

School Year: **2022-23**

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
Benicia Middle School	48-70524-6050983	April 22, 2022	

Purpose and Description

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

Schoolwide Program
Comprehensive Support and Improvement
Targeted Support and Improvement
Additional Targeted Support and Improvement
NA

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

NA

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Our school uses a variety of surveys to understand the students and family experience. This year, our School Site Council created a survey for our students. This survey asked questions about the school experience, safety, communication, sense of belonging and our overall school climate. Students also complete the REACH/Developmental Relationships survey. This survey focuses on understanding relationships, effort, aspirations, cognition and heart (interests) of students.

Results from these surveys are analyzed by our School Site Councils as well as our staff. These results are used in creating goals for our Single Plan for Student Achievement.

Trends from the surveys that informed this Single Plan for Student Achievement were that there is a significant numbers of students who fall in the "approaching goal" or in the "somewhat" category related to relationships, sense of belonging, and feeling connected to our school.

Classroom Observations

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

Site and District Administrators are in and out of classrooms on a regular basis. These informal walkthroughs provide an ongoing glimpse into day to day instructional practices, learning, student engagement and classroom environment of classrooms. Site administrators use these informal walkthrough notes to have reflective conversations with teachers about their practice and student learning and to network teachers for peer to peer support.

In addition to informal classroom walkthroughs, formal observations are conducted in collaboration with teachers who are on the evaluation cycle. These teachers participate in planning and reflecting conferences as well. During these conferences, the administrator and teacher review the evidence collected during the observation, use rubrics and other tools that describe levels of performance and discuss areas of strength and focus areas.

As a school, areas of focus for instruction, learning and culture are to strengthen our Tier One first best instruction as well as our Two interventions for academic support and Tier One and Tier Two interventions for behavioral support. These areas of school wide focus emerged from evidence and trends seen during both informal and formal classroom visits and are supported by school wide data.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Data is at the center of all the work that we do as a school site. Our data work is anchored in looking at state, district, school and classroom data. The data used includes, but is not limited to: attendance, suspension, grades, SBAC, surveys, NWEA reading and math assessments and classroom assessments. We use data in our meetings to look at places where we are succeeding. We then discuss why we are successful in those areas and list specific actions or services that supported that success. We also look at areas that need improvement. We work hard to determine the root causes for our performance in these areas and then look to evidence-based practices to support our students in meeting success.

Our district is implementing a new data management system, Aeries, to support all administrators and teachers in using data in an efficient and effective manner to improve student outcomes. Our district is also implementing an adaptive achievement and growth test, NWEA Map. This assessment measures progress and growth for each individual student. Ongoing training will be provided so that all staff has the technical skills along with the data inquiry knowledge to access and use data successfully.

Based on our data analysis using multiple measures, the following are areas of focus for our continued work:

ELA:

Fall 2021 Semester English Course Grade: 6th grade 2%, 7th grade 7%, 8th grade 13% of students received a F grade

NWEA overall level (Spring 2022): 44% Low/Low Average in 6th grade; 43% in 7th grade; 37% in 8th grade

African American and Hispanic student groups scored below the grade level average in the NWEA reading assessment

Mean RIT Score for all grade 6 is 212.4

6th grade African-American RIT is 199.9 , Hispanic RIT is 208.0

Mean RIT Score for all grade 7 is 216.4

7th grade African-American RIT is 207.7 , Hispanic RIT is 211.9

Mean RIT Score for all grade 8 is 220.5

8th grade African American RIT is 216.3, Hispanic RIT is 215.5

Math:

Fall 2021 Semester Math Course Grade: 6th grade 2%, 7th grade 8%, 8th grade 14% of students received a F grade

NWEA overall level (Spring 2022): 45% Low/Low Average in 6th grade; 44% in 7th grade; 30% in 8th grade

African American and Hispanic student groups scored below the grade level average in the NWEA math assessment

Mean RIT Score for all grade 6 is 220.1

6th grade African American RIT is 204.0 , Hispanic RIT is 215.7

Mean RIT Score for all grade 7 is 226.2

7th grade African American RIT is 217.2, Hispanic RIT is 219.6

Mean RIT Score for all grade 8 is 233.9

8th grade African American RIT is 223.3 , Hispanic RIT is 229.9

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

For each student group that is identified as not meeting performance goals in either ELA, Math, Attendance or Suspension, we identify the students in that group by name, grade and teacher. Teachers then work with their administrator teams, families and/or students to set goals and /or actions or services needed to reach those goals. Teacher monitor student progress toward these goals in a variety of ways that may include keeping records of interim assessments, anecdotal notes, interviews. etc. These progress monitoring records are reviewed quarterly as a school site team to ensure that students are continuing to make progress or if changes to supports need to be made.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

We meet all the requirements for employing highly qualified staff.

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

All of our credentialed teaching positions in BUSD are filled. We provide two staff development days for all BUSD credentialed staff each year. Typically these days offer some mandatory sessions along with choice sessions. The topics for the sessions vary based on-site and district needs as identified by our data or teacher need and interests especially when new technology or curriculum is being implemented. Some recent offerings were in equity, diversity and inclusion through EPOCH. These areas of focus were in response to ensuring we were meeting the needs of all student groups. Social Emotional Learning is another area of professional learning as we work towards developing a strong sense of belonging for all students.

In addition to our two staff development days, all teachers are offered additional training on Fridays.

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

All staff development is based on student performance needs as well as professional needs. Teachers often have choice sessions during our professional development days. The choices are culled from teacher input on previous professional learning surveys and other feedback collected from teachers and administrators.

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

Site Administrators along with our Teacher on Special Assignment (TOSA) offer support to teachers in instructional practices, assessment and using data to guide instruction. Additionally mentor teachers will be given to any teacher who qualifies based on the results of his/her evaluation. Outside Consultants such as Cali-Reads and CPM have also provided support for our teachers throughout the school year.

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

Teachers in grades Tk-8 have Common Planning Time (CPT) each Friday as students are released early on that day. Teachers set their own agendas for these common planning meetings. However, site administrators collect agendas and minutes from teams so they are better able to support their work.

In addition, leadership team or department meeting times are used to promote instructional practice, work on protocols to monitor student progress, conduct a data study, or look at student work together. These meetings occur once per month.

Teaching and Learning

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

The use of California Common Core State Standards are at the heart of all the instructional practices. Teachers and teacher teams have retraining and reflection time each year to revisit the standard and map them to their lessons curriculum. This is done through grade level/department team time, staff meeting time, and LCAP Content Collaboration Days. Any new curriculum adoption is thoroughly vetted through a District protocol and process to ensure that the curricula under review meets the expected standards.

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

We adhere to the recommended instructional minutes for reading/language arts and mathematics as put forth by the District and the suggested time allotments in our adopted materials.

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

Teachers and teaching teams/departments with support from District administrators create pacing guidelines to ensure that the priority standards have sufficient time so students can demonstrate mastery. Students receiving support through intervention classes and opportunities are monitored throughout the year to ensure that students are making progress or if a change in support is needed. Students are able to move in and out of intervention support opportunities as needed.

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

All students have access to relevant and needed standards-based instructional materials.

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

All teachers use adopted and standards-aligned instructional materials, including intervention materials. These materials are reviewed regularly and teachers work with site and District administrators to determine if there are gaps or overlaps in the materials being used.

Opportunity and Equal Educational Access

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

All teachers provide opportunities for differentiated instruction throughout the school day. For instance, students participate in book clubs, independent reading and small group reading instruction at their level. Levels are monitored frequently and children change levels as needed. In addition, the curriculum materials used in the classrooms have resources to support students who are struggling, learning English or who have already mastered content.

Students and teachers have access to supplementary materials and online programs in the classroom that are designed to provide extra support and practice to meet each child's needs.

Evidence-based educational practices to raise student achievement

Teachers use adopted, standards-aligned curriculum as their core instructional materials. They focus on teaching the standards, check frequently for understanding, analyze student work and data and use this information to reteach or redirect learning experiences for students. Teachers use practices such as increased student talk as a way to actively engage students in greater portions of the instructional day, students write about their learning in all content areas, use model drawing, identify what didn't work in a given problem, and participate in close reading experiences. Students read a range of texts with increasing amounts of non-fiction as they advance in grades. They read and view a variety of materials on a given topic and are asked to use evidence from the texts to draw conclusions. Teachers create experiences for students to engage in rich and rigorous learning experiences that stretch them as learners.

Parental Engagement

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

Students who need extra support may receive assistance through a variety of opportunities which may include intervention during or after the school day, tutoring during or after the school day, availability of supplementary curriculum, and mentors. Student Success Teams (SSTs) are held throughout the year as a way for school teams to continue to monitor student progress and use our Multi-tiered System of Support (MTSS) to provide students the level of support they need at a given time in a given area.

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

Parents, teachers and other school personnel meet through a variety of teams at the school and District level to review data and school programs. The teams review data yearly and evaluate the effectiveness of the program. Prior to the pandemic, our scores on the state test, CAASPP, have been increasing for our student groups, which indicates that this earlier intervention model is working. The School Site Council oversees the development of the School Plan for Student Achievement and ensures that it is in alignment with the District Local Control Accountability Plan (LCAP), which also serves as our District's Strategic Plan.

Funding

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

Students who are struggling may meet with an intervention teacher for small group extra support. These groups are within the school day and targeted to meet students' specific needs.

Fiscal support (EPC)

Benicia Middle School students benefit from several funding sources including the Local Control Funding Formula (LCFF), Measure S funding, PTO, Cali-Reads Grant and local donations. BMS representatives participate in the Local Control Accountability Plan (LCAP) process to identify appropriate expenditures.

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

Introduction:

Benicia Middle school held approximately 6 meetings or input structures in consultation with all stakeholder groups including parents and school personnel in the development of our 2022-2023 Single Plan for Student Achievement and Annual Update. We used many collaborative opportunities in an effort to hear all voices and stakeholders.

Benicia Middle School also used electronic surveys to ensure that the stakeholder engagement process was inclusive. Survey(s) asked questions pertaining to student performance, actions, services and programs. School staff collected over 1000 responses between all data gathering methods. The data analysis process was used to cull major themes and patterns from this survey.

Structure of the SPSA input meetings:

Each presentation began with a presentation of the role and purpose of the Single Plan for Student Achievement, how the funding was linked to the LCAP, accountability measures used and the current goals and actions. Data, including state data was reviewed and highlights from this data discussed. Participants were then asked reflection and evidence-based questions to give feedback on the impact of the current goals and actions. This feedback was collected verbally and electronically.

Data collection process:

Data from all stakeholder meetings were collected. All data was documented and included the information from all stakeholder groups. The School Site Council, a group of staff, parents and administrators from across the school, and the school leadership/department chair teams met to review the data and the initial themes that emerged.

Prioritization and ranking of the data collected:

Following all the stakeholder engagement input sessions, different staff and parent groups ranked the priorities for each goal. This information was then shared with School Site Council for review and adoption. The following is a detail of the meeting dates held with each stakeholder group.

Meeting Dates:

Site Council: 10/28, 11/18, 1/27, 2/24, 3/3, 3/31, 4/28

Department Chair with focus on goals and action items:
12/13, 2/22

Resource Inequities

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

N/A

School and Student Performance 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	0.47%	0.66%	0.6%	5	7	6
African American	8.47%	8.36%	6.4%	90	89	66
Asian	5.74%	4.61%	4.4%	61	49	45
Filipino	7.53%	6.67%	5.5%	80	71	57
Hispanic/Latino	21.45%	22.27%	22.1%	228	237	229
Pacific Islander	%	0%	0.2%		0	2
White	43.56%	44.55%	46.5%	463	474	481
Multiple/No Response	11.85%	11.75%	13.4%	126	125	139
	Total Enrollment			1,063	1,064	1,035

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	344	370	336
Grade 7	353	337	368
Grade 8	366	357	331
Total Enrollment	1,063	1,064	1,035

Conclusions based on this data:

1. Student enrollment continues to decline at Benicia Middle School.

School and Student Performance 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	50	31	30	4.7%	2.9%	2.9%
Fluent English Proficient (FEP)	68	80	94	6.4%	7.5%	9.1%
Reclassified Fluent English Proficient (RFEP)	0	14	2	0.0%	28.0%	6.5%

Conclusions based on this data:

1. The 2019-2020 showed the highest percentage of Reclassified Fluent English Proficient students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	355	345	329	345	317	0	345	317	0	97.2	91.9	0.0
Grade 7	371	354	364	349	332	0	349	332	0	94.1	93.8	0.0
Grade 8	395	371	327	358	319	0	358	319	0	90.6	86	0.0
All Grades	1121	1070	1020	1052	968	0	1052	968	0	93.8	90.5	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2514.	2533.		12.46	20.19		32.46	31.86		26.09	26.50		28.99	21.45	
Grade 7	2548.	2561.		14.04	17.17		38.97	38.86		24.07	24.40		22.92	19.58	
Grade 8	2536.	2579.		10.89	19.44		30.73	37.30		25.42	24.45		32.96	18.81	
All Grades	N/A	N/A	N/A	12.45	18.90		34.03	36.05		25.19	25.10		28.33	19.94	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	19.77	26.03		42.15	46.67		38.08	27.30	
Grade 7	21.55	27.41		48.56	45.48		29.89	27.11	
Grade 8	20.67	29.25		40.22	46.54		39.11	24.21	
All Grades	20.67	27.56		43.62	46.22		35.71	26.22	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	18.13	22.22		47.37	50.79		34.50	26.98	
Grade 7	28.45	29.82		53.16	52.71		18.39	17.47	
Grade 8	19.10	27.90		46.07	54.55		34.83	17.55	
All Grades	21.89	26.71		48.85	52.69		29.25	20.60	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	14.29	20.95		64.72	66.98		20.99	12.06	
Grade 7	12.93	14.46		66.67	73.49		20.40	12.05	
Grade 8	15.08	23.20		58.94	62.07		25.98	14.73	
All Grades	14.11	19.46		63.39	67.60		22.50	12.94	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	27.70	26.03		52.19	55.87		20.12	18.10	
Grade 7	27.87	28.92		54.31	53.31		17.82	17.77	
Grade 8	17.60	29.56		51.68	49.37		30.73	21.07	
All Grades	24.31	28.19		52.72	52.85		22.97	18.96	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The highest percentage of At or Near Standard for the 2018-2019 school year was in the area of listening.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	355	345	329	343	320	0	343	319	0	96.6	92.8	0.0
Grade 7	371	354	364	349	333	0	349	333	0	94.1	94.1	0.0
Grade 8	395	371	327	358	317	0	357	317	0	90.6	85.4	0.0
All Grades	1121	1070	1020	1050	970	0	1049	969	0	93.7	90.7	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2538.	2534.		19.83	21.32		28.28	22.88		31.78	32.60		20.12	23.20	
Grade 7	2569.	2569.		24.93	24.62		29.51	29.43		27.51	28.83		18.05	17.12	
Grade 8	2553.	2589.		20.45	29.65		19.33	23.03		28.85	26.50		31.37	20.82	
All Grades	N/A	N/A	N/A	21.73	25.18		25.64	25.18		29.36	29.31		23.26	20.33	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	28.24	30.09		43.24	35.42		28.53	34.48	
Grade 7	35.82	38.44		38.97	36.64		25.21	24.92	
Grade 8	24.09	36.08		37.54	39.87		38.38	24.05	
All Grades	29.35	34.92		39.87	37.29		30.78	27.79	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	20.41	19.44		55.10	55.17		24.49	25.39	
Grade 7	27.22	28.23		51.00	50.75		21.78	21.02	
Grade 8	24.09	32.59		49.86	43.99		26.05	23.42	
All Grades	23.93	26.76		51.95	50.00		24.12	23.24	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	24.63	21.63		47.51	50.47		27.86	27.90	
Grade 7	27.79	27.03		57.31	54.65		14.90	18.32	
Grade 8	21.57	28.16		49.86	56.96		28.57	14.87	
All Grades	24.64	25.62		51.58	54.03		23.78	20.35	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The highest percentage of At or Near Standard for the 2018-2019 school year was in the area of Communicating Reasoning.

School and 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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	1513.8	1547.7	*	1493.6	1561.5	*	1533.7	1533.3	*	14	19	5
7	1564.1	1547.7	*	1555.9	1544.2	*	1571.5	1550.5	*	11	13	9
8	*	*	*	*	*	*	*	*	*	*	10	9
All Grades										30	42	23

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	26.32	*	*	36.84	*	*	15.79	*		21.05	*	14	19	*
7	*	23.08	*	*	69.23	*	*	0.00	*		7.69	*	11	13	*
8	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	*	23.81	34.78	40.00	50.00	34.78	*	14.29	26.09		11.90	4.35	30	42	23

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	52.63	*	*	26.32	*	*	5.26	*		15.79	*	14	19	*
7	*	61.54	*	*	23.08	*	*	7.69	*		7.69	*	11	13	*
8	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	40.00	57.14	56.52	46.67	23.81	39.13	*	9.52	4.35		9.52	0.00	30	42	23

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	10.53	*	*	26.32	*	*	31.58	*	*	31.58	*	14	19	*
7	*	15.38	*	*	23.08	*	*	53.85	*	*	7.69	*	11	13	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	11.90	13.04	*	26.19	26.09	40.00	42.86	43.48	*	19.05	17.39	30	42	23

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	26.32	*	*	47.37	*	*	26.32	*	14	19	*
7	*	0.00	*	*	92.31	*		7.69	*	11	13	*
8	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	11.90	43.48	66.67	71.43	47.83	*	16.67	8.70	30	42	23

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	78.95	*	*	10.53	*		10.53	*	14	19	*
7	*	61.54	*	*	23.08	*		15.38	*	11	13	*
8	*	*	*	*	*	*		*	*	*	*	*
All Grades	66.67	71.43	77.27	*	19.05	22.73		9.52	0.00	30	42	22

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	10.53	*	*	36.84	*	*	52.63	*	14	19	*
7	*	15.38	*	*	53.85	*	*	30.77	*	11	13	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	11.90	17.39	*	42.86	43.48	43.33	45.24	39.13	30	42	23

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	15.79	*	78.57	68.42	*		15.79	*	14	19	*
7	*	0.00	*	*	92.31	*		7.69	*	11	13	*
8	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	7.14	8.70	66.67	83.33	78.26		9.52	13.04	30	42	23

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The area which has the highest number of students scoring in the Well Developed is Speaking.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1035	25.0	2.9	0.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	30	2.9
Foster Youth	3	0.3
Homeless	2	0.2
Socioeconomically Disadvantaged	259	25.0
Students with Disabilities	98	9.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	66	6.4
American Indian or Alaska Native	6	0.6
Asian	45	4.3
Filipino	57	5.5
Hispanic	229	22.1
Two or More Races	139	13.4
Native Hawaiian or Pacific Islander	2	0.2
White	481	46.5

Conclusions based on this data:

1. Following white, Hispanic is the highest ethnic student group.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 479 699">English Language Arts</p>  <p data-bbox="297 751 368 779">Green</p>	<p data-bbox="673 667 950 699">Chronic Absenteeism</p>  <p data-bbox="784 751 855 779">Green</p>	<p data-bbox="1177 667 1404 699">Suspension Rate</p>  <p data-bbox="1255 751 1326 779">Orange</p>
<p data-bbox="251 867 414 898">Mathematics</p>  <p data-bbox="297 951 368 978">Green</p>		

Conclusions based on this data:

1. Overall, our students performed in the green for both English Language Arts and Math.

School and Student Performance Data

Academic Performance English Language Arts

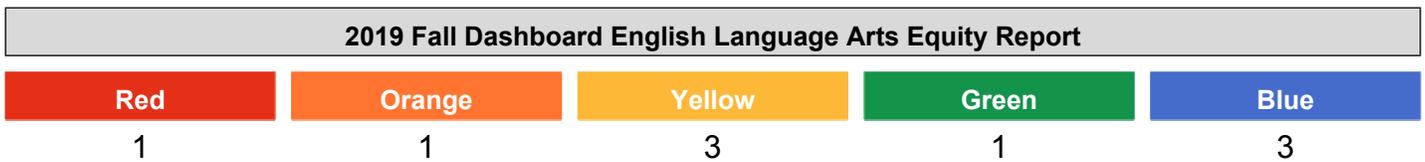
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>8 points above standard</p> <p>Increased Significantly +22.8 points 946</p>	<p>English Learners</p> <p>Orange</p> <p>58.7 points below standard</p> <p>Declined -8.6 points</p> <p>56</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>50.1 points below standard</p> <p>Increased Significantly +18.5 points 237</p>	<p>Students with Disabilities</p> <p>Red</p> <p>114.4 points below standard</p> <p>Declined -3.9 points</p> <p>68</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 60 points below standard Increased Significantly ++20.7 points 77	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Blue 68.8 points above standard Increased Significantly ++10.6 points 57	 Green 19.3 points above standard Increased ++4.6 points 75
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 26 points below standard Increased Significantly ++21.4 points 203	 Blue 13.7 points above standard Increased Significantly ++28 points 114	 No Performance Color 0 Students	 Blue 27 points above standard Increased Significantly ++26 points 410

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
93.8 points below standard Increased ++8.2 points 38	15.6 points above standard Declined -3.5 points 18	10.5 points above standard Increased Significantly ++25.7 points 843

Conclusions based on this data:

- Our English Language Learners are 50.1 points below standard, however they increased by 8.2 points.

School and Student Performance Data

Academic Performance Mathematics

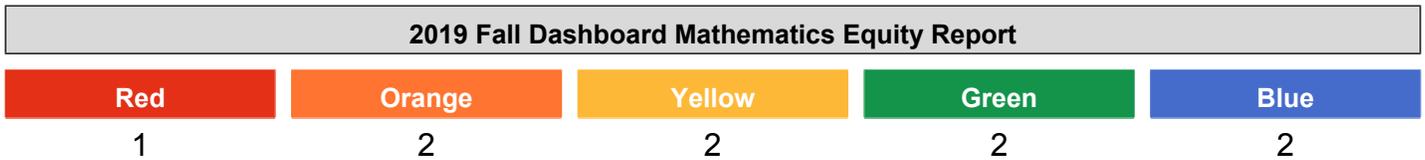
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>2.9 points below standard</p> <p>Increased ++10.9 points</p> <p>945</p>	<p>English Learners</p> <p>Orange</p> <p>79 points below standard</p> <p>Declined Significantly -18.8 points</p> <p>57</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>66.4 points below standard</p> <p>Increased ++5.2 points</p> <p>241</p>	<p>Students with Disabilities</p> <p>Red</p> <p>145.8 points below standard</p> <p>Maintained -2.1 points</p> <p>66</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 66.4 points below standard Increased Significantly ++22.2 points 76	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Blue 67.4 points above standard Increased ++12.3 points 58	 Green 19.4 points above standard Declined -3.9 points 73
Hispanic	Two or More Races	Pacific Islander	White
 Orange 47.7 points below standard Maintained -1.4 points 205	 Green 4.9 points below standard Increased Significantly ++25.6 points 116		 Blue 19.3 points above standard Increased Significantly ++15.4 points 405

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
120.1 points below standard Declined -10.3 points 40	18 points above standard Increased ++11.8 points 17	0.2 points below standard Increased ++12.5 points 841

Conclusions based on this data:

1. Our English Language Learners declined significantly and are 79 points below standard.

School and Student Performance Data

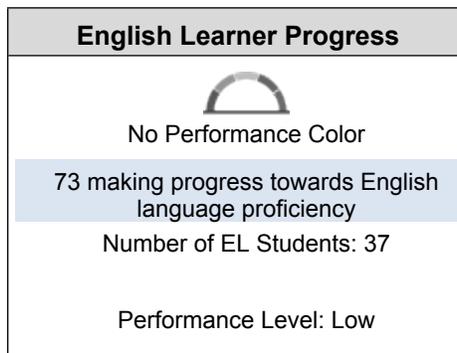
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
5.4	21.6	8.1	64.8

Conclusions based on this data:

- 64.8% of our English Learners progressed at least one level.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

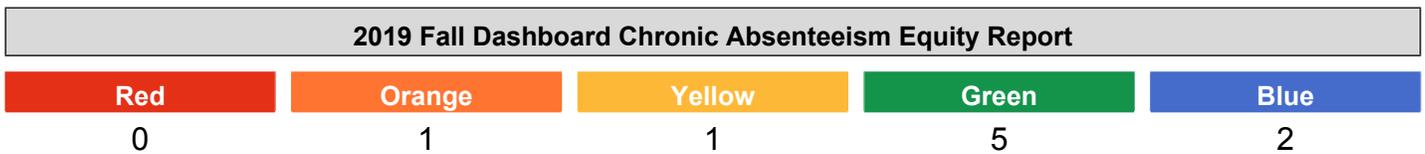
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> Green 5.3 Declined -1.7 1091	<p>English Learners</p> Orange 7.8 Increased +4.6 51	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<p>Socioeconomically Disadvantaged</p> Green 9.8 Declined -1.2 296	<p>Students with Disabilities</p> Yellow 16.5 Declined -5.4 91

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 4.2 Declined -8.3 95	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Blue 0 Declined -3.4 61	 Blue 1.3 Declined -0.6 80
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.5 Declined -0.9 236	 Green 5.6 Declined -0.9 142	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green 6.6 Declined -1.3 472

Conclusions based on this data:

1. Students with Disabilities declined and were in the yellow performance level.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

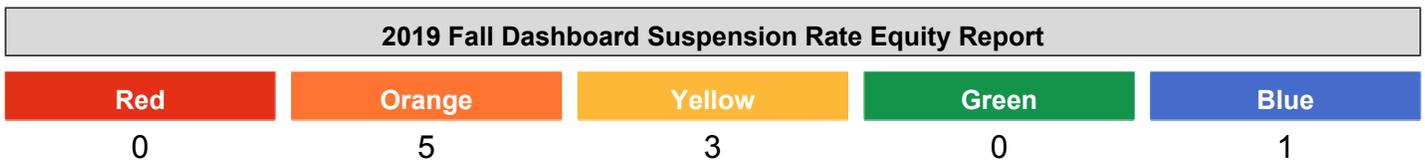
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>3.8</p> <p>Increased +1</p> <p>1100</p>	<p>English Learners</p> <p>Yellow</p> <p>2</p> <p>Increased +2</p> <p>51</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>9.1</p> <p>Increased +4.1</p> <p>11</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>8.7</p> <p>Increased +3.2</p> <p>298</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>8.8</p> <p>Increased +0.5</p> <p>91</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 7.3 Increased +0.6 96	 No Performance Color Less than 11 Students - Data 5	 Blue 0 Declined -3.4 61	 Yellow 1.2 Increased +0.3 81
Hispanic	Two or More Races	Pacific Islander	White
 Orange 4.7 Increased +3.7 236	 Orange 6.3 Increased +3.1 143		 Yellow 2.9 Maintained -0.2 478

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.9	3.8

Conclusions based on this data:

- Suspensions in general increased from 2018 to 2019.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social-Emotional Wellness

LEA/LCAP Goal

LCAP GOAL #1: All students in Benicia Unified School District, especially those that have been traditionally underrepresented, feel a sense of belonging and connection to their school community so that they feel challenged and invested in a learning environment that values individuals and is accepting, respectful, safe and supportive.

Goal 1

All students will feel a sense of belonging and experience positive relationships by June 2023.
Baseline + 5 percentage points survey growth

Identified Need

This goal was based upon the analysis of state and local data including the California Dashboard. Specific data analyzed that resulted in the creation of this goal was suspension and chronic absenteeism from the State Dashboard as well as local surveys conducted with our students: REACH and Site Council Student Survey. This goal addressed the need of all of our students, specifically English Language Learners and Students with Disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
REACH survey/Developmental Relationships Survey	December 2021 REACH survey for Overall Relationships, score of 57/100	Increase REACH Overall Relationships results from 57 to 62
Site Council Student Survey	March 2022 Site Council Survey Sense of Belonging: 67%	Increase Student's Sense of Belongings as measured on the Site Council Student Survey 67 to 72%
State Dashboard: Suspensions	Spring 2019 Students with Disabilities Suspension rate 8.8% (high/orange)	Reduce Suspension rate for Students with Disabilities to 7.8-5.8% (high/yellow)
State Dashboard: Absenteeism	Spring 2019 English Language Learners are chronically absent 7.8% (medium/orange)	English Language Learners will reduce chronic absenteeism to 7.3-4.8% (medium/yellow)
Club participation	March 2022 Student Survey 24.3% yes regularly; 30.6% sometimes	Increase participation in clubs and other activities by 5 percentage points
Wellness room attendance	January 2022 64% of students who visit return for	Increase return visits from 64% to 69%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	another visit; 91% report they feel better afterwards	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, Students with disabilities, English Language Learners

Strategy/Activity

Curriculum/Instruction:

- All teachers will teach a weekly Social/Emotional lesson as a Tier One support for all students as a preventative measure regarding behavior/discipline/suspensions.
- Wellness center will be available to all students as well as students groups such as Sources of Strength, Counseling Groups, and Mindfulness Groups.
- Development of comprehensive school counseling program to incorporate multi-levels of support.
- School staff will host a variety of clubs and students groups for students to join. Some of the clubs offered range from badminton, cartooning, drama, gay-straight alliance, math, outdoor club. Student groups include Sources of Strength, WEB (Where Everyone Belongs)
- Continue the expansion of Student Council/Leadership to include 6th grade student rotations to increase participation in the planning and organization of school wide activities.

Progress Monitoring:

- Monitor and track referral data using SWIS and review monthly with staff
- Student surveys
- Student focus groups

Intervention:

- Continue bell schedule to include a homeroom period focused on Social/Emotional Tier One lessons as well as a staff check-in focused on organization, grades, attendance.
- Administration will continue using Restorative Practices and learning modules in lieu of out-of-school suspension.
- Student input via focus group meetings into discipline expectations to increase ownership
- Counselors will run small group counseling sessions as a Tier Two intervention for students needing additional support. This Tier Two intervention will be available to all students referred either by teacher or administrator.

Professional Learning:

- Provide training in community building circles to promote the cultivation of classroom communities.
- Training and collaboration for teachers in the Social-Emotional learning
- Training for campus supervisors and student supervision aides related to conflict mediation, de-escalation techniques and mental health

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)

All actions are aligned with budgeted items within the District LCAP

Annual Review

SPSA Year Reviewed: 2021-22

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.

By incorporating a regular homeroom/advisory period in the school day, teachers and students can focus on community building in order to develop a sense of belonging. Structured SEL lessons will provide Tier 1 support to all students.

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

The level of Tier Two counseling groups did not occur. Tier Two intervention will continue to be a focus.

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.

This goal will continue with teacher training as one of the strategies/activities in order to improve on overall relationships and sense of belonging.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Literacy & Humanities

LEA/LCAP Goal

LCAP GOAL #2: All students in Benicia Unified School District will demonstrate mastery on and be supported in grade-level literacy and humanities standards in all content areas so that there is comparable performance for all student groups, and achievement and performance gaps are virtually non-existent.

Goal 2

All students will show progress towards mastery of ELA standards by June, 2023.
Baseline + 5 percentage points growth

Identified Need

This goal was based upon the analysis of state and local data including the California Dashboard. Specific data analyzed that resulted in the creation of this goal is related to Students with Disabilities and English Language Learners. This goal addressed the need of all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Scores	Spring 2019 Overall: 54% proficient	Overall: 59% proficient
CAASPP Scores	Spring 2019 Students with disabilities: 8% proficient	Students with disabilities: 13% proficient
CAASPP Scores	Spring 2019 English Language Learners: 16% proficient	English Language Learners: 21% proficient
NWEA Reading Scores (RIT)	Spring 2022 6th grade 212.4 7th grade 216.4 8th grade 220.5	Students will show a growth of 2 RIT points
F grades	Fall 2021 Semester: 6th grade 2%, 7th grade 7%, 8th grade 13% of students received a F grade in English	Reduce number of F grades by 5 percentage points

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Curriculum/Instruction:

- Support collaboration around unit development, lesson study and progress monitoring.
- Increase implementation of literacy strategies through the Cali-Reads grant project.
- Implement the adopted curriculum with fidelity
- Continue iLit curriculum for English Language Learners

Progress Monitoring:

- Utilize NWEA to identify student needs (administer 3 times per year)
- Implement Diagnostic Plan to regularly assess comprehension, fluency and vocabulary
- Use data to drive instruction and support students
- Create data teams to analyze data on a regular basis and adjust instruction as needed

Intervention:

- Provide support via reading intervention sections and after school tutoring.
- Implement iLit curriculum
- Provide ELD class with targeted English instruction

Professional Learning:

- Provide professional development opportunities to support English Language Learners.
- Provide professional development in the reading intervention program iLit
- Participate in the Cali-Reads grant, which provides training in literacy strategies as well as coaching support.

Other:

- Provide opportunities for parents to increase support of their students through a variety of opportunities including ELAC, Site Council, Family Literacy Nights, EL parent nights, Technology night for parents, college and career parent night
- Develop comprehensive counseling program, with a strong academic component to provide regular check-ins with students as well as academic groups

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

All actions are in alignment with budgeted items within the District LCAP.

Annual Review

SPSA Year Reviewed: 2021-22

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.

ELD course is in place and teacher has received training. Students are enrolled when appropriate and they have made growth.

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

Incorporate systematic literacy training and data review so students are identified early in order to receive reading support.

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.

Strategies will remain the same.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Math & STEAM

LEA/LCAP Goal

LCAP Goal #3: All students in Benicia Unified School District, will demonstrate mastery on and be supported in math standards with the support of all STEAM (science, technology, engineering, art, math) content areas so that there is comparable performance for all student groups, and achievement and performance gaps are virtually non-existent.

Goal 3

All students will show progress towards master of Math standards by June, 2023.
Baseline + 5 percentage points growth

Identified Need

This goal was based upon the analysis of state and local data including the California Dashboard. Specific data analyzed that resulted in the creation of the goal related to students with disabilities and English Language Learners. This goal addressed the need of all students, specifically students with disabilities and English Language Learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP scores	Spring 2019: Overall: 50% proficient	Overall: 55% proficient
CAASPP scores	Spring 2019 Students with disabilities: 7% proficient	Students with disabilities: 12% proficient
CAASPP scores	Spring 2019 English Language Learners: 13% proficient	English Language Learners: 18% proficient
NWEA Map Assessment	Spring 2022 Baseline 6th grade 220.1, 7th grade 226.2, 8th grade 233.9	Students will show a growth of 2 RIT points on the NWEA
F grades	Fall 2021 Semester: 6th grade 2%, 7th grade 8%, 8th grade 14% of students received a F grade for their final fall semester grade.	Reduce number of F grades by 5 percentage points

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Curriculum/Instruction:

- Continue to increase the technology and robotics elective courses offered to students
- Continue implementation of CPM; supplement curriculum with a variety of tech tools
- Model and expect math work to be organized and show work step by step
- Provide scaffolded sentence frames for problem responses to support struggling students.
- Facilitate group work to foster communication about mathematical ideas and concepts.
- Provide anchor charts for central ideas/information.
- Model and require students to respond to math questions with complete, academic sentences.
- Collaborate within grade level/department to develop lessons and review student work.
- Investigate practices including homework, late work and grading

Progress monitoring:

- Utilize NWEA to identify area of student need (3 times per year)
- Use common assessments in CPM in order to use data to drive instruction and support students
- Create data teams to analyze data on a regular basis and adjust instruction as needed
- Counselors and administrators charged with regular review and support of unduplicated students in their alphabet

Intervention:

- Provide math intervention classes within the school day to identified students
- Utilize Imagine Math curriculum which links to NWEA to target specific skills
- Administration will support teachers in the identification of students in need of Tier 2 supports and Interventions
- After school homework club

Professional Development:

- Ongoing professional development in CPM (adopted math curriculum)
- Ongoing professional development in supplementary online math tools (pear deck, delta math, desmos) used for practice/review.
- Technology training: Project Lead the Way (PLTW)

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)

All actions are in alignment with the budgeted items within the District LCAP.

Annual Review

SPSA Year Reviewed: 2021-22

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.

The math intervention program did not achieve intended results. However, the Technology program is growing. Project Lead the Way training and program materials have produced positive results.

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

Must implement the strategy of using the NWEA assessment to help identify standards and skills needing to be addressed with math intervention program.

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.

Ongoing training needed in math intervention program and ongoing data analysis.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Equity

LEA/LCAP Goal

Goal 4: Historically underserved and underrepresented students will have access to and inclusion in all learning and activities in school. BUSD will advance equity practices by ensuring that the voices of our students are represented, they feel seen and their cultures and stories are valued with a particular focus on students who are black, socio economically disadvantaged, English learners, LatinX, LGBTQ, and students in special education.

Goal 4

In order to strengthen cultural competence within BUSD schools that results in equity for all students and equitable school discipline, BMS will intentionally cultivate a learning environment that supports diversity and inclusion.

Identified Need

This goal was based upon the analysis of state and local data including the California Dashboard and site specific student survey data. Specific data analyzed that resulted in the creation of the goal related to traditionally underrepresented student groups. This goal addressed the need of all students, specifically African American and Hispanic students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Dashboard: Suspension	Spring 2022: 10% of our African American student population has received a suspension whereas 2% of our overall student population has received a suspension.	Decrease suspension rates by 50%
REACH (relationships)	December 2021: African American Students report 33% of meeting/exceeding the goal	Increase by 5 percentage points to 38% meet/exceed goal
REACH (Culturally Affirming Classroom)	December 2021: 12% meets or exceeds goal	Increase by 5 percentage points to 17% meet/exceed goal
CAASPP: Math	Spring 2019: Hispanic Students 29.9% proficient in Math	Hispanic Students increase proficiency by 5 percentage points (34.9%)
CAASPP: Math	Spring 2019: African American Students 23.75% proficient in Math	African American Students increase proficiency by 5 percentage points (28.75%)
CAASPP: ELA	Spring 2019: Hispanic Students 40% proficient in ELA	Hispanic Students increase proficiency by 5 percentage points (45%)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP: ELA	Spring 2019: African American Students 24.6% proficient in ELA	African American Students increase proficiency by 5 percentage points (29.6%)
REACH (Relationships)	December 2021: Hispanic Students report 28% of meeting/exceeding the goal	Increase by 5 percentage points to 33% meet/exceed goal

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

African-American, LatinX, LGBTQ students

Strategy/Activity

Curriculum/Instruction:

- Promote diversity in curriculum and classroom/school libraries
- Incorporate lessons into our weekly SEL that focus on inclusion and understanding of diverse cultures
- Monthly heritage celebrations through morning announcements and posters around campus
- Develop school wide events such as One School/One Book with books that focus on inclusion and diversity
- Student experiences that promote and celebrate diverse cultures
- Student clubs such as Gay Straight Alliance

Parent Engagement:

- Increase community involvement
- Family Literacy Night
- ELPAC

Progress Monitoring:

- Staff, Family, Student surveys
- Student forums to collect input regarding what is working and what is not working
- Use SWIS data to analyze and reflect on behavior trends
- Work with families and students to identify barriers to student success
- Identify students in greatest need with ongoing, deliberate outreach and support

Intervention:

- As needs arise, explore ways to provide systematic interventions based on progress monitoring information.
- Continue restorative practices in a response to student behavior

Professional Learning:

- Incorporate discussions and training related to discipline practices, equity, inclusion, identity, biases, etc.
- Continued work with EPOCH

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)

Annual Review

SPSA Year Reviewed: 2021-22

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.

The school site has increased culturally affirming events on campus this year in line with the strategies.

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

This has been the first year implementing this goal. School site needs to continue to solicit student voice to understand barriers to student success.

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.

No significant changes.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$0.00

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. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$0.00

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

Expenditures by Budget Reference

Budget Reference

Amount

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

--

--

0.00

Expenditures by Goal

Goal Number

Total Expenditures

Goal 1

0.00

Goal 2

0.00

Goal 3

0.00

School Site Council Membership

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

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

Name of Members	Role
Jarrod Slate	Parent or Community Member
Lindsay Dalske	Principal Parent or Community Member
Kasey Wagganer	Other School Staff Parent or Community Member
Terri Marron	Other School Staff
Susan McDonald	Classroom Teacher
Lauren Sluga	Classroom Teacher
Sean Case	Parent or Community Member
Nancy Browne	Parent or Community Member
Aislyn McNamara	Secondary Student
Bryce Mincy	Secondary Student
Keelan Bosick	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

Departmental Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/15/20.

Attested:



Principal, Lindsay Dalske on 4/15/20



SSC Chairperson, Lauren Sluga on 4/15/20

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**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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