School Year: 2019-2020

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date	
Lewis H. Britton Middle School Principal Nanette Donohue	43 69583 6095384	May 23, 2019	[Add Local Board Approval date here]	

Plan Summary:

THE STORY: Briefly describe the students and community and how the school serves them.

Lewis H. Britton Middle School:

Lewis H. Britton Middle School is a public middle school in Morgan Hill, CA and part of the Morgan Hill Unified School District. Currently, we have approximately 800 students in grades 6th through 8th. Nanette Donohue is principal of Britton Middle School. Mrs. Donohue has seven years of experience in administration, and 20 years in education.

Britton houses approximately 260 sixth grade students, 260 7th grade students, and 260 eighth grade students. These students all take the core classes, math, science, English, and social studies. Additionally, all students participate in PE and take an elective.

Britton continues to undergo a renaissance in learning. In 2015, we were happy to announce our designation as a California State Gold Ribbon Distinguished School and a Golden Bell Award. Last year, Britton was proud to announce that we were selected for the 2016-2019 Tech Academies of Innovation partnership to develop model engineering programs. The Tech Academies of Innovation is an arm of the Tech Museum of Innovation and is a partnership with schools in underserved communities to build model programs for teaching STEM (science, technology, engineering, and math). We went through a competitive and in-depth application and selection process spanning 6 months that included: an information session with the Tech, team formation, completing a customized application, reviewed/scored by the review committee, site visit, and final deliberation/selection. Britton is currently in Year Three of the program.

Each of our classrooms is equipped with interactive whiteboards and Chromebooks that help increase student engagement, academic rigor, content mastery, and 21st Century skills. All 7th and 8th-grade students are assigned a Chromebook for their use as a student of Britton. In addition, every 6th-grade classroom contains a fully stocked Chromebook cart.

In addition to supplying Chromebooks to every student on campus, the PE department recently partnered with Specialized Bicycles to provide a unique learning experience for our students. Using Polar Heart Rate Monitors, students track their heart rates while riding one of Britton's brand new Specialized mountain bikes.

Professional Development
Britton collaborates every Wednesday morning at 7:30 am. During this time, staff members work together to address campus-wide initiatives, work together in departments to ensure alignment across the three grade levels, receive professional development, and identify/support struggling students. This year, Britton is focusing on PBIS, STEM, and AVID.

Programs
Activities- Britton continues to offer a variety of co-curricular activities on campus daily. Clubs include drama, MENCHU, dance, art, recycling, Gay-Straight Alliance (GSA), etc., Additionally, Associated Student Body (ASB) hosts four dances a year and a variety of spirit weeks throughout the school year.

Advancement Via Individual Determination (AVID)- AVID is an organization/program dedicated to closing the achievement gap by preparing all students for college and other postsecondary opportunities. Britton is excited to offer two sections of AVID to support our 7th and 8th graders for the 2017/18 school year. Additionally, AVID is offered to 6th graders during the Elective Wheel. In addition to ongoing professional development, AVID teachers attended the AVID Summer Institute in July. Our AVID team includes Meredith Watts (7th Grade), Sunny Scott (8th Grade), Melissa Moralez (6th Grade).

Athletics- Britton competes as a member of the East Side Athletic League and offers the following sports/teams: Cross Country (Coed), Girls Softball, Wrestling (Coed), Girls Basketball, Boys Basketball, Girls Soccer, Boys Soccer, Girls Volleyball, Boys Volleyball, and Track and Field (Coed).

Homework Club: Our after-school homework center is available for all students and is open Monday - Thursday (3:00 pm to 3:45 pm). During that time, students can get help on their homework, study for an upcoming test, or receive additional academic support. The Homework Club is staffed with two teachers, a Cal-SOAP tutor, and our librarian.

Britton TV- BTV students produce a daily broadcast that features school and community news. This program is run through our Leadership classes, Mr. Ziegelman, and Mrs. Parker.

Cal-SOAP/Discovery Counseling- For the fourth straight year, Britton is happy to partner with Cal-SOAP and Discovery Counseling, In addition to individual/group counseling, Discovery works with our Physical Education staff to provide a Life Skills curriculum in all of our 6th grade PE classes.

English Language Development (ELD)- In addition to the two-period ELD block (for students identified as CELDT Levels 1-3) and two-period General Education English/Literacy Support classes (for students identified as CELDT Level 4-5), Britton offers a morning academy based on the nationally recognized AVID Excel program. Four days a week, EL students receive support in the following areas: Study Skills, Math, and College Readiness/Awareness.

Music- In addition to our academic renaissance, Britton currently offers three sections of music (Advanced Band, Beginning Band, and Cadet Band). Also, Britton's Color Guard program was tremendously successful last year, placing second place at the Santa Clara County Color Guard competition.

Naviance- Starting two years ago, all Britton students and parents will have access to the district's Naviance program. Students and parents can start with interest surveys, college/career exploration, and post-secondary planning.

One Yard/Intramurals- Britton recently partnered with One Yard to provide structured, play opportunities for Bobcats before school and at lunch three days a week (M-W-F). In addition, PE teacher Tony Goble offers the same opportunities for Britton students on Tuesdays and Thursdays. Starting last spring, One Yard began offering additional sports opportunities for Britton students after school twice a week. Sports include street hockey, flag football, soccer, and basketball.

Read 180/Math 180- Britton continues to use Read 180 in our general/special education classes. Read 180 is a blended, teacher-led and online reading intervention program that was developed by Scholastic to provide reading comprehension strategies, tools, and assessments. It facilitates instruction with close-reading strategies, academic vocabulary exercises, practice writing, and engaging discussions with the entire class. In addition to Read 180, Britton offers Math 180 in our general/special education classes. Math 180 is a math intervention program that utilizes technology/data and rebuilds the key progressions that struggling students need for success with algebra and higher-level math as defined by the Common Core Standards. Students in every English class are provided the opportunity to work on English skills through an individualized Lexia Power Up program. All students spend 45 minutes per week on this program to support their individual learning needs. In addition, two teachers offer targeted instruction for students before school for students who appear to be struggling.

Scholastic Achievement- Britton offers an academic club that foster high standards of scholarship, service, and citizenship. The National History Club emphasize service to the school and the community while fostering pride in scholastic achievement.

Science, Technology, Engineering, and Mathematics (STEM)- The cornerstone of our academic renaissance has been our implementation of STEM on campus. Along with our partnership with the Tech Museum, Britton offers many STEM-related clubs/programs: MESA (Mathematics, Engineering, Science Achievement), Robotics, Math Counts, and Coding.

Special Education- Britton offers three comprehensive programs: a Resource Specialist Program (RSP) and two Special Day Class (SDC). Five teachers and seven Paraeducators work with our special education students daily. A speech therapist and psychologist visit our school two days a week. Students receiving RSP services typically stay in the general education classrooms for the majority of their school day and receive support in the area of English, Math, and/or Study Skills (1-3 periods/day). Students receiving SDC services are enrolled in four periods of small group/differentiated instruction in the areas of English, Math, History, and Science. Students receiving SDC services are mainstreamed for their elective and Physical Education.

Opportunities for Parental Involvement
Many groups contribute to our decision-making process. Parent volunteers, students, administration, and staff compose the School Site Council (SSC), which makes many important budgetary and school plan decisions. Our English Language Advisory Committee (ELAC) is composed of parents of English learners. Department leaders from English, Math, Science, History, PE, Special Education, 6th Grade Math/Science, 6th Grade English/History, ASB, and the Elective department meet with the Principal once a week to stay abreast of school issues and provide input in all areas.

School Safety Plan
Our staff members and administration monitor the school grounds for 15 minutes before and after school. Administrators monitor during lunch and

brunch time. We have two full-time student supervisors that supervise the grounds. Teachers and administrators regularly review the rules for safe, responsible behavior in school and on the grounds. We have a closed campus. Visitors must enter the school through the main door and sign in at the office. Students are not allowed off campus during the school day. Also, our students and staff are trained by the Morgan Hill Police Department on Run, Hide, Defend procedures.

We revise our School Safety Plan annually as part of our School Site Council responsibilities. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We train all staff during school-wide staff meetings. We practice fire and earthquake drills monthly and hold training for staff on emergency preparedness. Britton is in Year Two of Positive Behavior Interventions and Support (PBIS) implementation. Year three continues the full staff implementation of teaching strategies, external rewards, and expectations. The staff is revising the matrix used the past two years to shift from "CPR - cooperation, pride and respect, to BMS - Be Responsible, Make Safe Choices and Show Respect. A PBIS team will continue to attend Professional Development and share out with staff.

Funding

The SPSA represents our school's allocation of resources towards specific actions designed to meet established goals. The goal-setting process is based on the school's mission and vision. Our school goals in turn help determine the relative attention and resources that will be directed toward each of the State's eight priority areas. The priority areas are addressed through the actions in our SPSA, and they are monitored throughout the year by reporting progress to our stakeholder groups, School Site Council and English Language Advisory Committee, who are consulted and provide input regarding recommendations for revisions to the plan. The overarching goal of the SPSA is the constant improvement of the educational outcomes for all students.

Students are served through district wide programs as described in the district's Local Control Accountability Plan (LCAP). This School Plan for Student Achievement (SPSA), represents our school's allocation of resources towards unique school level needs as determined by our review of student outcome data and stakeholder input. This needs assessment is further analysed to determine root causes which inform the actions as laid out in this plan. Actions are monitored for effectiveness through various metrics and future plans are adjusted to ensure that actions are demonstrating the desired outcome. Program and service evaluations must take into account the degree to which plans have been implemented with fidelity and ample time for expected outcomes to be demonstrable.

The SPSA continues to be organized under three goals aligned to the district's LCAP. The actions categories under each goal are also aligned to the LCAP, enabling cross referencing between various plans. The actions are structured by a Multi-Tiered System of Support to distinguish core programs from strategic or intensive support programs. As the goals and categories are broad, there is ample flexibility for a wide variety of programs and services, but also an infrastructure by which to share professional learning about program effectiveness in meeting common goals. These goals are:

1. **College and Career Readiness**: With an equity lens, MHUSD will provide vigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students. (This goal has seven common actions including staffing, professional development, core and support educational programs, and basic services).

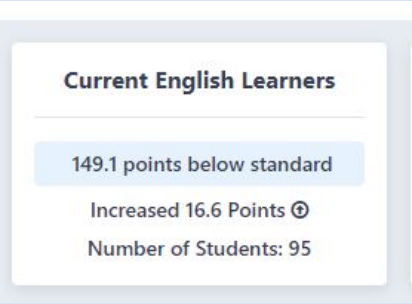
2. **Parent Engagement** All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness. (This goal has two actions including general parent engagement as well as targeted engagement and outreach for parents of underrepresented students).

3. **Student Engagement & School Climate**: Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready (This goal has two actions including general campus climate and engagement services as well as strategic and intensive supports for struggling students).

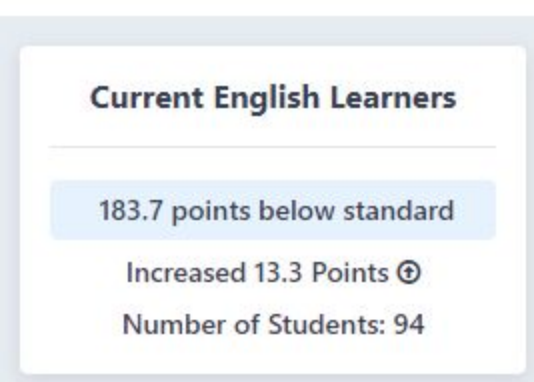
GREATEST PROGRESS: Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success?

Based on the review of the performance on the state indicators and local performance indicators, our greatest progress last year was with our Current English Language Learners in both Math and English and also with our students with Disabilities in Math.

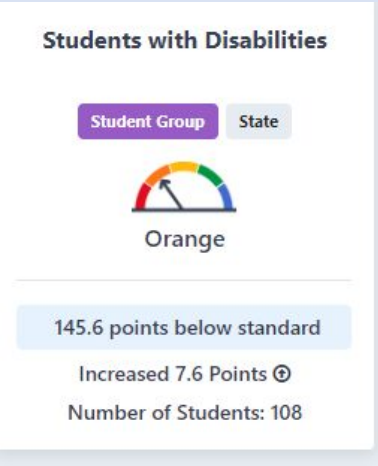
Our English Language Learners showed an increase of 16.6 points in English Language Arts during the 2018 testing window, as reported by the California State Dashboard.



Additionally, our English Language Learners showed an increase of 13.3 points in Math during the 2018 testing window, as reported by the California State Dashboard.



Our Students with Disabilities showed an increase of 7.6 points in Math during the 2018 testing window, as reported by the California State Dashboard.



Although certain portions of our student population showed increases in performance, overall we showed a decline of 12.6 points in English Language and overall maintained in Math. Our school has a lot of work to do. We continuing to offer after school homework support for all students and targeted in school academic support as well. Our Special Education department will offer a Read 180 class, System 44 English class, and and Math 180 class provide targeted reading and math support to our highest need students. Additionally, during the 2019-2020 school year we will be begin working toward implementing an inclusion model at Britton. Our resource teachers will work closely with our 6th grade teachers to provide targeted support within the classroom by using a

Co-Teaching model. Additionally we will begin to address the lack of engagement issue that contributes to lackluster performance by implementing a weekly Advisory period where we support students through targeted social-emotional and self-regulation lessons.

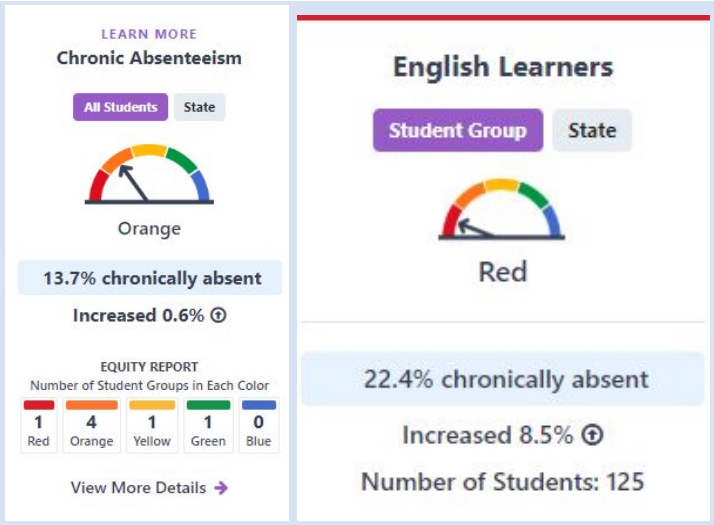
Purpose and Description

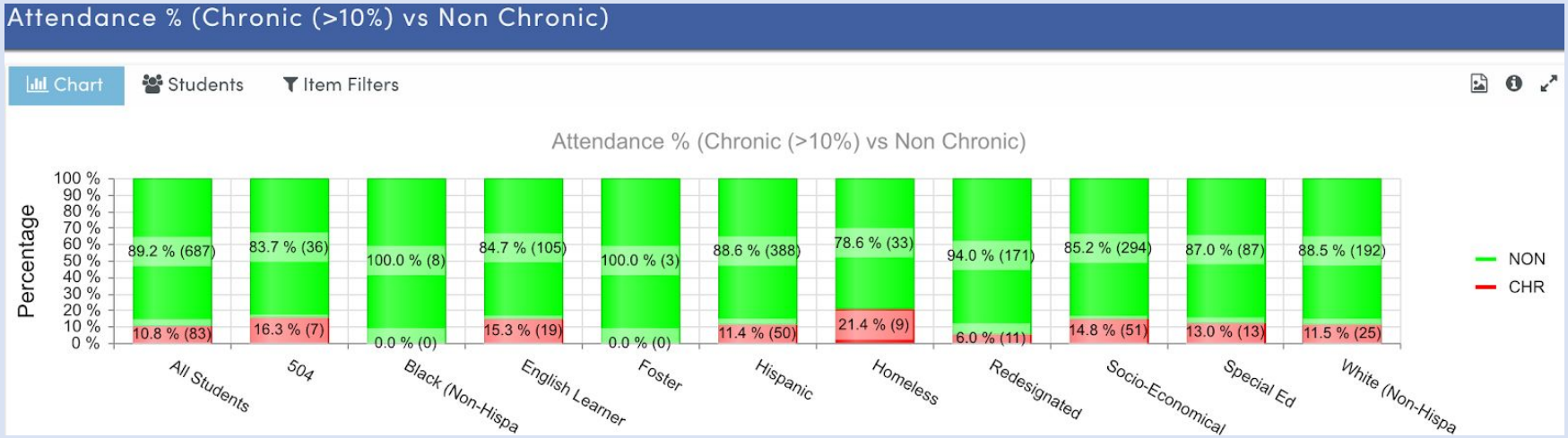
Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Plan Description:
Britton will implement a weekly, non-graded shortened period of not more than 26 minutes during which all teachers will be assigned a group of students. During this period, all teachers will teach a pre-made, common lesson to enhance students' socio-emotional intelligence, college-ready skills, and community engagement. The pre-made lesson and all necessary materials will be provided to all teachers at least 24 hours prior to implementation and will be appropriate for the full period of instruction. Through this program we intend to improve students' ability to self-regulate, build a positive culture throughout the school, decrease disruptions on the school campus by teaching students how to disagree peacefully, decrease chronic absenteeism by providing a space where students feel connected, engaged, and part of the school community.

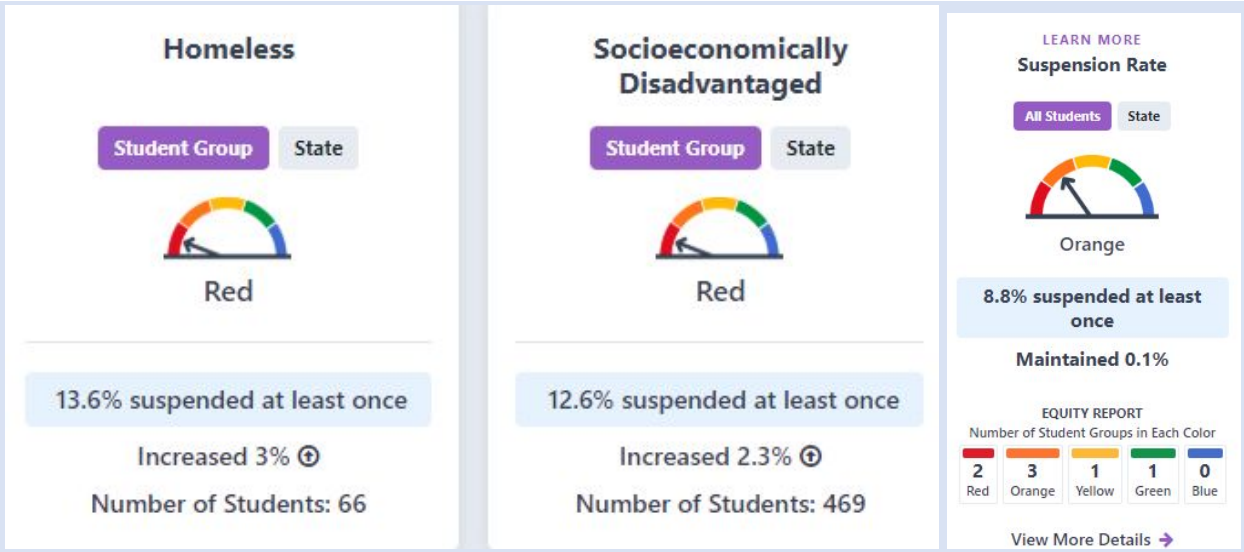
The purpose of this plan is to address areas of need as revealed by our needs assessment as follows:

Needs Assessment Findings:
California Public School Dashboard Indicator Needs: California School Dashboard results from 2018 indicate that 13.7% of students at Britton are chronically absent and 22.4% of our English Language learner population are chronically absent, an increase of 8.5% from 2017. During the 2018-2019 school year, Britton is showing a chronic absenteeism rate of 15.3. We believe that this decrease is in part to do with a zero period that was not well received during the 2017-2018 school year. During the 2018-2019 school year, we held students accountable for missed school. Our Community Liaison and CARE support provider meets with students and their families when chronically absent. This has shown to be shifting our absentee data. Next year we intend to put a clear focus on improving our absentee rate by using our weekly absentee data to guide our interventions.

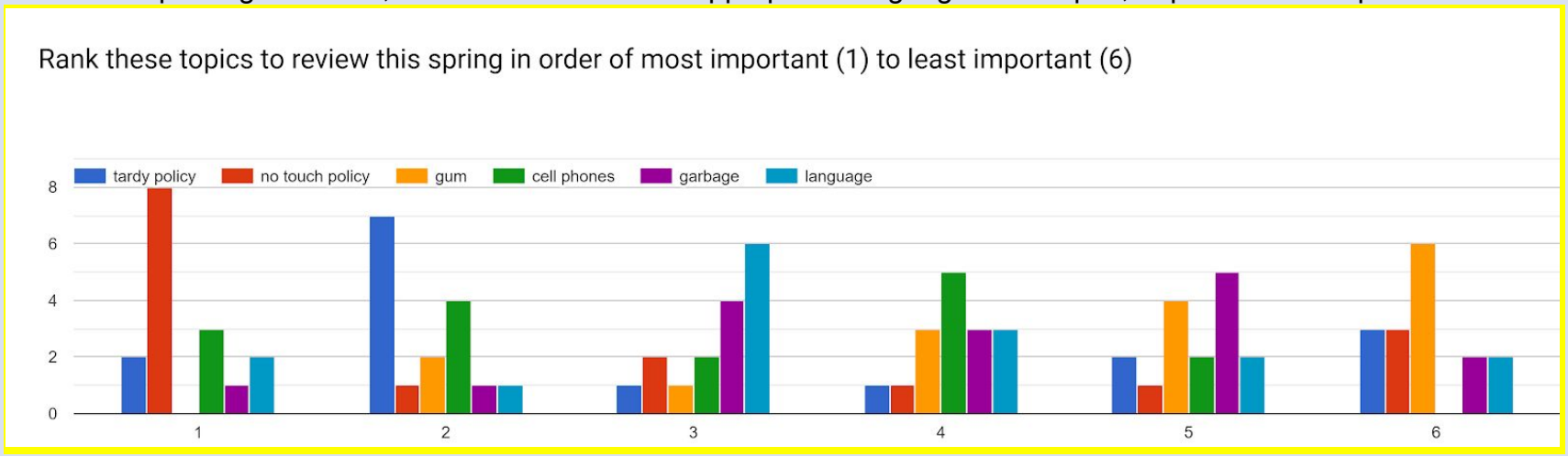




In addition California School Dashboard results from 2018 indicate that 8.8% of students at Britton were suspended at least once during the 2018 school year and 13.6% of homeless youth and 12.6% of Socioeconomically Disadvantaged youth were suspended at least once during the 2018 school year, an increase of 3% in our Homeless Youth population and 2.3% in our socioeconomically disadvantaged youth at Britton.



Orange Indicators: Chronic Absenteeism, Suspension Rates, English Language Arts, Mathematics.
California Public School Dashboard Gaps: None
Local Assessment Data:
Stakeholder Identified Needs: Teachers were surveyed and asked what they believe are the most important issues non-academic issues at Britton that need to be addressed. Teachers ranked their top five desired areas of focus, in order: Implementing a No Touch Policy, Focus on improving tardiness, Decrease the use of inappropriate language on campus, Improve our campus cleanliness.



Parents and teachers were asked to provide their feedback on what they believe is the most important academic needs for students here at Britton, unanimously they all stated that Increasing supports for struggling readers was of utmost importance. In addition, parents and teachers want us to provide opportunities for those who are academically thriving to continue learning. Parents also spoke of the importance to provide student with information about college and why it is important to work hard now so college continues to be an option for students.

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.
Our school two main areas of need, academic and socio-emotional support. We plan to address these two areas of need by increasing the amount of within the school day academic supports in both English and math. Additionally, we are continuing to work with our PBIS leadership team through our Advisory period to provide targeted social-emotional, de escalation training and school wide expectations to shift our culture and create a culture of academic and social-emotional success at Britton.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

	ELAC MEETINGS	SSC MEETINGS	Parent Coffees	Dpt LEAD MEETINGS	PBIS LEAD MEETINGS	STAFF FEEDBACK
September	26	27	Aug 17	27	13	19
October	24	25	12	11, 25	4, 18	
November			30	8, 29	1, 15	
December	5	6		13	20	5
January	30	31		10, 31	17, 24	
February	27	28	29	14, 28	7,	6
March	27	28	29	14, 28	7, 21	6
April			26	25	4	17
May	24	23		9, 23	2, 16	15

Resource Inequities

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

Although chronic absenteeism has a detrimental effect on student achievement, those effects are largest on underperforming students as demonstrated by extreme absenteeism rates as well as our lowest achievement scores. Despite this correlation, attendance monitoring and intervention resources are currently applied and processed the same for all students. Equitable allocation of resources will be made to provide tiered supports based on student need including additional monitoring (Goal 1 action 1); CARE counselors (Goal 1 action 1); home visits and individual referrals for school linked services or truancy intervention based on individual student needs (Goal 3 action 2). Additionally we have many students who struggle to de-escalate appropriately. As a result we've allocated resources to provide targeted Tier 2 support in the form of CICO, Restorative Circles. (Goal 1 action 2)

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

College and Career Readiness: With an equity lens, MHUSD will provide vigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students

Identified Need

There has been a general decline across the board noted by the 2018-2019 collected data. When this happens it is usually due to a decline in the school climate and culture. At Britton, as is noted in Goal 1, new site leadership, staff and community are working hard to re-engage students in their learning and support their social-emotional growth by providing them higher levels of accountability, support, and training.

Annual Measurable Outcomes

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES/ 6-8 schools

Goal 1: College and Career Readiness:				Link to metric instructions
Metric	**Data collected in 2017-18**	**Data collected in 2018-19**	**Data collected in 2019-20**	**Data collected in 2020-21**
CAASPP Test **ELA** Meets or Exceeds Standards: --All student Grade 6 - Grade 7 - Grade 8 --Low SES Grade 6 Grade 7 Grade 8 --SWD Grade 6 Grade 7 Grade 8 --EL Grade 6 Grade 7 Grade 8 **Math** status/change --All student Grade 6 Grade 7 Grade 8 --Low SES Grade 6 Grade 7 Grade 8 --SWD Grade 6 Grade 7 Grade 8 --EL Grade 6 Grade 7 Grade 8 **Science** status/change	**CAASPP: Status and Change** **ELA** status/change --All student Meets or Exceeds Standards: Grade 6 - 45.8% (N/A) Grade 7 - 43.46% (+.5%) Grade 8 - 48.16% (+4.2%) --Low SES Grade 6 - 33.07% (N/A) Grade 7 - 28.74% (+2.75%) Grade 8 - 34.76 (+8.4%) --SWD Grade 6 - 24.14% (N/A) Grade 7 - 16.22% (-7.76%) Grade 8 - 35.89% (+18.9%) --EL Grade 6 - 8.7% (N/A) Grade 7 - 16.13% (-4.8%) Grade 8 - 11.11% (+2.1%) **Math** status/change --All student Grade 6 - 45.8% - (N/A) Grade 7 - 43.46% (+7%) Grade 8 - 49.16% (+8%) --Low SES Grade 6 - 23.02% Grade 7 - 21.69% (+2%) Grade 8 - 21.83% (+7%) --SWD Grade 6 - 10.35% (NA) Grade 7 - 2.7% (+4%) Grade 8 - 4.12% (no change) --EL Grade 6 - 4.35% (N/A) Grade 7 - 0% (no change) Grade 8 - 0% (no change)	**CAASPP: Status and Change** **ELA** status/change --All student Meets or Exceeds Standards: Grade 6 - 39.92 (N/A) Grade 7 - 36.60 (-9.20) Grade 8 - 39.93 (-3.53) -Low SES Grade 6 - 23.43 (N/A) Grade 7 - 26.15 (-2.59) Grade 8 - 26.06 (-8.7) -SWD Grade 6 - 23.43 (N/A) Grade 7 - 26.15 (+9.93) Grade 8 - 26.06 (-9.83) -EL Grade 6 - 0 (-8.7) Grade 7 - 0% (-16.13) Grade 8 - 0% (-11.11%) **Math** status/change --All student Grade 6 - 34.24% - (N/A) Grade 7 - 35.14% - (-9.2) Grade 8 - 37.38% - (-3.52) -Low SES Grade 6 - 15.18% - (N/A) Grade 7 - 19.23% - (-3.79) Grade 8 - 26.38% - (4.69) -SWD Grade 6 - 9.09% - (N/A) Grade 7 - 19.23% - (12.23) Grade 8 - 0.00% - (-2.7%) -EL Grade 6 - 0.00% - (N/A) Grade 7 - 3.23% - (3.23) Grade 8 - 0.00% - (0)	Maintain positive growth values for all student groups and reduce gaps between low performing target groups and All Student group by >10% per year.	Maintain positive growth values for all student groups and reduce gaps between low performing target groups and All Student group by >10% per year.

--All student Grade 8 --Low SES Grade 8 --SWD Grade 8 --EL Grade 8	**Science** status/change --All student Grade 8 **no scores** --Low SES **pilot year** Grade 8 --SWD Grade 8 --EL Grade 8	**Science** status/change --All student Grade 6 -		
Dashboard Academic Indicator Groups in Red/Orange:	ELA: Orange: All, SWD RED: EL Math: Orange: All, Low SES, Hisp RED: EL, SWD	ELA: Orange: All, Hisp, Low SES Red: EL, SWD Math: Orange: All, Hisp, Low SES,SWD Red: EL, Homeless	Decrease number of student groups in Red/Orange with no groups 2 or more levels below all	Decrease number of student groups in Red/Orange with no groups 2 or more levels below all student group.
NWEA MAP Growth Fall to Winter Assessment: **ELA** --Grade 6 --Grade 7 --Grade 8 **Math** --Grade 6 --Grade 7 --Grade 8 **Science--optional** --Grade 6 --Grade 7 --Grade 8	**NWEA MAP Growth Fall to Winter Assessment:** **School Nation** **ELA** --Grade 6 - +1.9/3.2 --Grade 7 - +2.7/2.5 --Grade 8 - +1.8/1.9 **Math** --Grade 6 - +5.7/4.4 --Grade 7 - +1.7/3.5 --Grade 8 - +2.9/2.9 **Science** --Grade 6 **no scores** --Grade 7 --Grade 8	**NWEA MAP Growth Fall to Winter Assessment:** **School Nation** **ELA** --Grade 6 - +1.3 +3.2 --Grade 7 - +1.0 +2.5 --Grade 8 - +0.3 +1.9 **Math** --Grade 6 - +3.1 +4.4 --Grade 7 - +2.2 +3.5 --Grade 8 - +1.8 +2.9 **Science** --Grade 6 **no scores** --Grade 7 --Grade 8	Goal: Meet or exceed the national normed growth rates for each grade level measured Fall to Winter.	Goal: Meet or exceed the national normed growth rates for each grade level measured Fall to Winter
PSAT Exam (Grade 8) --Participation --Met ERW benchmark --Met Math benchmark --Met both benchmarks	**PSAT Exam** --Participation - 287/309 (93%) --Met ERW benchmark 33% --Met Math benchmark 33% --Met both benchmarks 22%	**PSAT Exam** --Participation - 255/274 (93%) --Met ERW benchmark 52% --Met Math benchmark 33% --Met both benchmarks 30%	Increase CCR score 3 %	Increase CCR score 3 %
Biliteracy **--**EL Progress --EL status & change --EL Reclass Rate	**Biliteracy** **--**EL Progress **High/Green** --EL status & change: 84.1,+2.3 --EL Reclass Rate: 38.4%	**Biliteracy** With the transition to a new assessment, the 2018 Dashboard is unable to report a performance level (color) for this measure.. --Reclass Rate: = 5.1**%**	Maintain positive growth in all categories	Maintain positive growth in all categories

Implementation Status: *By Staff Survey Rubric* --Mathematics --English (ELA/ELD) --History --Science --MTSS Academic: --MTSS Soc. Emot: --PLC's	**Implementation Status:** *Scores on 5 point rubric survey* --Mathematics: 4.28 --ELA/ELD: 3.21 --History: 1.81 --Science 2.14 --MTSS Academic: 3.27 --MTSS Soc. Emot: 3.29 --PLC's: 3.28	**Implementation Status:** *Scores on 5 point rubric survey* --Mathematics: 4.2 --ELA/ELD: 3.7 --History: 2.7 --Science: 2.4 --MTSS Academic: 3.4 --MTSS SEL : 3.2 --PLC: 3.9 —PBIS 3.5	Grow from previous year rubric scores in all core area implementations on Staff survey	Grow from previous year rubric scores in all core area implementations on Staff survey
Usage Monitoring --Ext. day participants --Accessing Read 180 --Accessing System 44 --Accessing Lexia --Accessing Study Island	**Usage Monitoring** --Extended Day: 54 --Read 180: 34* --System 44: 25* --Lexia: 129 Blue Ribbons --Study Island: 7,369 logins as of 4/24/17 *15 in R180 class, others in RS English Class	**Usage Monitoring** --Extended Day: ave 84 students --Read 180: 16 --System 44: --Lexia Power Up: 746 assessed --Study Island: 5,377 Blue Ribbons	Increase usage, document closing gap between usage and need of ⅓ during each year of 3 year plan	Increase usage, document closing gap between usage and need of ⅓ during each year of 3 year plan
Core Area Grades (Average GPA, % F's) --English --Math --Science --History	**Core Area Grades** **Avg GPA % F's** --English 6th: 3.03 5.9% 7th: 2.96 6.3% 8th: 2.37 17.4% --Math 6th: 2.46 10.5% 7th: 2.42 15.3% 8th: 2.27 18.9% --Science 6th: 2.65 10.9% 7th: 2.41 11.4% 8th: 2.27 22.5% --History 6th: 2.87 7.4% 7th: 3.82 1.1% 8th: 2.71 11.1%	**Core Area Grades** **Avg GPA % F's** --English 6th: 2.91 6.7% 7th: 2.87 2.9% 8th: 2.67 6.3% --Math 6th: 2.81 3.9% 7th: 2.56 8.4% 8th: 2.53 13.4% --Science 6th: 2.80 3.1% 7th: 2.93 10.2% 8th: 2.80 4.5% --History 6th: 2.72 2.2% 7th: 3.57 3.7% 8th: 3.12 3.8%	Reduce disparities among core areas to within 0.3 GPA points and 3% failure rate by balancing support system according to need.	Reduce disparities among core areas to within 0.3 GPA points and 3% failure rate by balancing support system according to need.
Special Education **--**Number SWD: --New Referrals --Qualifications:: --Exits:	**Special Education** Non SLP **--#** SWD: 95 --Referrals: 8 --Qualifications:: 2/2, 4 pending --Exits:	**Special Education** Non SLP **--#** SWD: 96 --Referrals: 12 --Qualifications:: 4 --Exits: 5		
Other Site Specific metrics: Honor roll, science fair, history day etc.		Honor Roll: 66% of student body received recognition for having a GPA of 3.0 or higher Science Fair: 273 in local		

Goal 1 Action 1: Tier 1 Staff

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:

1. Hiring general education teachers
2. Providing new teacher induction mentors
3. Providing site administrative, classified, and support staff

Programs and services funded in this School Plan include:

1. PBIS Lunchtime classroom activities 2/day
2. PBIS Rewards App
3. Tier 1 Lunchtime Sports: Student Engagement T & Th
4. PBIS Tier 1 Before School Engagement & Supervision
5. PBIS Tier 1 Before School Engagement & Supervision
6. PBIS Tier 1 Before School Engagement & Supervision
7. TV Coordinator PBIS School Expectations, Engagement, Rewards
8. TV Coordinator PBIS School Expectations, Engagement, Rewards
9. 2 Yard Supervisors: Safety, engagement, support, supervision
10. Benefits for above certificated positions in LCFF
11. Benefits for above certificated positions in Unrestricted
12. Benefits for above classified position Unrestricted
13. Social-Emotional & Self-Regulating Curriculum for Advisory Period

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.

Goal 1 Action 1 Strategy/Activity Source(s)

Description	*Function Code*	*Object Code*	*Description*	*Budgeted Amount*	*Funding Source*
PBIS Lunchtime classroom activities 2/day	1000	1110	Extra/hourly time @ $32/hour	7,200.00	LCFF
PBIS Rewards App	1000	5800	Professional consulting services	1,631.25	LCFF
T1 Lunchtime Sports Student Engagement Intramurals T-Th	1000	1111	Stipend @ $1640/unit	3,280.00	Unrestricted
PBIS T1 Before School Engagement & Supervision	1000	1111	Stipend @ $1640/unit	1,640.00	Unrestricted
PBIS T1 Before School Engagement & Supervision	1000	1111	Stipend @ $1640/unit	1,640.00	Unrestricted
PBIS T1 Before School Engagement & Supervision	1000	1111	Stipend @ $1640/unit	1,640.00	Unrestricted
TV Coordinator PBIS School Expectations, Engagement, Rewards	1000	1111	Stipend @ $1640/unit	1,640.00	Unrestricted
TV Coordinator PBIS School Expectations, Engagement, Rewards	1000	1111	Stipend @ $1640/unit	1,640.00	Unrestricted
2 Yard Supervision 2hr/day	3900	2912	Yard Duty @ $12/hour	8,640.00	Unrestricted
Benefits for Certificated positions in LCFF				$1,471.34	LCFF
Benefits for Certificated positions: Unrestricted				$2,447.21	Unrestricted
Benefits for Classified positions: Unrestricted				2612.48	Unrestricted
Social-Emotional & Self Reg. Curr. for Advisory	1000	4310	Instructional Supplies	8,126.14	Live Oak

	Unrestricted Lottery	Extracurricular	LCFF Supplemental	Extended Day	Live Oak Foundation
G1A1	**25,179.69**	**0**	**10,302.59**	**0**	**8,126.14**

Goal 1 Action 2: Tier 2-3 Staff

Students to be Served by this Strategy/Activity

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

Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:

1. CARE staff to monitor and link students based on unique needs to community based services
2. Teachers on special assignment to provide coaching for equitable instruction
3. Secondary equity staffing to provide additional supports within the school day
4. Elementary Reading Specialists and MTSS paraprofessionals to assist underperforming readers.
5. Special Education instructional staff and paraprofessionals (Base Funded)
6. Positive Behavior Intervention and Support Coach
7. School Resource Officer
8. School Linked services coordinator
9. Migrant Program Liaison and clerical support

Programs and services funded in this School Plan include:

1. PBIS Coordinator: moving our program forward, running meetings, meeting with teachers
2. Restorative Circle: On teacher will run restorative circles to help students who are in need to conflict resolutions, and healing due to events that occur on campus
3. Check In Check Out Coordinator
4. PBIS Conferences
5. PBIS Tier 2 & 3 support: conflict resolution, parent communication, de escalation
6. South County Cal-SOAP: During class support, after school homework support
7. South County Cal-SOAP
8. Benefits for Certificated Budgeted Items: LCFF
9. Benefits for Classified Budgeted Items: Unrestricted
10. Cal Soap Tutors After School 4 days/week

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.

Description	*Function Code*	*Object Code*	*Description*	*Budgeted Amount*	*Funding Source*
PBIS Coordinator (2)	4760	1110	Extra/hourly time @ $32/hour	3,240.00	LCFF
1 Restorative Circle PBIS	1000	1111	Stipend @ $1640/unit	1,640.00	LCFF
Check in Check Out Coordinator	1000	1111	Stipend @ $1640/unit	1,640.00	Unrestricted
Conferences & P.D.	1000	1150	Substitute @ $150/day	660	LCFF
South County Cal-SOAP	1000	5800	Professional consulting services	$12,755.10	LCFF
Student Supervisor- Beautification	3900	2120	Stipend $1,640/unit	1,640.00	Unrestricted
Benefits for Certificated Items: LCFF				2,690.85	LCFF
Benefits for Classified Items: Unrestricted				549.18	Unrestricted
Cal-SOAL tutors	5800	301010	after school homework center	2346	Extended

	Unrestricted Lottery	Extracurricular	LCFF Supplemental	Extended Day	Live Oak Foundation
G1A2	3,829.18	0	20,985.95	2,346	0

Goal 1 Action 3: Professional Development

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:

1. Provide support mentors to assist veteran and intern teachers
2. Provide professional development (PD) opportunities for administrators
3. Provide PD opportunities for classified employees.
4. Provide a new teacher induction program
5. Provide PD to support the core instructional program
6. Provide stipends to support staff implementation leaders at each site
7. Provide PD for the unique needs of English Learners.
8. Provide PD to support College and Career Readiness for underrepresented students
9. Provide PD to support the implementation of social emotional support and safety programs.
10. Provide PD to meet the unique needs of Students with Disabilities.
11. Provide PD to support the implementation of a Multi-Tiered System of Support.

Programs and services funded in this School Plan include:

1. Teacher Staff Development Days (SPED & Department Growth)
2. AVID Hotel
3. AVID Reg
4. PLC Training
5. AVID Mileage
6. AVID Conference Expenses
7. Raft Membership

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.

Description	*Function Code*	*Object Code*	*Description*	*Budgeted Amount*	*Funding Source*
Teacher Staff Dev. Days (SPED & Dpt Growth)	1000	1150	Substitute @ $150/day	8,160.00	LCFF
Avid Reg & Hotel	1000	5220	Conference expenses	3,705.00	LCFF
PLC Training	2700	5220	Conference expenses	5,000.00	LCFF
AVID Conference	3110	5210	Mileage - Personal reimbursement	600	Unrestricted
AVID Conference	2700	5220	Conference expenses	600	Unrestricted
RAFT Membership	2700	5300	Dues & memberships	25	Unrestricted

	Unrestricted Lottery	Extracurricular	LCFF Supplemental	Extended Day	Live Oak Foundation
G1A3	1225		16,865		

Goal 1 Action 4: Tier 1 Instructional Program

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:

1. Provide core instructional materials
2. Provide tier 1 digital instructional curriculum for alternative programs.
3. Provide Career Technical Education curriculum, supplies, and equipment.
4. Provide curriculum development support for Visual and Performing Arts Plan.
5. Provide stipends for enrichment coordinators.
6. Provide chromebooks for digital access to the curriculum.
7. Provide centralized student information system

Programs and services funded in this School Plan include:

1. Balance remaining from 2018-2019
2. College Field Trips
3. WEVIDEO Subscription
4. Computer Tech Coordinator
5. Naviance Coordinator
6. CDW - Printers
7. 5 Advisor Stipends for STEM Clubs (Mathcounts, Robotics, Mechanical Engineering, Software Engineering & Biological Engineering)
8. Advisor: STEM Enrichment clubs
9. Supplies: STEM Enrichment Clubs

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.

Description	Function Code	Object Code	Description	Budgeted Amount	*Funding Source*
Balance from 2018-2019	1000	4310	Instructional Supplies	1,309.46	LCFF
College Field Trips	1000	5727	Interprogram - Bus trips	1,500.00	LCFF
WEVIDEO	1000	5800	Professional consulting services	100.00	LCFF
Computer Tech Coordinator	1000	1111	Stipend @ $1640/unit	1,640.00	Unrestricted
Naviance Coordinator	1000	1111	Stipend @ $1640/unit	1,640.00	Unrestricted
CDW-Printers	1000	4340	Technology Items (under $500)	1,500.00	Unrestricted
Advisor Stipends: STEM		1111	Math, robotics, mechanical, software, biological	9600	Extended
Supplies & Materials: STEM		4310	Math, robotics, mechanical, software, biological	3454	Extended

	Unrestricted Lottery	Extracurricular	LCFF Supplemental	Extended Day	Live Oak Foundation
G1A4	4,780		2,909.46	13,054	

Goal 1 Action 5: Tier 2 and 3 Strategic/Intensive Academic Supports

Students to be Served by this Strategy/Activity

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

Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:

1. Provide a district assessment plan and common assessments.
2. Provide strategic supplemental digital content (Lexia, LLI, Read 180, Study Island)
3. Provide credit recovery digital curriculum for high schools.
4. Provide supplementary instructional materials deployed district wide.
5. Contract with Equal Opportunity Schools to increase underrepresented student access to AP.
6. Contract with Cal-SOAP to assist underrepresented students with path to college
7. Provide Extended day program opportunities for underperforming students.
8. Provide support for the implementation of the English Learner Master Plan
9. Provide Pre-School for eligible students
10. Provide extended school year learning opportunities to migrant students and English Learners.
11. Provide extended school year learning opportunities for students with disabilities.

Programs and services funded in this School Plan include:

1. Math 180 books
2. GIZMOS subscription for Science
3. AVID-Subscription
4. Avid Membership
5. Five Stipends for Leadership Roles

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.

Description	Function Code	Object Code	Description	Budgeted Amount	*Funding Source*
McGraw Hill M180 Books	1000	4200	Books & reference materials	1,000.00	LCFF
GIZMOS for Science	3140	4310	Instructional Supplies	3,500.00	LCFF
AVID-Subscription	1000	5800	Professional consulting services	575.00	LCFF
AVID Membership	1000	5300	Dues & Memberships	3,999.00	LCFF
5 Stipends	1000		Leadership Roles	9600	Extended

	Unrestricted Lottery	Extracurricular	LCFF Supplemental	Extended Day	Live Oak Foundation
G1A5			9,074	9600	

Goal 1 Action 6: Development of the School Plan

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized links available in the District Level LCAP for reference include:

1. Links to all school accountability report cards.
2. Links to all school safety plans
3. Links to all school plans for student achievement
4. Links to all school California Public School Dashboards.

Programs and services funded in this School Plan include:

1. School Business substitutes
2. Amazon supplies
3. RAFT Teacher resources and supplies
4. Office Depot supplies
5. AMAZON supplies
6. Standard Copy supplies
7. Office Depot supplies
8. NAESP Supplies
9. Henry Schein Health Supplies
10. ASB Bookkeeper Clerical: accounting

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.

Description	Function Code	Object Code	Description	Budgeted Amount	*Funding Source*
School Business: release for IEPs, other trainings, ets	1000	1150	Substitute @ $150/day	9,450.00	Unrestricted
Amazon	1000	4310	Instructional Supplies	$4,000	Unrestricted
Raft-Resource	1000	4310	Instructional Supplies	$500	Unrestricted
Office Depot	1000	4310	Instructional Supplies	$5,000	Unrestricted
Amazon	2700	4310	Office Supplies	$2,715.83	Unrestricted
Standard	2700	4310	Office Supplies	$3,500	Unrestricted
Office Depot	2700	4310	Office Supplies	$3,500	Unrestricted
NAESP	2700	4310	Office Supplies	$300	Unrestricted
Henry Schein	3140	4310	Health Supplies	600.00	Unrestricted
ASB Bookkeeper	2700	2410	Clerical	4,300.00	Unrestricted
Benefits for Certificated: Unrestricted				2,014.47	Unrestricted
Benefits for Classified: Unrestricted				1,309.18	Unrestricted
			Total	37,189.48	

	Unrestricted Lottery	Extracurricular	LCFF Supplemental	Extended Day	Live Oak Foundation
G1A6	**37,189.48**				

Goal 1 Action 7: Basic Services and Supplies

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding for basic services provided through the District Level LCAP for reference include:

1. Facility maintenance and improvement projects
2. Transportation
3. Food Service
4. Maintenance and custodial costs
5. Furniture and Fixtures
6. Technology equipment

Programs and services funded in this School Plan include:

1. Bridge Wireless Walkie Talkies
2. Cell phone stipend-administrator

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.

Description	Function Code	Object Code	Description	Budgeted Amount	*Funding Source*
Bridge Wireless	2700	4400	Technology Items (over $500)	2,500.00	Unrestricted
Cell Phone Stipend	2700	5911	Administrator cell phone	1,200.00	Unrestricted
			Total	3,700	

	Unrestricted Lottery	Extracurricular	LCFF Supplemental	Extended Day	Live Oak Foundation
G1A7	**3,700**				

Goal 1: Annual Review

SPSA Year Reviewed: 2018-19 to inform the 2019-20 school plan

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

ANALYSIS

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

Our school has gone through a difficult transition over the past few years. Throughout those years, a significant decline in student engagement and a significant increase in students' ability to self-regulate occurred. As a result, suspensions increased, and academic scores decreased. Over the past year, Britton has been working very hard to reframe these behaviors and implement PBIS, Positive Behavior Interventions and Supports, with consistency across each classroom and throughout the entire school.

As is noted in the summary data below, the most common type of behavior violation in 2017-2018 was disruption, defiance with 401 incidences recorded. In 2018-2019 the most common behavior violation was Truant/Cutting with 233 incidents occurring.

This data shows that our shift toward PBIS is beginning to have an positive effect on shifting students' behaviors and choices in the area of defiance and disruption.

In the 2017-2018 school year, our male students accounted for 830 discipline entries and our Hispanic students accounted for 966 of the discipline entries. In 2018-2019 school year, our male students accounted for 535 discipline entries and our Hispanic students accounted for 564 of the discipline entries. This shows a 35% reduction in discipline entries of Britton's male students and a 41% decrease in discipline entries of Britton's Hispanic students.

Discipline Data August - May, 2017-2018 School Year

Discipline Data August-May, 2018-2019 School Year

Hot List

Analysis	Description	Count
Violation	Disruption, Defiance	401
Primary Violation	Disruption, Defiance	390
Disposition	Warning	443
Incidents by Students	[redacted]	22
Month	Mar	216
Week	02/12	72
Day of Week	Tuesday	311
Approximate Time	Lunch	41
Time of Day	12:30 PM	3
Location	Classroom	65
Grade	8	638
Gender	M	830
Race/Ethnicity	Hispanic	966
Incidents by Referrer	Altman, Nancy	136

Hot List

Analysis	Description	Count
Violation	Truant/Cutting	233
Primary Violation	Truant/Cutting	227
Disposition	Call to Parents	180
Incidents by Students	[redacted]	19
Month	Mar	265
Week	03/04	123
Day of Week	Wednesday	221
Approximate Time	Lunch	123
Time of Day	3:30 PM	3
Location	Classroom	98
Grade	8	371
Gender	M	535
Race/Ethnicity	Hispanic	564
Incidents by Referrer	Altman, Nancy	213

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.

As we are still working to provide targeted academic and behavioral support for all our students at Britton, we have allocated money and resources for ongoing PD in the areas of behavior intervention, PBIS, and PLC training. Additionally, it is our intention to purchase, through our Live Oak foundation grant, a social-emotional curriculum and de-escalation curriculum to provide school wide lessons and support.

Goal 2

Parent Engagement All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness.

Identified Need

Britton needs to continue working to establish structures to engage large groups of parents to attend our ELAC, SCC, H&SC, and Parent Coffees. Some shifts we will make for the 2019-2020 school year will not require additional funding, but rather a stronger communication plan, and shifting when meetings are held in order to encourage larger groups of parents to attend. H&SC will combine with Parent Coffee to attract parent attendance and engagement.

Annual Measurable Outcomes

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 2: Family Engagement:				Link to metric instructions
Metric	**Data collected in 2017-18**	**Data collected in 2018-19**	**Data collected in 2019-20**	**Data collected in 2020-21**
SSC Agenda and Minutes	See Stakeholder engagement p. 8	Link to the 2018-2019 SSC Agendas.	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics
ELAC Agenda and minutes	See Stakeholder engagement p. 8	Link to the 2018-2019 ELAC Agendas.	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics
Home and School Club Agenda and Minutes	See Stakeholder engagement p. 8	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics
Parent Volunteers cleared through HR.	**Parent Volunteers** # cleared through HR: **TBD**	**Parent Volunteers** # cleared through HR: **TBD**	Maintain consistent annual trend	Maintain consistent annual trend
Fundraising Total from Parent Organizations	**Fundraising** Total Raised/allocated: **$10,000**	**Fundraising** Total Raised/allocated: **$13,500**	Maintain consistent annual trend	Maintain consistent annual trend
Mass Phone completion rates (Blackboard)	**Mass Phone** completion rate: **624/778 (80%)**	Mass Phone Completion rate: 88%	Close gap to 100%	Close gap to 100%
Mass email completion **rates**	**Mass email** completion rate: **632/659 (96%)**	**Mass Email**: Email Sent 97% (857)	Close gap to 100%	Close gap to 100%

		Email Opted-Out 3% (26)		
Parent monitoring percent (Aeries)	**Parent monitoring** percent accessing Aeries: **75.5%** Visits per student: **109**	**Parent monitoring** percent accessing Aeries: **79.4%** Visits per student: **167**	Close gap to 100%	Close gap to 100%
Parent Education program completers	**Parent Education** program completers **3**	**Parent Education** program completers **2**	Monitor in conjunction with parent needs.Maintain consistent service	Monitor in conjunction with parent needs.Maintain consistent service.
Parent Survey Results: English and Spanish	**5 point rubric scores on key questions from parent surveys**			
Our school encourages parent participation in decision making:	**3.95**	**3.71**	Improve score on parent rubric	Improve score on parent rubric
Our school encourages parent volunteers in a variety of roles:	**4.05**	**3.6**	Improve score on parent rubric	Improve score on parent rubric
Our school makes parents feel like valued partners in education	**4.0**	**3.74**	Improve score on parent rubric	Improve score on parent rubric
Parents are satisfied with level of 2-way communication	**4.09**	**3.76**	Improve score on parent rubric	Improve score on parent rubric
Our school provides adequate monitoring info for grades & attendance	**4.09**	**3.95**	Improve score on parent rubric	Improve score on parent rubric
Our school is physically safe:	**3.32**	**3.55**	Improve score on parent rubric	Improve score on parent rubric
Ours school meets social emotional needs:	**3.68**	**3.48**	Improve score on parent rubric	Improve score on parent rubric
Our school values diversity:	**3.91**	**3.98**	Improve score on parent rubric	Improve score on parent rubric
Parents satisfied with learning environment	**3.64**	**3.52**	Improve score on parent rubric	Improve score on parent rubric

Our school has a challenging curriculum	**3.73**	**3.33**	Improve score on parent rubric	Improve score on parent rubric
Parents encourage after school participation	**4.36**	**4.33**	Improve score on parent rubric	Improve score on parent rubric
Parents have a high knowledge of support and extended programs	**3.64**	**3.68**	Improve score on parent rubric	Improve score on parent rubric
Our school has a high variety of extended programs available.	**3.82**	**3.45**	Improve score on parent rubric	Improve score on parent rubric
My child likes school:	**3.91**	**3.83**	Improve score on parent rubric	Improve score on parent rubric
My child feels safe at school:	**3.59**	**3.76**	Improve score on parent rubric	Improve score on parent rubric
Additional site specific ie: open house attendance, registration night, principal's coffee, Family Activity events, project cornerstone, lost dichos, families referred to SLS (food/clothing support) etc.				

Goal 2 Action 1: Tier 1 Parent Engagement Strategies

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding for Tier 1 parent engagement provided through the District Level LCAP include:

1. Support a parent volunteer clearing service
2. Maintain district level advisory and support groups (DELAC, MPAC, translation and child care).
3. Provide parent LCAP consulting and advising opportunities
4. Implement district wide provisions of the Family Engagement Plan
5. Conduct Parent Engagement Survey
6. Coordinate parent engagement nights for College and Career Readiness through Cal-SOAP
7. Maintain a Special Education Advisory Committee

Programs and services funded in this School Plan include:

1. Standard: Rentals, Leases, Repairs Copies made
2. CDW - Go Guardian: Net Nanny Software
3. Bobcat Bonanza: 6th grade Orientation
4. NY2 INC: SDC Additional Curr Support
5. Novels for Eng. Dpt
6. Blackboard Connect
7. Office Depot Printing
8. Postage

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.

Description	Function Code	Object Code	Description	Budgeted Amount	*Funding Source*
Standard: Copy services	1000	5600	Rentals, leases, repairs	2,000.00	Unrestricted
CDW - Go Guardian: Tech Nanny Software	1000	5800	Professional consulting services	4,675.00	Unrestricted
Bobcat Bonanza: 6th grade orientation, parent/student	1000	5800	Professional consulting services	1,800.00	Unrestricted
NY2 INC: SDC additional curr. support	1000	5800	Professional consulting services	300.00	Unrestricted
Novels for Eng. Dpt	2420	5800	Professional consulting services	2,000.00	Unrestricted
Blackboard Connect	2495	5800	Professional consulting services	2,000.00	Unrestricted
Office Depot Printing	2700	5800	Professional consulting services	450.00	Unrestricted
Postage	1000	5910	Postage	4,700.00	Unrestricted
				Total	17,925

	Unrestricted Lottery	Extracurricular	LCFF Supplemental	Extended Day	Live Oak Foundation
G2A1	**17,925**				

Goal 2 Action 2: Tier 2 Parent Engagement Strategies

Students to be Served by this Strategy/Activity

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

Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

Strategy/Activity

Centralized funding for Tier 2-3 parent engagement provided through the District Level LCAP include:

1. Maintain bilingual community liaisons at all sites.
2. Conduct targeted outreach for parent volunteers of underrepresented students.
3. Provide translation for district publications.
4. Provide information for parents of immigrant students for educational services.
5. Provide parent education opportunities such as Project to Inspire.
6. Provide PD to staff for working with diverse students and families
7. Conduct targeted outreach for underrepresented parents to consult and confer on the LCAP
8. Provide parent education opportunities: Parent Project, Substance Abuse, Child Abuse, etc.
9. Conduct targeted outreach to connect families with school linked services based on need.

Programs and services funded in this School Plan include:

1. Fingerprinting
2. Food Service Negative Balance Coverage

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.

Description	Function Code	Object Code	Description	Budgeted Amount	*Funding Source*
Fingerprinting	2495	5750	Interprogram - Fingerprinting	300.00	***Unrestricted***
Food Services: Payment	2700	5759	Interprogram - Food services	1,500.00	***Unrestricted***
				1,800	

	Unrestricted Lottery	Extracurricular	LCFF Supplemental	Extended Day	Live Oak Foundation
G2A2	**1,800**				

Goal 2: Annual Review

SPSA Year Reviewed: 2018-19 to inform the 2019-20 school plan

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 coffees, ELAC, H&S Club meetings and SSC meetings have generally been well attended, however we are working to consolidate some meetings times and dates in order to encourage higher parent participation. These ideas include combining parent coffees with H&SC meetings, offering students extra benefits when parents attend meetings, building relationships, and combining student performances with meetings. None of these ideas require additional funding at this time.

Goal 3:

Student Engagement & School Climate: Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready

Identified Need

Increased attention, structures and supports to ensure we increase the number of students in attendance each day. Special care will be given to our subgroups listed below.

Annual Measurable Outcomes

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 3: Student Engagement & School Climate:			Link to metric instructions	
Metric	**Data collected in 2017-18**	**Data collected in 2018-19**	**Data collected in 2019-20**	**Data collected in 2020-21**
Attendance Rate:	**Month 11: 95.21%**	**Month 8: 94.99%**	Increase by >0.2 per year	Increase by >0.2 per year
Chronic Absenteeism Rates: Overall: SWD SED Foster Homeless EL White Latino	**Chronic Absenteeism Rates:** **(Dashboard)** Overall: 13.2% SWD: 22.6% SED: 17.8% Foster: na Homeless: 31.9% EL: 13.6% White: 12.9% Latino: 13.5%	**Chronic Absenteeism Rates:** **(Dashboard 2017-2018 Data)** Overall: 13.7% SWD: 21.6% SED: 20.0% Foster: 66.7% Homeless: 31.3% EL: 22.4% White: 10.7% Latino: 15.9%	Reduce gap to State average level by one-third per year	Reduce gap to State average level by one-third per year
SARB Compliance: --# First SARB Notice --# Second SARB Notice --# Third SARB Notice --# Parent Conferences --#SARB Hearings	**SARB Compliance:** --# First Notice: 80 --# Second Notice: 36 --# Third Notice: 20 --# Conferences: 13 --# Hearings:	Maintain attendance notice practices in compliance with attendance laws	Maintain attendance notice practices in compliance with attendance laws	Maintain attendance notice practices in compliance with attendance laws

Suspension Rates: Overall: SWD SED Foster Homeless EL White Latino	**Suspension Rates Dashboard** Overall: 8.7% SWD: 16.5% SED: 10.3% Foster: na Homeless: 10.6% EL: 9.6% White: 6.4% Latino: 10.0%	**Suspension Rates Dashboard** Overall: 8.8% SWD: 12.7% SED: 12.6% Foster: na Homeless: 13.6% EL: 9.5% White: 6.3% Latino: 10.6%	Reduce suspension rates to very low and reduce student group gaps by one third	Reduce suspension rates to very low and reduce student group gaps by one third
Suspension Offenses: Controlled Substance Violence Weapons Behavior/Bullying	**Offenses (DataQuest):** Controlled Substance: 6 Violence: 90 Weapons: 6 (no firearms) Behavior/Bullying: 9	**Offenses (DataQuest):** Controlled Substance: 16 Violence: 87 Weapons: 9 (no firearms) Behavior/Bullying: 20	Use offense categories to inform intervention programs.	Use offense categories to inform intervention programs.
Student Expulsion Rate (DataQuest):	**Expulsion Rate: 0.33%**	**Expulsion Rate: 0.26%**	Maintain low rate	Maintain low rate
Drop Out Rate (DataQuest):	**Dropout Rate**: **0%**	**Dropout Rate**: **0%**	Maintain below state rate	Maintain below state rate
Local Student Survey	**Student surveys: Local survey is rated on a 4 point scale, with 1 being not at all, and 4 being very, all grades combined**			
I feel safe at school	**3.00**	**2.97**		
I feel safe at home	**3.69**	**3.74**		
I have a safe staff connection to talk to.	**2.92**	**3.05**		
I participate in school activities	**2.50**	**2.44**		
I am happy at school	**2.93**	**2.62**		
I am proud of my school	**2.90**	**2.94**		
My school is an outstanding school	**2.69**	**2.51**		
CA Healthy Kids Survey	**Student surveys: CHKS survey is scored as percent of students responding very high (Grade 7)**			
High Academic Motivation	**30%**	Survey is every other year		

School has very high academic expectations	**24%**	Survey is every other year		
Experienced harassment or bullying	**32%**	Survey is every other year		
Been under the influence at school	**2%**	Survey is every other year		
High level of school connectedness	**12%**	Survey is every other year		
High level of caring staff	**19%**	Survey is every other year		
Feeling very safe at school	**56%**	Survey is every other year		
NWEA SEL survey (K-8)	**Student surveys: NWEA Social Emotional Learning is scored on a 5 point scale, 1 is low and 5 is highly favorable (Grades K-8)**			
Teacher-student caring relationship	**4.54**	Pilot survey discontinued by NWEA		
Peer support for learning	**4.51**	Pilot survey discontinued by NWEA		
Family Support for learning	**4.45**	Pilot survey discontinued by NWEA		
Relevance of school work	**4.49**	Pilot survey discontinued by NWEA		
Positive future outlook	**4.46**	Pilot survey discontinued by NWEA		
Intrinsic Motivation	**4.36**	Pilot survey discontinued by NWEA		
Students attending Extended Day:	**# Attending Ext. Day**: TBD	Increase participation by 10% for underperforming students	Increase participation by 10% for underperforming students	Increase participation by 10% for underperforming students
Students participating Extracurricular sports:	**Female: 152** **Male: 135**	Maintain consistent program	Maintain consistent program	Maintain consistent program
Staff Survey PBIS Implementation:	93% Tier 1 training complete	T-1 100%, T-2 100%, T-3 25%	Close ⅓ gap to survey score of 5	Close ⅓ gap to survey score of 5
Support Referrals --To CBO counseling --To SLS (food/clothing) --Small Group Programs	TBD			
Additional site specific: *Positive Behavior awards, positive attendance programs, participation in clubs,, sports participation and awards etc.*				

Goal 3 Action 1: Tier 1 Student Engagement and Campus Climate

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding for Tier 1 student engagement provided through the District Level LCAP include:

1. Develop and implement a K-12 service learning program
2. Support implementation of Positive Behavior Intervention and Support at all sites.
3. Provide liaison with School Resource Office
4. Partner with YMCA and Project Cornerstone.
5. Develop and implement strategies to increase student attendance.
6. Support the development and renewal of school safety plans.
7. Implement program for suicide awareness and prevention and Child Abuse Prevention
8. Provide large group social emotional learning opportunities to support healthy life choices.
9. Conduct standardized campus climate surveys at all schools.
10. Support the development of Restorative Practices district wide.

Programs and services funded in this School Plan include:

1. Stipends for Extended Day Opportunities (Yearbook, Drama, Clubs, HW Club)

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.

Description	Function Code	Object Code	Description	Budgeted Amount	*Funding Source*
Stipends for Extended Day Opportunities		1000	Yearbook, Drama, HW Club	10,000	*Extended*

	Unrestricted Lottery	Extracurricular	LCFF Supplemental	Extended Day	Live Oak Foundation
				10,000	

Goal 3 Action 2: Tier 2 and 3 Student Engagement and Campus Climate

Students to be Served by this Strategy/Activity

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

Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

Strategy/Activity

Centralized funding for Tier 1 student engagement provided through the District Level LCAP include:

1. Provide after school activity bus for disadvantaged students
2. Provide college and career awareness through Cal-SOAP and AVID.
3. Provide Naviance at grades 6-12.
4. Support AVID at middle grades .
5. Provide social emotional support and services through community based organizations.
6. Assist sites with attendance accounting compliance and intervention for chronic absenteeism.
7. Provide ADVENT program for foster youth
8. Provide CARE team services tof Foster, homeless and disadvantaged students.
9. Implement Restorative Justice as an alternative to suspension.
10. Develop a comprehensive Foster Homeless education plan
11. Fund alternative placements for expelled students.

Programs and services funded in this School Plan include:

1. Color Guard ½ stipend
2. Cross Country Stipend
3. Color Guard ½ Stipend (split between two budgets)
4. Cross Country Stipend
5. Color Guard Stipend (split between two budgets)
6. Benefits for Stipends
7. Gopher Sports Balance (supplies for sports)
8. Contracted Services (photos for sports)

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.

Description	Function Code	Object Code	Description	Budgeted Amount	*Funding Source*
Color Guard ½ stipend shared with L.O.	1000	1111	Stipend @ $1640/unit	820	*Unrestricted*
Cross Country	4200	1111	Stipend @ $1640/unit	1640.00	*Extra Curr*
Color Guard	4200	1111	Stipend @ $1640/unit	820	*Extra Curr*
Gopher Sports Balance	4200	4310	Instructional Supplies	5,512.17	*Extra Curr*
Contracted Services	4200	5800	Contracted Services	1,471.50	*Extra Curr*
Benefits for Certificated: Unrestricted				176.65	*Unrestricted*
Benefits for Certificated: Extra Curr.				605. 33	*Extra Curr*

	Unrestricted Lottery	Extracurricular	LCFF Supplemental	Extended Day	Live Oak Foundation
G3A2	$996.65	$10,049			

Goal 3: Annual Review

SPSA Year Reviewed: 2018-19 to inform the 2019-20 school plan.

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.

Britton has a pretty significant absenteeism rate. We will provide parents with information on why consistent attendance is important. We will be strengthening our structures of support through our CARE support provider, attendance clerk, SRO, and liaison. We will also provide a strong extra-curricular program that provides all students the opportunity to play sports and engage in clubs.

Budget Summary:

	Unrestricted Lottery	Extracurricular	LCFF Supplemental	Extended Day	Live Oak Foundation
Allocated	**$96,625**	**$10,049**	**60,137.85**	**$35,000**	**$28,575 pending C/O**
Budgeted*	**96,625**	**10,049**	**59,518.65**	**35,000**	**$14,287 (Yr 1)**
Spent YTD					
Encumbered					**$14,287 (Yr 2)**
Available	**$96,625**	**$10,049**	**60,137.85**	**$35,000**	**$8,126**
***SPSA budget by action**	**Unrestricted Lottery**	**Extracurricular**	**LCFF Supplemental**	**Extended Day**	**Live Oak Foundation**
Action 1.1	25,179.69	0	10,302.59		8,126.14
Action 1.2	3,829.18	0	20,985.95	$2346	0
Action 1.3	1225		16,865		
Action 1.4	4,780		2,909.46	$13,054	
Action 1.5			9,074	$9600	
Action 1.6	37,189.48				
Action 1.7	3,700				
Action 2.1	17,925				
Action 2.2	1,800				
Action 3.1	$996.65	$10,049		$10,000	
Action 3.2					
Totals	**96,625**	**10,049**	**60,137.85**	**35,000**	**8,126.14**

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).

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$ 0
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$ 209,935.14

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 ($)
None	$0
Subtotal of additional federal funds included for this school:	$0

State or Local Programs	Allocation ($)
Unrestricted Lottery (includes extracurricular)	$106,674
LCFF Supplemental (included extended day)	$95,138
Live Oak Foundation Grant (pending % estimated $14,000)	$8126.14
Subtotal of state or local funds included for this school:	$209,935.14

Total of federal, state, and/or local funds for this school: $209,935.14

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current makeup of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
1. Nanette Donohue	Administration	donohuen@mhusd.org	5/23/19
2. Kelly Parker	Teacher/6th gr	parkerk@mhusd.org	
3. Richard Punches	Teacher/Math	punchesr@mhusd.org	
4. Jennifer Uyeda-Allen	Parent	Jennifer.Uyeda-Allen@anritsu.com	
5. Patricia Finck	Teacher/Math	finckp@mhusd.org	
6. James Levis	Teacher/Science	levisj@mhusd.org	
7. Natalie Bennetts	Teacher/PE	bennettsn@mhusd.org	
8. Vic Jacinto	Parent	vic.jacinto@gmail.com	
9. Jenny Kirchhoff	Parent	jvkirchhoff@verizon.net	
10. Amy Wetzel	Parent	amytrotter@hotmail.com	
11. Christy Thompson	Admin. Secretary	thompsonc@mhusd.org	

Total Number of School Site Council Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	5	1	4	0

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

   Parent Stakeholder Groups:
   - Home and School Club
   - English Language Advisory Committee

   Student Stakeholder Groups
   - Student representatives
   - ASB
4. 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.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

Nanette Donohue	See Image Below	
Typed name of School Principal	Signature of School Principal	Date
Jennifer Uyeda-Allen	See Image Below	
Typed name of SSC Official	Signature of SSC Official	Date

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
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3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

   Parent Stakeholder Groups:
   - Home and School Club
   - English Language Advisory Committee

   Student Stakeholder Groups
   - Student representatives
   - ASB
4. 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.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

Nanette Donohue
Typed name of School Principal

Signature of School Principal

5/23/19
Date

Jennifer Uyeda-Allen
Typed name of SSC Official

Signature of SSC Official

5/23/19
Date

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: 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 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/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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