

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Burlingame High School	41 69047 4130472	October 16, 2019	October 24, 2019

Purpose and Description

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

Schoolwide Program

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.

In alignment with the San Mateo Union High School District 2017-18 Title III ESSA Transition Plan, Burlingame High School strives to support all students to become proficient in English and reach high academic standards in reading/language arts and mathematics. Many of the teachers at BHS participate in professional development activities sponsored by the district, including Constructing Meaning training to support EL students in language acquisition and proficiency. We also use Ellevation software to track EL and LTEL student achievements. This information assists us in tracking potential student needs as well as monitor reclassification rates. Additionally, the Burlingame High School Family Engagement Coordinator works to promote parent, family, and community engagements in the education of English Learners. Our FEC works closely with our ELAC and Latino Parent Groups to support student learning and parent needs; our FEC is also our EL Coordinator, allowing to work closely with FECs and EL Coordinators at our sister sites and the district office. Parents who attend the ELAC and LPG meetings on a monthly basis are well-informed of the EL program at BHS and receive customized trainings in small groups in the areas of testing, college application and admission, graduation requirements, scholarship, and financial aid.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

BHS administration and staff use the California Healthy Kid's Survey, California School Climate Survey (District Level & Site Level) for our needs assessment process, and site & district professional development surveys. These surveys influence the school's self-study process and report as part of the WASC accreditation process. The guidance department also conducts student surveys through Naviance to gather additional information about student needs.

Classroom Observations

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

In addition to the informal class visits and formal observations conducted by the administration team, the adult learning TOSA Team (Professional Development Coordinator and Instructional Technology Coordinators) and administration introduced the peer observation challenge in November 2017. Teachers were invited to take part in observing their colleagues, whether they were in their own professional learning communities (PLCs), departments, other PLCs or departments, or even at other schools. The names of each teacher who conducted a visit and of each teacher who was visited were put into a raffle drawing for a prize. The value of these visits was the opportunity for teachers to learn from each other and to be able to see teachers in other departments/PLCs. BHS now conducts peer observation weeks in the Fall and Spring semesters. The TOSAs also visit teachers' classrooms for informal visits as they are charged with supporting teachers in the classroom and providing opportunities to improve instructional practices. Instructional Coaches are assigned to support teachers on full evaluation cycle. BHS has three Instructional Coaches from math, history, and world language content backgrounds who serve teachers of various subject areas. The instructional coaching model offers a learning opportunity not only for the teachers receiving the coaching but also for the Instructional Coaches. Instructional Coaches providing mentoring to teachers by helping them create a SMART goal for the school year, conducting classroom visits, and giving feedback in debrief sessions. BHS continues to promote classroom observations for our school improvement goals.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

BHS staff uses a variety of disaggregated data for our needs assessment, such as the following:

- BHS demographic information
- AP course enrollment
- AP exam scores
- California Assessment of Student Performance and Progress (CAASPP) - Smarter Summative Assessment
- Early Assessment Program (EAP) results
- Special education inclusion rate
- Graduation rate
- UC/CSU eligibility
- A-G Completion Rates
- PSAT data
- SAT data
- ACT data
- Post-secondary college & career plan
- Enrollment during first fall immediately after high school
- California Healthy Kids Survey
- Student participation in athletics, community service, and leadership
- BHS attendance report
- Annual report of student discipline, suspensions, and expulsions

Based on the analysis of data, BHS staff work on identifying struggling students and supporting them with instructional strategies, intervention programs, and alternative learning options.

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

In addition to a number of the state and local assessments listed above, BHS staff will use the following data to monitor student progress on curriculum-embedded assessments and modify instruction:

- Scholastic Reading Inventory (for English levels of incoming and current grade 9 students)
- Scholastic Math Inventory (for Math levels of incoming and current grade 9 students)
- Student grades/transcripts
- Common assessment data from PLCs

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of BHS certificated staff meet the NCLB highly qualified staff requirement.

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

100% of BHS teachers are credentialed by California Teacher Credentialing. All teachers have access to professional development training opportunities upon request and approval process.

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

Staff development is planned based on identified student needs and enhancing teacher proficiency to meet the needs of a diverse student body. On site professional development has been offered in areas such as performance data analysis, discussion of survey data, professional learning communities, teaching on modified block, bullying prevention & identification, and instructional technology in the classroom. Course-specific teacher teams collaborate regularly to increase alignment, create pacing guides, and develop, administer, & analyze results of common formative assessments. Teachers also attend subject area and instructional strategy related conferences, as well as district-sponsored professional development.

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

BHS staff will use teacher observation data, student achievement data, and student/teacher survey data to determine the need areas for external and internal instructional assistance and support for teachers. BHS teachers benefit from the district TOSAs (Teachers on Special Assignment) for instructional assistance. The district's English Coordinator provides instructional support to BHS English teachers, and the district's math coordinator provides instructional support to math teachers. In addition, the district TOSAs in charge of professional development and instructional technology work with our site-based TOSAs on adult learning. In addition, Instructional Coaches whose role is to support teachers on full evaluation cycle. BHS has three Instructional Coaches from math, world language, and Social Science content background who serve teachers of various subject areas. The instructional coaching model offers a learning opportunity not only for the teachers receiving the coaching but also for the Instructional Coaches. Instructional Coaches providing mentoring to teachers by helping them create a SMART goal for the school year, conducting classroom visits, and giving feedback in debrief sessions. Starting in August 2016, the Instructional Coaches and the administration team met to create common understanding about how to support teachers. Instructional Coaches have been invited to share their general observations about teaching practices at school sites.

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

Teacher collaboration continues to be a significant to our professional learning plan. Our bell schedule, some common prep periods, and yearlong calendar are design to support teachers to collaborate so that they can align curriculum by course and grade level, share best practices, and analyze student performance data. Teachers meet during weekly collaboration time, common preps, and release/planning time.

Teaching and Learning

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

With the transition to the Common Core State Standards (CCSS), teachers in all departments have begun to engage in district-wide & site-based review of the essential or "need to know" standards. Staff members have been introduced to the concept of Depth of Knowledge, and had an opportunity to practice taking a practice test on line so that they could understand the shift in the type of assessments that students would need to take. With the understanding that this process of aligning curriculum, instruction, and materials to the Common Core State Standards would take additional time beyond the weekly collaboration time and prep periods, teachers/PLCs were able to request release or planning days to work in their PLCs. The focus of this year's professional development plan was around developing course alike curriculum maps, developing common assessments, and looking at student work. (See Related School Goals in Part V for additional information around the BHS professional development plan.)

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

All students in grade 9 and grade 10 receive at least the equivalent of 51 minutes per day in mathematics and language arts instruction.

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

Pacing guides were previously in place for English 1, English 2, and Algebra 1 to support the work of teachers who teach English and math support classes for grade 9 & grade 10 across the district. Over the past few years and with shift to the CCSS, English and math teachers have been involved in identifying essential standards and in revising the pacing guides to include common formative and summative assessments. Currently, all Departments are updating Curriculum Maps to provide additional alignment, agreements around student learning outcomes and the sharing of best practice.

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

The district provides standards based instructional materials to all students. Students with special needs including special education, English Learners, and academically challenged students also have supplemental materials and technology to support their access to the core curriculum.

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

Standards-aligned materials are used in all content areas. Guided Studies classes and OSCR (On-site credit recovery) where interventions take place have accessible support materials.

Opportunity and Equal Educational Access

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

Services offered to support under performing students include the following:

- Academic Center for tutorials during & after school (funded by the Parents Group)
- Guided Studies for grades 9-11
- Flex Time
- On-site Credit Recovery
- Guided Studies for algebra support for students in need of support to pass Algebra 1
- Academic Language Development Class
- Student Study Team & 504 Plan meetings
- Academic counseling by guidance counselors
- Well Counselors provide individual and group counseling

Evidence-based educational practices to raise student achievement

Through a variety of funding sources including the Title II funds, LCAP funds, General Funds, and Parents Group, professional development activities are available for teachers & support staff in all departments. The following are examples of professional learning that the BHS staff members are engaged to raise student achievement:

- Alignment of course curriculum to Common Core State Standards
- ACTFL (American Council on the Teaching of Foreign Languages) conference
- Advanced Placement trainings (e.g., AP Language & Culture Summer Institute)
- CETA (California Educational Theatre Association) conference
- Collaboration time regularly scheduled for teachers to work in their PLCs
- Constructing Meaning cohort training
- Co-teaching of special education students
- Creating common assessments in professional learning communities
- Critical Friends Group training (around looking at student work protocols)
- Curriculum design for 1-1 Digital Pilot
- Instructional coaching
- Instructional technology
- NCTM (National Council for Teachers of Mathematics), NCTE (National Council for Teachers of English) conferences
- Professional learning community conferences
- Stanford World Language Project

Parental Engagement

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

BHS uses resources available from its various stakeholders to assist under-achieving students through the following:

- Academic Center, tutoring support with peer and adult tutors
- Academic counseling services
- Burlingame Lions Club
- Burlingame Rotary Club
- College & Career Center
- EL Program Assistant/Family Engagement Coordinator
- EXPLORE program
- Instructional Aides
- Mental health services, including on-site Wellness Counsleors
- Parents Group volunteers

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

BHS encourages the involvement of parents, community representatives, teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs. Examples of these include the following structures:

- Black Parents Association (district-wide)
- Booster Groups (e.g., Athletic, Music/Choir, Drama)
- English Language Advisory Committee
- Latino Parents Group
- Parents Group
- School Advisory Committee (e.g., Single School Plan for Student Achievement reviewed & approved)
- WASC Self-Study groups

Funding

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

Burlingame High School uses Title II funds for staff development opportunities that include collaborative planning within professional learning communities, conferences, and workshops. Title III and LCAP funds are used by the English Language Development program and departments for instructional material & support services to assist English Learners in attaining English language proficiency.

Fiscal support (EPC)

Burlingame HS receives General funds and LCAP supplemental funds. In addition to these funds and general funds, BHS also secures financial support from the Parents Group for a variety of needs (e.g., personnel, special programs such as PAWS and EXPLORE, technology, supplemental material, instructional supplies, and tutoring program).

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Annual School Plans for Burlingame High School are initially created by site administration with input from the full BHS staff; the plan is drafted with the support of our Teachers on Special Assignment in the areas of Professional Development and Instructional Technology Coordination. After the initial plan is drafted, the components of the plan are reviewed by Curriculum Council (site Department Chairs), then shared with the BHS Staff, School Site Council, BHS Parents Group, ELAC, and the Latino Parent Group for additional review and feedback.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.4%	0.34%	0.4%	5	5	6
African American	0.5%	0.41%	0.67%	7	6	10
Asian	16.3%	18.03%	20.31%	232	266	303
Filipino	3.2%	3.32%	3.75%	45	49	56
Hispanic/Latino	18.3%	18.85%	17.23%	260	278	257
Pacific Islander	0.8%	0.47%	0.47%	11	7	7
White	51.4%	48.27%	3.35%	733	712	50
Multiple/No Response	%	%	49.66%			741
Total Enrollment				1,425	1475	1,492

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 9	358	363	384
Grade 10	363	363	360
Grade 11	344	366	347
Grade 12	360	383	401
Total Enrollment	1,425	1,475	1,492

Conclusions based on this data:

1. Student enrollment has increased by over 130 students in the last three years. We anticipate that this is a trend that will continue in the coming years.
2. The statistically significant subgroups have remained static over the last three years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	56	56	34	3.9%	3.8%	2.3%
Fluent English Proficient (FEP)	367	411	440	25.8%	27.9%	29.5%
Reclassified Fluent English Proficient (RFEP)	27	18	12	40.3%	32.1%	21.4%

Conclusions based on this data:

1. We have a small EL population at BHS, and it appears to be shrinking over time.
2. Most of the ELs on campus are FEP or RFEP.
3. There is small number of EL students who still require supports - something that we need to keep at the foreground of conversations as we discuss student achievement and support opportunities.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	336	358	340	328	344	325	327	344	327	97.6	96.1	95.6
All Grades	336	358	340	328	344	325	327	344	327	97.6	96.1	95.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2694.	2670.	2661.	60.55	53.49	49.85	28.44	28.20	29.54	10.09	11.05	10.15	0.92	7.27	10.46
All Grades	N/A	N/A	N/A	60.55	53.49	49.85	28.44	28.20	29.54	10.09	11.05	10.15	0.92	7.27	10.46

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	65.75	58.72	55.66	31.80	32.85	33.02	2.45	8.43	11.32
All Grades	65.75	58.72	55.66	31.80	32.85	33.02	2.45	8.43	11.32

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	69.02	60.82	56.33	28.22	29.53	33.54	2.76	9.65	10.13
All Grades	69.02	60.82	56.33	28.22	29.53	33.54	2.76	9.65	10.13

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	49.54	42.15	38.13	47.40	51.45	55.00	3.06	6.40	6.88
All Grades	49.54	42.15	38.13	47.40	51.45	55.00	3.06	6.40	6.88

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	66.06	58.02	55.84	31.80	34.69	35.65	2.14	7.29	8.52
All Grades	66.06	58.02	55.84	31.80	34.69	35.65	2.14	7.29	8.52

Conclusions based on this data:

1. We have met the 95%+ requirement to ensure that the results of this test is valid and representative of our student population.
2. Over 90% of our students are performing above/at/near standard in this subject area.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	336	358	340	325	339	323	325	339	326	96.7	94.7	95
All Grades	336	358	340	325	339	323	325	339	326	96.7	94.7	95

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2668.	2656.	2646.	39.08	33.33	32.51	23.69	27.73	26.93	21.54	21.53	18.58	15.69	17.40	21.98
All Grades	N/A	N/A	N/A	39.08	33.33	32.51	23.69	27.73	26.93	21.54	21.53	18.58	15.69	17.40	21.98

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	50.15	48.97	47.34	28.62	27.73	26.33	21.23	23.30	26.33
All Grades	50.15	48.97	47.34	28.62	27.73	26.33	21.23	23.30	26.33

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	43.69	36.87	32.48	43.38	45.13	44.90	12.92	17.99	22.61
All Grades	43.69	36.87	32.48	43.38	45.13	44.90	12.92	17.99	22.61

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	41.23	39.82	41.74	46.46	47.79	43.61	12.31	12.39	14.64
All Grades	41.23	39.82	41.74	46.46	47.79	43.61	12.31	12.39	14.64

Conclusions based on this data:

1. The number of students performing below standard in mathematics is increasing over time.
2. Nearly 40% of our students are not achieving at or above standard in mathematics overall.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	*		*		*		*	
Grade 10	1605.6		1608.9		1601.9		11	
Grade 11	*		*		*		*	
Grade 12	*		*		*		*	
All Grades							29	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	65.52		*		*				29	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	75.86		*		*				29	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	37.93		37.93		*		*		29	

Listening Domain Percentage of Students by Domain Performance Level for All Students										
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students			
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19		
All Grades	68.97		*		*		29			

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10	100.00						11	
All Grades	89.66		*				29	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	41.38		41.38		*		29	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	41.38		58.62				29	

Conclusions based on this data:

1. We do not have many students completing the ELPAC in this data set, making it difficult to come to conclusions about the data.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,475	12.5%	3.8%	0.1%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	56	3.8%
Foster Youth	2	0.1%
Homeless	1	0.1%
Socioeconomically Disadvantaged	184	12.5%
Students with Disabilities	176	11.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	0.4%
American Indian	5	0.3%
Asian	266	18.0%
Filipino	49	3.3%
Hispanic	278	18.8%
Two or More Races	152	10.3%
Pacific Islander	7	0.5%
White	712	48.3%







Conclusions based on this data:

1. There is a perception that students in the SED and EL designations are not enrolled at BHS; this evidence indicates that there are a significant number of students in these programs.
2. There is also a perception that BHS is primarily 'white' - again, this data indicates that this is not the case. The majority of the students attending school are of other ethnicities.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  Blue	Suspension Rate  Yellow
Mathematics  Green		
English Learner Progress  No Performance Color		
College/Career  Blue		

Conclusions based on this data:

1. It is interesting that we are in the yellow zone for suspension data. This is cause for concern and an item for review as we continue to discuss our disciplinary practices on campus.
2. Overall, our students are doing very well, and our dashboard indicators are overwhelmingly positive.

School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>86.9 points above standard</p> <p>Declined -23.4 points</p> <p>342 students</p>	<p>English Learners</p>  <p>Orange</p> <p>11.2 points below standard</p> <p>Declined -63.8 points</p> <p>35 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>17.5 points above standard</p> <p>Declined -23.8 points</p> <p>43 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>90.4 points below standard</p> <p>Declined -62.5 points</p> <p>18 students</p>

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 124.5 points above standard Maintained -1.1 points 76 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 23.9 points above standard Declined -53.8 points 60 students	 No Performance Color 101.9 points above standard Declined -6.8 points 34 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Green 91.1 points above standard Declined -28 points 155 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 7 students	5.6 points below standard Declined -25.7 points 28 students	94.3 points above standard Declined -22 points 219 students

Conclusions based on this data:

- While our overall numbers are positive, this data indicates that there is significant room for improvement for our EL and Latino students.

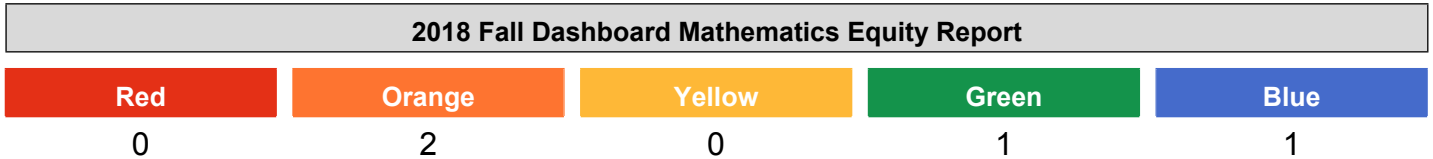
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>28.6 points above standard</p> <p>Declined -12.2 points</p> <p>336 students</p>	<p>English Learners</p>  <p>Orange</p> <p>91.9 points below standard</p> <p>Declined -78.1 points</p> <p>33 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>47.2 points below standard</p> <p>Declined -25.2 points</p> <p>42 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>167.5 points below standard</p> <p>Declined -43.4 points</p> <p>18 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 98.6 points above standard Increased 4.9 points 75 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 60.7 points below standard Declined -45.6 points 61 students	 No Performance Color 51.8 points above standard Maintained 2.1 points 33 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Green 29.9 points above standard Declined -19.1 points 151 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 7 students	93.1 points below standard Declined -59.9 points 26 students	35.2 points above standard Declined -6.6 points 215 students

Conclusions based on this data:

- Again, our EL and Latino students are not performing at the same rates or levels as our overall student body.

School and Student Performance Data

Academic Performance English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
29	65.5%	17.2%	17.2%	

Conclusions based on this data:

1. Our EL population at BHS is small compared to our sister schools; most of them are scoring at Level 3 or Level 4, which indicates that they are making progress in English Language Development.

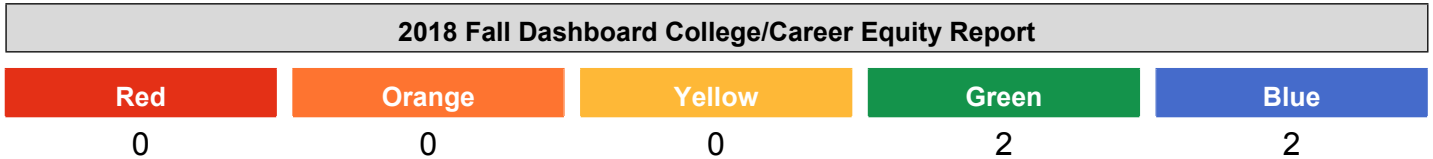
School and Student Performance Data

Academic Performance College/Career







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











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p>  Blue 77.6% prepared Increased 3.3% 340 students	<p>English Learners</p>  No Performance Color 66.7% prepared Increased 39.7% 48 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<p>Socioeconomically Disadvantaged</p>  Blue 60.7% prepared Increased 21.6% 61 students	<p>Students with Disabilities</p>  No Performance Color 21.4% prepared Increased 3.2% 28 students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 92.2% prepared Declined -3.1% 51 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 62.5% prepared Increased 7.3% 72 students	 No Performance Color 76% prepared Declined -12.5% 25 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 81.5% prepared Increased 5% 108 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
72.2% Prepared	74.4 Prepared	77.6 Prepared
12.3% Approaching Prepared	11.7 Approaching Prepared	7.6 Approaching Prepared
15.5% Not Prepared	13.9 Not Prepared	14.7 Not Prepared

Conclusions based on this data:

- Our students are well prepared for college and career opportunities after high school.

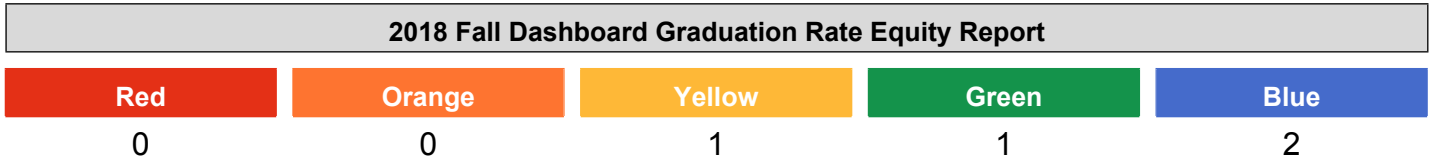
School and Student Performance Data

Academic Engagement Graduation Rate







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











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  Blue 95.3% graduated Maintained -0.6% 340 students	<p>English Learners</p>  No Performance Color 89.6% graduated Increased +1.1% 48 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<p>Socioeconomically Disadvantaged</p>  Green 91.8% graduated Increased +1.6% 61 students	<p>Students with Disabilities</p>  No Performance Color 75% graduated Increased +11.4% 28 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 98% graduated Declined -2% 51 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 91.7% graduated Declined -1.4% 72 students	 No Performance Color 96% graduated Maintained -0.2% 25 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 95.4% graduated Maintained -0.6% 108 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

2017	2018
95.9% graduated	95.3% graduated

Conclusions based on this data:

- While nearly 92% of our Latino students graduated, there were still over 8% who did not complete their time at BHS with a diploma. This is cause for concern, as there is a gap in achievement as compared to our overall student population.

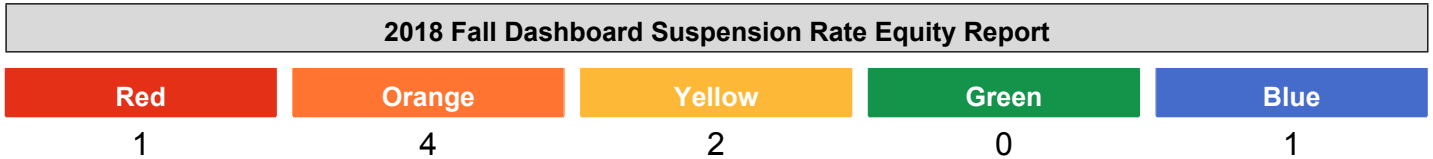
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Yellow 2.8% suspended at least once Maintained 0.1% 1508 students	<p>English Learners</p>  Orange 5.8% suspended at least once Increased 2.5% 52 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 3 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 6 students	<p>Socioeconomically Disadvantaged</p>  Orange 5.3% suspended at least once Increased 1.2% 208 students	<p>Students with Disabilities</p>  Red 8.8% suspended at least once Increased 4.6% 194 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 8 students	 No Performance Color Less than 11 Students - Data 5 students	 Orange 1.9% suspended at least once Increased 0.6% 269 students	 Blue 0% suspended at least once Declined -6.5% 51 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 3.8% suspended at least once Maintained -0.2% 289 students	 Orange 3% suspended at least once Increased 0.7% 540 students	 No Performance Color Less than 11 Students - Data 7 students	 Yellow 2.1% suspended at least once Maintained -0.2% 339 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
2.3% suspended at least once	2.7% suspended at least once	2.8% suspended at least once

Conclusions based on this data:

1. Our suspension rate rose by .5% over the last three years; while our overall suspension rate in 2018 was less than 3%, this is still cause for conversation as we review our discipline process.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP/SMUHSD Goal #1: Access
 LCAP/SMUHSD Goal #2: Achievement & Equity
 LCAP/SMUHSD Goal #3: Student Wellness and Student/Family Engagement

Goal 1

Connect all students to academic and skill-based success.
 Strategy #1: Implement research-based instructional strategies for increased Tier 1 student performance.
 Strategy #2: Create grade-level agreements for the inclusion of soft skills, executive functioning skills, and technology skills.

Identified Need

CLN #1: Students need increased support, in and outside the classroom, to meet teacher expectations of learning targets and objectives. Continued focus on the development and implementation of strategies for students with special needs, including those with IEPs, 504 plans, low academic capital, and English Learners to access the curriculum is a priority.
 CLN #3: BHS identified the need for assisting students in creating a positive academic identity and in building school connectedness in support of meeting class objectives and course standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reduce number of D/F grades across grades by 10% by 2019-20		10% reduction
Reduce number of multiple Fs across grade levels by 10% by 2019-20		10% reduction
Increase number of students meeting 'College Ready' on the CAASPP/EAP by 10% by 2019-20 in ELA		10% increase
Increase number of students meeting 'College Ready' on the CAASPP/EAP by 10% by 2019-20 in Math		10% increase
Increase number of students tagged as IEP, 504, EL, Latino, and/or Parent Ed Levels of 'Some College' or below meeting 'College Ready' on the		10% increase

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP/EAP by 10% by 2019-20 in ELA and Math		
Increase number of students reporting agreement in classroom engagement by 10% by 2019-20 on CA Healthy Kids Survey		10% increase

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Review Tier 1 strategies currently in practice in all classrooms, including instructional strategies.
 Review strategies on list
 Survey staff for current usage
 Review survey results with Curriculum Council
 Implement best practices

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

General Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Intentional inclusion of instructional strategies training into Professional Development Plan for 2019-20
 Focus for this year: Structured Student Talk; Instructional Technology

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,000

Source(s)

LCAP Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Intentional inclusion of instructional norming discussions into Staff Meetings, with focus on Revise & Redeem Practices, Homework Policies, and Daily Learning Targets

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Train teachers in Constructing Meaning techniques to improve student literacy. Focus training on Structured Student Talk as primary 'into' with CM. Differentiate workshops for teachers who have already attended a full training.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

General Fund

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Research and create a list of skills that we would like all students at BHS to embody and develop prior to graduation.

Soft skills

Executive functioning skills

Technology skills

Emotional Intelligence (self-awareness, self-regulation, motivation, empathy, etc.)

Possible skills to include:

Tech: Canvas, Google Suite/MS Office (Word, Excel, PPT), Netiquette (communicating with respect), Digital Communication (email, text, chat, social media - grammar and etiquette), Use of Browsers (bookmarks and favorites), Safety, Research Skills

Soft Skills: Collaboration, Communication, Leadership, Problem Solving, Adaptability, Prioritization

Executive Functioning: Planning, Organization, Task Initiation, and Time Management

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Create and implement a matrix of the skills that will be addressed.

Organize the skills and identify specific courses and grade levels that will teach them intentionally and with fidelity to ensure that all students have practice in developing the skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Goal 1 continues to be a work in progress as each of the strategies and activities are ongoing. Ongoing activities and efforts are continual and require consistent attention to provide deeper and more meaningful implementation. Teachers continue to build practices into daily and weekly routines to improve overall effectiveness and improvement for students.

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

Most activities do not require additional resources beyond SMUHSD District General Fund support therefore preventing any major differences between implementation and budget. Additional funds for professional development and teacher collaboration would support further implementation.

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

This goal continues to be a priority for Burlingame High School. Analysis of student performance outcomes demonstrate the ongoing need for activities outlined.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP/SMUHSD Goal #3: Student Wellness and Student/Family Engagement

Goal 2

Goal #2: Connect all students to school culture and community.

Strategy #1: Support all students in connecting to the school in areas outside of academics (i.e. clubs, athletics, visual arts, performing arts, and civic/community outreach opportunities).

Strategy #2: Refine and implement MTSS Tier 2 and Tier 3 interventions and school-based mental health supports.

Identified Need

BHS, as an institution, is not currently able to determine how connected our students are to the school in ways other than academics and athletics. As a school community, we value the education of the whole student and offer a variety of ways for students to be connected to the school and surrounding community. This goal challenges us to determine how students are connecting, how many students are connected, and how we might increase the connection of students who are not currently participating in any extra-curricular activities.

Additionally, BHS has developed an MTSS Intervention Matrix that includes Tiered Interventions for students in the areas of Academics, Behavior, Emotions, and Social Supports. We have not, however, collected data to determine the efficacy of many of these programs. As we seek to improve our approach to instruction through the Cycle of Inquiry, we are looking to establish the same protocols for reviewing the outcomes of our site programs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Determine baseline data to determine connectedness of students	0	Baseline determination
Increase student agreement in connecting to the school as reported on the CA Healthy Kids Survey by 10%		10% increase
Establish ways to celebrate the non-academic successes of our students: i.e., athletics, the arts, community service, etc.	No plan currently in place	Draft plan by end of 2019-20
Establish baseline data for current programs in Tier 2 interventions for Academics and Behavior: how are students being served, how	0	Baseline determination

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
can we measure improvement, and how can we improve our Tier 2 interventions and services?		
Decrease in student risk-taking behavior as reported on the CA Healthy Kids Survey by 10% by 2019-20		10% reduction
Decrease in student stress and mental health troubles as reported on the CA Healthy Kids Survey by 10% by 2019-20		10% reduction

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Identify efficient manner to collect information on student connection to the following opportunities on campus:

Athletics

Academic Center Use

Activity attendance - dances, sporting events, plays, etc.

Club activity/membership

Leadership/ASB participation

Peer Tutoring

Performing Arts participation

Service Activities - on campus and off campus

Visual Arts shows

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Collect data on annual student connections to the items listed in the above area. Share and publish findings for community discussion.
Compare actual connection data to student perceptions as reported in CA Healthy Kids Survey.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Identify and implement efficient means to inform students of ways to connect to opportunities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Identify means to celebrate non-academic successes (as listed above) on an annual basis for all grade levels.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Implement promotion of student connectedness in classroom visits and curriculum from counseling presentations

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Review current MTSS Tier 2 site interventions.
Student participation
Determine impact on student academics - positive or neutral?
Complete 3-year study of grad cohorts including student grades and post-secondary plans for all students receiving Tier 2 class supports (Guided Studies, SES, SAS, Science Support)
Revise and update Academic Support Classes

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

EL students

Strategy/Activity

Implement Designated ELD time in specific courses to best support English Learners
dELD Classes for grades
Identify appropriate students for the course
Work with District Office to implement new dELD instructional materials

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

SpEd & 504 students

Strategy/Activity

Review current MTSS Tier 3 site interventions and protocols for Tier 3 referrals.
Student participation
Referral process: published? Efficient? Effective?

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP/SMUHSD Goal #1: Access
LCAP/SMUHSD Goal #2: Achievement & Equity

Goal 3

Goal #3: Connect all students to their future.
Strategy #1: Implement school-wide practices to ensure all students meet academic requirements (UC/CSU a-g) to attend college upon graduation, with particular attention to students in subgroups: Latino, SpEd/504, English Learners, and students with parents with educational levels of some college or below.
Strategy #2: Intentional career navigation and exploration.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Develop school data analysis protocols for continuous improvement plans and the writing of the SPSA.
Create Data Pack for ongoing program evaluation
Determine most relevant/important data points to track for indicators on student progress toward completing a-g requirements

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Develop school data packs to review student progress toward completion of a-g requirements.
D/F rates - schoolwide
Teacher D/F lists
Use of Tier 1 and Tier 2 Interventions
Sophomore transcript reviews
Junior transcript reviews
Course requests for following school year
Senior transcript reviews - ensure that students have signed up for all final courses for a-g completion (as much as possible)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Deepen PLC Practices to ensure that all students meet grade level requirements.
Curriculum Mapping ? Guaranteed & Viable Curriculum
Review curriculum for culturally relevant content
Common Formative Assessments + Cycle of Inquiry
Review common practices for equitable access for students in the noted subgroups above
Grading practices

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Review of College & Career Center Curriculum

What information is shared with different groups of students?

How are students encouraged to determine potential careers of interest?

Revise curriculum as necessary to support students in making good/reasonable college choices

Track student participation/attendance in CCC events

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Collect data on CTE Pathways:

Number of students completing 2-year pathways

Number of students looking to continue on pathways to career and/or college

Review courses offered: are we offering students entry points to careers of interest in this community?

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Determine and track number of students concurrently enrolled in Community College Courses and expand outreach to increase student enrollment.

Review number of students enrolled

Track course enrollment

Meet with district/community colleges to potentially offer courses on BHS campus for concurrent enrollment

Track Middle College students - where are they going after high school?

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Review and revise organizational administrative protocols to best support student engagement in the academic environment:

Student Attendance

Discipline: Interventions and Suspension/Expulsion Rates

Restorative Justice Practices

Positive Behavior Interventions and Support

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$10,000.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
	\$0.00
General Fund	\$0.00
LCAP Supplemental	\$10,000.00

Subtotal of state or local funds included for this school: \$10,000.00

Total of federal, state, and/or local funds for this school: \$10,000.00

School Site Council Membership

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

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

Name of Members	Role
Paul Belzer	Principal
Sue Marcan	Classroom Teacher
Kent Robie	Classroom Teacher
Kayon Searcy	Classroom Teacher
Stephen Erle	Classroom Teacher Other School Staff
Antonella Wemple	Classroom Teacher
Nancy Marty	Other School Staff Parent or Community Member
Noah Cohen	Parent or Community Member
Bego Lozano	Secondary Student
Jennifer Johnson	Secondary Student
Amelia Harris	Secondary Student
Elizabeth Weimar	Secondary Student
Christopher Yu	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Departmental Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Paul Belzer on 10/16/19

SSC Chairperson, Noah Cohen on 10/16/19

Instructions

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

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

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

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

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019