



# 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	June 2, 2025	June 25, 2025

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

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

### CSI Grad Rate:

There are four schools in the district which are under the Comprehensive Support and Improvement (CSI). There are two types of CSI: Low Graduation Rate, and Low Performing. Per the CA Dashboard Technical Guide, "For 2022, any school with a school level combined four-and five-year graduation rate less than 68 percent over three years will be eligible for CSI–Low Graduation Rate." Our school is one of the sites identified for our low graduation rate. Sites which are identified as CSI receive additional funding to ensure they exit CSI.

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:

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#### CSI Grad Rate:

There are four schools in the district which are under the Comprehensive Support and Improvement (CSI). There are two types of CSI: Low Graduation Rate, and Low Performing. Per the CA Dashboard Technical Guide, "For 2022, any school with a school level combined four-and five-year graduation rate less than 68 percent over three years will be eligible for CSI—Low Graduation Rate." Our school is one of the sites identified for our low graduation rate. Sites which are identified as CSI receive additional funding to ensure they exit CSI.

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 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.

Brenkwitz High School has exited CSI .

## 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.

Continue to increase 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; Bilingual Para educator

# 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	8.97%	8.94%	9.09%	14	16	12
Asian	2.56%	1.68%	%	4	3	
Filipino	5.77%	1.12%	0.76%	9	2	1
Hispanic/Latino	71.79%	81.56%	82.58%	112	146	109
Pacific Islander	4.49%	2.79%	4.55%	7	5	6
White	3.85%	1.12%	0.76%	6	2	1
Two or More Races	2.56%	2.79%	2.27%	4	5	3
Not Reported	%	0%	%		0	
Total Enrollment				156	179	132

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 10		1	
Grade 11	9	38	20
Grade 12	147	140	112
Total Enrollment	156	179	132

#### 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. Overall, Brenkwitz enrollment has decreased, and we primarily serve 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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	37	48	33	23.7%	26.8%	25.0%
Fluent English Proficient (FEP)	67	78	58	42.9%	43.6%	43.9%
Reclassified Fluent English Proficient (RFEP)	55	74	53	35.3%	41.3%	40.2%

### Conclusions based on this data:

1. Slight decrease 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	66	56	42	54	44	22	54	43	22	81.8	78.6	52.4
All Grades	66	56	42	54	44	22	54	43	22	81.8	78.6	52.4

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2449.	2420.	2419.	0.00	0.00	0.00	11.11	4.65	0.00	16.67	23.26	18.18	72.22	72.09	81.82
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	11.11	4.65	0.00	16.67	23.26	18.18	72.22	72.09	81.82

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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	*

**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 with a struggle in the English portion of the CAASPP test.
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	66	56	43	54	42	22	53	42	22	81.8	75.0	51.2
All Grades	66	56	43	54	42	22	53	42	22	81.8	75.0	51.2

\* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2409.	2414.	2412.	0.00	0.00	0.00	0.00	0.00	0.00	3.77	4.76	9.09	96.23	95.24	90.91
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	3.77	4.76	9.09	96.23	95.24	90.91

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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	*

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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	*

**Conclusions based on this data:**

1. 90% 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://elpac.org) 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*	*	*	*	*	*	*	*	9	8	6
12		1534.8	1540.3		1538.3	1553.6		1530.7	1526.5	0	30	32
All Grades										9	38	38

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12		3.85	3.13		26.92	37.50		46.15	37.50		23.08	21.88		26	32
All Grades	*	2.94	2.63	*	23.53	39.47	*	50.00	39.47	*	23.53	18.42	*	34	38

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12		19.23	31.25		46.15	40.63		26.92	15.63		7.69	12.50		26	32
All Grades	*	17.65	31.58	*	44.12	42.11	*	29.41	15.79	*	8.82	10.53	*	34	38

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12		0.00	0.00		7.69	6.25		61.54	40.63		30.77	53.13		26	32
All Grades	*	0.00	0.00	*	5.88	5.26	*	50.00	42.11	*	44.12	52.63	*	34	38

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*	*	*	*	*	*	*	*	*	*	*
12		0.00	0.00		65.38	59.38		34.62	40.63		26	32
All Grades	*	0.00	0.00	*	55.88	57.89	*	44.12	42.11	*	34	38

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*	*	*	*	*	*	*	*	*	*	*
12		76.00	81.25		20.00	9.38		4.00	9.38		25	32
All Grades	*	75.76	81.58	*	21.21	10.53	*	3.03	7.89	*	33	38

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*	*	*	*	*	*	*	*	*	*	*
12		0.00	0.00		28.00	34.38		72.00	65.63		25	32
All Grades	*	0.00	0.00	*	21.88	28.95	*	78.13	71.05	*	32	38

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*	*	*	*	*	*	*	*	*	*	*
12		0.00	3.13		84.00	65.63		16.00	31.25		25	32
All Grades	*	3.03	2.63	*	72.73	68.42	*	24.24	28.95	*	33	38

**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

## Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
132	90.9%	25%	2.3%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	33	25%
Foster Youth	3	2.3%
Homeless	6	4.5%
Socioeconomically Disadvantaged	120	90.9%
Students with Disabilities	29	22%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	9.1%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	1	0.8%
Hispanic	109	82.6%
Two or More Races	3	2.3%
Pacific Islander	6	4.5%
White	1	0.8%

### 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 2024 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.”



### 2024 Fall Dashboard Overall Performance for All Students

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

**Conclusions based on this data:**

- 1. Brenkwitz has increased its graduation rates.
- 2. Brenkwitz has reduced suspensions.
- 3. Brenkwitz would benefit from continuing to focus on graduation rates, increasing college and career opportunities, and monitoring the progress of English learner students.

# School and Student Performance Data

## Academic Performance English Language Arts

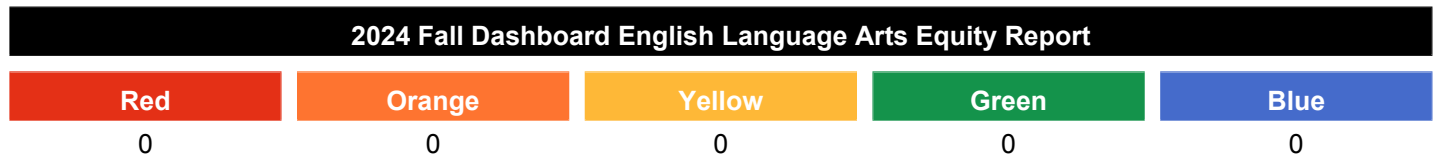
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>No Performance Color</div> <div>283.7 points below standard</div> <div>Declined 64.6 points</div> <div>27 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>10 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>6 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>5 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>283.8 points below standard</div> <div>Declined 65.7 points</div> <div>26 Students</div>

<b>Students with Disabilities</b>  No Performance Color Less than 11 Students  7 Students	<b>African American</b>  No Performance Color Less than 11 Students  2 Students	<b>American Indian</b>  No Performance Color 0 Students
<b>Asian</b>  No Performance Color 0 Students	<b>Filipino</b>  No Performance Color Less than 11 Students  0 Students	<b>Hispanic</b>  No Performance Color 286.5 points below standard Declined 65.4 points  24 Students
<b>Two or More Races</b>  No Performance Color Less than 11 Students  1 Student	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color Less than 11 Students  1 Student

**Conclusions based on this data:**

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

# School and Student Performance Data

## Academic Performance Mathematics

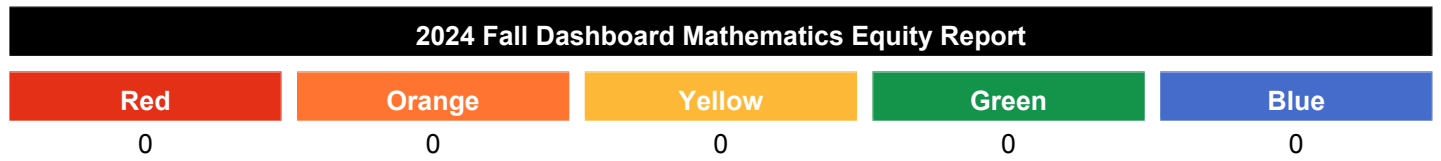
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>No Performance Color</div> <div>313.8 points below standard</div> <div>Declined 54.9 points</div> <div>28 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>308.2 points below standard</div> <div>Declined 38.6 points</div> <div>11 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>6 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>5 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>319.5 points below standard</div> <div>Declined 58.2 points</div> <div>27 Students</div>

<b>Students with Disabilities</b>  No Performance Color Less than 11 Students  8 Students	<b>African American</b>  No Performance Color Less than 11 Students  2 Students	<b>American Indian</b>  No Performance Color 0 Students
<b>Asian</b>  No Performance Color 0 Students	<b>Filipino</b>  No Performance Color Less than 11 Students  0 Students	<b>Hispanic</b>  No Performance Color 313.2 points below standard Declined 52.3 points  25 Students
<b>Two or More Races</b>  No Performance Color Less than 11 Students  1 Student	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color Less than 11 Students  1 Student

**Conclusions based on this data:**

1. Brenkwitz students are entering our community with severe gaps in their learning and academic skill-sets.
2. All subgroups are significantly behind in mathematics.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2024 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Yellow	 Yellow
32.6% making progress.	35% making progress.
Number Students: 43 Students	Number Students: 40 Students

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.

2024 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
20.9%	30.2%	0%	32.6%

### Conclusions based on this data:

1. EL Brenkwitz students experience 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.

# School and Student Performance Data

## Academic Performance College/Career Report

The 2024 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.

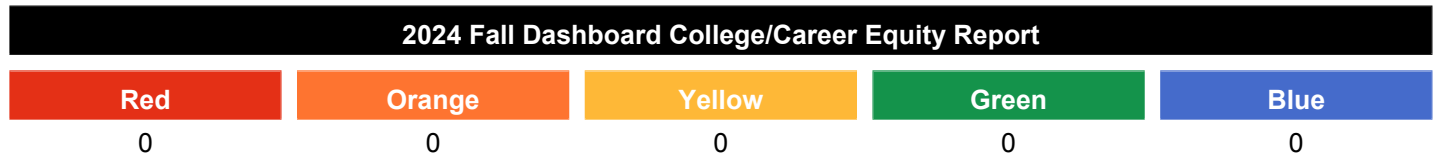
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>7.9 Prepared</div> <div>Increased 2.5</div> <div>178 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>7.5 Prepared</div> <div>Increased 5.6</div> <div>67 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>Orange</div> <div>8.2 Prepared</div> <div>Increased 6.1</div> <div>61 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students 0</div> <div>3 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>18.8 Prepared</div> <div>Increased 12.1</div> <div>16 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>7.6 Prepared</div> <div>Increased 2</div> <div>172 Students</div>



<b>Students with Disabilities</b>  No Performance Color 6.7 Prepared Increased 6.7 30 Students	<b>African American</b>  No Performance Color 5.9 Prepared Increased 5.9 17 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 0 1 Student
<b>Asian</b>  No Performance Color Less than 11 Students 0 3 Students	<b>Filipino</b>  No Performance Color Less than 11 Students 0 5 Students	<b>Hispanic</b>  Orange 9.5 Prepared Increased 4.6 137 Students
<b>Two or More Races</b>  No Performance Color Less than 11 Students 0 5 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 0 8 Students	<b>White</b>  No Performance Color Less than 11 Students 0 2 Students

**Conclusions based on this data:**

1. Overall, the Brenkwitz students had low preparation in College and Career, but showed an increase from last year.
2. The Hispanic subgroup is among the lowest in College and Career Preparation.
3. Brenkwitz needs to provide additional support to increase the level of preparedness for college and career.

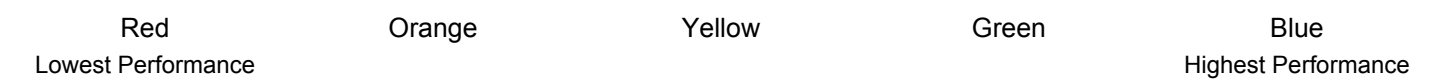
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

### Conclusions based on this data:

- 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.
- To increase student attendance, we have allocated financial and human resources to expand our curriculum to include more electives, such as journalism, speech and debate, photography, and offer after-school programming.
- 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

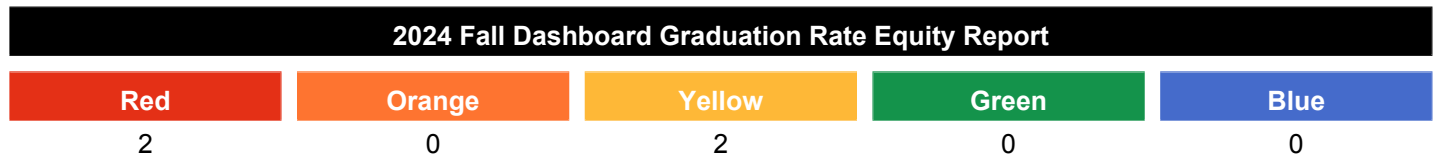
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>70.5% graduated</div> <div>Increased 8.1%</div> <div>183 Students</div>	<div>English Learners</div> <div> Red</div> <div>60% graduated</div> <div>Increased 6.8%</div> <div>70 Students</div>	<div>Long-Term English Learners</div> <div> Red</div> <div>60.9% graduated</div> <div>Increased 9.1%</div> <div>64 Students</div>
<div>Foster Youth</div> <div> No Performance Color Fewer than 11 students - data not displayed for privacy</div> <div>3 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>82.4% graduated</div> <div>Increased 35.7%</div> <div>17 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>70.6% graduated</div> <div>Increased 8.8%</div> <div>177 Students</div>

<b>Students with Disabilities</b>  No Performance Color 80.6% graduated Increased 12.6% 31 Students	<b>African American</b>  No Performance Color 82.4% graduated Increased 17.6% 17 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
<b>Asian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	<b>Filipino</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	<b>Hispanic</b>  Yellow 71.1% graduated Increased 9% 142 Students
<b>Two or More Races</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	<b>Pacific Islander</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	<b>White</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students

**Conclusions based on this data:**

1. Overall, Brenkwitz's graduation rates increased for all subgroups.
2. The socioeconomically disadvantaged students are still accessing the credit recovery opportunities needed to graduate on time. African American and Hispanic students are not attending class regularly and, as a result, are not engaging in the credit recovery opportunities necessary for them to graduate on time.
3. Continue efforts to increase graduation rates for all subgroups.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

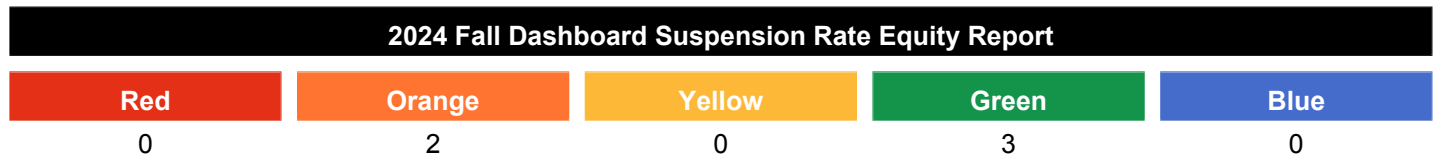
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>1.5% suspended at least one day</div> <div>Declined 1.5%</div> <div>259 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>3.1% suspended at least one day</div> <div>Increased 0.6%</div> <div>65 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>Orange</div> <div>3.3% suspended at least one day</div> <div>Increased 0.4%</div> <div>61 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>4 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>20 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>1.7% suspended at least one day</div> <div>Declined 1.5%</div> <div>232 Students</div>

<b>Students with Disabilities</b>  Green 2.1% suspended at least one day Declined 9.3% 47 Students	<b>African American</b>  No Performance Color 0% suspended at least one day Declined 7.7% 24 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
<b>Asian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	<b>Filipino</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	<b>Hispanic</b>  Green 2% suspended at least one day Declined 0.6% 204 Students
<b>Two or More Races</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	<b>Pacific Islander</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	<b>White</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students

**Conclusions based on this data:**

1. Brekwitz suspensions have decreased, but students in one or more subgroups are suspended at a higher rate.
2. Brenkwitz needs to continue restorative justice approaches with students before and after a suspension occurs.
3. Incorporate more SEL strategies and Practices with the English Learners population.

# 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 2025-2026 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 2023-2024 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 could not write more than three 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.

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

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 where 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
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>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>	50% of students to be able to compose standard 5 paragraph essay

## 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 3 paragraphs 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. Provide professional development opportunities for teachers on effective instructional practices for teaching ELA standards.</p>	All	<p>2,000 Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Materials and Supplies</p> <p>2,000 Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Professional Development</p> <p>0 None Specified</p> <p>0 None Specified</p>

	<p>Activity 2: Implement small group instruction and differentiation strategies to meet the diverse learning needs of students, including English Language Learners (ELs) 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

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 2024- 25 school year. Deeper Learning in Mathematics will be reflected by an increase in student attendance and a 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 2026.

### 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 2023-2024 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>2,000 Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Materials and Supplies 2,000 Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Professional Development</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: 2024-25

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. Intended Benchmarks and formal summative assessments were not given—expenditures to implement the strategies and activities necessary 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 Dashboard. EL's progress toward proficiency will be 5% by Spring 2026.

### 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 increased by 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 offers opportunities for English Language Learners (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 that need 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 foster language development and socialization.

Family Engagement and Support:

Activity #8 Creating a position for a Bilingual Pareducator

:

## 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
Notes from collaboration meetings. Meeting instructional objectives for the afternoon program Supplementary materials objectives ELPAC and CAASPP Data	Reducing Long Term English Learners	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.

## 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
3.1	<p>Strategy #1</p> <p>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. :</p> <p>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>	EL students	<p>8000 LCFF Supplemental and Concentration Funds</p> <p>50,000 LCFF 2000-2999: Classified Personnel Salaries Bilingual Para Educator</p> <p>None Specified</p> <p>None Specified</p> <p>None Specified</p>

	<p>conversational partnerships with native English speakers.</p> <p><b>Strategy #4</b> Differentiate instruction to meet the diverse needs of ELs, including English Language Learners with varying levels of English proficiency, academic backgrounds, and learning styles.</p> <p><b>Activity #4:</b> Offer scaffolded support, visual aids, graphic organizers, and other instructional strategies to facilitate language acquisition and comprehension.</p> <p><b>Strategy #5</b> 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.</p> <p><b>Activity #5</b> Incorporate language-rich activities, discussions, and projects that promote language development while reinforcing academic content knowledge.</p> <p><b>Strategy #6</b></p> <p>Foster cultural competency and awareness by incorporating culturally relevant materials, texts, and experiences into English language instruction.</p> <p><b>Activity #6</b> 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:</p> <p><b>Activity #7</b> 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.</p> <p><b>Activity #7:</b> 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.</p>		
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# Annual Review

**SPSA Year Reviewed: 2024-25**

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.

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 of improving ELD proficiency among English Learners (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 English language learners (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 participate in professional development that supports 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 to implement its Visual and Performing Arts (VAPA) Master Plan, which focuses on providing all students with equitable access to VAPA 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, but there has been progress in this area. The school will continue to address 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.

### 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). Implement the VAPA plan.	The goal aligns with the school's commitment to providing a comprehensive and enriching educational experience that includes opportunities for artistic expression and creativity. It supports the objectives outlined in the school's SPSA, specifically promoting student engagement, diversity, and well-rounded development. Brenkwitz will promote the 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: Invite professional artists, performers, or arts organizations to participate in residencies at the</p>	All Students	<p>50,000</p> <p>21st Century After School Grant</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>Materials and Supplies</p>

	<p>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>Activity # 8 In addition to the activities listed above, we will complete a Prop 28 Arts and Music in School plan in the 2025-2026 school year.</p>		
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# Annual Review

## SPSA Year Reviewed: 2024-25

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.

Additional VAPA classes were implemented in the curriculum, including photography and beginning music. The classes were also extended through after-school programming as clubs, including the music club, art club, and podcast club.

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

The additional funds for Prop 28 enabled Brenkwitz to expand VAPA classes.

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, hopeful to graduate, and feel a sense of belonging in our school community.

Activity 1: Continue 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 the 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: Afterschool Clubs through YEP ( breakfast, art, makerspace, podcast )

Strategy 5: Ensure that staff are trained using culturally relevant and linguistically responsive

Activity 5: Provide ongoing training on anti-bias and anti-racist education, culturally responsive pedagogy, and restorative practices to all staff members.

## 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>	All	<p>16,000 LCFF 5800: Professional/Consulting Services And Operating Expenditures Catalyst Foundation SEL Workshops 30,000 21st Century After School Grant</p> <p>Artist fee, benches, planter boxes, and School Clubs, Murals 1000 21st Century After School Grant</p> <p>Bus and Bart Tickets</p> <p>50,000 LCFF 1000-1999: Certificated Personnel Salaries .5 Counselor</p> <p>None Specified</p> <p>None Specified</p> <p>None Specified</p>

## Annual Review

**SPSA Year Reviewed: 2024-25**

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 significant 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.

Continue to provide safe spaces for students, including the wellness center, counseling sessions, groups, and after-school programming.

# 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, platforms, translation for parents, and more emphasis on parent-requested discussion topics.</p>	All Students	<p>2000 LCFF</p> <p>Parent Meetings, and Activities</p>

# Annual Review

SPSA Year Reviewed: 2024-25

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 has not been thoroughly engaged in the school's overall. Parent participation has been challenging 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 provide parents with 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 opportunities 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 2026. Additionally, our suspension rate is expected to 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.

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.</p> <p>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.</p> <p>To help families prioritize attendance, provide resources such as attendance calendars, tips for establishing morning routines, and information on available support services.</p> <p>Mentoring and Peer Support:</p> <p>Strategy #6</p>	All Students	1500 General Fund None Specified Student Awards

	<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: 2024-25

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.

Could you provide one-on-one support and guidance from counselors or mentors to help 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 allow students 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, providing transportation and logistical support to enable 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.

## 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 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	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.	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.

## 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>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. 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</p>	All Students	<p>5000 LCFF Supplemental and Concentration Funds</p> <p>Field Trips, Materials and Supplies</p>



<p>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.</p> <p>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:</p> <p>Arrange job shadowing experiences or internships with local businesses, organizations, or professionals to provide students with hands-on exposure to different career fields.</p> <p>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.</p> <p>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:</p> <p>Conduct workshops on resume writing, cover letter preparation, and interview skills to help students prepare for college admissions, job applications, and internships.</p> <p>Offer mock interview sessions where students can practice interviewing techniques, receive feedback,</p>		
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	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.		
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# Annual Review

SPSA Year Reviewed: 2024-25

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 is 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 and 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 efforts to introduce additional career opportunities to BHS students through internships, job shadowing, and visits. We will add additional job readiness workshops to our advisory curricula.

# 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 had a WASC Mid Cycle Review visit in May , 2025

Continue to address the areas of concern from the 2022 WASC committee and Mid Cycle review 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:

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.	Achieve 6-year WASC accreditation.

## 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	0 None Specified

## Annual Review

**SPSA Year Reviewed: 2024-25**

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.

Continue to address the WASC 2022 and Mid-Cycle 2025 recommendations.

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

There were no budget expenditures used for the WASC MidCycle Report.

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.

Continue with the recommendations that were made and any new findings from the WASC 2025 Mid Cycle Review.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 10

### Title and Description of School Goal

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

#### Equity Multiplier Focus Goal

Brenkwitz Continuation School serves students who are primarily credit-deficient upon entry from traditional high schools and follow a 190- unit alternative graduation pathway focused on re-engagement and college/career readiness. The school continues to qualify as an Equity Multiplier site in 2024–25, with 89.58% of students identified as Socioeconomically Disadvantaged and a Non-Stability Rate of 67.57%. Due to a graduation rate increase from 62.4% to 69.7% in 2023–24, Brenkwitz successfully exited Comprehensive Support and Improvement (CSI) status.

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To address these challenges and support continued growth, Brenkwitz will implement several strategic initiatives. These include hiring EL focused paraprofessionals, expanding credit recovery and career development opportunities to improve graduation rates, and enhancing counseling and case management services to strengthen educational outcomes for all students.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 5

### 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.

For 2024–25, the school will receive \$243,214 in Equity Multiplier funding to prioritize services for English Learners (ELs) and Long-Term English Learners (LTELs), who both remain in the Red (Very Low) performance band on the California Dashboard despite significant gains— ELs from 53.2% to 60.0%, and LTELs from 51.9% to 60.9%.

### 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
Graduation Rate for English Learners, Long Term English Learners, Hispanic Students and Socioeconomically Disadvantaged	Dataquest 22-23 Graduation Rate: 62.4% EL Graduation Rate: 53.2% Hispanic Graduation Rate: 62.1% Socioeconomically Disadvantaged Graduation Rate: 61.8%	23-24 CAASPP Math: -313.8 English Learners: -308.2 Long Term English Learners: Data suppressed to protect student privacy Hispanic: -313.2 Socioeconomically Disadvantaged: -319.5 (Data Source: 2024 Dashboard)
Students performance on CAASPP ELA distance from standard for	22-23 CAASPP ELA: -219.2 English Learners: -242.3 Long Term English Learners: Data	23-24 College and Career Indicator All students: 7.9% EL: 7.5% (Prepared)

English Learners, Long Term English Learners, Hispanic Students and Socioeconomically Disadvantaged	suppressed to protect student privacy Hispanic: -221 Socioeconomically Disadvantaged: -218	Long Term English Learners: 8.2% (Prepared) (Baseline established 24-25) Hispanic: 9.5% (Prepared) Socioeconomically Disadvantaged: 7.6% (Prepared) (Data Source: 2024 Dashboard)
Students performance on CAASPP Math distance from standard for English Learners, Long Term English Learners, Hispanic Students and Socioeconomically Disadvantaged	22-23 CAASPP Math: -258.9 English Learners: -269.5 Long Term English Learners: Data suppressed to protect student privacy Hispanic: -260.9 Socioeconomically Disadvantaged: -261.3	
The Percent of prepared students who are college and career ready as indicated on the College and Career Indicator	22-23 College and Career Indicator All students: 1.6% EL: 0% (Prepared) Hispanic: 0.7% (Prepared) Socioeconomically Disadvantaged: 1.7% (Prepared)	

## 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
10.1	5.1 Increase Graduation Rates at Brenkwitz -Increase student attendance and monitoring.	All	0
10.2	Increase Credit Recovery opportunities that are teacher led and through online platforms.	All	30000 LCFF Edgenuity
10.3	Increase academic support with a .50 bilingual paraeducator. -English Learners' Goals: Increase English Proficiency	All	150,000 LCFF

## Annual Review

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.

First year of implementation

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	\$401,500.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

## 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 (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$8,000.00

Subtotal of additional federal funds included for this school: \$8,000.00

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 (\$)
	\$0.00
21st Century After School Grant	\$81,000.00
General Fund	\$1,500.00
LCFF	\$298,000.00
LCFF Supplemental and Concentration Funds	\$13,000.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$393,500.00

Total of federal, state, and/or local funds for this school: \$401,500.00



# 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
Title I	8,000	8,000.00
LCFF	8,000	-290,000.00
LCFF	311,000	13,000.00
LCFF	243,000	-55,000.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
21st Century After School Grant	81,000.00
General Fund	1,500.00
LCFF	298,000.00
LCFF Supplemental and Concentration Funds	13,000.00
None Specified	0.00
Title I Part A: Basic Grants Low-Income and Neglected	8,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
	31,000.00
1000-1999: Certificated Personnel Salaries	50,000.00
2000-2999: Classified Personnel Salaries	50,000.00
5800: Professional/Consulting Services And Operating Expenditures	66,000.00
None Specified	1,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

	21st Century After School Grant	31,000.00
5800: Professional/Consulting Services And Operating Expenditures	21st Century After School Grant	50,000.00
None Specified	General Fund	1,500.00
	LCFF	182,000.00
1000-1999: Certificated Personnel Salaries	LCFF	50,000.00
2000-2999: Classified Personnel Salaries	LCFF	50,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	16,000.00
	LCFF Supplemental and Concentration Funds	13,000.00
	None Specified	0.00
	Title I Part A: Basic Grants Low-Income and Neglected	8,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,000.00
Goal 2	4,000.00
Goal 3	58,000.00
Goal 4	50,000.00
Goal 5	97,000.00
Goal 6	2,000.00
Goal 7	1,500.00
Goal 8	5,000.00
Goal 9	0.00
Goal 10	180,000.00

# 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
Cristina Montes	Other School Staff
Guadalupe Fernandez	Secondary Student
Ervin Tecero	Secondary Student
Sibyl Acosta	Parent or Community Member
Elsa Mendoza	Parent or Community Member
Briseyda Aguilar Ramos	Parent or Community Member

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

# 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

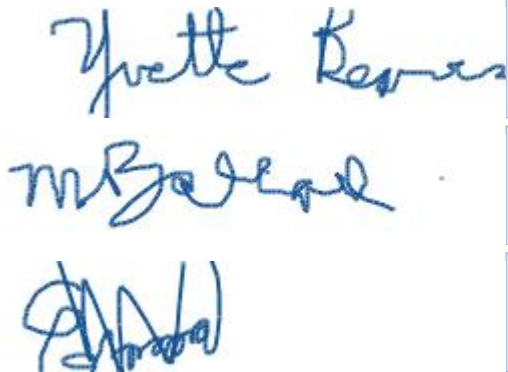
## Committee or Advisory Group Name

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 June 2, 2025.

Attested:



Principal, Dr. Yvette Beavers on June 2, 2025

SSC Chairperson, Maggie Ballard on June 2, 2025

ELAC Representative, Elsa Mendoza on June 3, 2025