



# 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
Santa Barbara Junior High School	Santa Barbara Unified School District	May 1, 2019	May 21, 2019

## 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  
Additional Targeted Support and Improvement  
ATSI for Students with Disabilities

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.

SBJHS will support the SBUSD LCAP goals through targeted intervention in the areas of student achievement, student attendance, student engagement, and parent engagement.

## 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

During regularly scheduled meetings, Site Council (March 11 and April 25) and ELAC (March 11) members were consulted. Members of each group were given an opportunity to provide input. Approval by SSC on May 1, 2019.

## Resource Inequities

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

Funding (Supplemental Concentration Grant) was allocated for Homework After School Assistance Program, however, the positions were not filled due to a lack of applicants. Funding was reallocated to Professional Development.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

Goal 1: Increase enrollment of students identified as Hispanic/Latino and Socio-Economically Disadvantaged in Honors Courses by 3% while improving students overall achievement on the CAASPP by 3%.

### Identified Need

Based upon the evidence, there is still a discrepancy of enrollment in Honors courses for Hispanic/Latino students (46%) as compared to White students (94%).

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Socio-Economically Disadvantaged students enrollment in at least one Honors level course.	Overall: 44%	Overall: 47%
Percentage of Hispanic/Latino students enrollment in at least one Honors level course.	Overall: 46%	Overall: 49%
Percentage of achievement in ELA on the CAASPP for students identified as Hispanic/Latino in at least one Honors level course.	Overall: 79% (Maintained or improved by at least 1 point) Maintained: 59% Decreased: 22% (By one to two points) Increased: 19% (By one point)	Increase: By 3% to 22% Decrease: By 3% to 19%
Percentage of achievement in math on the CAASPP for students identified as Hispanic/Latino in at least one Honors level course.	Overall: 81% (Maintained or improved by at least 1 point) Increased: 15% (By one to two points) Maintained: 66% Decreased: 18% (By one to two points)	Increase: By 3% to 18% Decrease: By 3% to 15%
Percentage of achievement in ELA on the CAASPP for students identified as Socioeconomically Disadvantaged in at least one Honors level course.	Overall: 77% (Maintained or improved by at least 1 point) Increased: 18% (By one point) Maintained: 60% Decreased: 21% (By one to two points)	Increase: By 3% to 21% Decrease: By 3% to 18%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of achievement in math on the CAASPP for students identified as Socioeconomically Disadvantaged in at least one Honors level course.	Overall: 82% (Maintained or improved by at least 1% percentage point) Increased: 16% (By one to two points) Maintained: 65% Decreased: 18% (By one point)	Increase: By 3% to 19% Decrease: By 3% to 15%

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

Vertical Articulation - Administrators and counselors will meet with feeder elementary school teachers and principals to increase understanding of Honors level courses offered at SBJHS.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

Hispanic/Latino and Socio Economically Disadvantaged Students.

### Strategy/Activity

Review academic data: Grades, Citizenship, ELPAC, STAR, CAASPP and interim assessments. Counselors will reach out to families who have demonstrated success and encourage consideration of course enrollment.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students.

#### Strategy/Activity

Core (English/social studies, math, science) content specific academic support (Provided by certificated teachers) for students who are identified by the subject matter teacher as having not met standard. Support would take place after school for one hour with a specific day designated per subject area (English and social studies to be combined). In addition to students being assigned to receive support, students can volunteer to participate in this after school program.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5500

Source(s)

Title I - 3010

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

Hispanic/Latino and Socio Economically Disadvantaged Students.

#### Strategy/Activity

Administration and counselors will review student data (CAASPP scores) prior to placement (Second semester).

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

Hispanic/Latino and Socio Economically Disadvantaged Students.

#### Strategy/Activity

Counselors and teachers will review placement of students and make adjustments based on teacher recommendations (Monthly).

#### 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)
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

Teachers will create an academic guide per each core subject area (English, math, science, social studies) in each grade level which will provide content specific information and strategies to support student success in honors level courses.

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)
500	Supplemental/Concentration Grant - 0790

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Nearly all the strategies were implemented for SBJHS Goals 1 and 2 for the 2018.19 school year. The identified actions for Goal 1 (SBJHS Goal 1: Increase enrollment of students identified as Latino and Socio-Economically Disadvantaged in Honors courses by 5%.) was effective for its intended outcome. Both targeted student groups increased their enrollment in Honors courses by 8% (Hispanic/Latino) and 9% (Socio-economically disadvantaged). The identified actions for Goal 2 (SBJHS Goal 2: Increase achievement of students identified as Latino and Socio-Economically Disadvantaged in Honors courses by 5%) did not achieve the desired outcome of raising California Assessment Student Performance and Progress (CAASPP) by 5%. CAASPP English Language Arts 62% of the students saw no change to their score from the previous year. CAASPP Mathematics 66% of the students saw no change to their score from the previous year.

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

We were unable to implement Homework After School Assistance Program. The positions were not filled due to a lack of applicants.

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

The goals will be amended. Strategies/activities will amended/eliminated/added to complement the newly amended goal. The changes will be found under Goal 1 strategies/activities.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

Goal 1: Decrease chronic absenteeism and the truancy rate by 1 percentage point.

Goal 2: Decrease the overall suspension rate by 1 percentage point.

Goal 3: Increase parent/guardian connectedness to the school community through parent/guardian educational opportunities (e.g. technology, curriculum, the social-emotional wellbeing of youth).

## Identified Need

Based upon the data, there is still a need for improvement in rates of Chronic Absenteeism, Truancy and Suspension. There is a need to continue engaging parents/guardians.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Students with a High Sense of Safety at School. As measured by the California Healthy Kids Survey.	Overall: 68% Above: White Near: Socioeconomically Disadvantaged, Foster Youth, Below: Black, Hispanic, Homeless	Overall: 70% Above: White, Socioeconomically Disadvantaged, and Foster Youth Near: Black, Hispanic, Homeless Below: None
Percentage of Students with a High Sense of Connectedness to School, As measured by the California Healthy Kids Survey.	Overall: 63% Above: Black, Hispanic, White, Socioeconomically Disadvantaged, Foster Youth, and Homeless Near: None Below: None	Overall: 65% Above: Black, Hispanic, White, Socioeconomically Disadvantaged, Foster Youth, and Homeless Near: None Below: None
Chronic Absenteeism Rate 2018	Overall Color, Status & Change: Orange (No data for 2017) Above: None Near: None Below: Students with Disabilities, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and White	Overall Color, Status & Change: Yellow Above: None Near: Students with Disabilities, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and White Below: None

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard Suspension Indicator 2018 Green	Overall Color, Status & Change: 2017 Red to 2018 Green Above: English Learners Near: Hispanic, and Socioeconomically Disadvantaged Below: Homeless, White, and Students with Disabilities	Overall Color, Status & Change: 2019 Green Above: English Learners, Hispanic, and Socioeconomically Disadvantaged Near: Homeless, White, and Students with Disabilities Below: None
Parents Responding to the California School Parent Survey.	Overall: 27%	Overall: 30%
Percentage of Parents that agreed with this school allows input and welcomes parents' contributions. As measured by the California School Parent Survey.	Overall: 92% Above: White, Hispanic, Low Income, and Foster Near: None Below: English Learner, and Special Ed	Overall: 93% Above: White, Hispanic, Low Income, and Foster Near: English Learner, and Special Ed Below: None
Percentage of Parents that served as a volunteer in this child's classroom or elsewhere in the school. As measured by the California School Parent Survey.	Overall: 37% Above: Whites, Low Income, Special Ed, and Foster Near: None Below: Hispanic	Overall: 40% Above: Whites, Low Income, Spec Ed, and Foster Near: Hispanic Below: None
Percentage of Parents that served on a school committee. As measured by the California School Parent Survey.	Overall: 12% Above: Hispanic, White, Low Income, and Foster Near: None Below: None	Overall: 14% Above: Hispanic, White, Low Income, and Foster Near: English Learner and Special Ed Below: None
Percentage of Parents that agreed this school actively seeks the input of parents before making important decisions. As measured by the California School Parent Survey.	Overall: 73% Above: Hispanic, Low Income, English Learner, Special Ed, and Foster Near: None Below: White	Overall: 75% Above: Hispanic, Low Income, English Learner, Special Ed, and Foster Near: White Below: None
Percentage of Parents that attended a general school meeting, for example, an open house, or a back-to-school night. California School Parent Survey.	Overall: 91% Above: White, Low Income, and Foster Near: Hispanic Below: English Learner, and Special Ed	Overall: 92% Above: White, Hispanic, Low Income, and Foster Near: English Learner, and Special Ed Below: None

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Parents that attended a school or class event, such as a play, dance, sports event, or science fair. California School Parent Survey.	Overall: 76% Above: Hispanic, White, Low Income, Special Ed, and Foster Near: English Learner Below: None	Overall: 78% Above: Hispanic, White, Low Income, Special Ed, English Learner, and Foster Near: None Below: None

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)

English Language Learners and Reclassified English Language Learners.

#### Strategy/Activity

Site staff and contracted services will provide translation/interpretation services for Spanish speaking 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)

Source(s)

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All Students.

#### Strategy/Activity

Provide educational programs for parents: Parent Project, Padres Adelante, and other workshops (e.g. technology, curriculum, the social-emotional wellbeing of youth).

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3940

Title I - 3010

3060

Supplemental/Concentration Grant - 0790

### 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

Coordinator Student/Community Relations.

#### 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)

60393

Source(s)

Supplemental/Concentration Grant - 0790

### 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

Site staff will ensure parents/guardians receive notification of meetings: website, automated phone messages, Parent Square, NEO and flyers. Increase efforts to enroll families in Parent Square.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

Hispanic/Latino and Socio-economically Disadvantaged Students

#### Strategy/Activity

AHA (Attitude Harmony Achievement) Social Emotional Learning workshops for students. The workshops provided by AHA will focus on emotional management, prejudice reduction, empathy, acceptance/celebration of difference, and compassion. AHA Staff will engage students in fun and interactive games that provide opportunities to get to know classmates better in a playful setting; brief, teen-friendly, facilitator-led large group lecture/discussions on subjects including stereotypes, emotional awareness and management, deep listening, asking meaningful questions, relationship repair, and how to be an ally. AHA staff-facilitated small group discussions on the topics at hand further connect youth across lines of clique, socioeconomic class, and race, knitting classrooms and campuses together to improve climate and reduce ostracism and bullying.

### 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)

4000

Source(s)

Supplemental/Concentration Grant - 0790

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

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

All Students.

#### Strategy/Activity

Administration and appropriate site staff will review attendance reports and hold attendance meetings with students and families who are identified to have chronic absenteeism and/or truancy. At the start of school proactively meet with students and families who have a history of chronic absenteeism or truancy and set attendance goals for the new year.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

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

All Students.

#### Strategy/Activity

Student Success Team. Purpose to provide students support in the following areas were struggling may exist in e.g. behavior, academics, health, attendance, or social/emotional difficulties. The Student Success Team (SST) is a general education function whose purpose is to collaborate, differentiate, and generate and monitor strategies and interventions to support students, teachers and families to ensure that each student has an equitable opportunity for success.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 8

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

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

All Students.

**Strategy/Activity**

Administration and appropriate site staff will improve collaboration with outside agencies to provide increased support to students and families, e.g. academics, behavior, health, attendance and/or social-emotional support.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 9****Students to be Served by this Strategy/Activity**

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

All Students.

**Strategy/Activity**

The Dean of Student Engagement along with appropriate site staff will recognize students who have outstanding attendance, e.g. PTSA sponsored prizes, annual attendance recognition ceremony.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 10****Students to be Served by this Strategy/Activity**

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

All Students.

**Strategy/Activity**

On site outside agency support through Family Service Agency Counselor and Family Advocate.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

## Strategy/Activity 11

### Students to be Served by this Strategy/Activity

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

All Students.

### Strategy/Activity

AHA (Attitude Harmony Achievement) after school program. AHA's after-school program will address the themes of social responsibility, character development, diversity appreciation, creative self-expression, and enhanced emotional intelligence while helping teens discover healthy outlets for passionate expression. The program also includes focused discussion and lessons on problem-solving, compassionate communication, conflict reduction, stress management, personal accountability, social conscience, and dynamic self-expression.

### 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)

2500

Source(s)

Supplemental/Concentration Grant - 0790

## Strategy/Activity 12

### Students to be Served by this Strategy/Activity

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

All Students.

### Strategy/Activity

WEB (Where Everybody Belongs). WEB, which stands for "Where Everybody Belongs" is a middle school orientation and transition program that welcomes 6th/7th graders and makes them feel comfortable throughout the first year of their middle school experience. Built on the belief that students can help students succeed, the program trains mentors from your 8th-grade class to be WEB Leaders. As positive role models, WEB Leaders are mentors and student leaders who guide the 6th/7th graders to discover what it takes to be successful during the transition to middle school and help facilitate 6th/7th-grade success.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 13

### Students to be Served by this Strategy/Activity

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

All Students.

### Strategy/Activity

Educators will teach students about Restorative Approaches: First two weeks of school and at the start of the new semester. Educators provide instruction addressing the "5 Rs:" Respect, Relationships, Responsibility, Repair, Reintegration.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

## **Strategy/Activity 14**

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

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

All Students.

Strategy/Activity

Safe School Plan utilizing input from Safe School Committee.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

# **Annual Review**

## **SPSA Year Reviewed: 2018-19**

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

## **ANALYSIS**

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

All strategies were implemented for SBJHS Goals 1, 2 and 3 (Goal 1: Decrease chronic absenteeism and the truancy rate by 1 percentage point. Goal 2: Decrease the overall suspension rate by 1 percentage point. Goal 3: Increase parent/guardian connectedness to the school community through parent/guardian educational opportunities [e.g. technology, curriculum, the social-emotional wellbeing of youth].) The identified actions for Goal 1 did not meet the targeted goals (1% reduction) for their intended outcomes. Both targeted areas increased by 2.1% and .8% respectively (chronic absenteeism and truancy). The identified actions for Goal 2 met the targeted goal for its intended outcome. The suspension rate decreased by 2.3%. The identified actions for Goal 3 remained steady overall based on the results of the California Healthy Kids Survey for parents/guardians.

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

There were no major differences between what was intended and what occurred in the implementation of Goal 1, 2, and 3.

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

The goals will remain. Strategies/activities will be amended/eliminated/added to complement the goals. The changes will be found under Goal 1, 2, and 3 strategies/activities.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

Goal 1: Improve performance on the CAASPP for All Students (with a specific emphasis on closing the achievement gap for students identified as Hispanic/Latino, English Language Learners, Socio-economically Disadvantaged and Students with Disabilities) by 3 points.

## Identified Need

The identified actions substantially met the targeted goal for its intended outcome. Ten of the sub-groups showed growth in the areas of English Language Arts and Math. Students with Disabilities, in the areas of English Language Arts and Math, continue to show no growth. English Learners, in the area of Math, showed no growth. Homeless students, in the area of English Language Arts, showed no growth. ATSI for Students with Disabilities.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard Academic Indicator, ELA	Overall Color, Status & Change: Green (All Students) Above: White (Blue) Near: English Learners, Hispanic, and Socioeconomically Disadvantaged (Yellow) Below: Students with Disabilities (Red), Homeless (Orange)	Overall Color, Status & Change: Green (All Students) Above: White (Blue) Near: English Learners, Hispanic, and Socioeconomically Disadvantaged, Homeless (Yellow) Below: Students with Disabilities (Orange)
CA School Dashboard Academic Indicator, Math	Overall Color, Status & Change: Yellow (All Students) Above: White (Blue) Near: Hispanic, Homeless, and Socioeconomically Disadvantaged (Yellow) Below: English Learners and Students with Disabilities (Red)	Overall Color, Status & Change: Green (All Students) Above: White (Blue) Near: Hispanic, Homeless, and Socioeconomically Disadvantaged (Yellow) Below: English Learners and Students with Disabilities (Orange)
CA School Dashboard English Learner Progress Indicator (Percentage of English Learners that Met or Exceeded ELD Standards via ELPAC)	Overall: 33.8%	Overall: 36%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Students Reading at or Above Grade Level (As of mid-year using STAR)	Overall: 53% Above: Asian, Black, and White Near: Below: Homeless, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, English Learners, and Reclassified English Learners	Overall: 57% Above: Asian, Black, and White Near: Below: Homeless, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, English Learners, and Reclassified English Learners

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

SBJHS students and staff will build balanced literacy through comprehension, written and verbal communication. This will be measured by the following Student Success Indicators:

- Students will read, write and communicate effectively by independently annotating text for comprehension
- Write using evidence to demonstrate comprehension
- Engage in evidence-based communication

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## 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

Educators will review academic data and where appropriate students':

- CAASPP results
- CAASPP interim results
- Quarterly Progress Reports
- Quarterly Grades
- Semester Grades

- Citizenship Grades
- Attendance reports
- STAR results
- ELPAC data
- EL reclassification results
- Student Evidence of Learning (PLC Form - monthly).

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### **Strategy/Activity 3**

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

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

All Students.

#### **Strategy/Activity**

Teachers will create an academic guide per each core subject area (English, math, science, social studies) in each grade level which will provide content specific information and strategies to support student success in honors level courses.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### **Strategy/Activity 4**

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

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

Students with Disabilities

#### **Strategy/Activity**

Via the IEP process, ensure students with demonstrated need in the area of math, have the appropriate goals and related services, e.g. co-teaching class in mathematics.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

## 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

All students will have a reading book and be afforded time during the school day to read. Students will read daily within, and beyond their zone of proximal development.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Expand after school library hours to Monday through Friday until 2:50 pm

### 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)

5460

Supplemental/Concentration Grant - 0790

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

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

English Language Learners and recently Reclassified English Language Learners.

### Strategy/Activity

Enroll 8th grade students identified as English Language Learners and/or recently reclassified in AVID Excel. AVID Excel's mission is to change the trajectory of long-term English learners by accelerating language acquisition, developing literacy, and placing AVID Excel students on the path to high school AVID and college preparatory coursework. AVID Excel is designed to prepare 7th and 8th-grade students to enter 9th grade with the language skills that will enable them to succeed in rigorous coursework.

### 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)
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**Strategy/Activity 8**

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

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

All Students.

**Strategy/Activity**

Use Listenwise, an online platform to promote and enhance listening comprehension.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
4000	Supplemental/Concentration Grant - 0790

**Strategy/Activity 9**

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

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

Students with Disabilities

**Strategy/Activity**

Via the IEP process, ensure students with demonstrated need in the area of reading and writing have the appropriate goals and related services, e.g. inclusive services in social studies.

**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)
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**Strategy/Activity 10**

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

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

Students with Disabilities

**Strategy/Activity**

Administration, counselors and SPED teachers via a review of student achievement scores and psycho-educational assessment reports ensure students with dyslexia have appropriate goals and services, e.g. Literacy Intervention.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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**Strategy/Activity 11**

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

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

All Students.

**Strategy/Activity**

Site staff will ensure that CCSS/NGSS aligned curriculum is available to all students. Williams Act Sufficient Materials Survey.

**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)
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**Strategy/Activity 12**

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

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

All Students.

**Strategy/Activity**

Site Educators will participate in the following opportunities to develop and identify CCSS/NGSS aligned curriculum and materials: SBUSD Professional Development, Minimum Days Junior High Schools, Professional Learning Communities (PLCs), Site allocated professional development days, Conferences and workshops.

**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)
1917	Title I - 3010
11085	Supplemental/Concentration Grant - 0790

**Strategy/Activity 13**

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

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

All Students

#### Strategy/Activity

Math Intervention Specialist. Provide targeted support to students in math after school to improve their CAASPP scores.

#### 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)

7812

Source(s)

Title I - 3010

#### Strategy/Activity 14

##### Students to be Served by this Strategy/Activity

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

All Students.

#### Strategy/Activity

Core (English/social studies, math, science) content specific academic support (Provided by certificated teachers) for students who are identified by the subject matter teacher as having not met standard. Support would take place after school for one hour with a specific day designated per subject area (English and social studies to be combined). In addition to students being assigned to receive support, students can volunteer to participate in this after school program.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

#### Strategy/Activity 15

##### Students to be Served by this Strategy/Activity

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

Students with Disabilities

#### Strategy/Activity

Administration along with Special Education teachers will create a guide with strategies to support students in preparation for the CAASPP.

#### 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)

200

Source(s)

Supplemental/Concentration Grant - 0790

# Annual Review

## SPSA Year Reviewed: 2018-19

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

## ANALYSIS

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

Nearly all strategies were implemented for SBJHS Goal 1 (SBJHS SBJHS Goal 1: Improve performance on the CAASPP for All Students [with a specific emphasis on closing the achievement gap for students identified as Latino, English Language Learners, Low Socio-economically Disadvantaged and Students with Disabilities] by decreasing the average distance from “Standard Met” by at least three points.) The identified actions substantially met the targeted goal for its intended outcome. Ten of the sub-groups showed growth in the areas of English Language Arts and Math. Students with Disabilities, in the areas of English Language Arts and Math, continue to show no growth. English Learners, in the area of Math, showed no growth. Homeless students, in the area of English Language Arts, showed no growth.

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

We were unable to implement Homework After School Assistance Program. The positions were not filled due to a lack of applicants.

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

The goal will be maintained. Strategies/activities will be amended/eliminated/added to complement the goal. The changes will be found under Goal 1 strategies/activities.

# 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	\$19,169
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$110,367.00

## 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 (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
Supplemental/Concentration Grant - 0790	\$91,198.00
Title I - 3010	\$19,169.00

Subtotal of state or local funds included for this school: \$110,367.00

Total of federal, state, and/or local funds for this school: \$110,367.00

# 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](mailto: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](mailto: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](mailto:SISO@cde.ca.gov).

## Purpose and Description

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

### Purpose

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

### Description

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

## Stakeholder Involvement

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

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

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

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

## Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

## Appendix D: 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
- 4 Parent or Community Members

Name of Members	Role
Carolina Guerrero	Classroom Teacher
Lito M. Garcia	Principal
Ginna Graham	Parent or Community Member
Aaron Foreman	Parent or Community Member
Julie Kluss	Classroom Teacher
Marcus Lopez	Other School Staff
Cailean Kilroy	Classroom Teacher
Juanita Colmenares	Parent or Community Member
Weilming Sieh	Parent or Community Member

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.

## Appendix E: 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

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 April 25, 2019.

Attested:



Principal, Lito M. Garcia on May 1, 2019

SSC Chairperson, Weilming Sieh on

## Appendix G: School and Student Performance Data

### Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
800	57.1%	13.3%	0.1%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.






2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	106	13.3%
Foster Youth	1	0.1%
Homeless	67	8.4%
Socioeconomically Disadvantaged	457	57.1%
Students with Disabilities	125	15.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	1.4%
American Indian	3	0.4%
Asian	15	1.9%
Filipino	4	0.5%
Hispanic	509	63.6%
Two or More Races	9	1.1%
Pacific Islander	2	0.3%
White	246	30.8%

Appendix G: School and Student Performance Data

Overall Performance

























































2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Orange</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Yellow</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		

## Appendix G: School and Student Performance Data

### Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

## Appendix G: School and Student Performance Data

### Academic Performance English Language Arts







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











This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
<b>Red</b>	<b>Orange</b>	<b>Yellow</b>	<b>Green</b>	<b>Blue</b>
1	1	3	0	1

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 1.3 points above standard Increased 11.1 points 751 students	 Yellow 54.8 points below standard Increased 6.2 points 327 students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 54.6 points below standard Declined -13.6 points 59 students	 Yellow 41.4 points below standard Increased 8.8 points 430 students	 Red 107.5 points below standard Maintained 0.5 points 121 students

### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 34 points below standard Increased 19 points 11 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<b>Asian</b>  No Performance Color 98.8 points above standard Increased 3.7 points 15 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<b>Hispanic</b>  Yellow 39.8 points below standard Increased 5.6 points 476 students	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>White</b>  Blue 78.1 points above standard Increased 23.1 points 233 students

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

### 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 96 points below standard Increased 27.8 points 68 students	<b>Reclassified English Learners</b> 44 points below standard Declined -10.7 points 259 students	<b>English Only</b> 44.4 points above standard Increased 12.1 points 382 students
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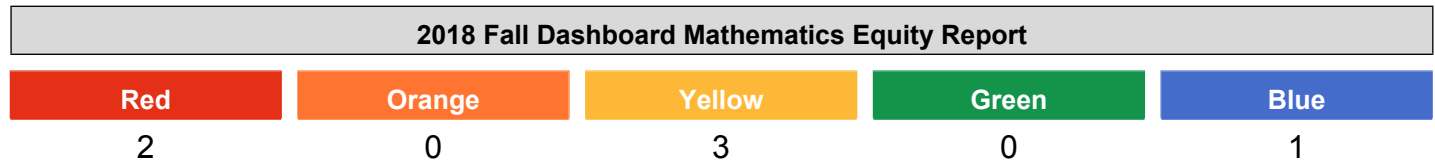
## Appendix G: School and Student Performance Data

### Academic Performance Mathematics







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











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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 30.6 points below standard Increased 9.2 points 750 students	<b>English Learners</b>  Red 96.9 points below standard Maintained 2.5 points 327 students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  Yellow 71.8 points below standard Increased 11.4 points 60 students	<b>Socioeconomically Disadvantaged</b>  Yellow 80 points below standard Increased 7.6 points 430 students	<b>Students with Disabilities</b>  Red 158.8 points below standard Maintained -2.2 points 120 students

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 63.9 points below standard Maintained -0.1 points 11 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<b>Asian</b>  No Performance Color 70 points above standard Declined -23.9 points 15 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<b>Hispanic</b>  Yellow 76.4 points below standard Increased 7.8 points 476 students	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>White</b>  Blue 54.9 points above standard Increased 16.2 points 232 students

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

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 137.3 points below standard Increased 36.1 points 68 students	<b>Reclassified English Learners</b> 86.3 points below standard Declined -19.5 points 259 students	<b>English Only</b> 19.2 points above standard Increased 7.1 points 381 students
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## Appendix G: School and Student Performance Data

### Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	145	142	106	20	19	13
Fluent English Proficient (FEP)	239	247	291	32	33	36
Reclassified Fluent English Proficient (RFEP)	102	53	81	46	37	57

The source of this data is the most recent California Department of Education (CDE) official report of the number of English Learner students Redesignated to Fluent English Proficient.

Santa Barbara Junior High School	2015-16	2016-17	2017-18
	Number (Rate) Reclassified	Number (Rate) Reclassified	Number (Rate) Reclassified
English Learners Reclassified	102 ( 45.5 %)	53 ( 36.6 %)	81 ( 57.0 %)

The source of this data is the most recent California Department of Education (CDE) official report of the number of English Learner students that are At-Risk of Becoming, or are, Long Term English Learners.

Santa Barbara Junior High School	2015-16	2016-17	2017-18
	Number	Number	Number
Long Term English Learners (6 + Years)	61	69	49
At Risk of Becoming LTEL (4-5 Years)	1	2	2

## Appendix G: School and Student Performance Data

### Academic Performance English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
80	33.8%	38.8%	16.3%	11.3%

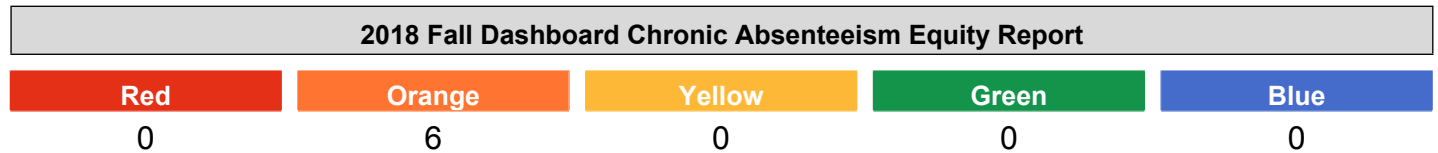
## Appendix G: School and Student Performance Data

### Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Orange 8.8% chronically absent Increased 2.1% 811 students	<b>English Learners</b>  Orange 13.7% chronically absent Increased 4.9% 124 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<b>Homeless</b>  Orange 11.8% chronically absent Increased 5.2% 68 students	<b>Socioeconomically Disadvantaged</b>  Orange 10.8% chronically absent Increased 1.9% 473 students	<b>Students with Disabilities</b>  Orange 16.4% chronically absent Increased 8.4% 134 students

## 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color 9.1% chronically absent Declined 4.2% 11 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<b>Asian</b>  No Performance Color 6.7% chronically absent Increased 6.7% 15 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
<b>Hispanic</b>  Orange 8.9% chronically absent Increased 1.8% 518 students	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>White</b>  Orange 8.1% chronically absent Increased 1.8% 248 students

## Appendix G: School and Student Performance Data

### Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.

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

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 <p>Green</p> <p>7.1% suspended at least once</p> <p>Declined -2.3%</p> <p>816 students</p>	 <p>Green</p> <p>7.9% suspended at least once</p> <p>Declined -5.2%</p> <p>126 students</p>	 <p>No Performance Color</p> <p>Less than 11 Students - Data Not 2 students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 <p>Orange</p> <p>10.3% suspended at least once</p> <p>Increased 3.7%</p> <p>68 students</p>	 <p>Yellow</p> <p>9% suspended at least once</p> <p>Declined -4.1%</p> <p>477 students</p>	 <p>Red</p> <p>14.2% suspended at least once</p> <p>Increased 2.2%</p> <p>134 students</p>

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color 18.2% suspended at least once Increased 4.8% 11 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 3 students	<b>Asian</b>  No Performance Color 0% suspended at least once Maintained 0% 15 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 4 students
<b>Hispanic</b>  Yellow 9% suspended at least once Declined -3.8% 522 students	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data 10 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 2 students	<b>White</b>  Orange 3.2% suspended at least once Increased 0.3% 249 students

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

### 2018 Fall Dashboard Suspension Rate by Year

<b>2016</b>	<b>2017</b>	<b>2018</b>
5.1% suspended at least once	9.4% suspended at least once	7.1% suspended at least once