

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Buena Park High School	30665143030855	10/01/2021	01/12/2022

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

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.

Buena Park High School will provide teachers with the appropriate training in best practices and research based instructional strategies to improve student literacy and student engagement in high quality programs. To do this, Buena Park High School will have a highly qualified staff, effectively communicate with all stakeholder groups and provide resources to meet the growing emotional and social needs of our students.

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).

During the 2020/2021 school year, students engaged in several surveys using the Naviance schoolwide system. An LCAP survey during the Spring 2021 of parents, students and staff provided valuable information for the 2021/2022 school year. During the 2020/2021 school year, students took career inventory surveys using Naviance, which then helped to guide their high school/college plan. All students are surveyed annually regarding teacher instruction. Senior students also took part in an exit survey including college acceptance data, career choice data, scholarship data and guidance data. Teachers were surveyed as to technology needs for classroom instruction and to serve as in-service needs. Parents, through School Site Council, ELAC, Facility Needs Committee and PTSA, were surveyed as to the needs for further parent education, student needs and facility needs. Students, staff and parents were also surveyed through Aeries Communication and Google Forms regarding parent concerns and facility needs.

Survey results indicate need in the following areas:

1. Social and emotional support services for students
2. Career preparation activities including internships
3. Opportunities for tutoring and study
4. Technology support for parents

Classroom Observations

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

All Buena Park Administrators visit and observe classrooms on a regular basis and observations typically occur every day. Observations are sometimes formal and pre-arranged but most often are drop in. Teachers regularly invite site administrators into their classrooms for particular lessons. District administrations visits the Buena Park High School campus at least once a month to perform classroom observations. These are always drop in and not pre-arranged.

Teachers who are in the evaluation cycle have formal observations as well as drop in visits. Parents, along with the principal, "tour" the school site on a regular basis and visit several classrooms to witness the rigorous curriculum taking place at Buena Park High School. This activity has been limited during the pandemic closure but is a regular activity which will resume when permitted by local health guidelines. Administrators discuss findings of drop in and formal observation visits in weekly administrative meetings. The overall findings of observations and drop in visits of the Buena Park High School staff exceed performance goals and strive to infuse Common Core Standards throughout daily lessons. Certificated staff members are also engaged with technology as an instructional tool, learning instrument, and communication tool. A "Technology Symposium" gives the opportunity for all staff members to visit classrooms during their prep periods to observe technology in use. New Buena Park High School staff participate in a "Home Tour" guided by the Principal discussing the WASC Action Plan, facility tour and vision of Buena Park High School. Buena Park High School will follow WASC recommendations for peer visits to observe best practices as related to instructional strategies, technology strategies, and differentiated learning. District TOSAs in English, math, and EL give direct feedback to staff regarding implementation of Common Core State Standards and EL strategies. Site coaches in math, English and technology give staff members added support.

Observations indicate that teachers require additional professional development in working with Title I students, particularly those with early childhood trauma. Instructional support staff require additional professional development in instructional strategies and support models.

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)

Use of California Assessment of Student Performance and Progress (CAASPP) Performance tasks/test data, California Fitness Exam, CELDT, reclassification rates, AP data, PSAT, SAT, PLAN (pre ACT test), and benchmark assessments drove instruction during the 2020/2021 school year. Teachers worked in professional learning communities (PLC) to review data and attempted to identify causes and impacts. These PLCs focused on student groups and subgroups and each PLC took ownership of the subgroup to explore data and determine needed changes. English and math teachers administered performance tasks developed for the Common Core State Standards. English and math teachers administered benchmark tests. Teachers met in department groups to analyze data from benchmark tests and modify curriculum and instruction appropriately to meet the needs of students.

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

In 2020/2021, certificated staff members were provided time to gather as a department professional learning community and review data from curriculum-embedded assessments. The amount of time changed throughout the year as a result of the pandemic closure. The data was provided in reports generated by publisher, information systems and third party applications. Each department has an administrator assigned who assists in the discussion of disaggregating the data and modifying instruction to meet the needs of students. In the 2020/2021 school year, teachers were provided half an hour each day of preparation and planning time. This time can be utilized to monitor student progress and data is provided for such.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Every student is entitled to receive instruction in the core academic areas from a certificated staff member who is highly qualified. To be considered highly qualified, a teacher must have a bachelor's degree, teaching credential and have demonstrated subject matter competence. Every teacher of core academic subjects at Buena Park High School meets these requirements and is considered highly qualified. Every teacher is credentialed to teach in the area of their content.

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

Buena Park High School teachers are highly qualified and are teaching within their credentialed content. Professional development is provided throughout the school year. All teachers have access to District approved instructional materials. Buena Park High School has purchased various Common Core instructional materials for staff and will continue to send staff to conferences and workshops to better implement Common Core Standards throughout the curriculum. Prior to the pandemic closure, credentialed staff attended AP Conferences, College Board conferences, UC/CSU conferences, and the CUE conference to continue professional development and growth. Staff has every intention of continuing these trainings when permitted to do so according to health guidelines. Buena Park High School continues to provide time for staff to meet as departments and to receive schoolwide training. These trainings take place twice a month on "late start" days. Buena Park High School has contracted with an outside agency to work with teachers in providing professional development and to assess teacher need.

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

District and school site staff development is purposeful and deliberate with instructional strategies to allow access to the Common Core State Standards as a focus. Strategies for direct interactive instruction, scaffolding, differentiated instruction, and technology use are main professional development objectives. EL and Special Education staff development has been ongoing both at the District and site level. Curriculum groups continued the task of infusing performance tasks related to Common Core assessment. Staff development is focused on skills and strategies that stretch across content areas and are continually monitored in order to measure the impact of professional development.

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

District Math TOSA and school site math department leaders provide needed support to the math department focusing on Common Core State Standards and alignment to curriculum. District provided English TOSA and a school site English department leaders provide needed support to the English department focusing on Common Core State Standards and alignment to curriculum. Support from District Community Liaison provided necessary information to staff to further parent engagement possibilities and strategies specific to English Learners. Several District trainings were available for staff to attend in Math, English, Science and Special Education with a special focus on technology integration. Buena Park High School Technology Coaches provided in-service opportunities to engage and educate staff on the most current use of technology in the classroom. The site leadership team serves as the instructional leadership group for campus and assists in developing professional development for staff.

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

Through monthly PLC meetings, departments are able to collaborate and articulate needed objectives and goals for student success. Monthly staff meetings provided the opportunity for staff members to learn best instructional practices from peers. Departments are organized under the leadership of an elected department chair who organizes regular meetings, maintains agendas and notes, and facilitates communication with the school wide leadership team.

Teaching and Learning

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

All curriculum and materials are board approved and adopted and align to the content and performance standards adopted by the State of California. Instruction is regularly evaluated to ensure that state adopted standards form the basis of all that is taught within the classrooms. Students are asked regularly if they can identify the standard that is being taught. Teachers are provided opportunities to explore and unpack standards. District level support coaches (TOSAs) provide guidance on the incorporation of state standards. Assessments provide feedback and results are shared by standard.

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

Not applicable

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

Buena Park High School offers formal intervention courses through approved curriculum in English and Mathematics in order to address deficits and provide students the foundation needed in order to succeed. These courses are offered at a variety of times throughout the day and students are able to maintain a rigorous class load and still participate in extracurricular activities and maintain progress towards a high school diploma and 4 year university while enrolled in intervention courses.

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

All students at Buena Park High School have access to needed instructional materials. This is verified annually to the Board of Education within the district.

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 Buena Park High School students have access to rigorous standards-aligned core courses with open access to all honors and Advanced Placement Courses and well as needed intervention courses and materials. This is verified annually to the Board of Education serving the district.

Opportunity and Equal Educational Access

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

Support classes are available for underperforming students throughout the school year. As part of the regular program, Buena Park offers differentiated levels in mathematics. Curriculum is scaffolded to provide students success. Academic counselors are available to support students and guide them in course selection. BPHS Coyote HOWL intervention is assigned to underperforming students to gain tutoring and study hall opportunities embedded during the school day. During the 2020/2021 school year and as a result of the pandemic closure, a student support period was created for all students in which teachers are available to provide extra support. This support occurred in person or virtually. This was designed to help mitigate learning loss which may have resulted or may be resulting from the closure. Once the school reopened to full in-person instruction, the schedule reverted to what was previously used and the HOWL intervention was brought back.

Evidence-based educational practices to raise student achievement

Buena Park High School faculty are trained and implement evidence based educational practices, including stated learning intentions which provide teacher clarity. These clear lesson goals allow students to know the objectives and help teacher focus on priority standards. Buena Park teachers are trained and utilize graphic organizers, checks for understanding, exit tickets, formative and summative assessments, regular feedback (including through electronic portals) and individual accommodations.

Parental Engagement

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

Parent support from PTSA, ELAC and SSC groups in conjunction with BPHS Community Liaison, Boosters, City of Buena Park, Tri- City Chamber of Commerce, Orange County Health Care Agency, Target and Buena Park Police Department enable staff to offer the following resources to under-achieving students: C2, CAASH tutoring, SAT prep classes, Saturday School intervention courses, Coyote HOWL intervention, AP study sessions, City Internships, BP Police Department Cadet Program, Rotary events, CASH for College event, Buena Park Goes to College, Stop the Cycle parenting classes, Love and Logic parenting classes, Operation School Bell and technology in-services both for the community and school staff. A District sponsored community liaison and a school community liaison work together to service EL, homeless and foster youth students throughout the school year. Buena Park High School is very proud of the newly opened Wellness Center, Coyote Corner, in which students can receive social and emotional support. After school tutoring, which was not operational during the pandemic closure has newly returned.

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, community representatives, classroom teachers, other school personnel, and students are involved in the planning, implementation, and evaluation of school programs through: parent meetings, ELAC meetings, FAFSA workshops, College workshops, curriculum meetings, registration workshops, SSC meetings, PTSA, PASS (Parent Academy for Student Success- series of parent education trainings), Buena Park Youth Theater, Chamber events, Rotary events, Spelling Bee with feeder elementary district, Booster Clubs and DAC (District Advisory Council) meetings. Buena Park Early College partnerships include: Cal State University Fullerton, Fullerton College and Mt. San Antonio Community College.

Funding

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

Services provided by categorical funds that enable underperforming students to meet standards: Read 180 reading intervention, Math 180 math intervention, SAT Prep classes, after school tutoring, AVID tutors, the purchase of needed technology and social/emotional counseling which focuses on the barriers to academic success.

Fiscal support (EPC)

District provides the school budget to meet the needs of all students.

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

The current School Site Council is in its second year of a two year term. The group was able to review data and surveys as part of a Comprehensive Needs Assessment. The School Site Council consists of one administrator, one classified employee, three certificated employees, three parents and two students. The team was able to meet virtually during the pandemic closure and now has regularly scheduled in-person meetings.

Resource Inequities

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

It is the opinion of the School Site Council that the proper resources are available and can be distributed appropriately in order to address the needs of the school. As part of the Comprehensive Needs Assessment, current needs, resources and funding sources were reviewed.

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	0.15%	0.26%	0.3%	3	5	6
African American	3.61%	3.25%	2.9%	70	62	57
Asian	5.42%	5.35%	5.2%	105	102	102
Filipino	4.23%	3.62%	3.2%	82	69	62
Hispanic/Latino	77.7%	79.53%	80.8%	1,505	1,515	1,581
Pacific Islander	0.93%	0.89%	0.6%	18	17	12
White	6.56%	5.25%	5.0%	127	100	97
Multiple/No Response	1.08%	1.84%	2.1%	21	35	41
Total Enrollment				1,937	1,905	1,958

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	542	534	537
Grade 10	491	479	508
Grade 11	425	484	464
Grade 12	479	408	449
Total Enrollment	1,937	1,905	1,958

Conclusions based on this data:

1. The changes in ethnic group enrollment by year does not appear to be statistically significant with the exception of multiple/no response. The groups appear to be relatively constant.
2. There is a decrease in the number of students after the first year of school. It is believed to be the result of students attending alternative education programs within the district.

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	350	372	460	18.1%	19.5%	23.5%
Fluent English Proficient (FEP)	977	927	878	50.4%	48.7%	44.8%
Reclassified Fluent English Proficient (RFEP)	77	51	32	22.4%	14.6%	8.6%

Conclusions based on this data:

1. The number and percentage of reclassified students has decreased over the last two years. It is believed that this is due to more rigorous reclassification requirements.

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 11	489	401	433	477	387	357	476	385	349	97.5	96.5	82.4
All Grades	489	401	433	477	387	357	476	385	349	97.5	96.5	82.4

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 11	2567.	2572.	2575.	17.44	14.03	18.34	29.83	36.10	31.23	25.42	26.75	26.93	27.31	23.12	23.50
All Grades	N/A	N/A	N/A	17.44	14.03	18.34	29.83	36.10	31.23	25.42	26.75	26.93	27.31	23.12	23.50

2019-20 Data:

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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 11	23.53	22.08	20.06	51.05	48.05	61.38	25.42	29.87	18.56
All Grades	23.53	22.08	20.06	51.05	48.05	61.38	25.42	29.87	18.56

2019-20 Data:

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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 11	25.21	26.04	20.85	44.12	50.52	55.89	30.67	23.44	23.26
All Grades	25.21	26.04	20.85	44.12	50.52	55.89	30.67	23.44	23.26

2019-20 Data:

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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 11	14.08	13.51	12.87	64.50	69.09	74.25	21.43	17.40	12.87
All Grades	14.08	13.51	12.87	64.50	69.09	74.25	21.43	17.40	12.87

2019-20 Data:

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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 11	24.58	18.96	20.41	47.48	58.18	67.64	27.94	22.86	11.95
All Grades	24.58	18.96	20.41	47.48	58.18	67.64	27.94	22.86	11.95

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 School Site Council anxiously awaits updated data. It is difficult to determine the influence any current practices have on the data patterns until updated data is received.

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 11	491	401	433	484	387	337	484	387	323	98.6	96.5	77.8
All Grades	491	401	433	484	387	337	484	387	323	98.6	96.5	77.8

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

2019-20 Data:

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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 11	2536.	2553.	2561.	6.20	6.98	9.60	14.46	20.93	18.27	25.83	24.81	28.17	53.51	47.29	43.96
All Grades	N/A	N/A	N/A	6.20	6.98	9.60	14.46	20.93	18.27	25.83	24.81	28.17	53.51	47.29	43.96

2019-20 Data:

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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 11	12.01	16.06	18.27	27.33	31.35	46.75	60.66	52.59	34.98
All Grades	12.01	16.06	18.27	27.33	31.35	46.75	60.66	52.59	34.98

2019-20 Data:

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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 11	6.21	7.25	8.67	42.03	48.70	60.37	51.76	44.04	30.96
All Grades	6.21	7.25	8.67	42.03	48.70	60.37	51.76	44.04	30.96

2019-20 Data:

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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 11	8.90	11.11	8.36	53.42	55.81	65.94	37.68	33.07	25.70
All Grades	8.90	11.11	8.36	53.42	55.81	65.94	37.68	33.07	25.70

2019-20 Data:

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Conclusions based on this data:

1. The School Site Council anxiously awaits updated data. It is difficult to determine the influence any current practices have on the data patterns until updated data is received.

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
9	1529.2	1537.8	1538.7	1516.8	1529.6	1535.3	1541.2	1545.6	1541.5	92	136	158
10	1549.3	1544.9	1539.5	1547.0	1539.4	1537.0	1551.1	1549.8	1541.5	63	79	127
11	1537.6	1535.0	1555.7	1530.0	1527.1	1557.0	1544.8	1542.4	1554.0	58	59	73
12	1540.3	1556.2	1577.8	1528.2	1552.8	1573.7	1552.0	1559.1	1581.5	33	48	60
All Grades	210			210			210			246	322	418

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
9	17.39	18.38	12.26	33.70	37.50	33.55	28.26	22.79	38.06	20.65	21.32	16.13	92	136	155
10	28.57	16.46	15.45	33.33	35.44	32.52	20.63	32.91	30.89	17.46	15.19	21.14	63	79	123
11	*	15.25	15.28	48.28	28.81	31.94	25.86	30.51	40.28	*	25.42	12.50	58	59	72
12	*	10.42	29.31	42.42	37.50	36.21	*	43.75	29.31	*	8.33	5.17	33	48	58
All Grades	18.70	16.15	16.18	38.21	35.40	33.33	26.02	29.81	35.05	17.07	18.63	15.44	246	322	408

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
9	32.61	29.41	28.39	29.35	29.41	42.58	20.65	20.59	14.19	17.39	20.59	14.84	92	136	155
10	36.51	27.85	31.71	31.75	35.44	35.77	17.46	18.99	14.63	*	17.72	17.89	63	79	123
11	27.59	27.12	31.94	55.17	28.81	43.06	*	16.95	16.67	*	27.12	8.33	58	59	72
12	45.45	22.92	44.83	36.36	52.08	36.21	*	16.67	12.07	*	8.33	6.90	33	48	58
All Grades	34.15	27.64	32.35	36.99	34.16	39.71	16.26	18.94	14.46	12.60	19.25	13.48	246	322	408

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
9	*	7.35	7.10	25.00	23.53	14.19	36.96	39.71	45.81	34.78	29.41	32.90	92	136	155
10	*	7.59	5.69	39.68	27.85	18.70	23.81	39.24	39.02	30.16	25.32	36.59	63	79	123
11	*	6.78	1.39	20.69	20.34	20.83	41.38	42.37	50.00	31.03	30.51	27.78	58	59	72
12	*	6.25	10.34	*	18.75	31.03	45.45	41.67	39.66	*	33.33	18.97	33	48	58
All Grades	5.28	7.14	6.13	27.24	23.29	19.12	35.77	40.37	43.63	31.71	29.19	31.13	246	322	408

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
9	27.17	10.29	6.45	50.00	66.18	63.87	22.83	23.53	29.68	92	136	155
10	34.92	11.39	9.76	49.21	70.89	60.16	*	17.72	30.08	63	79	123
11	22.41	5.08	2.82	60.34	52.54	69.01	*	42.37	28.17	58	59	71
12	*	4.17	6.90	51.52	68.75	70.69	*	27.08	22.41	33	48	58
All Grades	27.24	8.70	6.88	52.44	65.22	64.62	20.33	26.09	28.50	246	322	407

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
9	53.26	63.24	77.70	30.43	15.44	12.23	16.30	21.32	10.07	92	136	139
10	60.32	65.82	70.00	25.40	18.99	16.36	*	15.19	13.64	63	79	110
11	62.07	59.32	81.54	34.48	15.25	10.77	*	25.42	7.69	58	59	65
12	69.70	75.00	87.72	*	16.67	8.77	*	8.33	3.51	33	48	57
All Grades	59.35	64.91	77.63	29.27	16.46	12.67	11.38	18.63	9.70	246	322	371

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
9	*	12.50	9.03	48.91	55.88	38.71	47.83	31.62	52.26	92	136	155
10	*	15.19	9.76	46.03	58.23	43.90	39.68	26.58	46.34	63	79	123
11	*	11.86	1.39	46.55	52.54	54.17	48.28	35.59	44.44	58	59	72
12	*	10.42	15.52	42.42	43.75	55.17	51.52	45.83	29.31	33	48	58
All Grades	6.91	12.73	8.82	46.75	54.04	45.34	46.34	33.23	45.83	246	322	408

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
9	11.96	7.35	1.32	70.65	72.06	83.55	17.39	20.59	15.13	92	136	152
10	*	1.27	0.00	66.67	75.95	77.24	17.46	22.78	22.76	63	79	123
11	22.41	3.39	18.84	68.97	72.88	71.01	*	23.73	10.14	58	59	69
12	*	4.17	15.79	72.73	85.42	78.95	*	10.42	5.26	33	48	57
All Grades	16.67	4.66	5.99	69.51	75.16	78.80	13.82	20.19	15.21	246	322	401

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. Writing supports and strategies should be improved across campus.
2. An increasing number of students are arriving in high school without having been reclassified. Efforts should be made to determine eligibility.
3. Speaking continues to be a strength while less obvious skills such as listening require additional support.

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
1958	67.7	23.5	0.9
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	460	23.5
Foster Youth	17	0.9
Homeless	66	3.4
Socioeconomically Disadvantaged	1326	67.7
Students with Disabilities	252	12.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	57	2.9
American Indian or Alaska Native	6	0.3
Asian	102	5.2
Filipino	62	3.2
Hispanic	1581	80.7
Two or More Races	41	2.1
Native Hawaiian or Pacific Islander	12	0.6
White	97	5.0

Conclusions based on this data:

1.

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

English Language Arts



Mathematics



College/Career



Academic Engagement

Graduation Rate



Conditions & Climate

Suspension Rate



Conclusions based on this data:

1. The School Site Council anxiously awaits updated data. It is difficult to determine the influence any current practices have on the data patterns until updated data is received.

School and Student Performance Data

Academic Performance English Language Arts

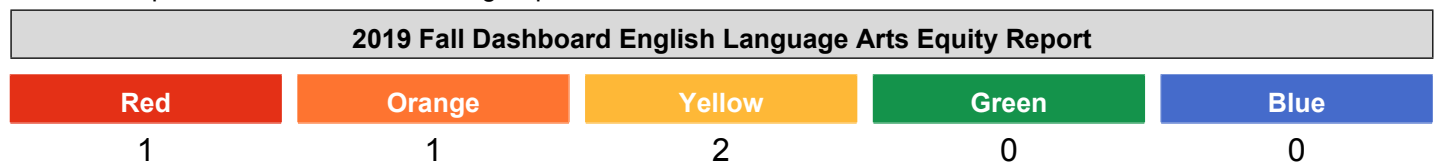
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides 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					
All Students		English Learners		Foster Youth	
 Yellow		 Red		 No Performance Color	
8.1 points below standard		81.6 points below standard		Less than 11 Students - Data Not Displayed for Privacy	
Increased ++5.7 points		Declined -5.3 points		1	
371		88			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color		 Yellow		 Orange	
28 points below standard		11.6 points below standard		119.1 points below standard	
Increased Significantly ++37.8 points		Increased ++8.7 points		Increased Significantly ++35.8 points	
26		314		35	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 44.6 points below standard Declined Significantly -20.5 points 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 71.7 points above standard Increased Significantly ++10.8 points 23	 No Performance Color 63.2 points above standard Declined -4.8 points 13
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 16.4 points below standard Increased ++10.7 points 295	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 4.2 points above standard Increased ++3.4 points 22

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
127.7 points below standard Maintained -1.3 points 42	39.5 points below standard Increased ++11.4 points 46	6.1 points below standard Maintained ++2.7 points 103

Conclusions based on this data:

1. The School Site Council anxiously awaits updated data. It is difficult to determine the influence any current practices have on the data patterns until updated data is received.

School and Student Performance Data

Academic Performance Mathematics

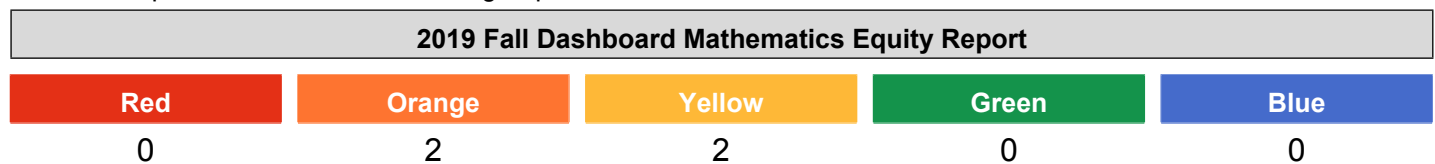
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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.







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		
All Students  Yellow 68.9 points below standard Increased Significantly ++21.7 points 369	English Learners  Orange 128 points below standard Increased ++13.2 points 88	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color 87.5 points below standard Increased Significantly ++23.4 points 26	Socioeconomically Disadvantaged  Yellow 73.1 points below standard Increased Significantly ++24.8 points 312	Students with Disabilities  Orange 192.5 points below standard Increased Significantly ++38 points 35

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 116.4 points below standard Declined Significantly -23.5 points 11	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color 37.9 points above standard Increased Significantly ++16.1 points 23	Filipino  No Performance Color 11.7 points above standard Increased Significantly ++22.1 points 13
Hispanic  Yellow 80 points below standard Increased Significantly ++28.9 points 294	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	White  No Performance Color 52.2 points below standard Increased ++11.9 points 21

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 178.3 points below standard Declined -6.4 points 42	Reclassified English Learners 82.6 points below standard Increased Significantly ++42.7 points 46	English Only 62.8 points below standard Increased Significantly ++27 points 102
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Conclusions based on this data:

1. The School Site Council anxiously awaits updated data. It is difficult to determine the influence any current practices have on the data patterns until updated data is received.

School and Student Performance Data

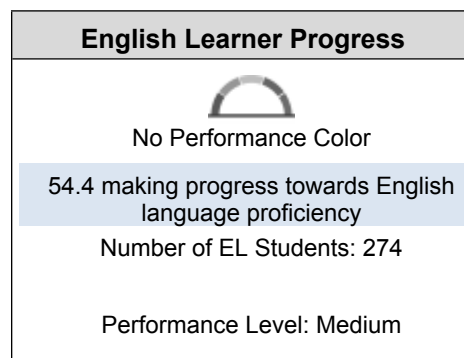
Academic Performance English Learner Progress

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
22.2	23.3	5.4	48.9

Conclusions based on this data:

1. The School Site Council anxiously awaits updated data. It is difficult to determine the influence any current practices have on the data patterns until updated data is received.

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	455	100
African American	18	4
American Indian or Alaska Native	2	0.4
Asian	23	5.1
Filipino	22	4.8
Hispanic	348	76.5
Native Hawaiian or Pacific Islander	5	1.1
White	32	7
Two or More Races	5	1.1
English Learners	123	27
Socioeconomically Disadvantaged	406	89.2
Students with Disabilities	64	14.1
Foster Youth	3	0.7
Homeless	50	11

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	81	17.8
African American	1	5.6
American Indian or Alaska Native		
Asian	9	39.1
Filipino	10	45.5
Hispanic	48	13.8
Native Hawaiian or Pacific Islander		
White	8	25
Two or More Races		
English Learners	4	3.3
Socioeconomically Disadvantaged	59	14.6
Students with Disabilities	0	0
Foster Youth		
Homeless	5	10

* 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	0	0
African American	0	0
American Indian or Alaska Native		
Asian	0	0
Filipino	0	0
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* 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	102	22.4
African American	4	22.2
American Indian or Alaska Native		
Asian	5	21.7
Filipino	3	13.6
Hispanic	83	23.9
Native Hawaiian or Pacific Islander		
White	7	21.9
Two or More Races		
English Learners	28	22.8
Socioeconomically Disadvantaged	90	22.2
Students with Disabilities	16	25
Foster Youth		
Homeless	8	16

* 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	202	44.4
African American	7	38.9
American Indian or Alaska Native		
Asian	13	56.5
Filipino	18	81.8
Hispanic	141	40.5
Native Hawaiian or Pacific Islander		
White	16	50
Two or More Races		
English Learners	29	23.6
Socioeconomically Disadvantaged	167	41.1
Students with Disabilities	4	6.3
Foster Youth		
Homeless	16	32

* 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	45	9.9
African American	1	5.6
American Indian or Alaska Native		
Asian	3	13
Filipino	3	13.6
Hispanic	34	9.8
Native Hawaiian or Pacific Islander		
White	4	12.5
Two or More Races		
English Learners	4	3.3
Socioeconomically Disadvantaged	39	9.6
Students with Disabilities	2	3.1
Foster Youth		
Homeless	3	6

* 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	3	0.7
African American	0	0
American Indian or Alaska Native		
Asian	0	0
Filipino	0	0
Hispanic	3	0.9
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	1	0.8
Socioeconomically Disadvantaged	3	0.7
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* 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	1	0.2
African American	0	0
American Indian or Alaska Native		
Asian	0	0
Filipino	0	0
Hispanic	1	0.3
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	1	0.8
Socioeconomically Disadvantaged	1	0.2
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* 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	59	13
African American	1	5.6
American Indian or Alaska Native		
Asian	2	8.7
Filipino	0	0
Hispanic	55	15.8
Native Hawaiian or Pacific Islander		
White	1	3.1
Two or More Races		
English Learners	8	6.5
Socioeconomically Disadvantaged	54	13.3
Students with Disabilities	0	0
Foster Youth		
Homeless	2	4

* 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. The School Site Council anxiously awaits updated data. It is difficult to determine the influence any current practices have on the data patterns until updated data is received.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

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	455	432	1	94.9
English Learners	123	114	1	92.7
Foster Youth	3		0	
Homeless	50	43	0	86
Socioeconomically Disadvantaged	406	383	1	94.3
Students with Disabilities	64	52	0	81.3
African American	18	17	0	94.4
American Indian or Alaska Native	2		0	
Asian	23	23	0	100
Filipino	22	21	0	95.5
Hispanic	348	333	1	95.7
Native Hawaiian or Pacific Islander	5		0	
White	32	26	0	81.3
Two or More Races	5		0	

Conclusions based on this data:

1. The School Site Council anxiously awaits updated data. It is difficult to determine the influence any current practices have on the data patterns until updated data is received.

School and Student Performance Data

Conditions & Climate Suspension Rate

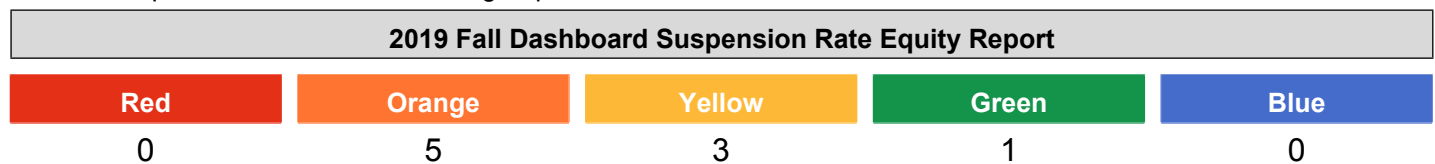
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is 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 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		
All Students  Yellow 5.7 Maintained -0.2 2089	English Learners  Orange 6.9 Increased +1.5 408	Foster Youth  No Performance Color 18.2 Declined -4 11
Homeless  Yellow 9.3 Declined Significantly -5.1 151	Socioeconomically Disadvantaged  Yellow 6.1 Declined -0.3 1718	Students with Disabilities  Yellow 9.5 Declined Significantly -2.3 243

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Orange 10.3 Declined -5.7 78	American Indian  No Performance Color Less than 11 Students - Data 4	Asian  Orange 2.6 Increased +1.8 116	Filipino  Orange 3.6 Increased +3.6 84
Hispanic  Green 5.7 Declined -0.3 1625	Two or More Races  No Performance Color 7.4 Increased +0.7 27	Pacific Islander  No Performance Color 0 Declined -8.3 20	White  Orange 8.9 Increased +2.7 135

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5.9	5.7

Conclusions based on this data:

1. The School Site Council anxiously awaits updated data. It is difficult to determine the influence any current practices have on the data patterns until updated data is received.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Students will be prepared for college and careers through standards-based instruction focusing on critical thinking, practical skills, writing literacy, technology fluency, and the other twenty-first-century skills. (State Priority 4 and 8)

Goal 1

All Buena Park High School students will be literate within the content areas of their studies. Buena Park offers a broad course of study that meets District and State requirements and students will be afforded the opportunity to enroll in courses that challenge them academically and/or appeal to their interests, needs, abilities, and career or post-secondary aspirations. Special attention will be provided and focused on providing open access and support structures for students with Disabilities, English Language Learners, and SED/Title 1 students.

This goal directly relates to Board Priorities A (Preserve Core Programs), C (Employee and District Excellence), E (Common Core Standards), F (Technology Plan) and H (At-Risk Students). This school goal relates to District Goal 1 (High quality programs with sufficient breadth and depth will be provided so that students, upon graduation, will have reached or surpassed District achievement standards and will have a satisfactory level of knowledge and skills to continue their formal education and/or enter a productive occupation), District Goal 2 (Students will meet District standards in attendance and personal behavior), District Goal 4 (Sound management of District resources will be provided), District Goal 5 (There will be effective internal and external communications), District Goal 7 (Parents, staff members, and students will be satisfied with the support, the quality, and the characteristics of the schools/school district).

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

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

All Students

Strategy/Activity

Teachers and support staff will be offered professional development opportunities which allow them to develop skills in literacy instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

25000

Source(s)

Title I

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Students will be provided accessible reading materials in order to increase literacy within their content areas.

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)

10000

Source(s)

Title I

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

English Learner students

Strategy/Activity

Students and staff will have access to focused instructional programs which have evidence of improving English language acquisition.

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)

13000

Source(s)

Title I

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Provide SAT prep classes for BPHS students throughout the school year in preparation for the SAT.

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)

12,258

Source(s)

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide remediation to students with due to learning loss occurring from distance learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10000

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

This is the third year of implementation for this goal. The remediation opportunities have proven extremely valuable in increasing student pass rate and student's ability to continue in course pathways. Over 100 students who were expected to fail a class were able to receive a passing grade. The SAT prep classes are well attended and scores have improved. The EL program is widely accepted as the best method for language acquisition.

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

Decreased funding for professional development and increased funding for remediation due to learning loss resulting from distance learning

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 changes

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

District schools will support the overall student learning environment and increase student opportunities by encouraging and guiding them to take a broad course of study including fine arts, CTE, courses meeting students in "a-g" requirements, AP and/or IB courses and by training teachers to better support struggling students in advanced courses. (State Priority 1 and 7)

Goal 2

All Buena Park High School students will be engaged in high-quality programs at BPHS including the many programs available to students such as: Early College, CTE courses, CAVPA (Coyote Academy of Visual and Performing Arts), Engineering/Robotics, AP courses, Agriculture, AFJROTC. Students will have access to industry technology in order to prepare them for possible careers. Special attention will be provided and focused on the inclusion and engagement of students with Disabilities, English Language Learners, and SED/Title I students.

This goal directly relates to Board Priorities A (Preserve Core Programs), C (Employee and District Excellence), E (Common Core Standards), F (Technology Plan) and H (At-Risk Students). This school goal relates to District Goal 1 (High quality programs with sufficient breadth and depth will be provided so that students, upon graduation, will have reached or surpassed District achievement standards and will have a satisfactory level of knowledge and skills to continue their formal education and/or enter a productive occupation), District Goal 2 (Students will meet District standards in attendance and personal behavior), District Goal 4 (Sound management of District resources will be provided), District Goal 5 (There will be effective internal and external communications), District Goal 6 (Students, staff members, parents, and other community members will be properly recognized for their outstanding accomplishments and contributions to the District), and District Goal 7 (Parents, staff members, and students will be satisfied with the support, the quality, and the characteristics of the schools/school district).

Identified Need

Preparation for post-secondary education and work force

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student enrollment in Career Pathways		
Student enrollment in AP Courses		
Subgroup enrollment in Career Pathways		
Subgroup enrollment in AP Courses		

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students will have access to industry technology within the career pathways and arts programs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

30000

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parents will be engaged in the process of preparing students for post secondary employment and education.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

This is the second year of these strategies and activities designed to meet the needs of student's preparing for post-secondary education and work force.

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

No changes

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

The District will hire and retain high-quality teachers through the provision of professional learning and collaboration opportunities for staff to continue implementing state standards, integrate best instructional practices and use technology as both a learning and teaching tool. (State Priority 1 and 2)

Goal 3

All BPHS students will be educated from highly qualified certificated staff members who implement strategies which focus on student achievement and allow students ownership over their own educational experience.

This school goal relates to Board Priorities A (Preserve Core Programs), C (Employee and District Excellence), E (Common Core Standards), H (At-Risk Students) and District Goal 1(High quality programs with sufficient breadth and depth will be provided so that students, upon graduation, will have reached or surpassed District achievement standards and will have a satisfactory level of knowledge and skills to continue their formal education and/or enter a productive occupation) and Goal 3 (Adequate and secure physical facilities, grounds and equipment will be provided and satisfactorily maintained).

Identified Need

Professional development to address changing needs of students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Pass Rate for core content areas		

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Focus staff development/ conferences/substitutes/outside of class time on student engagement and research-based instructional strategies for increased student comprehension. District and site sponsored Staff Development to align Common Core State Standards and instructional practices to meet proficiency requirements. Outside consultants and experts within departments to coach how to implement highly effective instructional practices. Conferences: CUE(Computer Using Educators) annual conference. Conference addresses teacher instructional goals and strategies for Title 1 students to support use of technology. Staff learns and implements specific techniques

and strategies to reach at- risk students regardless of their technological experience. Not less than 10% of Title 1 funds will be used to provide the school, teachers, and administrators with high-quality professional development and professional conferences to ensure students attain proficiency on state assessments and to successfully complete a course of academic study at the high school level above and beyond what is District provided. A consultation agency will be hired to work with new and veteran teachers in order to receive support and guidance in lesson development and the acquisition of instructional strategies.

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)

25000

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students will have the opportunity to seek additional instruction and support from highly qualified teachers and/or staff outside of the regular school hours.

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)

65000

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students will access to an area for study, tutoring support and remediation opportunities. This area will have the necessary technology to support study groups and tutoring.

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)

30000

Source(s)

LCFF - Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students will have access to additional study materials which are commonly used in order to prepare for student achievement tests but which are commonly purchased by families.

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)

10000

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The professional development which is offered has been widely utilized and has led to dramatic changes in the classroom. This is a year of data gathering as teachers are experimenting with new methods of grading and new classroom structures.

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

The District will improve internal and external communication and break down language and cultural barriers to families of EL students with increased personal contact and through building relationships. (State Priority 3 and 5)

Goal 4

Buena Park High School will articulate effective internal and external communications with all stakeholders including: parents, staff members, and students. Stakeholders will be satisfied with the support, the quality, and the characteristics of Buena Park High School and the District. BPHS WASC Action Plan Goals 2 and 3.

This school goal directly relates to Board Priorities A (Preserve Core Programs), C (Employee and District Excellence), and E (Common Core Standards). This school goal relates to District Goal 2 (Students will meet District standards in attendance and personal behavior), District Goal 5 (There will be effective internal and external communications), District Goal 7 (Parents, staff members, and students will be satisfied with the support, the quality, and the characteristics of the schools/school district).

Identified Need

Effective parent communication

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation via survey and parent groups		

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Guidance Counselors will provide Naviance units to gather needed data for students to excel toward post secondary education and/or career pathways. Parents will be given information as to how to monitor student progress on Aeries.net and Naviance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Translation of materials to parents including but not limited to: counseling letters, EL information, registration materials, parent evening events, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Buena Park High School's Parent University meetings and District sponsored Love and Logic, will educate parents and community on the high school system with the end goal of post secondary education/CTE/career pathways and to successfully educate all students to reach their fullest potential.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Coyote "Home Tours" and Coyote Tours for all new staff, potential students, parents, alumni and community members who wish to tour BPHS.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified

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

Strategy/Activity
Continue progress with parent outreach through personal phone calls, letters, Aeries Communication, invitations to school events. ELAC, PTSA, FAFSA information night, Grade Reporting Night. Continue PASS progress (Parent Academy of Student Success) to educate parents in Common Core Standards, student achievement, college, university and career pathways. EL celebration events for parents and students to recognize achievements.

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

Amount(s)	Source(s)
	District Funded

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Parent outreach has long been an established component of successful programs. The Buena Park community particularly benefits from targeted outreach.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
No changes

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

District schools will include restorative practices to the overall educational program and provide students with mental health, social/emotional and/or interpersonal relational skills training, in addition to traditional academic support according to how these conditions affect academic performance. (State Priority 5 and 6)

Goal 5

BPHS students will be provided support regarding mental health, social/emotional and/or interpersonal relational skills training. Staff will have opportunities to attend district sponsored mental health professional development inservice days or opportunities. WASC Action Plan Goals 1, 2, and 3.

This school goal directly relates to Board Priorities A (Preserve Core Programs), C (Employee and District Excellence), E (Common Core Standards), F (Technology Plan) and H (At Risk Students). This school goal relates to District Goal 1 (High quality programs with sufficient breadth and depth will be provided so that students, upon graduation, will have reached or surpassed District achievement standards and will have a satisfactory level of knowledge and skills to continue their formal education and/or enter a productive occupation), District Goal 2 (Students will meet District standards in attendance and personal behavior), District Goal 4 (Sound management of District resources will be provided), District Goal 5 (There will be effective internal and external communications), Goal 6 (Students, staff members, parents, and other community members will be properly recognized for their outstanding accomplishments and contributions to the District), District Goal 7 (Parents, staff members, and students will be satisfied with the support, the quality, and the characteristics of the schools/school district).

Identified Need

Increase in students seeking additional support in social and emotional well-being. Time outside of class due to social and emotional issues.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of hospitalization which result in loss of instruction		
Number of referrals to counseling which result in loss of instruction		

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

Strategy/Activity 1

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

All students

Strategy/Activity

Counseling services will be provided to all students based upon referral. Those providing counseling services will be overseen by a licensed professional.

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)

45000

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

A consultant will address the increase in teen depression and suicide rates in working with staff, parents, and students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Guidance Counselors will continue to meet with all students during registration and make a personal connection providing opportunities for students to transition through high school and to post secondary education and/or career pathway.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Student Leadership Programs such as Link Crew and ASB and instructors will continue to infuse positive recognition for certificated staff, classified staff and students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,000

Source(s)

Title I

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

BPHS SIT team will provide added support for at-risk students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The counseling services are increasing due to success of program. Students overall academic performance has increased. Additional consultant is new strategy.

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

Increased funding for counseling services based on increased need

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.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$281,258.00

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 (\$)
Title I	\$251,258.00

Subtotal of additional federal funds included for this school: \$251,258.00

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

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$30,000.00

Subtotal of state or local funds included for this school: \$30,000.00

Total of federal, state, and/or local funds for this school: \$281,258.00

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

Name of Members	Role
Sonje Berg	Principal
Joseph Nguyen-Dong	Classroom Teacher
Rob Shetland	Classroom Teacher
Brian O'Neill	Classroom Teacher
Marielena Cummings	Other School Staff
Johana Chaidez	Parent or Community Member
DeAnthony Wiley	Parent or Community Member
Alex Calderon	Secondary Student
Grace Lee	Secondary Student
Temilade Oluwasesin	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
	English Learner Advisory Committee
	Special Education Advisory Committee
	Other: District 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 9/21/16 revised on 3/8/17.

Attested:

Principal, Mr. Sonje Berg on
SSC Chairperson, Dan Sage on

Instructions

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

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

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

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

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/guidanceusesinvestment.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/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019