



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Brenkwitz High School	01611920133009	May 9, 2024	May 22, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Brenkwitz High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement
- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Brenkwitz High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Comprehensive Support and Improvement
Schoolwide Program

Brenkwitz HS developed this plan in conjunction with HUSD's LCAP and Strategic Plans, which both center around the following 4 goals:

1. Deeper Learning -- HUSD will increase students' deeper learning experiences, particularly for our underserved students, by building staff capacity to teach and interact with students in culturally responsive ways.
2. Relationship-Centered Schools -- HUSD will work collaboratively with families, community partners, and staff to increase student access to the social emotional supports they need, particularly through positive relationships, trauma informed care, and a focus on equity.
3. Service Excellence -- HUSD will create a welcoming environment and positive experiences and outcomes for our diverse community by recruiting and retaining highly qualified staff and providing training and support on achieving service excellence.
4. Operational Sustainability -- HUSD will create and implement comprehensive facilities, safety, and technology plans that ensure equitable and sustainable upgrades.

These 4 goals align to the State's LCFF goals, which are: Basic Services, Implementation of State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, and Other Pupil Outcomes.

Therefore, all of the goals listed in this Plan are developed to meet State and ESSA requirements, as measured by both local and state metrics.

Educational Partner Involvement

How, when, and with whom did Brenkwitz High 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 School Site Council has consulted with a variety of stakeholders throughout the school year such as parents, students, the Site Based Decision Making Committee (SBDM), and certificated and classified staff. Currently there is need to have a ELAC and AASAI parent group.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Overall, there has been a 10% increase of ELL students annually for the last two years, in addition to 70% of the student population being second language learners, it became clear in reviewing the data that Brenkwitz High School lacks the ELL resources to support this increasing student population. So the community decided to request a part-time ELL specialist and invest in ELL supplemental materials for teachers.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

English Learners Support

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Increase overall Graduation Rates

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

English learner Specialist

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Brenkwitz High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.4%	%	0%	2		0
African American	11.3%	8.97%	8.94%	16	14	16
Asian	3.5%	2.56%	1.68%	5	4	3
Filipino	3.5%	5.77%	1.12%	5	9	2
Hispanic/Latino	66.2%	71.79%	81.56%	94	112	146
Pacific Islander	5.6%	4.49%	2.79%	8	7	5
White	5.6%	3.85%	1.12%	8	6	2
Multiple/No Response	1.4%	2.56%	2.79%	2	4	5
Total Enrollment				142	156	179

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 10			1
Grade 11	10	9	38
Grade 12	132	147	140
Total Enrollment	142	156	179

Conclusions based on this data:

1. Enrollment has increased specifically in our Latino Subgroup. Other subgroups seem to be fairly consistent with a small drop in our Caucasian and Filipino subgroup population.
2. Demographic subgroup data has remained consistent over the past 3 years.
3. Brenkwitz High School primarily serves credit deficient 12th graders.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	17	37	48	12.00%	23.7%	26.8%
Fluent English Proficient (FEP)	69	67	78	48.60%	42.9%	43.6%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. Increase in English Learner students
2. Teachers in all disciplines must prioritize English language development as a core tenet in their instruction across the curriculum.
3. Fluent English Proficient Students have remained in the 40-50 percent range in over the last three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	45	66	56	0	54	44	0	54	43	0.0	81.8	78.6
All Grades	45	66	56	0	54	44	0	54	43	0.0	81.8	78.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2449.	2420.		0.00	0.00		11.11	4.65		16.67	23.26		72.22	72.09
All Grades	N/A	N/A	N/A		0.00	0.00		11.11	4.65		16.67	23.26		72.22	72.09

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 11		3.77	0.00		56.60	46.51		39.62	53.49	
All Grades		3.77	0.00		56.60	46.51		39.62	53.49	

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		0.00	0.00		26.42	23.26		73.58	76.74
All Grades		0.00	0.00		26.42	23.26		73.58	76.74

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		0.00	2.33		61.11	51.16		38.89	46.51
All Grades		0.00	2.33		61.11	51.16		38.89	46.51

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		3.77	2.33			53.49		47.17	44.19
All Grades		3.77	2.33		49.06	53.49		47.17	44.19

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Conclusions based on this data:

1. 81% of the Juniors at BHS did not meet the Standard in English Language Arts/Literacy. The lowest percentages being in Listening and demonstrating effective communication.
2. Due to 70% of Brenkwitz students being second language learners there is a correlation of a struggle with the English portion of the CAASPP.
3. The at or near standard in English Language Arts Literacy increased in 22-23.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	45	66	56	0	54	42	0	53	42	0.0	81.8	75.0
All Grades	45	66	56	0	54	42	0	53	42	0.0	81.8	75.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2409.	2414.		0.00	0.00		0.00	0.00		3.77	4.76		96.23	95.24
All Grades	N/A	N/A	N/A		0.00	0.00		0.00	0.00		3.77	4.76		96.23	95.24

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		0.00	0.00		9.43	9.52		90.57	90.48
All Grades		0.00	0.00		9.43	9.52		90.57	90.48

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		0.00	0.00		37.74	42.86		62.26	57.14
All Grades		0.00	0.00		37.74	42.86		62.26	57.14

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		0.00	0.00		49.06	35.71		50.94	64.29
All Grades		0.00	0.00		49.06	35.71		50.94	64.29

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Conclusions based on this data:

1. 96% of the students were below grade level for mathematics.
2. Data suggest students that Concepts and Procedures is a difficult area for BHS students
3. There was slight improvement in Problem Solving & Modeling /Data Analysis in Mathematics

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*	*	*	*	*	*	*	*	*	9	8
12			1534.8			1538.3			1530.7	0	0	30
All Grades										*	9	38

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12			3.85			26.92			46.15			23.08			26
All Grades	*	*	2.94	*	*	23.53	*	*	50.00	*	*	23.53	*	*	34

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12			19.23			46.15			26.92			7.69			26
All Grades	*	*	17.65	*	*	44.12	*	*	29.41	*	*	8.82	*	*	34

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12			0.00			7.69			61.54			30.77			26
All Grades	*	*	0.00	*	*	5.88	*	*	50.00	*	*	44.12	*	*	34

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*	*	*	*	*	*	*	*	*	*	*
12			0.00			65.38			34.62			26
All Grades	*	*	0.00	*	*	55.88	*	*	44.12	*	*	34

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*	*	*	*	*	*	*	*	*	*	*
12			76.00			20.00			4.00			25
All Grades	*	*	75.76	*	*	21.21	*	*	3.03	*	*	33

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*	*	*	*	*	*	*	*	*	*	*
12			0.00			28.00			72.00			25
All Grades	*	*	0.00	*	*	21.88	*	*	78.13	*	*	32

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*	*	*	*	*	*	*	*	*	*	*
12			0.00			84.00			16.00			25
All Grades	*	*	3.03	*	*	72.73	*	*	24.24	*	*	33

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The majority of EL students that transfer to Brenkwitz are designated at the ELD 3 level but the students' English skills are still very low in areas that require more demanding academic competency.
2. Brenkwitz ELPAC scores appear to be well developed in Speaking and Moderately Developed in Writing
3. The majority of Brenkwitz ELPAC reading scores appear to be at the beginning level.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
179	87.7	26.8	1.1
Total Number of Students enrolled in Brenkwitz 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.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	48	26.8
Foster Youth	2	1.1
Homeless	7	3.9
Socioeconomically Disadvantaged	157	87.7
Students with Disabilities	19	10.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	8.9
Asian	3	1.7
Filipino	2	1.1
Hispanic	146	81.6
Two or More Races	5	2.8
Pacific Islander	5	2.8
White	2	1.1

Conclusions based on this data:

1. The majority of Brenkwitz students are socioeconomically disadvantaged and are second language learners.

2. Brenkwitz students come to school with one or more barriers that can negatively impact their ability to be engaged and access the class curriculum.
3. Brenkwitz has an ethnically diverse student population that reflects the demographics of the district and the city of Hayward.

School and Student Performance Data

Overall Performance





The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Learner Progress  Orange	Graduation Rate  Red	Suspension Rate  Orange
College/Career Very Low	Chronic Absenteeism  No Performance Color	

Conclusions based on this data:

1. Brenkwitz has low graduations rates
2. Brenkwitz has reduced suspensions, but still needs to improve in this area.
3. Brenkwitz would benefit from focusing graduation rates, and increasing college and career opportunities and monitoring English learner students progress.

School and Student Performance Data

Academic Performance English Language Arts

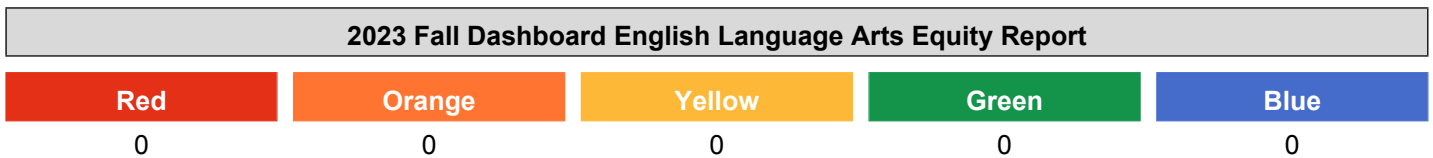
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students 219.2 points below standard 33 Students	English Learners 242.3 points below standard 11 Students	 No Performance Color 0 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged 218 points below standard 32 Students	Students with Disabilities Less than 11 Students 7 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 0 Students
Hispanic	Two or More Races	Pacific Islander	White
221 points below standard 30 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students	Less than 11 Students 0 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 10 Students	Less than 11 Students 1 Student	Less than 11 Students 9 Students

Conclusions based on this data:

- English Learners are the furthest below standard in English Language Arts and Literacy, among Brenkwitz student Subgroups.
- Socially economically disadvantaged and Hispanic subgroups are 200 points or more below standard in English Language Arts and Literacy.
- Brenkwitz students are entering our community with severe gaps in their learning and academic skill-sets.

School and Student Performance Data

Academic Performance Mathematics

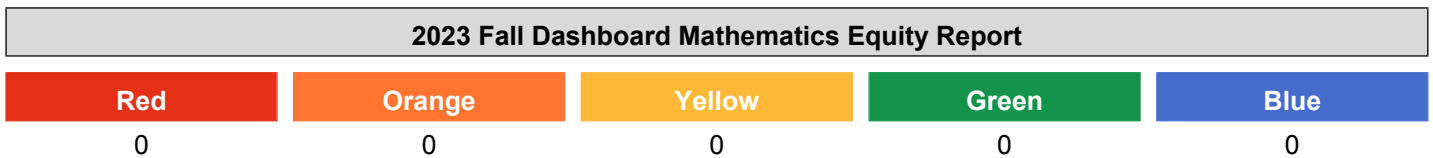
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
258.9 points below standard 35 Students	269.5 points below standard 11 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 1 Student	261.3 points below standard 33 Students	Less than 11 Students 7 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 0 Students
Hispanic	Two or More Races	Pacific Islander	White
260.9 points below standard 31 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students	Less than 11 Students 1 Student

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 10 Students	Less than 11 Students 1 Student	Less than 11 Students 10 Students

Conclusions based on this data:

1. Brenkwitz students are entering our community with severe gaps in their learning and academic skill-sets.

School and Student Performance Data

Academic Performance English Learner Progress

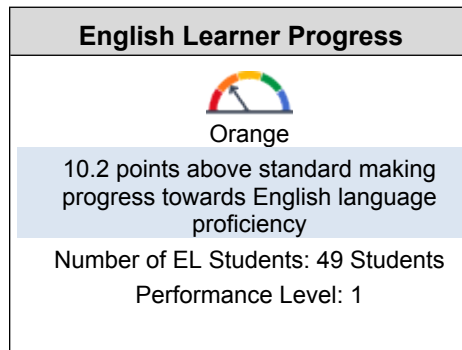
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 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.

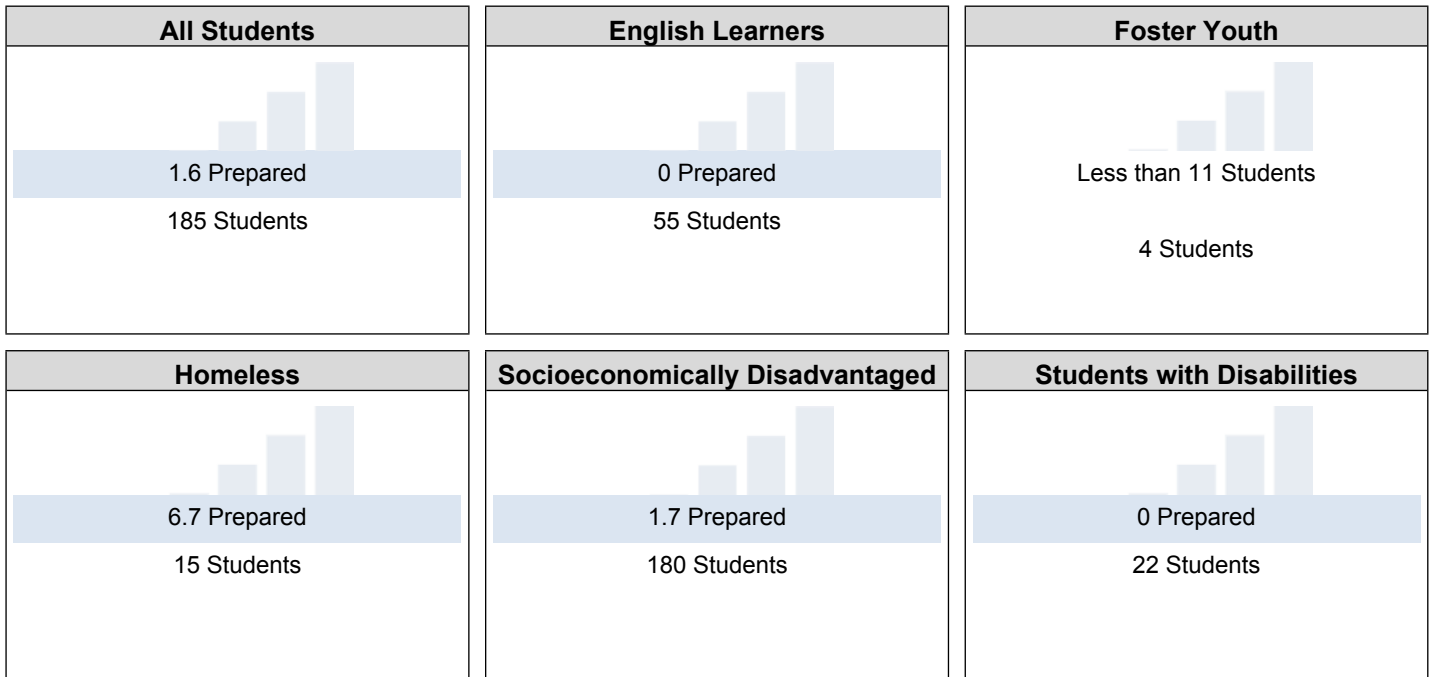
2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11	13	0	5

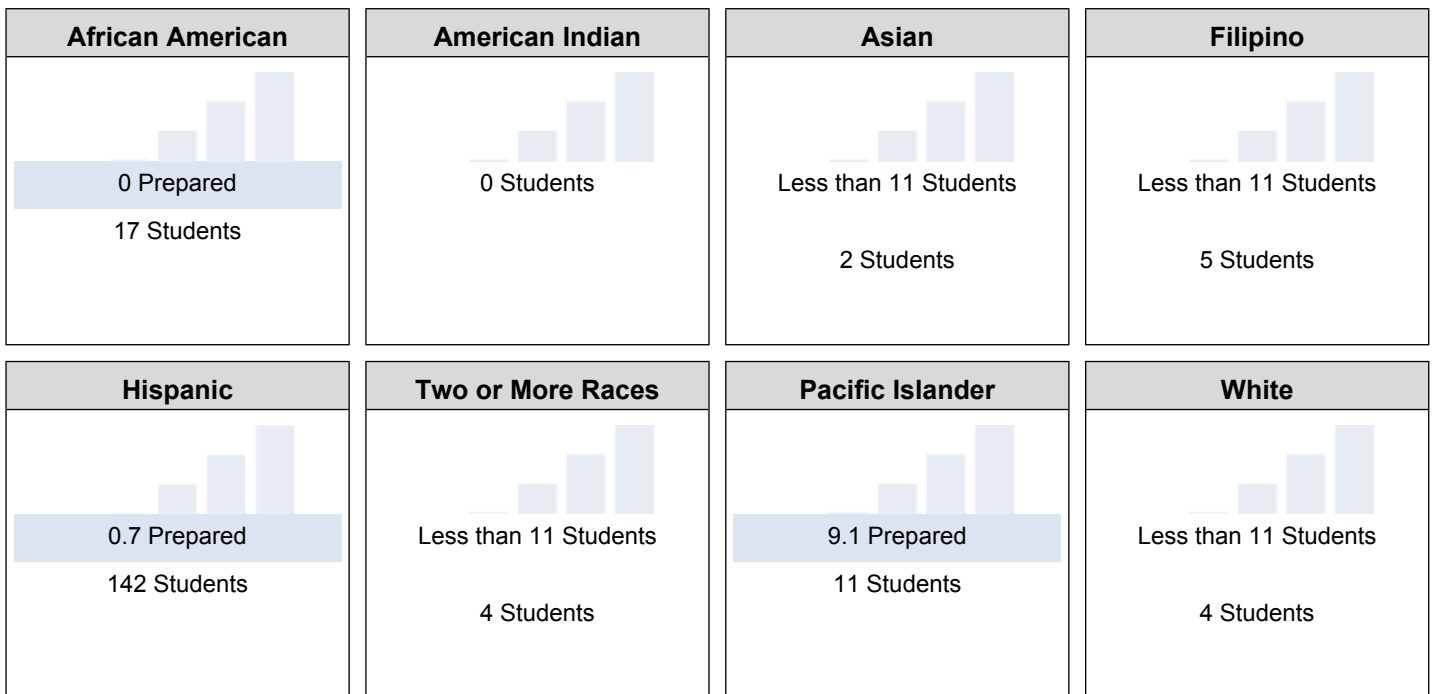
Conclusions based on this data:

1. EL Brenkwitz students experienced a significant regression in their English language proficiency, dropping by one level.
2. This alarming data underscores the challenge these students face in progressing or exiting their English learner status.
3. EL students are making progress towards English Proficiency.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

- Overall the Brenkwitz students had low preparation in College and Career
- The Hispanic subgroup is among the lowest in College and Career Preparation.
- Increase the level of preparedness for college and career.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group								
<table border="1" style="width: 100%; text-align: center;"> <tr> <th>All Students</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	All Students	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>English Learners</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	English Learners	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Foster Youth</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Foster Youth	 No Performance Color 0 Students
All Students								
 No Performance Color 0 Students								
English Learners								
 No Performance Color 0 Students								
Foster Youth								
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<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Homeless</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Homeless	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Socioeconomically Disadvantaged</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Socioeconomically Disadvantaged	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Students with Disabilities</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Students with Disabilities	 No Performance Color 0 Students
Homeless								
 No Performance Color 0 Students								
Socioeconomically Disadvantaged								
 No Performance Color 0 Students								
Students with Disabilities								
 No Performance Color 0 Students								

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1. While there is no data listed from the dashboard, we as a school community recognize that chronic absenteeism is a huge concern for our students. The reason for the concern is that many of our students are referred to our school because of chronic absenteeism.
2. In order to increase student attendance we have put forth financial and human resources into establishing ongoing co-curricular activities: intermural sports, music and games during lunch, and other school wide activities.
3. We also have focused our Professional Development on strategies to improve student connectedness and community building. We understand that positive relationships with teachers can improve student attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

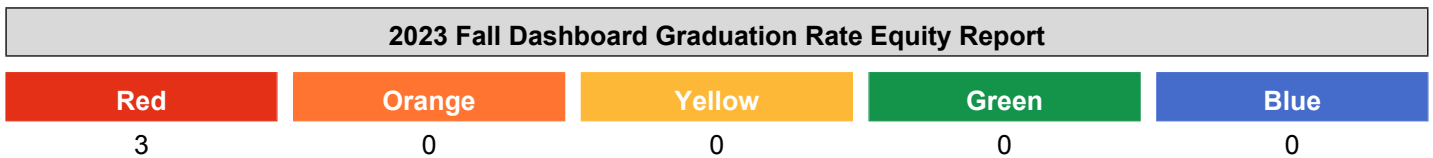
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group															
<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"><th>All Students</th></tr> </thead> <tbody> <tr><td> Red</td></tr> <tr style="background-color: #e0e0e0;"><td>62.4% graduated</td></tr> <tr><td>Decreased Significantly -12.9</td></tr> <tr><td>197 Students</td></tr> </tbody> </table>	All Students	 Red	62.4% graduated	Decreased Significantly -12.9	197 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"><th>English Learners</th></tr> </thead> <tbody> <tr><td> Red</td></tr> <tr style="background-color: #e0e0e0;"><td>53.2% graduated</td></tr> <tr><td>Decreased Significantly -16.3</td></tr> <tr><td>62 Students</td></tr> </tbody> </table>	English Learners	 Red	53.2% graduated	Decreased Significantly -16.3	62 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"><th>Foster Youth</th></tr> </thead> <tbody> <tr><td>Less than 11 Students</td></tr> <tr><td>4 Students</td></tr> </tbody> </table>	Foster Youth	Less than 11 Students	4 Students
All Students															
 Red															
62.4% graduated															
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Homeless															
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25 Students															

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>64.7% graduated</p> <p>Decreased Significantly - 22.8</p> <p>17 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Red</p> <p>62.1% graduated</p> <p>Decreased Significantly - 10.2</p> <p>153 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p>63.6% graduated</p> <p>11 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>

Conclusions based on this data:

- Overall Brenkwitz graduation rates decreased.
- The Socioeconomically students are still accessing the credit recovery opportunities needed to graduate on time. African American and Hispanic students are not attending class regularly and thus are not engaging in the credit recovery opportunities necessary for them to graduate on time.
- Increase efforts around increasing graduation rates for all subgroups.

School and Student Performance Data

Conditions & Climate Suspension Rate

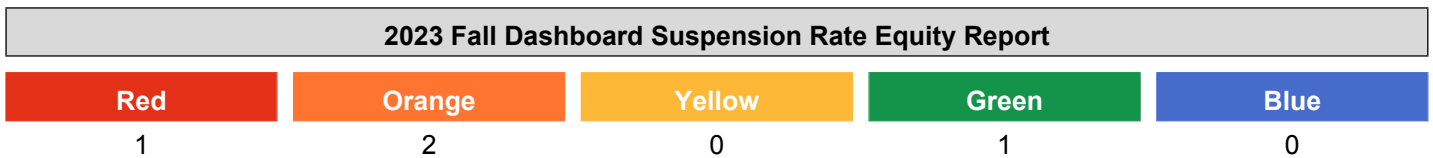
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 3% suspended at least one day Increased 1.3 296 Students	English Learners  Green 2.5% suspended at least one day Declined -0.3 80 Students	Foster Youth Less than 11 Students 3 Students
Homeless 0% suspended at least one day 13 Students	Socioeconomically Disadvantaged  Orange 3.3% suspended at least one day Increased 1.7 246 Students	Students with Disabilities  Red 11.4% suspended at least one day Increased 5.5 35 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>7.7% suspended at least one day</p> <p>Increased 3.5 26 Students</p>	<p align="center"></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students 4 Students</p>	<p>Less than 11 Students 7 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p>Orange</p> <p>2.5% suspended at least one day</p> <p>Increased 0.6 237 Students</p>	<p>Less than 11 Students 6 Students</p>	<p>Less than 11 Students 10 Students</p>	<p>Less than 11 Students 6 Students</p>

Conclusions based on this data:

1. Though the suspension rates are down, students that have one or more barriers are suspended at a higher rate.
2. Brenkwitz needs to access and implement more restorative justice approaches with students prior to and after a suspension occurs.
3. Incorporate more SEL strategies and Practices.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Arts

Students will engage in Deeper Learning activities as part of Language Arts Instruction during the 2022-2023 school year. All students will interact with culturally relevant people as a vehicle. To engage in more profound learning activities

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

State Priorities:

Implementation of State Standards

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

CAASPP baseline data from Spring 2022-2023 found that 72% of Brenkwitz students tested did not meet standards, and 17% nearly met standards. 0% of Brenkwitz students met or exceeded standards in ELA. Among subgroups, we found that 100% of Socioeconomically disadvantaged students did not meet standards, while 90% of Hispanic students did not (10% nearly completed standards).

Group data will be collected to measure gains. Ensure that 30% of students can write a five-paragraph essay; 40% of students were unable to write more than 3 paragraphs on a topic

Strategy 1: Analyze student performance data on ELA assessments to identify areas of strength and areas needing improvement.

Administer diagnostic assessments to assess students' baseline ELA skills and identify individual learning needs.

Activity 1 uses CAASPP scores informative and formal assessments, and school-wide assessments,

Strategy 2: Develop and implement standards-aligned ELA curriculum and instructional strategies emphasizing critical thinking, reading comprehension, writing skills, and vocabulary development.

Provide professional development opportunities for teachers on effective instructional practices for teaching ELA standards.

Activity 2: Implement small group instruction and differentiation strategies to meet the diverse learning needs of students, including English Language Learners (ELLs) and students with learning disabilities.

To address individual student needs, offer targeted interventions and support services, such as tutoring, remediation, or enrichment programs.

Strategy 3: Increase Literacy Across the Curriculum:

Activity 3: Incorporating reading, writing, speaking, and listening activities into science, social studies, and other subjects promotes literacy across all content areas.

Collaborate with content-area teachers to integrate literacy skills and strategies into their curriculum and assessments.

Technology Integration:

Strategy 4: Integrate technology tools and digital resources, such as online reading platforms, interactive writing tools, multimedia presentations, and digital storytelling, to enhance ELA instruction.

Provide access to digital libraries, e-books, audiobooks, and educational websites to support independent reading and research.

Strategy 5: Writing Workshops and Peer Review:

Activity 5: Conduct writing workshops to teach students writing process skills, including brainstorming, drafting, revising, editing, and publishing.

Facilitate peer review and collaborative writing activities to promote peer feedback, reflection, and revision.

Strategy 6: Incorporate Literature Circles and Book Clubs:

Activity 6: Implement literature circles or book clubs in which students read and discuss literature in small groups, fostering critical thinking, comprehension, and literary analysis skills.

Provide opportunities for students to select books based on their interests and engage in meaningful discussions and projects related to the texts.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Educators will collaborate closely with support staff, administrators, and community stakeholders to provide holistic support to students. Communication channels will facilitate seamless coordination and ensure students receive support inside and outside the classroom. Through collaboration, teachers will use the Cycle of Inquiry to monitor the data and evaluate SMART goals.</p>	<p>Improve English Language Arts (ELA) proficiency among students by increasing the percentage of students meeting or exceeding ELA standards on standardized assessments by 15% by the end of the academic year.</p> <p>Increase the number of students meeting or exceeding standards in ELA to 15%.</p>	<p>50% of students to be able to compose standard 5 paragraph essay</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>CAASPP baseline data from Spring 2022-2023 found that 72% of Brenkwitz students tested did not meet standards, and 17% nearly met standards. 0% of Brenkwitz students met or exceeded standards in ELA. Among subgroups, we found that 100% of Socioeconomically disadvantaged students did not meet standards, while 90% of Hispanic students did not (10% nearly completed standards). Group data will be collected to measure gains. Ensure that 30% of students can write a five-paragraph essay;40% of students were unable to write more than 3paragraphs on a topic</p> <p>Strategy 1: Analyze student performance data on ELA assessments to identify areas of strength and areas needing improvement. Administer diagnostic assessments to assess students' baseline ELA skills and identify individual learning needs.</p> <p>Activity 1 uses CAASPP scores, informative and formal assessments, and school-wide assessments,</p> <p>Strategy 2: Develop and implement standards-aligned ELA curriculum and instructional strategies emphasizing critical thinking, reading comprehension, writing skills, and vocabulary development.</p>	All	<p>3700 ESSA Title I , Part A , Basic Grants Low Income and Neglected</p> <p>Teacher Collaboration and Release Time</p> <p>3300 ESSA Title I , Part A , Basic Grants Low Income and Neglected</p> <p>Professional Development</p> <p>None Specified</p> <p>None Specified</p>

	<p>Provide professional development opportunities for teachers on effective instructional practices for teaching ELA standards.</p> <p>Activity 2: Implement small group instruction and differentiation strategies to meet the diverse learning needs of students, including English Language Learners (ELLs) and students with learning disabilities. To address individual student needs, offer targeted interventions and support services, such as tutoring, remediation, or enrichment programs.</p> <p>Strategy 3: Increase Literacy Across the Curriculum:</p> <p>Activity 3: Incorporating reading, writing, speaking, and listening activities into science, social studies, and other subjects promotes literacy across all content areas. Collaborate with content-area teachers to integrate literacy skills and strategies into their curriculum and assessments. Technology Integration:</p> <p>Strategy 4: Integrate technology tools and digital resources, such as online reading platforms, interactive writing tools, multimedia presentations, and digital storytelling, to enhance ELA instruction. Provide access to digital libraries, e-books, audiobooks, and educational websites to support independent reading and research.</p> <p>Strategy 5: Writing Workshops and Peer Review:</p> <p>Activity 5: Conduct writing workshops to teach students writing process skills, including brainstorming, drafting, revising, editing, and publishing. Facilitate peer review and collaborative writing activities to promote peer feedback, reflection, and revision.</p> <p>Strategy 6: Incorporate Literature Circles and Book Clubs:</p> <p>Activity 6: Implement literature circles or book clubs in which students read and discuss literature in small groups, fostering critical thinking, comprehension, and literary analysis skills. Provide opportunities for students to select books based on their interests and engage in meaningful discussions and projects related to the texts.</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The data highlights significant disparities in ELA proficiency among Brenkwitz students, particularly among socioeconomically disadvantaged and Latino subgroups. Lack of proficiency in ELA has affected that academic success.

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

Overall, the implementation of strategies and activities to improve ELA proficiency among Brenkwitz students was characterized by thorough planning, collaboration, and a relentless focus on student success. The school year had limited opportunities for professional development,

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.

Increase professional development, create more targeted interventions, and reestablish the the presentation of learning.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

21st Century Success in Mathematics

21st Century Success in Math

All students will engage in Deeper Learning activities as part of their Mathematics instruction during the 2022-23 school year. Deeper Learning in Mathematics will be reflected by an increase in student attendance and high passing rate as well as an increased growth of 5 points toward the standard in Math as measured on the CA Dashboard by Spring 2025.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Hayward Unified School District emphasizes the importance of comprehensible mathematics instruction across all grade levels. Mathematics and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued to learn and become proficient in numeracy, algebraic concepts and thinking, and higher-level math, including trigonometry and calculus.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

60% of the students who enroll in BHS need 15 or more credits in math. More than half of these students need to pass. Algebra takes more than two quarters to complete.

CAASPP data from Spring 2023-2023 was analyzed, and 96 % of BHS students were below grade level in Mathematics.

Strategy # 1 Continue to analyze past algebra passage rates to identify trends, patterns, and areas for improvement. Determine the specific skills and concepts that students struggle with the most.

Activity # 1: Implement intervention programs for students struggling with algebra. Offer additional support through small-group instruction, tutoring sessions, or after-school programs. Provide opportunities for students to receive personalized feedback and guidance on their algebra assignments and assessments.

Strategy # 2 Provide targeted instruction to address the identified areas of weakness. Break down complex algebraic concepts into smaller, more manageable components.

Activity # 2 Use various instructional methods, such as visual aids, hands-on activities, and real-world applications, to make the material more accessible and engaging.

Strategy #3 Formative Assessment: Use formative assessment strategies to monitor student's progress and understanding throughout the algebra course. Develop a curriculum for each through collaboration with the math teachers.

Claim within the CAASPP and ICA testing areas.

Activity # 3 Administer regular quizzes, exit tickets, and informal assessments to gauge students' mastery of key algebraic concepts. Use this feedback to adjust instruction and provide targeted remediation as needed.

Strategy #4 Differentiate instruction to meet the diverse needs of all learners in the algebra classroom. Provide additional support and accommodations for students who require extra assistance, such as English language learners or students with learning disabilities.

Activity #4 offers enrichment opportunities for advanced learners to deepen their understanding of algebraic concepts.

Strategy #5: Foster a positive and supportive learning environment that encourages student engagement and motivation.

Activity # 5 Use interactive and hands-on activities to make algebra more relevant and exciting to students. Highlight the practical applications of algebra in everyday life and future career paths.

Strategy #6: Provide professional development opportunities for algebra teachers to enhance their instructional practices. 96% of the students were below grade level in mathematics.

Activity #6 Teachers, counselors, and other stakeholders will work in PLCs to begin Cycles of Inquiry around student achievement in Mathematics. COIs will center around data from teacher observations, tests/quizzes, and student work samples.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Passing Rate in Algebra	As aligned with other District goals, we hope to see 10% of our students (increased from 0%) meeting or exceeding standards in this subject area, as measured by the 2024 CAASPP	Increase students passing Algebra by 10% to ensure that all students leave Brenkwitz ready to compete with their other HUSD peers.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>60% of the students who enroll in BHS need 15 or more credits in math. More than half of these students need to pass. Algebra takes more than two quarters to complete.</p> <p>CAASPP data from Spring 2023-2023 was analyzed, and 96 % of BHS students were below grade level in Mathematics.</p> <p>Strategy # 1 Continue to analyze past algebra passage rates to identify trends, patterns, and areas for improvement. Determine the specific skills and concepts that students struggle with the most.</p> <p>Activity # 1: Implement intervention programs for students struggling with algebra. Offer additional support through small-group instruction, tutoring sessions, or after-school programs. Provide opportunities for students to receive personalized feedback and guidance on their algebra assignments and assessments.</p> <p>Strategy # 2 Provide targeted instruction to address the identified areas of weakness. Break down complex algebraic concepts into smaller, more manageable components.</p> <p>Activity # 2 Use various instructional methods, such as visual aids, hands-on activities, and real-world applications, to make the material more accessible and engaging.</p> <p>Strategy #3 Formative Assessment: Use formative assessment strategies to monitor student's progress and understanding throughout the algebra course. Develop a curriculum for each through collaboration with the math teachers.</p> <p>Claim within the CAASPP and ICA testing areas.</p>	All Students	<p>7,000 LCFF - Supplemental</p> <p>PD, Instructional Materials, Classroom Observations, Teacher Collaboration</p>

	<p>Activity # 3 Administer regular quizzes, exit tickets, and informal assessments to gauge students' mastery of key algebraic concepts. Use this feedback to adjust instruction and provide targeted remediation as needed.</p> <p>Strategy #4 Differentiate instruction to meet the diverse needs of all learners in the algebra classroom. Provide additional support and accommodations for students who require extra assistance, such as English language learners or students with learning disabilities.</p> <p>Activity #4 offers enrichment opportunities for advanced learners to deepen their understanding of algebraic concepts.</p> <p>Strategy #5: Foster a positive and supportive learning environment that encourages student engagement and motivation.</p> <p>Activity # 5 Use interactive and hands-on activities to make algebra more relevant and exciting to students. Highlight the practical applications of algebra in everyday life and future career paths.</p> <p>Strategy #6: Provide professional development opportunities for algebra teachers to enhance their instructional practices. 96% of the students were below grade level in mathematics.</p> <p>Activity #6 Teachers, counselors, and other stakeholders will work in PLCs to begin Cycles of Inquiry around student achievement in Mathematics. COIs will center around data from teacher observations, tests/quizzes, and student work samples.</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Increase the algebra passage rate among ninth-grade students by 10% compared to the previous academic year.

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

A credentialed teacher was not assigned to Brenkwitz until the end of the first semester quarter. Intended Benchmarks and formal summative assessments were not given. Expenditures to implement the strategies/activities to meet the articulated goal. A significant difference is the allocation of resources to support the Math department in using data to improve student access and competencies in Math.

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.

Increase Identified support and resources for the Math department that will help support the teachers in the CAASPP data to create lessons and instructional goals with assessments.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

21st Century Success in English Language Development

Our English Learners (ELs) will thrive by accessing Deeper Learning and culturally relevant linguistically responsive content, where they will see their culture and themselves. This approach will create a safe and welcoming environment so they will continue to master English alongside their other content areas. EL will increase their performance on the English Language Proficiency Assessment for California (ELPAC), as measured on the EL progress Indicator on the a. Dashboard. EL's making progress toward proficiency will be 5% by Spring 2025.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal: 21st Century Success for English Learners An increasing number of English learners will make annual progress towards demonstrating proficiency in English and mastering the Common Core Standards or demonstrating growth towards mastery.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

CDE-reported RFEP rates for all English Learners and ELs who have been in English-speaking schools for five or more years. We found that, over the last three years, Brenkwitz's overall RFEP rate has experienced a net increase of 9.7%. The RFEP rate for students who have been enrolled in English-speaking schools for five years or more has increased by 5.5% total during the same period.

Strategy #1
Collaborating, teachers will research best teaching practices and extend themselves beyond the textbook.

Strategy #2: Enhance English language development among English Learners (ELs) by increasing their English Language Proficiency (ELP) levels by one proficiency level as measured by standardized assessments by the end of the academic year.

Strategy #3 :

Provide targeted English language instruction tailored to ELs' proficiency levels and learning needs, including vocabulary development, grammar instruction, speaking, listening, reading, and writing skills.

Activity #3 Create opportunities for language immersion and exposure to English in authentic contexts through immersive experiences, such as English language clubs, language buddies, or conversational partnerships with native English speakers.

Strategy #4

Differentiate instruction to meet the diverse needs of ELs, including English Language Learners with varying levels of English proficiency, academic backgrounds, and learning styles.

Activity #4: Offer scaffolded support, visual aids, graphic organizers, and other instructional strategies to facilitate language acquisition and comprehension.

Strategy #5 Integrate language learning into content-area instruction across the curriculum by providing English language support in core subjects like math, science, social studies, and literature.

Activity #5 Incorporate language-rich activities, discussions, and projects that promote language development while reinforcing academic content knowledge.

Strategy #6

Foster cultural competency and awareness by incorporating culturally relevant materials, texts, and experiences into English language instruction.

Activity #6 Provides opportunities for ELs to explore and share their cultural backgrounds, traditions, and experiences through literature, storytelling, and cultural celebrations.

Language Assessment and Progress Monitoring:

Activity #7 Administer language assessments, such as English Language Proficiency or language proficiency tests, to assess ELs' language skills and monitor their progress.

Use assessment data to identify areas of strength and areas needing improvement and adjust instruction and support services accordingly.

Activity #7: Promote peer collaboration and support by pairing ELs with proficient English-speaking peers for language practice, peer tutoring, and collaborative learning activities.

Encourage peer interactions, group work, and cooperative learning opportunities that provide opportunities for language development and socialization.

Family Engagement and Support:

:

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Notes from collaboration meetings. Meeting instructional objectives for the afternoon program Supplementary materials objectives</p>	<p>Reducing Long Term English Learners</p>	<p>By setting clear goals and implementing targeted activities focused on English language development, schools can support ELs in acquiring English proficiency and achieving academic success. These activities aim to create a supportive and inclusive learning environment that values linguistic diversity and fosters language acquisition and cultural competence among all students. And designing lesson plans and assessments that students will find captivating. Projects will be designed to give students real-world applications and connect them to life outside the school walls. Culture will be at the forefront of teachers' practice when designing lessons to connect students to history, current events, math, and science.</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
<p>3.1</p>	<p>Strategy #1 Collaborating, teachers will research best teaching practices and extend themselves beyond the textbook.</p> <p>Strategy #2: Enhance English language development among English Learners (ELs) by increasing their English Language Proficiency (ELP) levels by one proficiency level as measured by standardized assessments by the end of the academic year.</p> <p>Strategy #3 : Provide targeted English language instruction tailored to ELs' proficiency levels and learning needs, including vocabulary development, grammar instruction, speaking, listening, reading, and writing skills. : Activity #3 Create opportunities for language immersion and exposure to English in authentic contexts through immersive experiences, such as English language clubs, language buddies, or</p>	<p>EL students</p>	<p>2,000 LCFF Supplemental and Concentration Funds</p> <p>Supplementary Materials and Staff Training</p> <p>None Specified</p> <p>None Specified</p> <p>None Specified</p> <p>None Specified</p>

conversational partnerships with native English speakers.

Strategy #4
Differentiate instruction to meet the diverse needs of ELs, including English Language Learners with varying levels of English proficiency, academic backgrounds, and learning styles.

Activity #4: Offer scaffolded support, visual aids, graphic organizers, and other instructional strategies to facilitate language acquisition and comprehension.

Strategy #5 Integrate language learning into content-area instruction across the curriculum by providing English language support in core subjects like math, science, social studies, and literature.

Activity #5 Incorporate language-rich activities, discussions, and projects that promote language development while reinforcing academic content knowledge.

Strategy #6

Foster cultural competency and awareness by incorporating culturally relevant materials, texts, and experiences into English language instruction.

Activity #6 Provides opportunities for ELs to explore and share their cultural backgrounds, traditions, and experiences through literature, storytelling, and cultural celebrations.
Language Assessment and Progress Monitoring:

Activity #7 Administer language assessments, such as English Language Proficiency or language proficiency tests, to assess ELs' language skills and monitor their progress.
Use assessment data to identify areas of strength and areas needing improvement and adjust instruction and support services accordingly.

Activity #7: Promote peer collaboration and support by pairing ELs with proficient English-speaking peers for language practice, peer tutoring, and collaborative learning activities.
Encourage peer interactions, group work, and cooperative learning opportunities that provide opportunities for language development and socialization.
Family Engagement and Support:

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Upon enrollment, EL students will be identified so teachers can be informed to modify their lessons to accommodate their language needs. However, it is challenging to address and accommodate the increasing needs of our EL students without adequate support, such as an EL or Reading Intervention specialist.

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

Establishing a focus on instructional strategies that support EL students as well as securing instructional materials that support EL students academic growth. I

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.

Overall, the goal for improving ELD proficiency among ELs is well-defined, measurable, and aligned with the school's mission and priorities. By setting clear expectations for progress and establishing a framework for monitoring and support, the goal provides a pathway for ELs to develop the language skills necessary for academic success and future opportunities. Teachers must include reading and writing across the curriculum in all classes. Teachers will be involved in professional development that can support a collaborative effort. This will support Math and Science teachers.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- Visual and Performing Arts

Deeper Learning -- Visual and Performing Arts: Brenkwitz High School will promote a focus on arts education through an equity lens by ensuring that all students have access to a VAPA-related activity on a consistent basis, either through standalone VAPA course offerings (e.g., Art, Drama, Music) or through school-wide activities.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The Hayward Unified School District continues implementing its Visual and Performing Arts (VAPA) Master Plan, which focuses on providing all students equitable access to VAP A programming at all school sites. The district has placed particular emphasis on expanding its instrumental and music programs for students

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Brenkwitz has had limited opportunities for VAPA classes. There is a need for significant improvement in this area. Addresses the importance of promoting holistic education by providing opportunities for students to engage in VAPA, which contributes to their overall academic, social, and emotional development.

Strategy #1 Arts Workshops and Masterclasses:

Activity # 1 Host workshops and masterclasses led by local artists, musicians, dancers, or actors to provide students with hands-on experience and exposure to various art forms.

Strategy #2: Offer workshops on techniques, styles, or genres within visual arts, music, theater, dance, or digital media.

Activity #2 Creative Clubs and Studios:

Strategy #3 Establish VAPA clubs or studios where students can explore their artistic interests and collaborate on creative projects.

Activity # 3 Provide space, resources, and mentorship for students to work on individual or group art projects, performances, exhibitions, or installations.

Strategy #5 Guest Artist Residencies:

Invite professional artists, performers, or arts organizations to participate in residencies at the school, where they can work closely with students, offer instruction, and share their expertise.

Collaborate with local arts institutions, galleries, or theaters to facilitate artist residencies and enrich students' exposure to the arts.

Strategy #6 Performance Opportunities:

Activity #6

Organize regular performances, showcases, or recitals to allow students to showcase their talents and creative work. Host open mic nights, talent shows, or art exhibitions where students can share their artistic expressions with the school community.

Strategy #7 Field Trips and Cultural Experiences:

Activity # 7 Arrange field trips to museums, galleries, theaters, concerts, or cultural events to expose students to artistic and cultural experiences.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Progress towards the goal can be measured by tracking the number of students participating in VAPA programs, clubs, performances, exhibitions, or other related activities. Data can be collected and analyzed regularly to assess the impact of initiatives aimed at increasing participation.	Expand access to VAPA programs and increase student participation in VAPA-related activities by 25% by the end of the academic year to enhance student engagement and proficiency in visual and performing arts (VAPA). Prop 28 to implement the VAPA plan.	The goal aligns with the school's commitment to providing a comprehensive and enriching educational experience that includes artistic expression and creativity opportunities. It supports the objectives outlined in the school's SPSA related to promoting student engagement, diversity, and well-rounded development. Brenkwitz will promote arts showcasing students' work and oratorical responses during the monthly town hall meetings.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>Strategy # 1 Overall, the goal for enhancing student engagement and proficiency in VAPA is well-defined, measurable, and aligned with the school's mission and priorities. By setting clear expectations for promoting VAPA programs and increasing student participation, the goal provides a pathway for students to explore their interests, develop their talents, and cultivate a lifelong appreciation for the arts.</p> <p>Strategy #1 Arts Workshops and Masterclasses:</p> <p>Activity # 1 Host workshops and masterclasses led by local artists, musicians, dancers, or actors to provide students with hands-on experience and exposure to various art forms.</p> <p>Strategy #2: Offer workshops on techniques, styles, or genres within visual arts, music, theater, dance, or digital media.</p> <p>Activity #2 Creative Clubs and Studios:</p> <p>Strategy #3 Establish VAPA clubs or studios where students can explore their artistic interests and collaborate on creative projects.</p> <p>Activity # 3 Provide space, resources, and mentorship for students to work on individual or group art projects, performances, exhibitions, or installations.</p> <p>Strategy #5 Guest Artist Residencies:</p>	All Students	0.00 District Funded

	<p>Invite professional artists, performers, or arts organizations to participate in residencies at the school, where they can work closely with students, offer instruction, and share their expertise. Collaborate with local arts institutions, galleries, or theaters to facilitate artist residencies and enrich students' exposure to the arts.</p> <p>Strategy #6 Performance Opportunities:</p> <p>Activity #6 Organize regular performances, showcases, or recitals to allow students to showcase their talents and creative work. Host open mic nights, talent shows, or art exhibitions where students can share their artistic expressions with the school community.</p> <p>Strategy #7 Field Trips and Cultural Experiences:</p> <p>Activity # 7 Arrange field trips to museums, galleries, theaters, concerts, or cultural events to expose students to artistic and cultural experiences.</p> <p>Strategy # 8 Prop 28 Arts and Music In Schools</p> <p>Activity # 8 In addition to the activities listed above, we will complete a Prop 28 Arts and Music in School plan in the 2024-2025 school year.</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This is the first year that this goal was implemented.

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

Prop 28 to implement the VAPA plan.

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.

None

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Relationship-Centered Schools -- School Climate and Social Emotional Learning

Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL):

All students will have access to a safe and welcoming school environment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The Hayward Unified School District provides district-level support for Social Emotional Learning, including professional development, communication, and staffing. In addition, it is in the process of creating a The strategic plan for social-emotional learning will include curriculum and capacity building for school staff.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Strategy 1 Develop a climate where students feel loved, hope to graduate, and feel a sense of belonging in our school community.

Activity 1: Re-implement the REAL Program to improve student access to mental health and counseling services by increasing the visibility and interaction of mental health support providers and students.

Strategy 2

Create opportunities for students to voice their ideas and suggestions so changes can be implemented in curriculum, activities, and school climate. Students will demonstrate interest and responsibility in their learning due to their involvement with campus life. The school will see a marked improvement in attendance, and their grades will improve due to their participation in the school community.

Activity 2

Create student-inspired murals to enhance the school's positive and community feeling. Create outside spaces at Brenkwitz where students can feel safe and comfortable to reduce anxiety. This increased positivity will improve academic achievement, promote a healthy lifestyle, and improve community and social development.

Strategy 3 Inspirational Speaker Series

Activity 3: Provide students with the opportunity to engage with outside community members or speakers that will inspire students to be more resilient and focused

Strategy 4 College and Career Field Trips

Activity 4: Organize field trips to local industries and businesses. These trips will deepen class lessons by highlighting real-world applications of the content taught in class.

Strategy 5: Organize college tours to community and four-year colleges to prepare students for college and careers.

Activity 5: Teacher lesson plans, student testimonials on how the trip is relevant to the current lesson, and how students present what they learned.

Students will attend at least two tours to local colleges as part of our Career Pathways.

Strategy 6 Internships / Work-Based Learning

Activity 6 A cohort of 12th graders will participate in an internship program to help students develop soft skills necessary for the workplace. Students will work in groups led by the teacher to complete and solve work-based/industry-based problems or issues identified by the employer.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Surveys and Teacher Surveys	Pre and Post Surveys Student Focus Groups Teacher Surveys	60% of students has a positive school experience

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	<p>Strategy 1 Develop a climate where students feel loved, hope to graduate and feel a sense of belonging in our school community.</p> <p>Activity 1: Re-implement the REAL Program to improve student access to mental health and counseling services by increasing the visibility and interaction of mental health support providers and students.</p> <p>Strategy 2 Create opportunities for students to voice their ideas and suggestions so changes can be implemented in curriculum, activities, and school climate. Students will demonstrate interest and responsibility in their learning due to their involvement with campus life. The school will see a marked improvement in attendance, and their grades will improve due to their participation in the school community.</p> <p>Activity 2 Create student-inspired murals to enhance the school's positive and community feeling. Create outside spaces at Brenkwitz where students can feel safe and comfortable to reduce anxiety. This increased positivity will improve academic achievement, promote a healthy lifestyle, and improve community and social development.</p> <p>Strategy 3 Inspirational Speaker Series</p> <p>Activity 3: Provide students with the opportunity to engage with outside community members or speakers that will inspire students to be more resilient and focused</p> <p>Strategy 4 College and Career Field Trips</p>	All	<p>20,000 California Support and Improvement</p> <p>Funding of Workshop Providers; Case managers for severe under-performing students Professional/Consulting Services And Operating Expenditures</p> <p>6000 LCFF Supplemental and Concentration Funds</p> <p>Artist fee, benches, planter boxes 15,000 Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Edgenuity 10,000 ESSA Title I , Part A , Basic Grants Low Income and Neglected</p> <p>Professional Development 4000 LCFF Supplemental and Concentration Funds</p> <p>Bus and Bart Tickets 10,000 LCFF - Supplemental</p> <p>Field Trips 10,000</p>

	<p>Activity 4: Organize field trips to local industries and businesses. These trips will deepen class lessons by highlighting real-world applications of the content taught in class.</p> <p>Strategy 5: Organize college tours to community and four-year colleges to prepare students for college and careers.</p> <p>Activity 5: Teacher lesson plans, student testimonials on how the trip is relevant to the current lesson, and how students present what they learned. Students will attend at least two tours to local colleges as part of our Career Pathways.</p> <p>Strategy 6 5Internships / Work-Based Learning</p> <p>Activity 6 A cohort of 12th graders will participate in an internship program to help students develop soft skills necessary for the workplace. Students will work in groups led by the teacher to complete and solve work-based/industry-based problems or issues identified by the employer.</p>		<p>ESSA Title I , Part A , Basic Grants Low Income and Neglected</p> <p>Student, Parent Programs, to support ELA, math and Credit Recovery</p>
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

An increase in student participation in school wide activities, and leadership, including field trips, volunteering, fun Fridays, and open house.

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

No major budgetary differences.

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.

Increase safe spaces for students, including opening a wellness center, Reimplementing the Counseling Session Students

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Relationship-Centered Schools -- Parent Engagement

Relationship-Centered Schools -- Parent Engagement: Brenkwitz High School will increase the number of parents participating in school activities, including parent advocacy groups and Coffee with the Principal, parent day, open and back to school night by 10%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA/LCAP Goal

The Hayward Unified School District provides district-level support for parent engagement at the school site level. This includes providing centralized funding for Family Engagement Outreach and Equity Specialists, who work directly with parents to facilitate the connection and communication between families and the school.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The Brenkwitz Parent Community has not been thoroughly engaged in the schools overall. Parent participation has been minimal in school-wide events, including coffee with the principal, back-to-school nights, and awards assemblies. Brenkwitz had not had a Family Engagement Specialist for the year.

Therefore, addressing the lack of parent engagement is critical to improving student outcomes and narrowing achievement gaps.

Increase the percentage of parents participating in school events, such as parent-teacher conferences, back-to-school nights, curriculum nights, and extracurricular activities, by 10% over the academic year.

Strategy #1: Implement a comprehensive communication plan to inform parents about upcoming events, schedule events conveniently, and provide childcare support if needed.

Enhance Communication Between School and Home

Improve communication between school and parents by implementing regular updates on student progress, school events, and opportunities for involvement through newsletters, emails, phone calls, and a dedicated parent portal.

Strategy #2 Establish consistent communication protocols and channels, provide language translation services as needed, and solicit feedback from parents to ensure communication meets their needs.

Foster Parent Learning and Support:

Provide workshops, webinars, resources on college and career options, social-emotional development to increase parents' understanding of the Brenkwitz program and Credit Recovery. and strategies to support student learning at home.

Strategy #3

Collaborate with educators, community organizations, and parent volunteers to design and deliver engaging and informative workshops, offer flexible scheduling options, and provide follow-up support.

Promote Parent Involvement in Decision-Making:

Increase opportunities for parent input and involvement in school decision-making processes, such as the development of the SPSA, school improvement initiatives, and parent advisory councils.

Strategy#4 Establish a parent advisory council or committee, hold regular meetings to gather feedback and input, and involve parents in reviewing and providing input on school policies, programs, and initiatives.

Build Partnerships Between School and Community:

Strengthen partnerships between the school and community organizations, businesses, and resources to support parent engagement efforts and address the needs of families.

Strategy #5 Forge partnerships with local community organizations, faith-based groups, businesses, and social services agencies to offer resources and services, such as childcare, adult education classes, health screenings, and family support programs.

Celebrate and Recognize Parent Contributions:

Recognize and celebrate parent contributions to the school community and student success through awards, appreciation events, and acknowledgments in school newsletters or social media platforms.

Strategy: Develop a system for acknowledging and thanking parents for their involvement, showcase success stories and testimonials from engaged parents, and highlight the impact of parent engagement on student outcomes.

By setting clear goals and implementing targeted strategies to increase parent engagement, schools can create a more supportive and collaborative learning environment that benefits students, families, and the entire school community.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation in Engagement Opportunities , surveys	Parent Activities	Increase activities resource fairs, principal coffee meetings for parent advocacy groups

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
6.1	<p>Strategy # 1 Implement a comprehensive communication plan to inform parents about upcoming events, schedule events conveniently, and provide transportation or childcare support if needed. Enhance Communication Between School and Home:</p> <p>Strategy #2: Establish consistent communication protocols and channels, provide language translation services as needed, and solicit feedback from parents to ensure communication meets their needs.</p> <p>Strategy #3 Collaborate with educators, community organizations, and parent volunteers to design and deliver engaging and informative workshops, offer flexible scheduling options, and provide follow-up support.</p> <p>Strategy #4 Forge partnerships with local community organizations, faith-based groups, businesses, and social services agencies to offer resources and services, such as childcare, adult education classes, health screenings, and family support programs.</p> <p>Activity # 1 Establish parent groups ELAC, AASAI, and AAPI. Hold regular meetings to gather feedback and input and involve parents in reviewing and providing input on school policies, programs, and initiatives.</p> <p>Activity # 2 Provide workshops, webinars, and resources on literacy, numeracy, and social-emotional development to increase parents' understanding of academic standards, curriculum, and strategies to support student learning at home.</p> <p>Activity # 3 Brenkwitz will provide additional options and opportunities for parents to participate in school activities by offering more flexible timing,</p>	All Students	<p>1000 LCFF Supplemental and Concentration Funds</p> <p>Parent Meetings, and Activities</p>

	<p>platforms, translation for parents, and more emphasis on parent-requested discussion topics.</p> <p>Activity #4 Wellness and job fairs, workshops,</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The Brenkwitz Parent Community overall have not been thoroughly engaged in the schools. Parent participation has been a challenging to participate in school-wide events.

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

The increase in funding for parent activities will give the parents more opportunities to be engaged in the school community.

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.

Increase oppoortunities for parents and families to engage, by setting clear goals and implementing targeted strategies and activities .

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

Our students will feel safe and supported at school every day and attend and engage in classes daily due to our staff's continued efforts to create a supportive and welcoming environment. Our school's Chronic Absenteeism rate will decrease by 5% as measured on the Ca School Dashboard by Spring 2025. In addition, our suspension rate will decrease by 1%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal: The Hayward Unified School District provides centralized attendance support for school sites through its Child Welfare and Attendance (CWA) department, with a specific focus on students who are chronically absent. This work is done in collaboration with individual school sites in order to increase overall student attendance.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

What data did you use to form this goal (findings from data analysis)? Improving attendance: ADA absence report. Brenkwitz High School staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services.

Strategy 1: Attendance Awareness Campaigns:

Activity # 1 Launch school-wide campaigns to raise awareness about the importance of regular attendance.

Strategy 2: Organize events, such as assemblies, workshops, or guest speaker presentations, to educate students, families, and staff about the impact of absenteeism on academic success.

Strategy #3: Attendance Challenges and Incentives: Create attendance challenges or competitions in which classes or grade levels compete to achieve the highest attendance rates.

Activity #3 Offer incentives, rewards, or recognition for students who demonstrate improved attendance or meet attendance goals.

Strategy #4 Student Attendance Committees:

Activity #4 Establish student-led attendance committees or clubs that promote attendance and address absenteeism issues.

Empower students to take ownership of attendance initiatives by planning activities, organizing campaigns, and advocating for attendance-related policies.

Strategy # 5 Parent Workshops and Outreach:

Activity #5

Conduct workshops and information sessions for parents and caregivers on the importance of regular attendance and strategies for supporting attendance at home.

To help families prioritize attendance, provide resources such as attendance calendars, tips for establishing morning routines, and information on available support services.

Mentoring and Peer Support:

Strategy #6

Activity #6 Pair chronically absent students with peer mentors or older students who can provide encouragement, support, and accountability.

Establish buddy systems or peer support groups where students can check in with each other and provide mutual support to improve attendance.

Strategy #7

Regular Communication and Follow-Up:

Activity #7 Establish regular communication channels between school staff, families, and students to monitor attendance and follow up on absences.

Conduct attendance checks and reach out to families promptly to address any concerns, provide support, and offer resources to improve attendance.

Data Analysis and Continuous Improvement:

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Documentation of Principal meetings and parent contact. Evidence from ADA monitoring. Student Surveys Attendance Rate (A2A)	85% Positive Attendance	95% Positive Attendance

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
7.1	<p>Brenkwitz High School staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services.</p> <p>Strategy 1: Attendance Awareness Campaigns:</p> <p>Activity # 1 Launch school-wide campaigns to raise awareness about the importance of regular attendance.</p> <p>Strategy 2: Organize events, such as assemblies, workshops, or guest speaker presentations, to educate students, families, and staff about the impact of absenteeism on academic success.</p> <p>Strategy #3 Attendance Challenges and Incentives: Create attendance challenges or competitions where classes or grade levels compete to achieve the highest attendance rates.</p> <p>Activity #3 Offer incentives, rewards, or recognition for students who demonstrate improved attendance or meet attendance goals.</p> <p>Strategy #4 Student Attendance Committees:</p> <p>Activity #4 Establish student-led attendance committees or clubs that promote attendance and address absenteeism issues. Empower students to take ownership of attendance initiatives by planning activities, organizing campaigns, and advocating for attendance-related policies.</p> <p>Strategy # 5 Parent Workshops and Outreach:</p> <p>Activity #5 Conduct workshops and information sessions for parents and caregivers on the importance of regular attendance and strategies for supporting attendance at home. To help families prioritize attendance, provide resources such as attendance calendars, tips for establishing morning routines, and information on available support services.</p>	All Students	<p>300.00 ESSA Title I , Part A , Basic Grants Low Income and Neglected</p> <p>Refreshments for Parent Meeting</p>

	<p>Mentoring and Peer Support: Strategy #6</p> <p>Activity #6 Pair chronically absent students with peer mentors or older students who can provide encouragement, support, and accountability. Establish buddy systems or peer support groups where students can check in with each other and provide mutual support to improve attendance.</p> <p>Strategy #7 Regular Communication and Follow-Up:</p> <p>Activity #7 Establish regular communication channels between school staff, families, and students to monitor attendance and follow up on absences. Conduct attendance checks and reach out to families promptly to address any concerns, provide support, and offer resources to improve attendance.</p> <p>Data Analysis and Continuous Improvement: Analyze attendance data regularly to identify trends, patterns, and areas for improvement. Data will be used to evaluate the effectiveness of attendance activities and interventions and adjust as needed to support student attendance better. By implementing these activities comprehensively and coordinatedly, schools can effectively reduce chronic absenteeism and create a positive and supportive school environment where all students feel valued, engaged, and motivated to attend regularly.</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Analyze attendance data regularly to identify trends, patterns, and areas for improvement. Data will be used to evaluate the effectiveness of attendance activities and interventions and adjust as needed to support student attendance better.

By implementing these activities comprehensively and coordinatedly, schools can effectively reduce chronic absenteeism and create a positive and supportive school environment where all students feel valued, engaged, and motivated to attend regularly. The attendance clerk runs a daily report of student absences and calls the family daily. Advisors also make daily calls and send emails to families. The principal meets with truant students and families twice a month. In collaboration with the FES and the counselors, monthly meetings are held with families to discuss issues impacting their child's attendance and connect with community resources to support the family.

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

Brenkwitz was without a permanent attendance clerk for half of the school year.

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.

Brenkwitz will continue to use qualitative and quantitative data to inform how best to improve student attendance. A Permanent Attendance Clerk

Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

College and Career Readiness

Prepare all students for college and career

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Board Priority #2: Ensure ALL students graduate college and/or career ready.

Goal #2.1 – Ensure all students have access to and success in a broad curriculum.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

What data did you use to form this goal (findings from data analysis)?

Student surveys and interviews.

Track the number of students who have submitted college applications, completed FAFSA forms, or participated in career fairs or job shadowing opportunities."

Group data to be collected to measure gains:

Student surveys and interviews

Strategy:# 1

All students will select to participate in one of the following pathways: Adv. Manufacturing; ROP; College and Career Elective.

Activity # 1 Organize college and career fairs where students can meet representatives from colleges, universities, trade schools, technical programs, and employers.

Provide students with opportunities to learn about admissions requirements, program offerings, career opportunities, and industry trends through interactive exhibits, presentations, and networking sessions.

Offer workshops or seminars introducing students to various career pathways, industries, and occupations.

Provide resources, such as career assessments, interest inventories, and informational materials, to help students explore their interests, strengths, and career options.

Strategy # 2 College Application Support:

Strategy # 3 Offer college application workshops to help students navigate the college application process, including selecting colleges, completing applications, writing essays, and securing financial aid.

Provide one-on-one support and guidance from counselors or mentors to assist students with college research, application deadlines, and submission requirements.

Activity # 3 Host information sessions or webinars on financial aid options, including grants, scholarships, loans, and work-study programs.

Assist students in completing financial aid applications, such as the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application, and provide resources for finding and applying for scholarships.

Strategy # 4 Job Shadowing and Internship Opportunities:

Arrange job shadowing experiences or internships with local businesses, organizations, or professionals to provide students with hands-on exposure to different career fields.

Partner with employers to offer internships, co-op programs, or summer employment opportunities that allow students to gain real-world experience and develop workplace skills.

Strategy #5 College Visits and Campus Tours:

Activity #5 Organize college visits and campus tours to give students the opportunity to explore college campuses, meet current students, and learn about academic programs, campus life, and student support services.

Coordinate college tours during school breaks or weekends and provide transportation and logistical support for students to participate.

Activity #6 Resume Building and Interview Skills Workshops:

Conduct workshops on resume writing, cover letter preparation, and interview skills to help students prepare for college admissions, job applications, and internships.

Offer mock interview sessions where students can practice interviewing techniques, receive feedback, and improve their communication and professional skills.

Strategy #7 College and Career Planning Portfolios:

Activity #7 Assist students in creating college and career planning portfolios documenting their academic achievements, extracurricular activities, volunteer experiences, and career exploration efforts.

Guide organizing and maintaining portfolios, including selecting and showcasing relevant artifacts, reflections, and accomplishments.

Increase the use of CCGI to research careers and post-secondary opportunities and build a portfolio.

N/A

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Progress towards the goal is measured by tracking the percentage of graduating seniors who have developed and implemented a personalized post-secondary plan. Data will be collected through student surveys, senior exit surveys documentation of college applications, acceptance letters, career exploration activities, or participation in job shadowing/internship opportunities. Students</p>	<p>50% of students enroll in post-secondary schools. Enrolling to Community College or Entering Trade Program. Anticipated annual growth for each group: Increased acquisition of workplace soft skills; increased experience of how to navigate the work environment. Increased number of students identifying a career path.</p>	<p>70% of students enrolling into a post-secondary school. Students can access the California Colleges platform, allowing them to create and explore their knowledge and their parents to start planning for life early after high school. They can take career assessments and use search tools to develop college major, review careers, write goals and journals, track activities.</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
8.1	<p>What data did you use to form this goal (findings from data analysis)? Student surveys and interviews.</p> <p>Track the number of students who have submitted college applications, completed FAFSA forms, or participated in career fairs or job shadowing opportunities."</p> <p>Group data to be collected to measure gains: Student surveys and interviews</p> <p>Strategy:# 1 All students will select to participate in one of the following pathways: Adv. Manufacturing; ROP; College and Career Elective.</p> <p>Activity # 1 Organize college and career fairs where students can meet representatives from colleges, universities, trade schools, technical programs, and employers. Provide students with opportunities to learn about admissions requirements, program offerings, career opportunities, and industry trends through interactive exhibits, presentations, and networking sessions.</p>	All Students	

<p>Offer workshops or seminars introducing students to various career pathways, industries, and occupations. Provide resources, such as career assessments, interest inventories, and informational materials, to help students explore their interests, strengths, and career options.</p> <p>Strategy # 2 College Application Support:</p> <p>Strategy # 3 Offer college application workshops to help students navigate the college application process, including selecting colleges, completing applications, writing essays, and securing financial aid. Provide one-on-one support and guidance from counselors or mentors to assist students with college research, application deadlines, and submission requirements.</p> <p>Activity # 3 Host information sessions or webinars on financial aid options, including grants, scholarships, loans, and work-study programs. Assist students in completing financial aid applications, such as the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application, and provide resources for finding and applying for scholarships.</p> <p>Strategy # 4 Job Shadowing and Internship Opportunities: Arrange job shadowing experiences or internships with local businesses, organizations, or professionals to provide students with hands-on exposure to different career fields. Partner with employers to offer internships, co-op programs, or summer employment opportunities that allow students to gain real-world experience and develop workplace skills.</p> <p>Strategy #5 College Visits and Campus Tours:</p> <p>Activity #5 Organize college visits and campus tours to give students the opportunity to explore college campuses, meet current students, and learn about academic programs, campus life, and student support services. Coordinate college tours during school breaks or weekends and provide transportation and logistical support for students to participate.</p> <p>Strategy #6 Provide support and resources for students interested in participating in dual enrollment or AP courses, including information sessions, academic advising, and exam preparation.</p> <p>Activity #6 Resume Building and Interview Skills Workshops: Conduct workshops on resume writing, cover letter preparation, and interview skills to help students</p>		
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	<p>prepare for college admissions, job applications, and internships. Offer mock interview sessions where students can practice interviewing techniques, receive feedback, and improve their communication and professional skills.</p> <p>Strategy #7 College and Career Planning Portfolios: Activity #7 Assist students in creating college and career planning portfolios documenting their academic achievements, extracurricular activities, volunteer experiences, and career exploration efforts.</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The college and career readiness goal is well-defined, measurable, and aligned with the school's mission and priorities. By focusing on personalized post-secondary planning for graduating seniors, the goal aims to empower students to make informed decisions about their future pathways, enhancing their readiness for college, careers, and lifelong success.

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

Expenditures to implement the strategies/activities to meet the articulated goal, with a credentialed teacher now in place.

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.

Increase college and career readiness among high school students by ensuring that 90% of graduating seniors have developed and implemented a personalized post-secondary plan by the end of the academic year. BHS will deepen our attempts to bring in additional career opportunities to BHS students via internships, job shadowing, and visits. We will add additional job readiness workshops to our Advisory curriculums.

Goals, Strategies, & Proposed Expenditures

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

Goal 9

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

21st Century Success in WASC

21st Century Success for WASC: HUSD high schools will continue their accreditation with the Western Association of Schools and Colleges.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

21st Century Success for WASC: HUSD high schools will continue their accreditation with the Western Association of Schools and Colleges.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Brenkwitz will have a WASC visit in 2024-2025

Address the areas of concern from the 2022 WASC committee, which are as follows: Establish schoolwide collaboration to analyze student work; adjust instructional strategies to identify gaps in learning, and increase rigor and student engagement.

Strategy:

In WASC meetings, staff will formulate Schoolwide Learning Outcomes (SLOs) that everyone can agree upon.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development Collaboration Notes from Meetings Classroom Observations Rubrics	Achieve WASC compliance.	Improve achievement to exit program improvement (if applicable).

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
9.1	Responsibility: Review WASC Self-Study Strategy Address the areas of concern from the 2022 WASC committee, which are as follows: Establish school-wide collaboration to analyze student work; adjust instructional strategies to identify gaps in learning, and increase rigor and student engagement.	All	7,000 Comprehensive Support and Improvement (CSI)

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

New goal for next year. WASC review 2024-2025

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$99,300.00
Total Federal Funds Provided to the School from the LEA for CSI	\$97,376.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$22,000.00

Subtotal of additional federal funds included for this school: \$22,000.00

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

State or Local Programs	Allocation (\$)
California Support and Improvement	\$20,000.00
District Funded	\$0.00
ESSA Title I , Part A , Basic Grants Low Income and Neglected	\$27,300.00
LCFF - Supplemental	\$17,000.00
LCFF Supplemental and Concentration Funds	\$13,000.00

Subtotal of state or local funds included for this school: \$77,300.00

Total of federal, state, and/or local funds for this school: \$99,300.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF	26,505	26,505.00
Title I	25,327	25,327.00
Federal CSI	160,000	160,000.00

Expenditures by Funding Source

Funding Source	Amount
California Support and Improvement	20,000.00
Comprehensive Support and Improvement (CSI)	22,000.00
District Funded	0.00
ESSA Title I , Part A , Basic Grants Low Income and Neglected	27,300.00
LCFF - Supplemental	17,000.00
LCFF Supplemental and Concentration Funds	13,000.00

Expenditures by Budget Reference

Budget Reference	Amount
5800: Professional/Consulting Services And Operating Expenditures	15,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	California Support and Improvement	20,000.00
	Comprehensive Support and Improvement (CSI)	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	15,000.00
	District Funded	0.00

	ESSA Title I , Part A , Basic Grants Low Income and Neglected	27,300.00
	LCFF - Supplemental	17,000.00
	LCFF Supplemental and Concentration Funds	13,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,000.00
Goal 2	7,000.00
Goal 3	2,000.00
Goal 4	0.00
Goal 5	75,000.00
Goal 6	1,000.00
Goal 7	300.00
Goal 9	7,000.00

School Site Council Membership

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

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

Name of Members	Role
Yvette Beavers	Principal
Thalia McNeil-Smith	Classroom Teacher
Maggie Ballard	Classroom Teacher
Joel Pierre	Classroom Teacher
Octavio Campbell	Other School Staff
Ty Sundar	Secondary Student
Valarie Sundar	Parent or Community Member
Maria Valenzuela	Parent or Community Member
Leslie Mason	Parent or Community Member
Juan Carlos Loza Valenzuela	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

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 May 9th, 2024.

Attested:



Principal, Dr. Yvette Beavers on May 9, 2024



SSC Chairperson, Maggie Ballard on May 9, 2024