

# 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	November 09, 2022	December 25, 2022

## Purpose and Description

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

Schoolwide Program

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

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 works 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 and the Panorama Survey (SEL and Equity) 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 administrative team, the adult learning TOSA Team (Professional Development Coordinator, Instructional Technology Coordinators and our Instructional Coach) conduct thorough teacher support through the district's teacher evaluation process.

The TOSAs 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 1.0 experienced Instructional Coach FTE so support teachers under full evaluation. The instructional coaching model offers a learning opportunity not only for the teachers receiving the coaching and gather evidence of improvement in their classroom practices. Instructional Coaches providing mentoring to teachers by helping them create a SMART goal for the school year, conducting classroom visits, assisting in the collection of evidence, 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 plans
- Enrollment during first fall immediately after high school
- California Healthy Kids Survey
- Panorama Survey - 1) Social Emotional Competency and 2), Student Supports and Environment (Equity)
- Student participation in athletics, service commission, 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 are highly qualified and meet CA ESEA requirements.

### 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 Anti-Racist education and teaching practices, connecting teaching practices to the tenets of Ethnic Studies, equitable grading practices, performance data analysis, discussion of survey data, professional learning communities (PLCs), teaching on modified block, bullying prevention & identification, and instructional technology in the classroom. Our school and district have embarked on a multi-year focus to create an equitable environment that validates, respects, and honors the unique backgrounds, interests and identities of all students. We have committed to identifying, disrupting, and eliminating institutional biases and barriers to ensure that all students achieve their full potential and provide them with the skills and knowledge to thrive physically, emotionally, and academically.

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. 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 SMARTE goal for the school year, conducting classroom visits, and giving feedback in debrief sessions.

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 block bell schedule, common prep periods, and yearlong calendar are designed 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 (Department and PLC), 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 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 previous focus of our 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.) This year our school professional development plan is in alignment with the district equity and vision to create authentic relationships, safe and connected communities, inclusive and relevant learning for every student, and supporting and empowering our staff to deliver on these goals.

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

All students in grade 9 and grade 10 receive required instructional minutes 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. 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 as well as revising curriculum to represent diverse and culturally inclusive content that better represents our student population.

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 and content area specialists to provide support.

## 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 and the district)
- Student Success Coordinator (Full time classified to implement our tutoring and Student Success Center)
- 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
- Wellness Counselors (team of 3) 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)
- Instructional coaching
- Instructional technology
- NCTM (National Council for Teachers of Mathematics), NCTE (National Council for Teachers of English) conferences
- 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
- CICO (check in/check out)
- College & Career Center
- Family Engagement Coordinator
- EXPLORE program
- Instructional Aides
- Mental health services, including on-site Wellness Counselors
- MTSS/SIT team who assess students' needs and provide additional support
- Parent 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).

## Educational Partner 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. 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		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.33%	0.1%	0.07%	5	2	1
African American	0.79%	0.7%	0.65%	12	10	10
Asian	19.76%	19.7%	20.13%	302	303	308
Filipino	3.66%	3.1%	3.40%	56	48	52
Hispanic/Latino	18.78%	20.0%	21.31%	287	307	326
Pacific Islander	0.26%	0.3%	0.33%	4	4	5
White	0.72%	45.5%	44.44%	11	699	680
Multiple/No Response	4.19%	10.7%	9.67%	64	164	148
<b>Total Enrollment</b>				1,528	1,537	1530

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 1	1		
Grade 9	379	358	350
Grade 10	398	367	361
Grade 11	363	407	372
Grade 12	387	405	447
<b>Total Enrollment</b>	1,528	1,537	1,530

### Conclusions based on this data:

1. Enrollment has remained relatively steady - only decreasing by 7 students from 20/21 to 21/22.
2. Latinx subgroup has grown by 2.53 percent since the 19/20 school year.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	36	34	48	2.4%	2.20%	3.1%
Fluent English Proficient (FEP)	457	468	471	29.9%	30.40%	30.8%
Reclassified Fluent English Proficient (RFEP)	22	9		64.7%	0.60%	

### Conclusions based on this data:

1. We have a small EL population at BHS, which is increasing by half a percent per year.
2. Most of the ELs on campus are English Fluent or Reclassified as Fluent (FEP or RFEP).
3. There are a 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	340	401	368	327	0	284	325	0	284	96.2	0.0	77.2
All Grades	340	401	368	327	0	284	325	0	284	96.2	0.0	77.2

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2661.		2673.	49.85		51.06	29.54		33.80	10.15		9.86	10.46		5.28
All Grades	N/A	N/A	N/A	49.85		51.06	29.54		33.80	10.15		9.86	10.46		5.28

### 2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	55.66		47.65	33.02		48.01	11.32		4.33
All Grades	55.66		47.65	33.02		48.01	11.32		4.33

### 2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	56.33		50.72	33.54		43.53	10.13		5.76
All Grades	56.33		50.72	33.54		43.53	10.13		5.76

### 2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	38.13		26.52	55.00		68.82	6.88		4.66
All Grades	38.13		26.52	55.00		68.82	6.88		4.66

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	55.84		45.58	35.65		49.82	8.52		4.59
All Grades	55.84		45.58	35.65		49.82	8.52		4.59

2019-20 Data:

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

**Conclusions based on this data:**

1. 77.2 percent of BHS student data was captured in the 21/22 school year which dropped from 95+ percent in 18/19.
2. Of the 77.2 percent, 89.86% are performing above/at standard in this subject area (overall achievement data point).
3. The percentage of students who have not met/below standard has decreased 5.18% since 18/19 school year (overall achievement data point).

# 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	340	401	368	326	0	269	323	0	268	95.9	0.0	73.1
All Grades	340	401	368	326	0	269	323	0	268	95.9	0.0	73.1

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2646.		2667.	32.51		39.55	26.93		21.27	18.58		23.13	21.98		16.04
All Grades	N/A	N/A	N/A	32.51		39.55	26.93		21.27	18.58		23.13	21.98		16.04

### 2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
Grade 11	47.34		43.98	26.33		39.10	26.33		16.92	
All Grades	47.34		43.98	26.33		39.10	26.33		16.92	

### 2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	32.48		40.45	44.90		50.56	22.61		8.99
All Grades	32.48		40.45	44.90		50.56	22.61		8.99

### 2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	41.74		36.19	43.61		55.22	14.64		8.58
All Grades	41.74		36.19	43.61		55.22	14.64		8.58

2019-20 Data:

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

**Conclusions based on this data:**

1. 73.1 percent of BHS 11th graders took the CAASPP in the 21-22 school year, a drop from 95.9 percent in the 18-19 school year.
2. Of the 73.1 percent, 39.55 percent exceeded the standard and 21.27 percent met standard, indicating that 61.36 percent of BHS students accessed are at or above standard (Overall Achievement data points). Increase of 1.92 percent from 18/19.
3. Of the 73.1 percent, 23.13 percent nearly met the standard and 16.04 percent did not meet the standard, indicating that 39.17 percent are below standard (Overall Achievement data points). Slight decrease (1.39 percent) from 18/19.

# 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	1460.3	1582.8	1597.4	1458.5	1571.1	1612.8	1461.8	1593.9	1581.4	11	14	11
10	*	*	1615.8	*	*	1612.3	*	*	1618.9	7	8	12
11	*	*	*	*	*	*	*	*	*	6	*	8
12	*		*	*		*	*		*	9	0	*
All Grades										33	24	33

### 2019-20 Data:

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

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	45.45	28.57	36.36	9.09	57.14	45.45	9.09	14.29	18.18	36.36	0.00	0.00	11	14	11
10	*	*	50.00	*	*	33.33	*	*	16.67	*	*	0.00	*	*	12
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*		*	*		*	*		*	*		*	*		*
All Grades	33.33	25.00	48.48	21.21	50.00	33.33	18.18	20.83	18.18	27.27	4.17	0.00	33	24	33

### 2019-20 Data:

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

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	54.55	50.00	45.45	9.09	42.86	54.55	0.00	0.00	0.00	36.36	7.14	0.00	11	14	11
10	*	*	50.00	*	*	50.00	*	*	0.00	*	*	0.00	*	*	12
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*		*	*		*	*		*	*		*	*		*
All Grades	36.36	41.67	54.55	30.30	37.50	42.42	6.06	12.50	3.03	27.27	8.33	0.00	33	24	33

### 2019-20 Data:

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

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	36.36	14.29	18.18	18.18	57.14	45.45	9.09	28.57	18.18	36.36	0.00	18.18	11	14	11
10	*	*	50.00	*	*	16.67	*	*	33.33	*	*	0.00	*	*	12
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*		*	*		*	*		*	*		*	*		*
All Grades	27.27	12.50	33.33	27.27	50.00	27.27	15.15	29.17	30.30	30.30	8.33	9.09	33	24	33

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	18.18	14.29	9.09	45.45	78.57	90.91	36.36	7.14	0.00	11	14	11
10	*	*	16.67	*	*	83.33	*	*	0.00	*	*	12
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*		*	*		*	*		*	*		*
All Grades	18.18	8.33	9.09	39.39	75.00	87.88	42.42	16.67	3.03	33	24	33

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	63.64	78.57	90.91	0.00	14.29	9.09	36.36	7.14	0.00	11	14	11
10	*	*	91.67	*	*	8.33	*	*	0.00	*	*	12
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*		*	*		*	*		*	*		*
All Grades	66.67	75.00	90.91	6.06	16.67	9.09	27.27	8.33	0.00	33	24	33

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>9</b>	36.36	28.57	36.36	18.18	71.43	36.36	45.45	0.00	27.27	11	14	11
<b>10</b>	*	*	50.00	*	*	50.00	*	*	0.00	*	*	12
<b>11</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>12</b>	*		*	*		*	*		*	*		*
<b>All Grades</b>	24.24	20.83	42.42	36.36	62.50	36.36	39.39	16.67	21.21	33	24	33

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>9</b>	45.45	0.00	0.00	18.18	100.00	90.91	36.36	0.00	9.09	11	14	11
<b>10</b>	*	*	8.33	*	*	91.67	*	*	0.00	*	*	12
<b>11</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>12</b>	*		*	*		*	*		*	*		*
<b>All Grades</b>	33.33	4.17	9.09	39.39	91.67	87.88	27.27	4.17	3.03	33	24	33

2019-20 Data:

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

**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

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>1,530</b>	<b>13.3</b>	<b>3.1</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Burlingame High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	48	3.1
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	203	13.3
Students with Disabilities	186	12.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	0.7
American Indian	1	0.1
Asian	308	20.1
Filipino	52	3.4
Hispanic	326	21.3
Two or More Races	148	9.7
Pacific Islander	5	0.3
White	680	44.4

**Conclusions based on this data:**

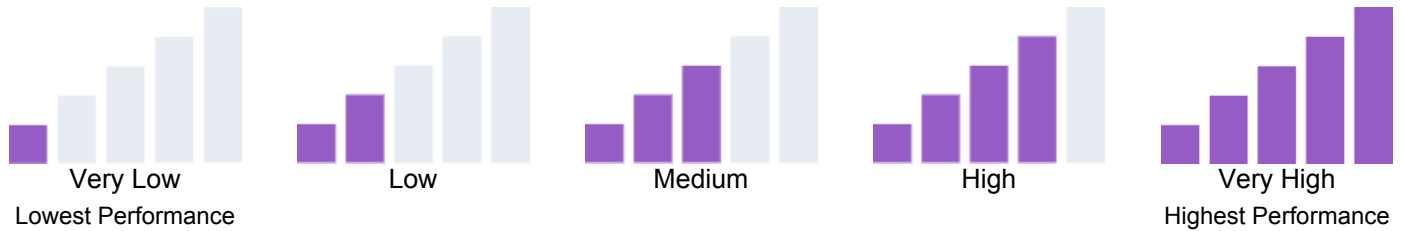
1. There is a perception that students in the SED and EL designations are not enrolled at BHS; this evidence indicates that there are a significant number of students in these programs.
2. There is also a perception that BHS is primarily 'white' - again, this data indicates that this is not the case.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

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p><b>English Language Arts</b></p> <p>Medium</p>	<p><b>Graduation Rate</b></p> <p>Very High</p>	<p><b>Suspension Rate</b></p> <p>Very High</p>
<p><b>Mathematics</b></p> <p>Medium</p>		
<p><b>English Learner Progress</b></p> <p>No Performance Level</p>		
<p><b>College/Career</b> Not Reported in 2022</p>		

**Conclusions based on this data:**

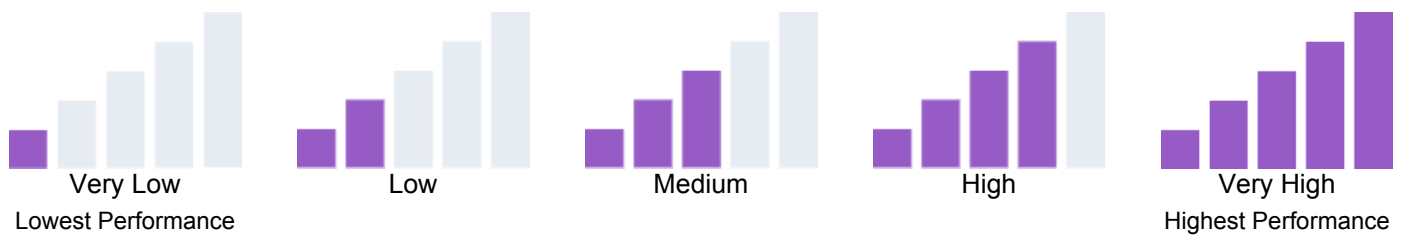
1. It is interesting that we are in the yellow zone for suspension data. This is cause for concern and an item for review as we continue to discuss our disciplinary practices and Alternatives to Suspension on campus.
2. Overall, our students are doing very well, and our dashboard indicators are overwhelmingly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

# School and Student Performance Data

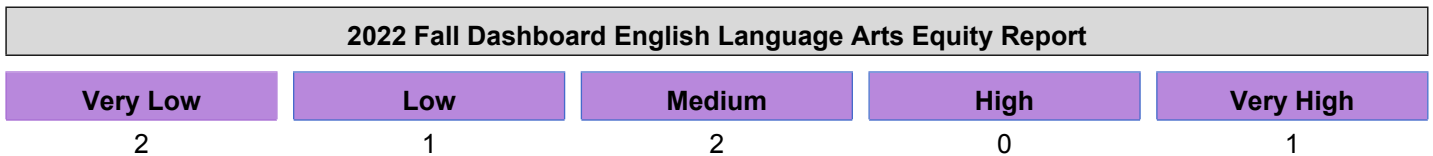
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

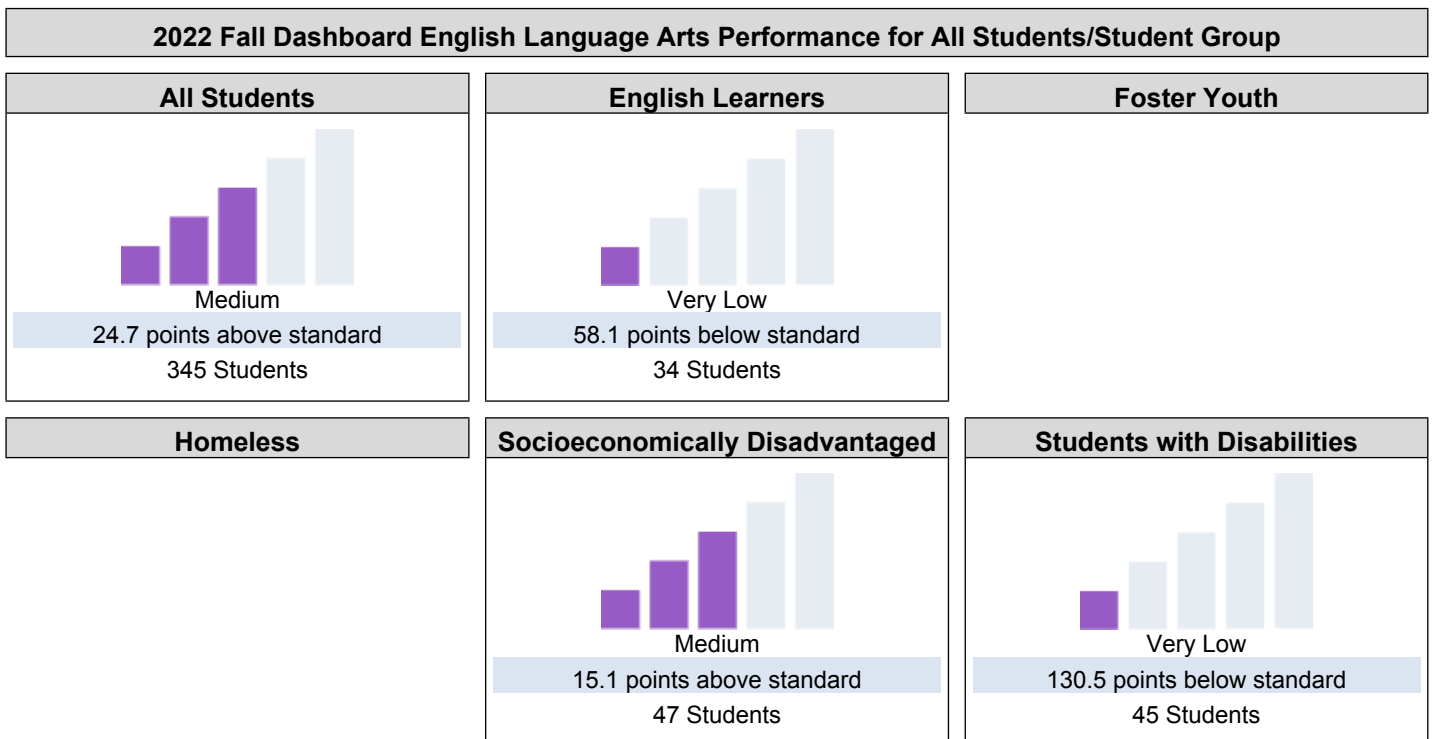
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



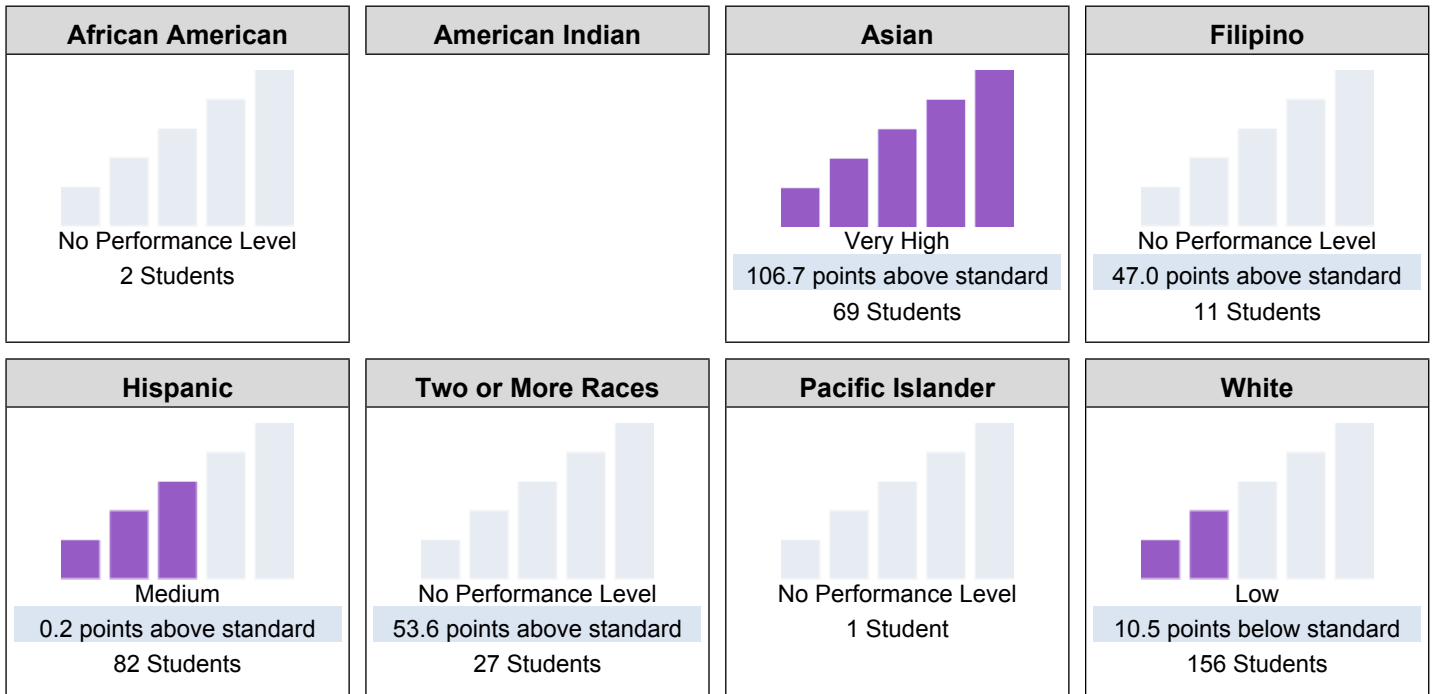
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
9 Students	31.2 points below standard 25 Students	4.4 points above standard 217 Students

#### Conclusions based on this data:

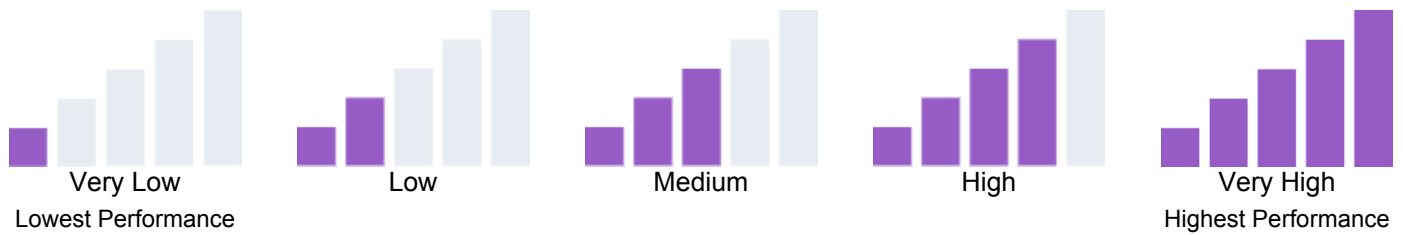
1. While our overall numbers are positive, this data indicates that there is significant room for improvement for our EL students.
2. While our students with disabilities are still performing below standard, there was a significant increase in performance of 37 points.
3. There was a significant increase in performance with our Hispanic population of 21 points.

# School and Student Performance Data

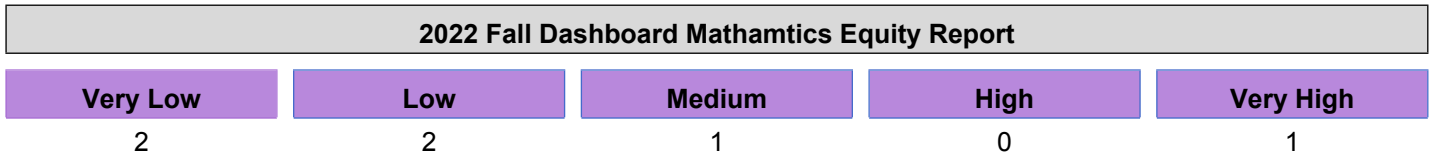
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

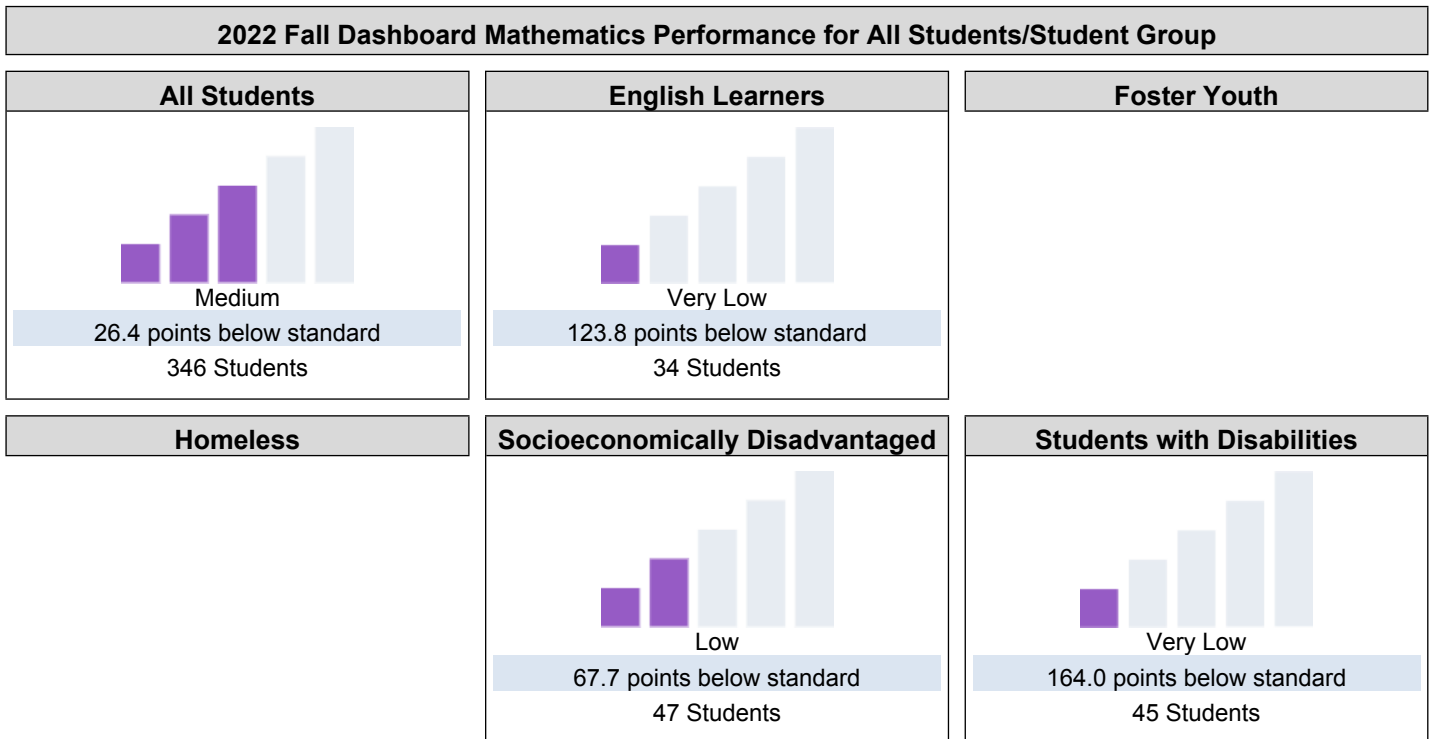
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



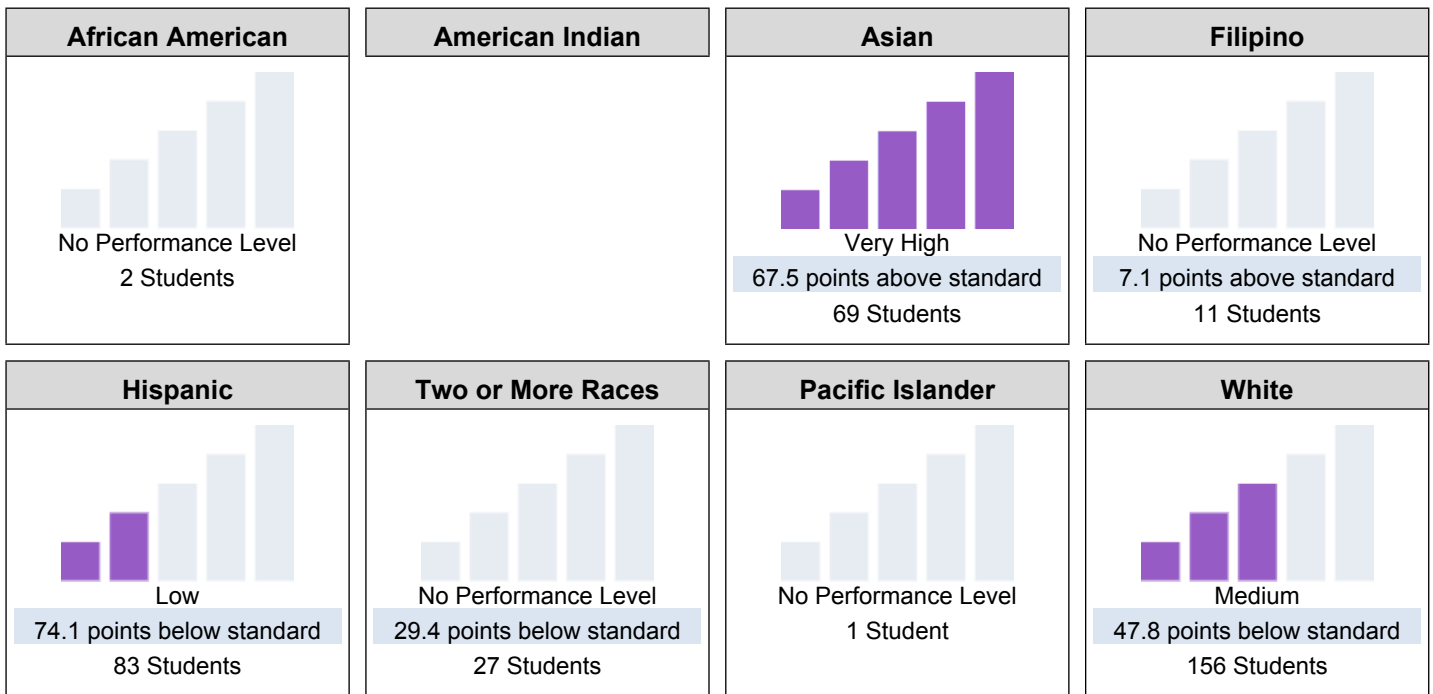
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
9 Students	110.3 points below standard 25 Students	40.2 points below standard 218 Students

### Conclusions based on this data:

1. EL, Latino, and students with disabilities are not performing at the same levels as our overall student body.
2. Socioeconomically Disadvantaged students increased slightly, but maintained below standard status.
3. There were significant increases in the subgroups of students with disabilities and Reclassified English Learners

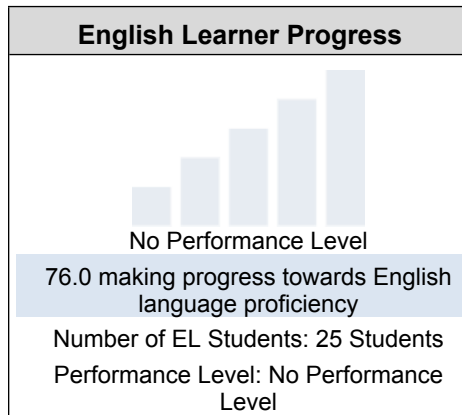
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
1	5	0	19

#### Conclusions based on this data:

- 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.
- The overall performance level for our English Learning population is low.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

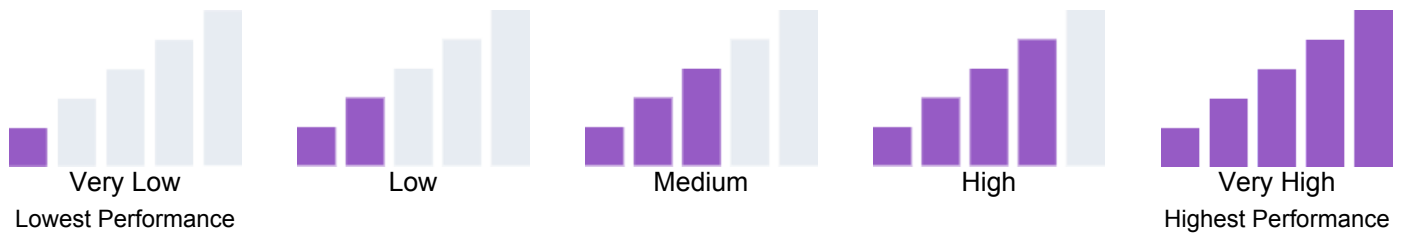
### Conclusions based on this data:

1. Our students are well prepared for college and career opportunities after high school. Overall our rate is holding steady over time.
2. Socioeconomically disadvantaged students and English Language Learners had statistically significant decreases in college and career preparedness.

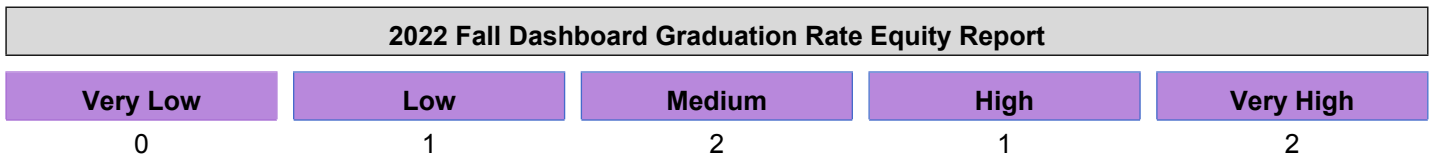
# School and Student Performance Data

## Academic Engagement Graduation Rate

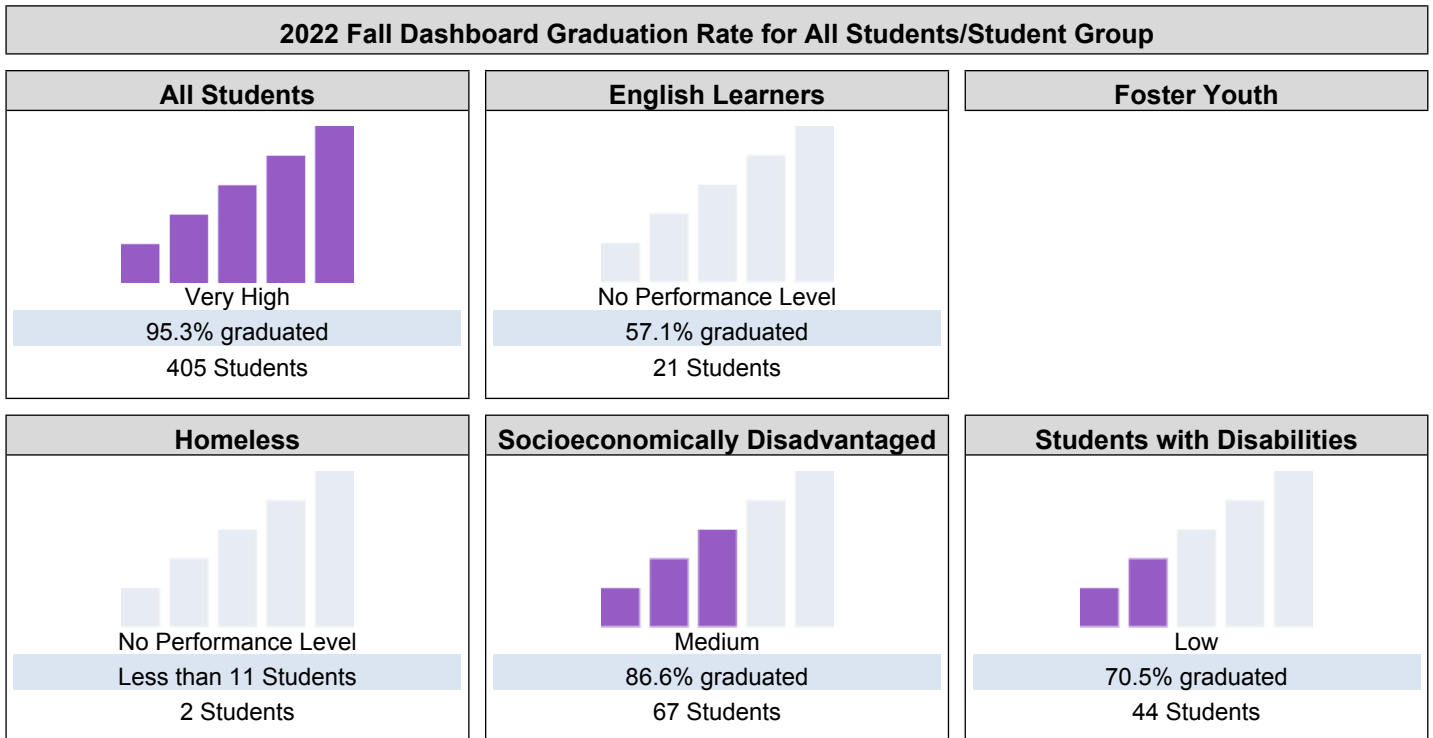
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



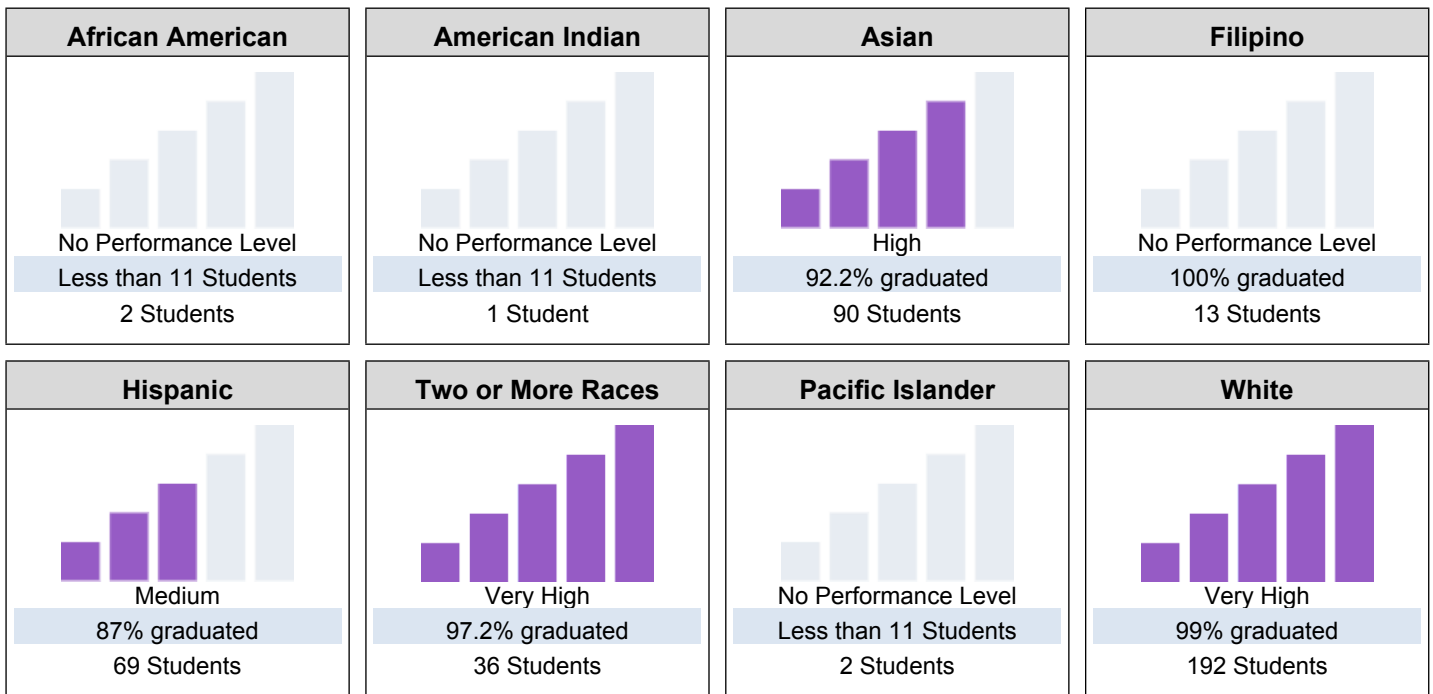
This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



**2022 Fall Dashboard Graduation Rate by Race/Ethnicity**



**Conclusions based on this data:**

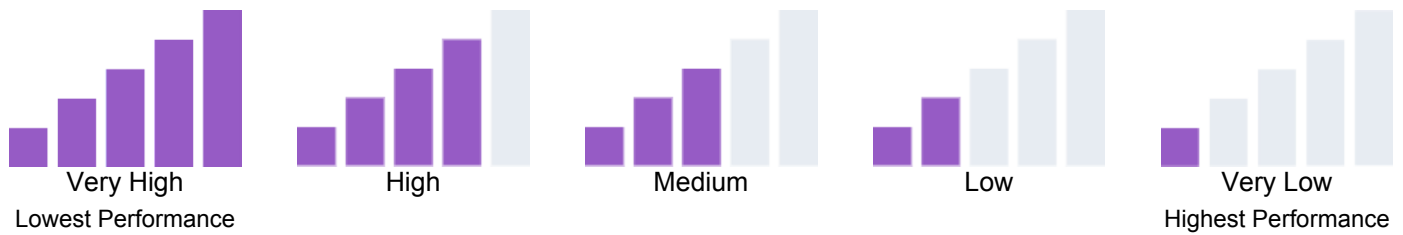
1. Graduation rates for the students with disabilities subgroup increased to 95.7%
2. Graduation rates for the Hispanic subgroup increased to 96.9%, which is slightly higher than our overall rate. This is a positive trend.
3. Our graduation rate is improving slightly over time, with an overall percentage in 2019 of 96.6%

# School and Student Performance Data

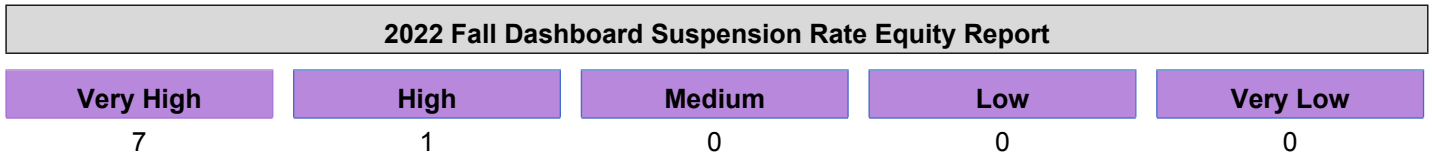
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

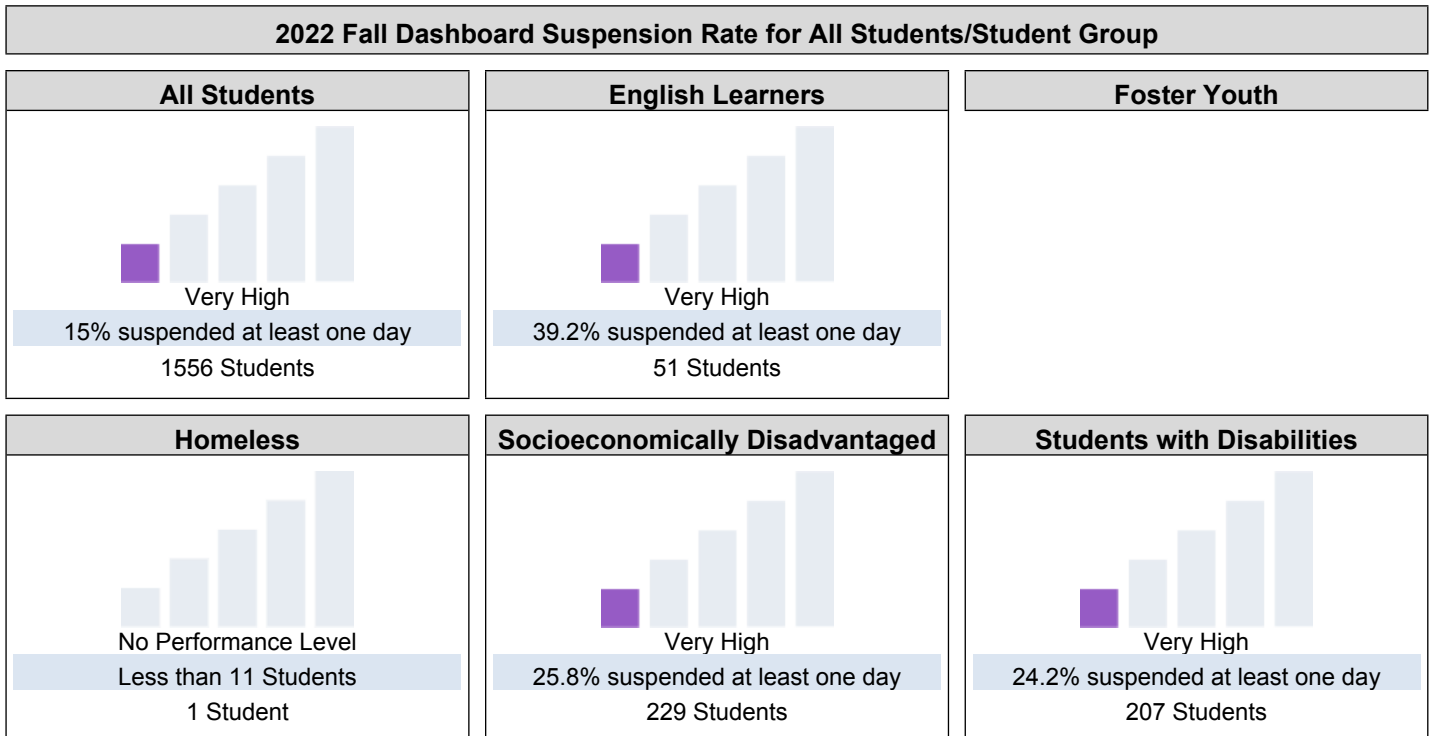
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



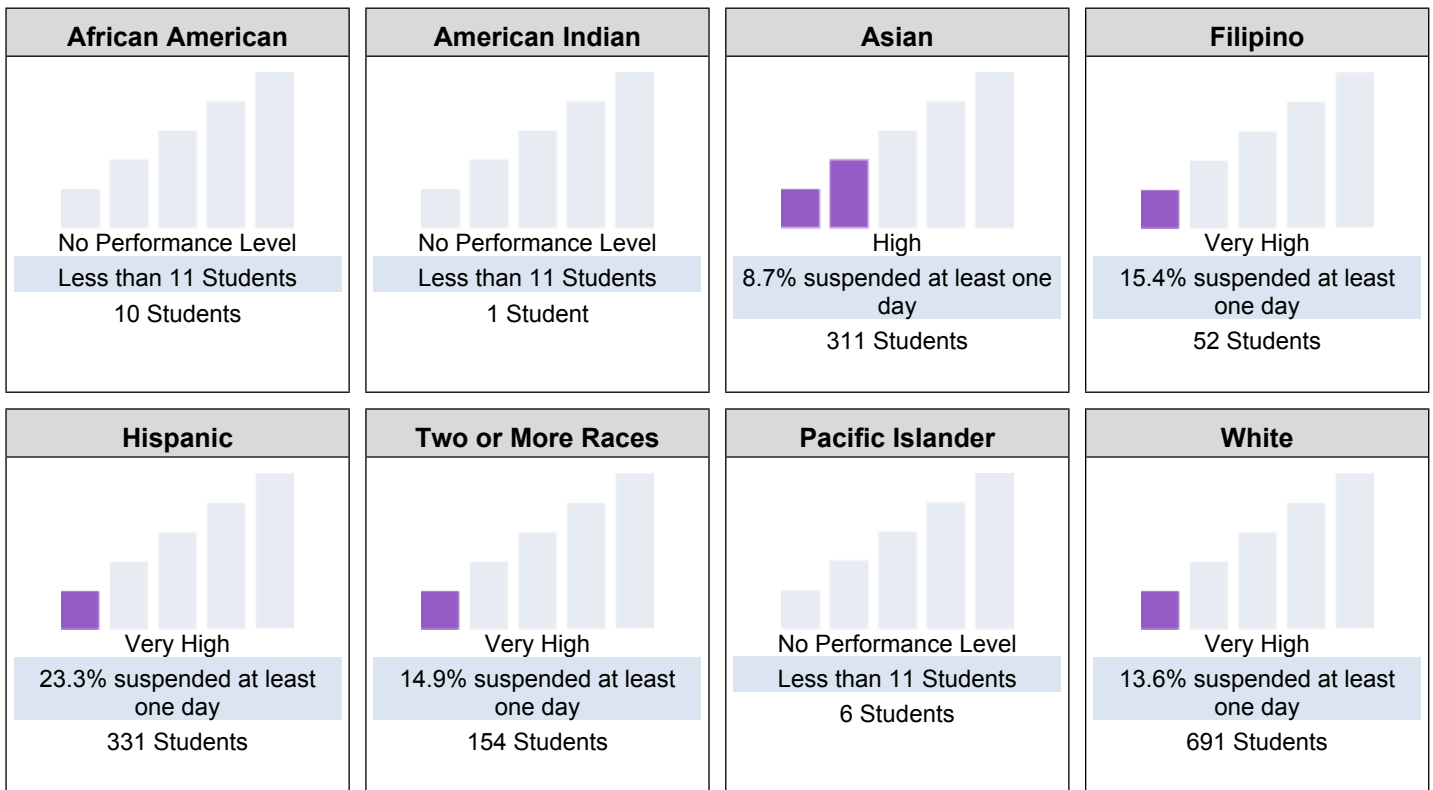
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. Our suspension rate stayed static over the last 3 years; while our overall suspension rate in 2019 was less than 3%, this is still cause for conversation as we review our discipline process.
2. Hispanic, Socioeconomically Disadvantaged, and Asian subgroups saw an increase in suspension rates.

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

Goal #1: Authentic Relationships: Strong, positive and proactive relationships are critical to student success, engagement and success. We believe that relationships and communication between students, families, staff, teachers, administrators are the foundation of a strong school and district culture.

Outcomes:

- Increase staff diversity such that it reflects the diversity of the communities we serve
- Ensure every student has at least one strong relationship with an adult on campus
- Ensure that there are multiple opportunities for family engagement and effective communication

## Goal 1

BHS Goal #1: Connect all students to academic and skill-based success.

## 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.  
 SLOs: Mind & Mindset; Research & Communication; Self-Awareness & Management; Civic & Social Responsibility

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
meeting 'College Ready' on the CAASPP/EAP in ELA and Math		
Increase number of students reporting agreement in classroom engagement 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. MTSS Tier 1 team to conduct student shadow experience to learn more about the BHS student experience and Tier 1 strategies being utilized at BHS  
 Review strategies on list and assess effectiveness  
 Survey staff for current usage  
 Review survey results with Curriculum Council  
 Implement best practices  
 Improve communication between Tier 1 and Tier 2 teams

#### 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

Focus for this year: Lifting/centering student voices throughout classroom instruction, Anti-Racist Teaching Strategies and connection to Anti-Racist Teaching Rubric, and also create a culture of public learning with public learning protocols for staff, and Culturally Responsive Teaching.

### 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

General Fund

### 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:  
Anti-Racist Teaching Rubric and connect to Ethnic Studies tenets  
Revise & Redeem Practices  
Equitable Grading Practices  
Canvas 'Common Assurances'  
Focus on community building  
Positive relationship building.

### 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

### 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

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, 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)

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)

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)

0

Source(s)

## Annual Review

### SPSA Year Reviewed: 2021-22

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

# ANALYSIS

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

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. BHS and the District have committed considerable time and resources into addressing equity and access issues on our campuses and in our classrooms.

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. We trust that our training and implementation of anti-racist practices, connections to tenets of Ethnic Studies, and culturally responsive teaching will have positive impacts, not only on the well-being of our students, but will show increased performance on key

# 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: Safe & Connected Communities: We are dedicated as a district to create a culture and community in our schools and across the district that is welcoming, culturally responsive, and supportive. Effective learning environments are created when students, staff and families are emotionally, physically and socially safe.

Outcomes:

- Identify & implement a common (evidence-based) framework for effective family-school partnerships so that ALL families are able to engage in a diversity of roles with their respective schools
- Increase student leadership opportunities (formal and informal) so that participation reflects the diversity of our schools
- Create school communities (both virtual and in-person) that are culturally responsive and inclusive that foster a culture of upstanding

## Goal 2

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

- - Identify and eliminate systems of inequity, implicit bias, and discrimination in BHS school structures, policies and practices.

## 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 #2: BHS students are reporting heightened levels of stress and anxiety as evidenced by the CHKS and substantiated by increased student access to BHS School and Wellness counselors. This has been supported by the SMUHSD sustaining site-based Wellness Counselors, allowing reinforcement of and continued work around the reduction of student stress and anxiety.

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.

CLN #5: Teachers, with administrative and District support, need to add curricula materials that reflect the diverse cultural and linguistic backgrounds of the Burlingame student population so that these students become more engaged with culturally responsive teaching. Staff recognizes that the disproportionality of Latino students in all areas of academic achievement is an area of high concern.

CLN #7: BIPOC students and other student subgroups are seeking greater avenues for inclusion in the BHS campus community. Implicit bias may be a factor for a staff that is working very hard with positive intent to support all students.

CLN #8: We encourage Burlingame High School to use an equity-based lens for schoolwide and classroom based practices.

SLOs: Mind & Mindset; Self-Awareness & Management; Civic & Social Responsibility

Additionally, BHS has developed an MTSS Intervention Matrix that includes Tiered Interventions for students in the areas of Academics, Behavior, Emotions, and Social Supports. After returning from

distance learning, after Covid-19, we are collecting 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
Increase student agreement in connecting to the school as reported on the CA Healthy Kids Survey	2019-2020 CHKS (last year implemented) Grade 09 - 71% Grade 10 - 66% Grade 11 - 57% Grade 12 - 66%	10% increase
Decrease in student stress and mental health troubles as reported on the CA Healthy Kids Survey (social emotional distress scale)	2019-2020 CAHKS (last year implemented) Grade 09 - no data collected Grade 10 - 38% Grade 11 - 47% Grade 12 - 35%	10% reduction
Panorama Survey SEL Competency Measures	Social Awareness baseline 67% (2020-21) First implementation of Panorama in district	10% increase
Panorama - Student supports and Environment (Equity)	Diversity and inclusion baseline - 72% (2020-21) First implementation of Panorama in district	10% increase
Panorama - Student supports and Environment (Equity)	Cultural Awareness and Action Baseline - 59% (2020-21) First implementation of Panorama in district	10% increase
Panorama - Student supports and Environment (Equity)	Hate Motivated Speech - 59% (2020-21) First implementation of Panorama in district	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

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

- Athletics
- Academic Center Use (Student Success Center)
- College and Career Center
- Access to Wellness Services
- Peer Tutoring
- Activity attendance - dances, sporting events, plays, etc.
- Club activity/membership
- Leadership/ASB participation
- Service Commission participation
- 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)
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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)

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.  
Review, publish, and discuss Panorama survey data as it related to student connectedness, trusted adults, diversity and inclusion, cultural awareness and action, and hate motivated speech.

### 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 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

- Daily Bulletin
- BTV
- Burlingame B
- Canvas
- Leadership Announcements
- Counseling Presentations
- Parent Square

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 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.

- Tier 1 team discussions, goal setting, and implementation
- Kudos programs for students
- ----Raffles for selected students from a non-academic category (near-perfect attendance, zero tardies, participation in volunteer activities, helping others, upstanding, etc)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**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 and wellness 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 in interventions  
Determine impact on student academics  
Revise and update Academic Support Classes  
Implement Tier 2 groups in the area of counseling, wellness, and academic intervention (CICO)

**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  
Work with local feeder schools to establish early connections with families of ELD students

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

### **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 review  
Publish and discuss raw data of students served

#### **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

Establish baseline data for current programs in Tier 2 interventions for Academics and Behavior: how are students being served, determine measures for improvement, and how to improve our Tier 2 interventions and services

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

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

Amount(s) Source(s)

### **Strategy/Activity 10**

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

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

Self-selected students

Strategy/Activity

Students and staff will participate in Breaking Down the Walls workshops to create a greater connection to 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)
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# 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: Inclusive and Relevant Learning for Every Student: Every SMUHSD student is provided with (academic, social, and emotional) learning experiences that are relevant and inclusive. Students have tiered supports based on their specific needs to ensure that they are able to meet their potential and individual career and college goals.

Outcomes:

- Ensure learning experiences for all students that are aligned with their identities, lived experiences, and interests in all subject areas.
- Continue to build and implement a strong multi-tiered system of support anchored in culturally relevant and responsive pedagogy, curriculum, instruction, and assessment.
- Improve students' access to coursework aligned to their interests and post-secondary career and academic goals

## 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

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 #2: BHS students are reporting heightened levels of stress and anxiety as evidenced by the CHKS and significant increase in social/emotional/mental health services districtwide, and substantiated by increased student access to BHS School and Wellness counselors. This has been supported by the SMUHSD sustaining site-based Wellness Counselors, allowing reinforcement of and continued work around the reduction of student stress and anxiety.

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.

SLOs: Mind & Mindset; Research & Communication; Self-Awareness & Management; Civic & Social Responsibility

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
a-g completion rate - Schoolwide		5% increase

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
a-g completion rate - Students in special education		5% 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

Develop school data analysis protocols for continuous improvement plans and the writing of the SPSA.

Create Data Pack for ongoing program evaluation

Determine data points to track for indicators on student progress toward completing a-g requirements

Strategic review of student performance data in Data Zone

#### 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

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

Student Success Coordinator - interaction data

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

**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

Deepen PLC Practices to ensure that all students meet grade level requirements.  
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  
Equitable grading practices (per district grading memo)

**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

Review of College & Career Center Curriculum  
Identify information shared with different groups and grade levels  
Revise curriculum as necessary to support students in making good/reasonable college choices  
Track student participation/attendance in CCC events  
Targeted Recruitment for First Gen group

**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

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 CTE courses offered

Investigate CTE pathways to be offered through Dual enrollment (pilot course in Spring).

### 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

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 pilot Dual enrollment course with CSM

Track Middle College students post secondary locations

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 7

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

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

All Students

Strategy/Activity

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

Student Attendance

Discipline: Interventions and Suspension/Expulsion Rates

Alternatives to suspension (TUPE, VAPE, Healthy Relationships)

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)

# 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

Goal #4: Supporting and Empowering Staff: Ensuring that staff have the tools, resources, training and professional learning that promotes positive district culture. Our capacity and collective efficacy as a team ensures our students are served at the highest level.

Goals:

- Continue professional development connected to Anti-Racist Teaching Rubric and tenets of Ethnic Studies.
- Train all staff on addressing Hate Speech and racist incidents in classrooms and on campus
- Teachers will engage in high-quality, personalized/differentiated professional learning aligned to each sites Tier I Common Assurances and District-wide Universal Supports
- Continue to improve the Instructional Coaching Program and effectively implement the new SMUHSD Induction Program.
- Ensure that faculty of color feel supported and included in school and collegial communities

## Goal 4

BHS has 3 goals for the 2022-2023 school year. The SMUHSD's LCAP goals #4 is embedded into the 3 previously presented BHS goals, however, some identified needs and some measurable outcomes that overlap are repeated here in this section. Also included are strategies and activities that will support our staff and students create a more equitable and more connected school high school experience. We believe that our ongoing anti-racist efforts and our continued commitment to culturally responsive classroom environments will create greater engagement and therefore, greater academic and social emotional success for students at BHS.

## Identified Need

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.

CLN #5: Teachers, with administrative and District support, need to add curricula materials that reflect the diverse cultural and linguistic backgrounds of the Burlingame student population so that these students become more engaged with culturally responsive teaching. Staff recognizes that the disproportionality of Latino students in all areas of academic achievement is an area of high concern.

CLN #7: BIPOC students and other student subgroups are seeking greater avenues for inclusion in the BHS campus community. Unconscious and/or implicit bias may be a factor for a staff that is working very hard with positive intent to support all students.

CLN #8: We encourage Burlingame High School to use an equity-based lens for schoolwide and classroom based practices.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase student agreement in connecting to the school as reported on the CA Healthy Kids Survey	2019-2020 CAHKS (last year implemented) Grade 09 - 71% Grade 10 - 66% Grade 11 - 57% Grade 12 - 66%	10% increase

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey SEL Competency Measures	Social Awareness baseline 67% (2020-21) First implementation of Panorama in district	10% increase
Panorama - Student supports and Environment (Equity)	Diversity and inclusion baseline • 72% (2020-21) First implementation of Panorama in district	10% increase
Panorama - Student supports and Environment (Equity)	Cultural Awareness and Action Baseline - 59% (2020-21) First implementation of Panorama in district	10% increase
Panorama - Student supports and Environment (Equity)	Hate Motivated Speech - 59%	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

All staff will participate in training to respond to hate speech and racist incidents in the classroom and/or on campus. Site and district professional development sessions throughout the year.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 2

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

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

All Students

Strategy/Activity

All certificated and classified staff will participate in Districtwide professional development to implement anti-racist practices in the classroom and on campus.

**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

All certificated and classified staff will participate in site professional development to implement Culturally Responsive Teaching practices in the classroom and on campus.

**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

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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

#### 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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# 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

## Goal 6

## 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

#### 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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# 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

## Goal 7

## 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

#### 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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# 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

## Goal 8

## 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

#### 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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# 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

## Goal 9

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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

#### 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

## Goal 10

## 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

#### 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	\$0.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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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

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

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

# 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
- 5 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Dr. Jen Fong	Principal
Marc Martin	Classroom Teacher
Aimee Malcolm, AP	Other School Staff
Kyoko Yamamoto	Classroom Teacher
Mary Dhyne	Classroom Teacher
Jonathan Dhyne	Other School Staff
Leslie Trevino-Escoto	Other School Staff
Jessica Rios Vega	Parent or Community Member
Jamie Cheng	Parent or Community Member
Emilie Scovill	Parent or Community Member
Nina Wang	Parent or Community Member
Leilani Sanchez	Secondary Student
Lucas Keeley	Secondary Student
Lauren Cheng	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 11/09/2022.

Attested:

Principal, Dr. Jen Fong on 11/09/2022

SSC Chairperson, Lauren Cheng, Co-Chair on 11/09/2022

# 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.**

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

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

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

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