26%	12.6%	13.2%	129	193	191
Not Reported	1.47%	2.81%	0.1%	23	43	1
Total Enrollment				1,562	1,532	1,453

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	486	494	475
Grade 7	551	490	495
Grade 8	525	548	483
Total Enrollment	1,562	1,532	1,453

Conclusions based on this data:

1. Our BHMS student population began a small decrease in 19-20 and continues to decline.
2. The ethnic breakdown of our students is relatively consistent, though the white student population continues to decline in size and the Latino and Two or more races demographic groups continue to grow.
3. Our 6th grade class continues to be 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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	99	82	60	6.3%	5.4%	4.1%
Fluent English Proficient (FEP)	322	331	324	20.6%	21.6%	22.3%
Reclassified Fluent English Proficient (RFEP)	30	41	55	25.6%	41.4%	67.1%

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 continues to increase showing our students mastery of the English language.

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			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	485			480			480			99		
Grade 7	539			525			525			97.4		
Grade 8	524			517			517			98.7		
All	1548			1522			1522			98.3		

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	2572.			31.88			42.29			15.42			10.42		
Grade 7	2598.			30.67			42.67			15.43			11.24		
Grade 8	2627.			33.46			44.68			16.05			5.80		
All Grades	N/A	N/A	N/A	32.00			43.23			15.64			9.13		

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 6	38.62			46.56			14.82			
Grade 7	36.71			43.98			19.31			
Grade 8	45.07			45.07			9.86			
All Grades	40.16			45.16			14.68			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	39.04			49.06			11.90		
Grade 7	50.95			40.46			8.59		
Grade 8	44.29			48.36			7.35		
All Grades	44.93			45.86			9.21		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	29.65			62.42			7.93		
Grade 7	24.28			68.07			7.65		
Grade 8	32.11			63.25			4.64		
All Grades	28.64			64.65			6.71		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	42.17			46.76			11.06		
Grade 7	39.77			46.27			13.96		
Grade 8	49.32			41.97			8.70		
All Grades	43.78			44.96			11.26		

Alternative Metrics English Language Arts/Literacy (All Students)

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Reading – Fall, Winter, Spring (2020-2021)

	Reading								
	Fall			Winter			Spring		
	Meeting Benchmark			Meeting Benchmark			Meeting Benchmark		
	Tested	#	%	Tested	#	%	Tested	#	%
All Students	1353	914	67.6	1322	923	69.8	1341	891	66.4
African-American	28	15	53.6	30	18	60	30	18	60
Asian	228	169	74.1	226	177	78.3	227	178	78.4
Caucasian	528	372	70.5	514	363	70.6	518	337	65.1
Filipino	80	54	67.5	76	55	72.4	78	54	69.2
Hispanic	263	152	57.8	258	150	58.1	264	143	54.2
Other	226	152	67.3	218	160	73.4	224	161	71.9
English Learners	47	4	8.5	48	14	29.2	48	12	25
Students with Disabilities	163	46	28.2	163	60	36.8	167	50	29.9
Socioeconomically Disadvantaged	215	110	51.2	207	124	59.9	215	121	56.3
Foster Youth									
Homeless Youth	20	5	25	17	9	52.9	20	9	45

**Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level
Reading – Fall, Winter, Spring, (2020-2021)**

	Reading								
	Fall			Winter			Spring		
	Tested	Meeting Benchmark		Tested	Meeting Benchmark		Tested	Meeting Benchmark	
#		%	#		%	#		%	
Grade 6									
All Students			71.5			75.2			72.9
African-American			54.5			61.5			66.7
Asian			76.2			81.9			80.5
Caucasian			74			75.6			73
Filipino			66.7			71.4			71.4
Hispanic			64.4			64.5			60.2
Other			72.5			84.8			82.4
English Learners			8			23.1			19.2
Students with Disabilities			37.5			46.8			41.3
Socioeconomically Disadvantaged			52			59.2			59.7
Homeless Youth			28.6			50			42.9
Grade 7									
All Students			64.8			64.3			57.9
African-American			44.4			55.6			44.4
Asian			72.3			75.6			72.3
Caucasian			66.3			66.3			55.4
Filipino			56			58.3			54.2
Hispanic			53.1			50			43.7
Other			70.5			65.3			66.3
English Learners			16.7			50			41.7
Students with Disabilities			21.8			36.2			24.6
Socioeconomically Disadvantaged			43.8			51.5			50
Homeless Youth			0			50			40
Grade 8									
All Students			66.4			69.8			68.8
African-American			62.5			62.5			66.7
Asian			73.8			77			83.9
Caucasian			71.1			69.9			66.9
Filipino			76.5			83.9			78.8
Hispanic			55.4			58.6			58.3
Other			59.5			71.4			68.4

	Reading								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
English Learners			0			20			20
Students with Disabilities			22.7			23.3			20.9
Socioeconomically Disadvantaged			58.2			69.2			59.1
Homeless Youth			37.5			57.1			50

Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels Spring (2021)

Spring 2021	Reading				
	Number Tested	Below Standard	Near Standard	At Standard	Exceeded Standard
All Students	1343	6.4	27.18	27.85	38.57
African-American	30	20	20	23.33	36.67
Asian	227	4.41	17.18	27.75	50.66
Caucasian	519	5.97	28.9	26.78	38.34
Filipino	78	5.13	25.64	26.92	42.31
Hispanic	265	10.19	35.85	26.79	27.17
Other	224	3.57	24.55	32.59	39.29
English Learners	48	27.08	47.92	16.67	8.33
Students with Disabilities	167	28.74	41.32	16.77	13.17
Socioeconomically Disadvantaged	215	10.23	33.49	25.58	30.7
Foster Youth					
Homeless Youth	20	15	40	25	20

Grades 2-8 and 11 iReady Reading Growth Summary by Grade Level Spring

Bernardo Heights Middle School

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Grade 6								
Fall	606	1043	0	10	0	609	607	603
Winter	612	1071	0	15	0	620	612	606

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Spring	617	1091	0	9	0	622	615	614
Growth	11	48	0	-1	0	13	8	11
Grade 7								
Fall	615	1081	0	13	0	624	613	607
Winter	618	1096	0	18	0	631	613	610
Spring	623	1117	0	13	0	632	619	617
Growth	8	36	0	0	0	8	6	10
Grade 8								
Fall	624	1125	0	26	0	633	620	620
Winter	634	1169	0	15	0	646	628	628
Spring	638	1187	0	18	0	648	632	635
Growth	14	62	0	-8	0	15	12	15

District

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Grade 1								
Fall	448	273	453	447	447	446	451	450
Winter	471	337	465	478	474	468	471	469
Spring	487	410	475	493	487	484	488	486
Growth	39	137	22	46	40	38	37	36
Grade 2								
Fall	500	564	32	500	494	500	499	500
Winter	519	648	17	522	503	519	518	517
Spring	533	710	12	537	508	533	532	530
Growth	33	146	-20	37	14	33	33	30
Grade 3								
Fall	532	709	0	129	14	535	533	529
Winter	549	784	0	88	13	549	552	546
Spring	561	838	0	65	8	562	564	558
Growth	29	129	0	-64	-6	27	31	29
Grade 4								

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Fall	562	842	0	67	4	565	563	557
Winter	575	901	0	45	5	577	577	570
Spring	587	954	0	31	3	587	590	584
Growth	25	112	0	-36	-1	22	27	27
Grade 5								
Fall	584	942	0	37	4	588	584	579
Winter	595	994	0	27	2	601	596	590
Spring	605	1036	0	18	3	609	605	600
Growth	21	94	0	-19	-1	21	21	21
Grade 6								
Fall	604	1032	0	21	2	609	604	599
Winter	609	1055	0	27	2	619	606	602
Spring	613	1075	0	20	3	621	610	609
Growth	9	43	0	-1	1	12	6	10
Grade 7								
Fall	618	1098	0	14	0	626	616	613
Winter	623	1119	0	20	1	634	618	616
Spring	627	1137	0	14	1	637	622	622
Growth	9	39	0	0	1	11	6	9
Grade 8								
Fall	629	1146	0	15	1	638	626	624
Winter	635	1175	0	16	2	647	628	630
Spring	638	1187	0	14	1	650	631	634
Growth	9	41	0	-1	0	12	5	10
Grade 9								
Fall	631	1223	1	27	1	638	627	628
Winter	498	598	75	280	67	500	482	502
Spring	669	1410	0	0	0	676	681	649
Growth	38	187	-1	-27	-1	38	54	21
Grade 10								
Fall	531	730	0	275	74	527	531	530
Winter	481	475	0	508	494	488	449	469
Spring	642	1275	0	0	0	657	657	591

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Growth	111	545	0	-275	-74	130	126	61
Grade 11								
Fall	563	949	48	98	41	571	553	560
Winter	357	90	358	324	376	384	344	357
Spring	658	1356	0	9	0	671	654	650
Growth	95	407	-48	-89	-41	100	101	90
Grade 12								
Fall	526	712	102	302	101	530	533	514
Winter	579	960	0	0	0	605	585	546
Spring	608	1107	0	78	0	614	605	605
Growth	82	395	-102	-224	-101	84	72	91

Grade 11 – Grade Point Average English Language

	Graduation Course								A-G Course							
	2017-2018		2018-2019		2019-2020		2020-2021		2017-2018		2018-2019		2019-2020		2020-2021	
	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff
All Bernardo Heights Middle School																
Am Indian/Alskn Nat																
Black/African Am																
Filipino																
Hispanic																
Multiple																
Nat Hwiin/Other Pac Islndr																
Not Reported																
English Learner																
Students with Disabilities																
SocioEconomic Disadvantaged																
Foster Youth																
Homeless Youth																

Datasource – CALPADS and Synergy

Conclusions based on this data:

1. Our participation rate on the CAASP and/or iReady has remained high over the past three years. The CAASPP was not given in the spring of 2020 or 2021 due to Covid-19 school closures.
2. iReady scores correlated to the Smarter Balanced Assessment continue to show 60-70% of students meet the standards.
3. Demographic groups such as English Learners, Students with Disabilities, and Homeless Youth have a lower percentage of students meeting the benchmark on iReady as correlated to the Smarter Balanced 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			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	485			476			476			98.1		
Grade 7	539			522			522			96.8		
Grade 8	524			517			517			98.7		
All	1548			1515			1515			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			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	2570.			35.71			27.73			23.53			13.03		
Grade 7	2583.			32.95			23.75			26.05			17.24		
Grade 8	2613.			39.85			21.28			22.24			16.63		
All Grades	N/A	N/A	N/A	36.17			24.16			23.96			15.71		

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 6	43.28			36.97			19.75			
Grade 7	40.50			34.17			25.34			
Grade 8	40.78			37.09			22.14			
All Grades	41.47			36.04			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		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	34.45			45.59			19.96		
Grade 7	39.46			44.25			16.28		
Grade 8	45.54			37.79			16.67		
All Grades	39.96			42.47			17.57		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	35.92			45.17			18.91		
Grade 7	30.84			50.19			18.97		
Grade 8	37.98			47.48			14.53		
All Grades	34.87			47.69			17.44		

Alternative Metrics Mathematics (All Students)

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Math – Fall, Winter, Spring (2020-2021)

	Math								
	Fall			Winter			Spring		
	Meeting Benchmark			Meeting Benchmark			Meeting Benchmark		
	Tested	#	%	Tested	#	%	Tested	#	%
All Students	1234	510	41.3	1157	502	43.4	1328	610	45.9
African-American	25	8	32	24	7	29.2	28	11	39.3
Asian	196	120	61.2	191	118	61.8	225	163	72.4
Caucasian	488	185	37.9	455	184	40.4	519	210	40.5
Filipino	71	30	42.3	63	30	47.6	75	37	49.3
Hispanic	251	82	32.7	232	78	33.6	261	89	34.1
Other	203	85	41.9	192	85	44.3	220	100	45.5
English Learners	47	9	19.1	41	13	31.7	46	9	19.6
Students with Disabilities	159	18	11.3	151	21	13.9	161	27	16.8
Socioeconomically Disadvantaged	204	65	31.9	177	51	28.8	204	70	34.3
Foster Youth									
Homeless Youth	21	2	9.5	16	4	25	15	2	13.3

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level Math – Fall, Winter, Spring, (2020-2021)

	Math								
	Fall			Winter			Spring		
	Meeting Benchmark			Meeting Benchmark			Meeting Benchmark		
	Tested	#	%	Tested	#	%	Tested	#	%
Grade 6									
All Students			38.2			41.4			45.4
African-American			33.3			36.4			38.5

	Math								
	Fall			Winter			Spring		
	Tested	Meeting Benchmark		Tested	Meeting Benchmark		Tested	Meeting Benchmark	
#		%	#		%	#		%	
Asian			57.1			61			69
Caucasian			35.8			36.2			40.2
Filipino			33.3			50			57.1
Hispanic			31.2			36.7			34.7
Other			33.3			35.4			42
English Learners			8			26.1			11.1
Students with Disabilities			9.4			18.3			18.3
Socioeconomically Disadvantaged			29.9			28.8			26
Homeless Youth			25			33.3			12.5
Grade 7									
All Students			44.3			48.3			45.1
African-American			42.9			37.5			50
Asian			69.7			68			75.3
Caucasian			40.1			45.7			41.3
Filipino			36.4			40			42.9
Hispanic			30.3			32.4			28.7
Other			44.3			52.1			39
English Learners			36.4			36.4			25
Students with Disabilities			16.7			13.5			21.1
Socioeconomically Disadvantaged			33.3			31			37.5
Homeless Youth			0			25			0
Grade 8									
All Students			41.9			40.1			47.3
African-American			16.7			0			28.6
Asian			52.8			50			73.3
Caucasian			38.1			40			39.9
Filipino			53.6			52			48.5
Hispanic			36.6			31.1			38.4
Other			48.4			44.6			55.4
English Learners			27.3			42.9			42.9
Students with Disabilities			8.5			7.7			9.1
Socioeconomically Disadvantaged			32.8			26.1			41.3
Homeless Youth			0			16.7			20

Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels Spring (2021)

Spring 2021	Math				
	Number Tested	Below Standard	Near Standard	At Standard	Exceeded Standard
All Students	1333	14.7	39.38	11.85	34.06
African-American	28	28.57	32.14	10.71	28.57
Asian	225	4.44	23.11	14.22	58.22
Caucasian	522	15.33	44.25	13.03	27.39
Filipino	75	10.67	40	10.67	38.67
Hispanic	261	24.52	41.38	9.96	24.14
Other	222	11.71	42.79	9.46	36.04
English Learners	46	39.13	41.3	4.35	15.22
Students with Disabilities	161	52.8	30.43	6.21	10.56
Socioeconomically Disadvantaged	207	27.05	39.13	7.25	26.57
Foster Youth					
Homeless Youth	15	46.67	40	6.67	6.67

Grades 2-8 and 11 iReady Math Growth Summary by Grade Level Spring

Bernardo Heights Middle School

Term	Overall SS	Lexile Score	Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry
Grade 6						
Fall	497	0	497	500	501	492
Winter	501	0	503	501	502	498
Spring	509	0	509	509	512	508
Growth	12	0	12	9	11	16
Grade 7						
Fall	509	0	510	508	510	505
Winter	512	0	513	511	512	511
Spring	514	0	514	509	518	518
Growth	5	0	4	1	8	13
Grade 8						
Fall	510	0	511	511	513	505
Winter	515	0	517	513	518	510
Spring	531	0	531	527	534	531

Term	Overall SS	Lexile Score	Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry
Growth	21	0	20	16	21	26

District

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Grade 1								
Fall	404	0						
Winter	413	0						
Spring	423	0						
Growth	19	0						
Grade 2								
Fall	422	0						
Winter	435	0						
Spring	443	0						
Growth	21	0						
Grade 3								
Fall	443	0						
Winter	454	0						
Spring	467	0						
Growth	24	0						
Grade 4								
Fall	465	0						
Winter	475	0						
Spring	488	0						
Growth	23	0						
Grade 5								
Fall	482	0						
Winter	493	0						
Spring	506	0						
Growth	24	0						
Grade 6								
Fall	501	0						

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Winter	506	0						
Spring	511	0						
Growth	10	0						
Grade 7								
Fall	512	0						
Winter	518	0						
Spring	522	0						
Growth	10	0						
Grade 8								
Fall	512	0						
Winter	516	0						
Spring	536	0						
Growth	24	0						
Grade 9								
Fall	512	0						
Winter	482	0						
Spring	478	0						
Growth	-34	0						
Grade 10								
Fall	513	0						
Winter	459	0						
Spring	475	0						
Growth	-38	0						
Grade 11								
Fall	470	0						
Winter	447	0						
Spring	560	0						
Growth	90	0						
Grade 12								
Fall	442	0						
Winter	373	0						
Spring	519	0						
Growth	77	0						

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text

Grade 11 – Grade Point Average Mathematics

	Graduation Course								A-G Course							
	2017-2018		2018-2019		2019-2020		2020-2021		2017-2018		2018-2019		2019-2020		2020-2021	
	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff
All Bernardo Heights Middle School																
Am Indian/Alskn Nat																
Black/African Am																
Filipino																
Hispanic																
Multiple																
Nat Hwiin/Other Pac Islndr																
Not Reported																
Mathish Learner																
Students with Disabilities																
SocioEconomic Disadvantaged																
Foster Youth																
Homeless Youth																

Conclusions based on this data:

1. Student participation in the Math CAASPP and iReady is strong. The CAASPP was not given in the spring of 2020 or 2021 due to Covid-19 school closures.
2. iReady scores correlated with the Smarter Balanced assessment continue to show 40-50% of students meet the standards.
3. Demographic groups such as English Learners, Students with Disabilities, and Homeless Youth have a lower percentage of students meeting the benchmark on iReady correlated with the Smarter Balanced assessment.

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	1559.9	1570.6	1574.1	1555.2	1545.2	31	24
Grade 7	1555.7	1543.3	1545.7	1540.0	1565.1	1546.2	23	23
Grade 8	1593.1	1545.6	1590.0	1539.4	1595.8	1551.3	28	15
All Grades							82	62

Overall 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	45.16	50.00	41.94	25.00	*	12.50		12.50	31	24
7	60.87	17.39	*	43.48	*	34.78	*	4.35	23	23
8	75.00	33.33	*	20.00		33.33	*	13.33	28	15
All Grades	59.76	33.87	29.27	30.65	*	25.81	*	9.68	82	62

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	12.50		8.33		12.50	31	24
7	65.22	30.43	*	60.87	*	4.35	*	4.35	23	23
8	85.71	46.67	*	13.33		20.00	*	20.00	28	15
All Grades	69.51	48.39	24.39	30.65	*	9.68	*	11.29	82	62

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	*	25.00	48.39	25.00	*	29.17	*	20.83	31	24
7	52.17	13.04	*	17.39	*	52.17	*	17.39	23	23
8	64.29	20.00	*	33.33	*	26.67	*	20.00	28	15
All Grades	46.34	19.35	30.49	24.19	13.41	37.10	*	19.35	82	62

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	33.33	61.29	58.33	*	8.33	31	24
7	52.17	0.00	*	86.96	*	13.04	23	23
8	57.14	6.67	39.29	80.00	*	13.33	28	15
All Grades	47.56	14.52	47.56	74.19	*	11.29	82	62

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	75.00	*	12.50		12.50	31	24
7	73.91	78.26	*	17.39	*	4.35	23	23
8	89.29	46.67	*	26.67	*	26.67	28	15
All Grades	81.71	69.35	13.41	17.74	*	12.90	82	62

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	*	25.00	45.16	37.50	*	37.50	31	24
7	60.87	13.04	*	43.48	*	43.48	23	23
8	64.29	20.00	*	46.67	*	33.33	28	15
All Grades	48.78	19.35	28.05	41.94	23.17	38.71	82	62

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	*	33.33	80.65	58.33		8.33	31	24
7	*	0.00	65.22	100.00	*	0.00	23	23
8	39.29	0.00	60.71	80.00		20.00	28	15
All Grades	26.83	12.90	69.51	79.03	*	8.06	82	62

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

Alternative Metrics EL Students

Due to the Covid-19 Pandemic and sites moving to distance learning, CAASPP testing, including ELPAC, was suspended for the spring of 2020 and 2021. Our site will utilize other metrics to gauge student progress, i.e. iReady and criterion referenced assessments.

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.
3. Our site continues to see an increase in RFEP students as seen in a previous data chart.

Student Performance Data

Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	18-19	*19-20	20-21	18-19	*19-20	20-21	18-19	*19-20	20-21
African American	27	30	34	6	3	0	22	10	0
American Indian or Alaskan	*	1	4	*		0	*		0
Asian	242	245	243	1	6	1	0	2.45	0.41
Filipino	84	99	98	3	2	0	3	2.02	0
Hispanic or Latino	255	300	298	29	29	6	11	9.67	2.01
Did not Report	23		1			0			0
Pacific Islander	*	3	1	*		0	*		0
Two or More Races	145	212	198	5	9	2	3	4.25	1.01
White	778	672	610	58	39	3	8	5.8	0.49
Male									
Female									
English Learners	99	51	53	4	7	1	6	13.73	1.89
Students with Disabilities			193	23	20	2	13	11	1.04
Socioeconomically	297		243	48		6	15		2.47
Migrant									
Foster						0			0
Homeless						0			0
Kindergarten									
Grades 1-3									
Grades 4-6									
Grades 7-8									
Grades K-8									
Grades 9-12									
Ungraded Elementary/Secondary									
Total	1562	1572	1487	102	90	12	6	5.73	0.81

* Date range August 21, 2019 – March 15, 2020

Conclusions based on this data:

1. BHMS students in the following demographic groups have the highest rates on chronic absenteeism: African American, Hispanic, or Latino and English Learners. While our data for our African-American and Hispanic or Latino students improved in 19-20, our English Learner absenteeism rate increase significantly.
2. 6th grade chronic absenteeism rates are lower than those of our 7th and 8th graders.

Student Performance Data

Suspension Data

	2018-19	*2019-20	2020-21
Suspensions Rate	2.3	0.64	0.4

* Date range August 21, 2019 – March 15, 2020

Conclusions based on this data:

1. Our suspension rate has declined each year for the past three years.
2. We saw a significant decline in the number of students suspended in 2018-2019 even though the school population grew in size to 1562 that year.
3. Our implementation of Bobcat PRIDE and our renewed focus on each and every Bobcat feeling safe and supported has helped our suspension rate to decline.

Student Performance Data

Graduation Rate

	2018-19	*2019-20	2020-21
Graduation Rate			

* Preliminary Data

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 2021 iReady data, correlated to the Smarter Balanced Assessment, the percentage of All Students "meeting benchmark" on the Math portion of the assessment will increase by 5% from 45.9% to 54.9%. The following under-served demographic groups will see a 7% increase: Socioeconomically 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 iReady data.

Alternative Metrics

As derived from the fall 2021 iReady math diagnostic assessments, the percentages displayed below denote the number of students who currently are performing at grade level:

All Students: 48.09%
 EL: 29.23%
 EDY: 41.68%
 Special Education: 20.0%
 Hispanic: 34.27%
 African American: 27.59%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the Math portion of the Spring 2021 iReady assessment correlated to the Smarter Balanced Assessment.	In the spring of 2021, 45.9% of BHMS students met the benchmark on their math iReady assessment as it was correlated to the Smarter Balanced Assessment. The CAASPP was not given in the spring of 2020 and 2021 due to Covid-19 school closures.	The percentage of All Students "meeting benchmark" on the Math portion of the assessment as correlated with the Smarter Balanced assessment will increase by 5% from 45.9% to 54.9%
English Learner Data from the Math portion of the Spring 2021 iReady assessment correlated to the Smarter Balanced Assessment.	In the spring of 2021, 19.6% of ELL students met the benchmark on their math iReady assessment as it was correlated to the Smarter Balanced Assessment.	Percent of ELL students meeting the benchmark on their math iReady assessment as it is correlated to the Smarter Balanced Assessment will increase from 19.6% to 26.6%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EDY/Title I Data from the Math portion of the Spring 2021 iReady assessment correlated to the Smarter Balanced Assessment.	In the spring of 2021, 34.3% of EDY students met the benchmark on their math iReady assessment as it was correlated to the Smarter Balanced Assessment.	Percent of EDY students meeting the benchmark on their math iReady assessment as it is correlated to the Smarter Balanced Assessment will increase from 34.3% to 41.3%.
Student with Disabilities Data from the Math portion of the Spring 2021 iReady assessment correlated to the Smarter Balanced Assessment.	In the spring of 2021, 16.8% of Students with disabilities met the benchmark on their math iReady assessment as it was correlated to the Smarter Balanced Assessment.	Percent of students with disabilities meeting the benchmark on their math iReady assessment as it is correlated to the Smarter Balanced Assessment will increase from 16.8% to 23.8%.
Data from the Math portion of the Spring 2021 iReady assessment correlated to the Smarter Balanced Assessment.	In the spring of 2021, 39.3% of African American students met the benchmark on their math iReady assessment as it was correlated to the Smarter Balanced Assessment.	African American Students: Percent of African American students meeting the benchmark on their math iReady assessment as it is correlated to the Smarter Balanced Assessment will increase from 39.3% to 46.3%.
Data from the Math portion of the Spring 2021 iReady assessment correlated to the Smarter Balanced Assessment.	In the spring of 2021, 34.1% of Latino students met the benchmark on their math iReady assessment as it was correlated to the Smarter Balanced Assessment.	Latino Students: Percent of Latino students meeting the benchmark on their math iReady assessment as it is correlated to the Smarter Balanced Assessment will increase from 34.1% to 41.1%.

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, Students with Disabilities

Strategy/Activity

BHMS Committee work: 5 Committees were created for the 2021-2022 school year to support work in the following areas:

Equity
Instructional Leadership
Interventions/RTI
Social/Emotional Supports
Universal Design for Learning

Teachers from each content area serve on each committee and will lead professional development for all staff and bring back best practices to their team meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000.00	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries
	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 2 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)
800.00	Educationally Disadvantaged Youth 5800: Professional/Consulting Services And Operating Expenditures
487.50	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students/ EDY students

Strategy/Activity

In 2021-2022, we opened a 7th grade and an 8th grade bobcat math intervention class to support students struggling in math. The teacher in this class is focused on both foundational skills that students need to build as well as the current 7th or 8th grade math work that students need support with.

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 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Support teachers with release time to prepare interventions for EL students in their classes. Provide time sheeting time for EL Coordinator to create a BHMS EL Toolkit to support teachers with their EL 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)

1510.00

Source(s)

English Learners
1000-1999: Certificated 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)

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)

50.00

Source(s)

English Learners
2000-2999: Classified Personnel Salaries

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

School wide goal for 2021-2022 is:

If teachers engage students in higher levels of thinking, provide opportunities for student voice and representative curriculum then each and every student will have the confidence to produce evidence of deeper levels of thinking, engagement and a joy of learning.

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

6th grade math - IF we give students choice in demonstrating knowledge, THEN they will be more engaged and produce a richer product.

7th grade math - IF we provide students with multiple ways of demonstrating understanding, THEN we will be empowering students to demonstrate their knowledge, while also increasing engagement in activities.

8th grade math - IF we provide students with productive, collaborative, and engaging tasks to support ALL students learning, THEN students will be more successful and motivated to complete the tasks.

Grade level content teams will use these goals to focus their instruction to help support student mastery of the 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)

0

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

EDY and EL students, Students with disabilities.

Strategy/Activity

All core content teachers will have their own students for their Bobcat class. This will allow math teachers to support a set of their own students for mathematical growth.

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

In 2021-2022, we opened a 7th grade and an 8th grade bobcat math intervention class to support students struggling in math. The teacher in this class is focused on both foundational skills that students need to build as well as the current 7th or 8th grade math work that students need support with.

In addition, four Academic Success classes have been built in our 2021-2022 schedule. There is an Academic Success class during Bobcat for both 6th and 7th grade and there is an elective class during our block schedule for 6th and 7th grade 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 through 2021, 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)

500.00

Source(s)

Educationally Disadvantaged Youth
4000-4999: Books And Supplies

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

Purchase *Grading for Equity* by Joe Feldman books for BHMS teachers to help move our grading practices to a more equitable system.

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)

100.00

Source(s)

Educationally Disadvantaged Youth
4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

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.

BHMS students took the iReady assessments for the first time in the 2020-2021 school year in the fall, winter, and spring. Teachers will give this same assessment in 2021-2022 in the fall, winter, and spring (may be CAASPP) again to document growth. Teachers were able to use Math iReady scores and curriculum supports to help students make progress towards mastery of skills. The correlation data makes it difficult to see that many of our students are scoring in the green bands through iReady. Staff is able to focus supports on those students scoring two or more years below grade level. iReady data is being used by teachers to identify students who need additional supports and iReady individualized supports are being used by teachers to help students in the areas they are struggling to master.

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

Given that we were virtual for much of the 20-21 school year, budget implementation was changed to reflect this. We did not support Homework Club through EDY or ELL funds. Instead, we funded supervision for students on campus throughout the day from October through the return to campus in March. Focus of teachers was on making concurrent instruction work for them and our students. Changes in instruction, virtual work, no homework and more helped our students navigate their learning during the pandemic.

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.

Goals were updated to focus on iReady correlated scores as the CAASPP was not given in the Spring of 2021.

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 2021 iReady assessment correlated with the Smarter Balanced Assessment, the percentage of All Students who "met benchmark" on the ELA portion of the assessment will increase by 5% from 66.4%% to 71.4%. The following under-served demographic groups will see a 7% increase: Socioeconomically 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 iReady data.

Alternative Metrics

As derived from the fall 2021 iReady reading diagnostic assessments, the percentages displayed below denote the number of students who currently are performing at grade level:

All Students: 63.65%
 EL: 17.46%
 EDY: 58.48%
 Special Education: 26.58%
 Hispanic: 55.38%
 African American: 39.29%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the Reading portion of the Spring 2021 iReady assessment correlated to the Smarter Balanced Assessment.	In the spring of 2021, 66.4% of BHMS students met benchmark on their Reading iReady assessment as it was correlated to the Smarter Balanced Assessment. The CAASPP was not given in the spring of 2020 and 2021 due to the Covid-19 school closures.	Percent of students meeting the Reading benchmark of iReady correlated to the Smarter Balanced Assessment will increase from 66.4% to 71.4%.
English Learner Data from the Reading portion of the Spring 2021 iReady assessment correlated to the Smarter Balanced Assessment.	In the spring of 2021, 25% of EL students met the benchmark on their iReady Reading assessment as correlated with the Smarter Balanced Assessment.	Percent of EL students meeting the Reading benchmark of iReady correlated to the Smarter Balanced Assessment will increase from 25% to 32%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EDY/Title I Data from the Reading portion of the Spring 2021 iReady assessment correlated to the Smarter Balanced Assessment.	In the spring of 2021, 56.3% of EDY students met the benchmark on their iReady Reading assessment as correlated with the Smarter Balanced Assessment.	Percent of EDY students meeting the Reading benchmark of iReady correlated to the Smarter Balanced Assessment will increase from 56.3% to 63.3%.
Student with Disabilities Data from the Reading portion of the Spring 2021 iReady assessment correlated to the Smarter Balanced Assessment.	In the spring of 2021, 29.9% of SWD students met the benchmark on their iReady Reading assessment as correlated with the Smarter Balanced Assessment.	Percent of students with disabilities meeting the Reading benchmark of iReady correlated to the Smarter Balanced Assessment will increase from 29.9% to 36.9%.
Data from the Reading portion of the Spring 2021 iReady assessment correlated to the Smarter Balanced Assessment.	In the spring of 2021, 60% of African American students met the benchmark on their iReady Reading assessment as correlated with the Smarter Balanced Assessment.	Percent of African American students meeting the Reading benchmark of iReady correlated to the Smarter Balanced Assessment will increase from 60% to 67%.
Data from the Reading portion of the Spring 2021 iReady assessment correlated to the Smarter Balanced Assessment.	In the spring of 2021, 54.2% of Latino students met the benchmark on their iReady Reading assessment as correlated with the Smarter Balanced Assessment.	Percent of Latino students meeting the Reading benchmark of iReady correlated to the Smarter Balanced Assessment will increase from 54.2% to 61.2%.

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 and Students with disabilities

Strategy/Activity

BHMS Committee work: 5 Committees were created for the 2021-2022 school year to support work in the following areas:

- Equity
- Instructional Leadership
- Interventions/RTI
- Social/Emotional Supports
- Universal Design for Learning

Teachers from each content area serve on each committee and will lead professional development for all staff and bring back best practices to their team meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000.00	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries
	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)
800.00	Educationally Disadvantaged Youth 5800: Professional/Consulting Services And Operating Expenditures
487.50	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Support teachers with release time to prepare interventions for EL students in their classes. Provide time sheeting time for EL Coordinator to create a BHMS EL Toolkit to support teachers with their EL 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)
1510.00	English Learners 1000-1999: Certificated Personnel Salaries IA hours

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

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)

50.00

Source(s)

English Learners
2000-2999: Classified Personnel Salaries

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

School wide goal for 2020-2021 is: IF teachers engage students in higher levels of thinking, provide opportunities for student voice and representative curriculum THEN each and every student will have the confidence to produce evidence of deeper levels of thinking, engagement and a joy of learning.

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

6th grade Humanities goal - IF students use choice in demonstrating knowledge, THEN students will be more invested and intrinsically motivated in both Language Arts and Social Studies.

7th grade Humanities goal - IF we include a more diverse, representative curriculum, THEN students will make connections with content.

8th grade Humanities goal - IF we use informal/formative assessment (QWs, Reading Checks, TDQ responses) to measure student progress in complex tasks, THEN we will be able to design scaffolds and enrichment that help students achieve and move beyond grade level standards.

Grade level content teams will use these goals to focus their instruction to help support student mastery of the 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)

0

Source(s)

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

4 Academic Success classes have been built in our 2020-2021 schedule. There is an Academic Success class during Bobcat for both 6th and 7th grade and there is an elective class during our block schedule for 6th and 7th grade 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 through 2021 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)

500.00

Source(s)

Educationally Disadvantaged Youth
4000-4999: Books And Supplies

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

EDY students and Students with disabilities

Strategy/Activity

Purchase *Grading for Equity* by Joe Feldman books for BHMS teachers to help move our grading practices to a more equitable system.

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)

100.00

Source(s)

Educationally Disadvantaged Youth
4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

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.

BHMS students took the iReady assessments for the first time in the 2020-2021 school year in the fall, winter, and spring. Teachers will give this same assessment in 2021-2022 in the fall, winter, and spring (may be CAASPP) again to document growth. Staff is able to focus supports on those students scoring two or more years below grade level. iReady data is being used by teachers to identify students who need additional supports and iReady individualized supports are being used by teachers to help students in the areas they are struggling to master.

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

BHMS students took the iReady assessments for the first time in the 2020-2021 school year in the fall, winter, and spring. Teachers will give this same assessment in 2021-2022 in the fall, winter, and spring (may be CAASPP) again to document growth. Teachers were able to use Reading iReady scores and curriculum supports to help students make progress towards mastery of skills. The correlation data makes it difficult to see that many of our students are scoring in the green bands through iReady. Focus of teachers was on making concurrent instruction work for them and our students. Changes in instruction, virtual work, no homework and more helped our students navigate their learning during the pandemic.

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.

Given that we were virtual for much of the 20-21 school year, budget implementation was changed to reflect this. We did not support Homework Club through EDY or ELL funds. Instead, we funded supervision for students on campus throughout the day from October through the return to campus in March.

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 results from the 2021 California Healthy Kids survey, internal Bernardo Heights interim surveys to be administered throughout the 2021-2022 school year, and site-based discipline office statistics, there will be a 8% increase in the level of inclusive student connectedness to Bobcat culture and positive school climate.

This increase in school connectedness will lead to a suspension rate less than 1.5%.

Identified Need

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

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide California Healthy Kids Survey	<p>In 2019, of the 509 7th grade students surveyed, 67% of our students responded "agree" or "strongly agree" to 5 questions related to school connectedness.</p> <p>I feel close to people at this school. - 69% "agree" or "strongly agree"</p> <p>I am happy to be at this school. - 67% "agree" or "strongly agree"</p> <p>I feel like I am a part of this school. - 67% "agree" or "strongly agree"</p> <p>The teachers at this school treat students fairly. - 65% "agree" or "strongly agree"</p> <p>I feel safe in my school. 70% "agree" or "strongly agree"</p> <p>In 2021, of the 350 7th grade students surveyed, 71% of our students responded "agree" or</p>	<p>79% of all students will respond "agree" or "strongly agree" on 5 school connectedness questions</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>"strongly agree" to 5 questions related to school connectedness.</p> <p>The 2021 CHKS was given when we were in a hybrid with 60% of our students on campus and 40% connecting virtually from home.</p> <p>I feel close to people at this school. - 69% "agree" or "strongly agree"</p> <p>I am happy to be at this school. - 71% "agree" or "strongly agree"</p> <p>I feel like I am a part of this school. - 60% "agree" or "strongly agree"</p> <p>The teachers at this school treat students fairly. - 75% "agree" or "strongly agree"</p> <p>I feel safe in my school. 79% "agree" or "strongly agree"</p>	
English Learner		
EDY/Title I		
Student with Disabilities		
School wide - suspensions	<p>Our suspension rates continue to decline. The percentages below are the percent of students who were suspended at least once each year.</p> <p>2016-2017 - 3.8%</p> <p>2017-2018 - 3.5%</p> <p>2018-2019 - 1.9%</p> <p>2019-2020 - .64%</p> <p>2020-2021 - .4%</p>	In 2021-2022, we will maintain a home suspension rate of less than 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)

All Students

Strategy/Activity

With our full time Student Services Specialists, our third full time counselor, and Mending Matters we will be implementing Second Step Social/Emotional lessons that will be taught in every Bobcat class, a PASS survey of 6th grade students to identify needs and guide our instruction, and a whole school student survey to gauge a feel for the campus. This will be supplemented by forming a student committee that will inform us of the current climate on campus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Educationally Disadvantaged Youth

English Learners

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continued use of Bobcat PRIDE in the 2021-2022 school year. We are continuing to use this verbiage during the virtual start of our 2020-2021 school year.

Bobcat **PRIDE**

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

Teachers, counselors and administration continue to use PRIDE to set expectations for student behavior. Administrative team went out to all Social Studies classes to review our Bobcat behavior expectations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

EDY students and students of color

Strategy/Activity

Professional development will continue for BHMS staff on the topics of cultural competency, equity and inclusion and diverse narratives. Our BHMS Equity committee is going to focus on Grading with Equity by Joe Feldman. Teachers will lead professional development for our site to help teachers understand how their grading policies impact students and the merits of standards-based grading. our site will also continue to work on both the mirror and window work of our identities to learn more about how our biases impact each other and our students. Building empathy and understanding in our staff will help our students of color, EDY students and our students with disabilities feel safer and more supported on campus. Purchase *Grading for Equity* by Joe Feldman books for BHMS teachers to help move our grading practices to a more equitable system.

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

Bobcat Lessons for all Students

Restorative Circles/No Place For Hate Activities/Social-Emotional Learning/Empathy building 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. This work will help to support each and every Bobcat including our students with disabilities, our students of color, our educationally disadvantaged youth.

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. Our site also received donations from outside groups to support this work.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Strategy/Activity 6

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)

Educationally Disadvantaged Youth

Annual Review

SPSA Year Reviewed: 2020-21

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.

Declining suspension rates demonstrate movement in this area. Virtual learning did have an impact on this data as well but there was a significant decline prior to this as well.

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

Given that we were virtual for much of the 20-21 school year, budget implementation was changed to reflect this. As we were virtual much of the year, we adapted our Bobcat PRIDE conversations to be more focused on digital citizenship. We did not support Homework Club through EDY or ELL funds. Instead, we funded supervision for students on campus throughout the day from October through the return to campus in March. Once we returned to campus in March, we rolled out our on-campus Bobcat PRIDE expectations.

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.

The needs of being virtual during the 20-21 school, prevented us from implementing a BHMS culture survey. We were focused on implementing concurrent learning and supporting students who need to be on campus for successful learning. We will be surveying our students in the 21-22 school year instead.

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 4: Culturally Responsive Educational Experience - Anti-Racism through Systemic Equity and Inclusion

By June 2022, Bernardo Heights students and staff will engage in activities that address inclusion, diversity, social justice, and bias in order to create conditions to take a stand against racism at our school and build our school community. We will address cultural competency topics in Staff meetings and professional development as well as building empathy and understanding through student activities. Based on equity audits in core classes conducted in the fall of 2020, BHMS will create baseline data which will be used to guide our equity work moving forward so that our diverse students see themselves reflected in the literature, articles, and other readings that they interact with in our classes. Our work over the next two years (starting in the fall of 2020) will be to increase the number of diverse voices and perspectives in our curriculum by 50%. Our work is to support each and every Bobcat at BHMS.

Identified Need

This need was identified based on the Community Conversations about Racial Equity that were held by PUSD in feeder patterns in the fall of 2020.

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>School Wide BHMS will work with the district office and Board of Education to approve more diverse pieces of literature.</p>	<p>In the 2020-2021 school year the following books were approved:</p> <p>Track Series by Jason Reynolds</p> <p>Save Me a Seat by Gita Varadarajan</p> <p>Count Me In by Varsha Bajaj</p> <p>Wonder by R.J. Palacio</p> <p>Inside Out and Back Again by Thanhha Lai</p> <p>Ghost Boys by Jewell Parker Rhodes</p>	<p>Most of the books approved will be used by our 7th grade team. In the 2021-2022 school year, 6th and 8th grade teachers will work with our librarian to complete this work to bring new books to their grade levels.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Legend by Marie Lu</p> <p>When You Trap A Tiger by Tae Keller</p> <p>They Called Us Enemy by George Takai</p>	
<p>English Learner BHMS EL Coordinator and Librarian will work with the district office and Board of Education to approve more diverse pieces of literature.</p>	<p>Save Me a Seat and Inside Out and Back Again feature an immigrant story.</p>	<p>Most of the books approved will be used by our 7th grade team. In the 2021-2022 school year, 6th and 8th grade teachers will work with our librarian to complete this work to bring new books to their grade levels.</p>
<p>EDY/Title I BHMS will work with the district office and Board of Education to approve more diverse pieces of literature.</p>	<p>The Track Series, Save Me a Seat, Count Me In, Inside Out and Back Again, Ghost Boys, Legend, When you Track a Tiger, and They Called Us Enemy all feature a wide array of life experiences that our students may have encountered.</p>	<p>Most of the books approved will be used by our 7th grade team. In the 2021-2022 school year, 6th and 8th grade teachers will work with our librarian to complete this work to bring new books to their grade levels.</p>
<p>Student with Disabilities BHMS will work with the district office and Board of Education to approve more diverse pieces of literature.</p>	<p>Wonder and Save Me a Seat feature students with disabilities.</p>	<p>Most of the books approved will be used by our 7th grade team. In the 2021-2022 school year, 6th and 8th grade teachers will work with our librarian to complete this work to bring new books to their grade levels.</p>

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)

Site Equity and Inclusion Team

Strategy/Activity

BHMS has created an Equity and Inclusion team with the support of our district office. We have a group of 6 site leaders who will continue the work with the San Diego County Office of Education. We will be meeting three times this year as a team with all of the district Equity and Inclusion Teams. We have also created a site Equity Committee that will give teacher feedback and insight into our continuing professional development work in this 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

Educationally Disadvantaged Youth

English Learners

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EDY and students of color

Strategy/Activity

Professional development will continue for BHMS staff on the topics of cultural competency, equity and inclusion and diverse narratives. Following some professional development on the Grading for Equity book, we will purchase copies of that books for staff who are moving that work forward. This will help this group of teachers grow in this area and help them to become leaders of this work on our campus to share this new info with our whole staff. Building empathy and understanding in our staff will help our students of color, our EDY students and our students with disabilities feel safer and more supported on campus.

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)

250.00

Educationally Disadvantaged Youth
4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students of color and EDY and students with disabilities

Strategy/Activity

Purchasing library books and/or subscriptions to build our collection of books with diverse voices and perspectives. Additional specific funding will be set aside for Elective classes to purchase new diverse curriculum materials so that each and every Bobcat will see themselves in the curriculum. (\$4000 for the library and \$2055 for Electives)

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)

4000.00

Educationally Disadvantaged Youth
4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners and students with disabilities

Strategy/Activity

Library staff will work in coordination with the EL Coordinator and Instructional Assistant to purchase diverse novels at varying reading levels for our English Learners so that they see themselves in the literature that they are reading both in class and for fun.

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)

1680.00

Source(s)

English Learners
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)

Students of color and EDY and students with disabilities

Strategy/Activity

Send 4 staff members (2 teachers and 2 administrators) to the San Diego County Office of Education in January of 2022.

The Equity Conference will be an opportunity to grow and learn as we work to make our campuses safe spaces for all students, staff members, and families, where they feel honored and valued. The breakout session strands are student voice and agency, culturally and linguistically responsive pedagogy, family and community engagement, asset-based systems, mental health and wellness, and socially conscious leadership. This conference will help us to guide interventions to continue working to support our students of color, EDY and students with disabilities.

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)

2008.00

Source(s)

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

Annual Review

SPSA Year Reviewed: 2020-21

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.

Our 7th grade Humanities teachers worked very closely with our librarian in 20-21 to support new books through the process to be approved by the PUSD Board of Education. Our teachers are excited to add these new books to their curriculum. This year our librarian will work with the 6th and 8th grade teachers to do update their curriculum choices.

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

None.

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.

We will keep moving towards meeting this goal and updating our curriculum resources as well as moving our work forward as a site towards equity and inclusion.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

2. Improving Systems, Structures, and Programs that Lead to Increased Student Achievement and Learning Opportunities for All: Create equitable learning pathways to increase student success by leveraging inclusive practices, personalized learning, and rigorous standards-based thinking opportunities to prepare students to thrive in college, career and life. Align opportunities for staff professional learning to accomplish this goal.

Goal 5: Chronic Absenteeism

BHMS will be revisiting our systems for tracking, reporting, and reducing chronic absenteeism with the goal of reporting and following up on specific students who are chronically absent for targeted and direct support. Our goal is that in 2021-2022, all student groups will have chronic absenteeism rate of less than 5%.

Identified Need

Student attendance data

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide School attendance data	2018-2019 – 6% 2019-2020 – 5.73% 2020-2021 – .81%	In 2021-2022, the percentage of all BHMS students who are chronically absent will be less than 5%.
English Learner School attendance data	2016-2017 – 4.3% 2017-2018 – 4.3% 2018-2019 – 6% 2019-2020 – 13.73% 2020-2021 – 1.89%	In 2021-2022, the percentage of English Learner students who are chronically absent will be less than 5%.
EDY/Title I School attendance data	2016-2017 – 12.1% 2017-2018 – 10% 2018-2019 – 15% 2019-2020 – N/A 2020-2021 – 2.47%	In 2021-2022, the percentage of students who are educationally disadvantaged who are chronically absent will be less than 5%.
Student with Disabilities School attendance data	2016-2017 – 13.6% 2017-2018 – 13.6% 2018-2019 – 13% 2019-2020 – 11% 2020-2021 – 1.04%	In 2021-2022, the percentage of students with disabilities who are chronically absent will be less than 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)

All Students

Strategy/Activity

Attendance data will be pulled monthly to be reviewed and students who are chronically absent will meet with counselors/administrators to identify needed supports to improve the student's attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Educationally Disadvantaged Youth

English Learners

Annual Review

SPSA Year Reviewed: 2020-21

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.

This goal is new to BHMS in the 21-22 school year. Attendance during the 20-21 school year for virtual learning was very different. As we have returned to in person learning for the 21-22 school year, we will emphasize this work.

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

N/A

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.

N/A

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	\$20,833.00

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	\$16,033.00
English Learners	\$4,800.00

Subtotal of state or local funds included for this school: \$20,880.00

Total of federal, state, and/or local funds for this school: \$20,880.00

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	16,033.00
English Learners	4,800.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	9,995.00
2000-2999: Classified Personnel Salaries	100.00
4000-4999: Books And Supplies	7,130.00
5800: Professional/Consulting Services And Operating Expenditures	3,608.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
	Educationally Disadvantaged Youth	0.00
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	6,975.00
4000-4999: Books And Supplies	Educationally Disadvantaged Youth	5,450.00
5800: Professional/Consulting Services And Operating Expenditures	Educationally Disadvantaged Youth	3,608.00
1000-1999: Certificated Personnel Salaries	English Learners	3,020.00
2000-2999: Classified Personnel Salaries	English Learners	100.00
4000-4999: Books And Supplies	English Learners	1,680.00

Expenditures by Goal

Goal Number**Total Expenditures**

Goal 1
Goal 2
Goal 3
Goal 4

6,447.50
6,447.50
0.00
7,938.00

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.

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.

Directions: Download PUSD's School Site Council Membership/Recommendations & Assurances Form by [clicking here](#), complete, and return to LSS for review.

Recommendations and Assurances

Your site's School Site Council (SSC) must recommend your SPSA and the proposed expenditures to PUSD's Board for approval. In addition, the SSC must assure 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 English Language Advisory Committee (EC Section 64001[c])

Directions: Download PUSD's School Site Council Membership/Recommendations & Assurances Form by [clicking here](#), complete, and return to LSS for review. Be sure your site's ELAC chair has signed and dated the form. Lastly, both the principal and SSC chair must sign the Assurances section agreeing that:

The SSC has reviewed the content requirements for school plans of programs included in this SPSA and believe all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan. Further, they agree that the SPSA is based on a thorough analysis of student academic performance and that the actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

Upon completion, return to LSS for review.

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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **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/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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