



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, 2026	June 24th, 2026

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]).

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

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Plan Description

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

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

Schoolwide Program

Comprehensive Support and Improvement

Schoolwide Program

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]).

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 with the State's LCFF goals: 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), ELAC 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		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	9.09%	10.53%	11.51%	12	8	16
Asian	%	2.63%	2.88%		2	4
Filipino	0.76%	2.63%	2.16%	1	2	3
Hispanic/Latino	82.58%	75.00%	76.26%	109	57	106
Pacific Islander	4.55%	2.63%	2.16%	6	2	3
White	0.76%	2.63%	2.16%	1	2	3
Multiple/No Response	2.27%	3.95%	2.88%	3	3	4
Total Enrollment				132	76	139

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 10			2
Grade 11	20	13	29
Grade 12	112	63	108
Total Enrollment	132	76	139

Conclusions based on this data:

1. Brenkwitz High School continues to primarily serve 11th and 12th-grade students, with the majority of students identifying as Hispanic/Latino .
2. Enrollment trends indicate fluctuations in overall student population, however, the school continues to serve a consistent demographic population reflective of the surrounding community.
3. The school must continue to provide targeted academic, social-emotional, and graduation supports to meet the unique needs of continuation high school students.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	33	10	37	26.8%	25.0%	26.6%
Fluent English Proficient (FEP)	58	31	51	43.6%	43.9%	36.7%
Reclassified Fluent English Proficient (RFEP)				41.3%		

Conclusions based on this data:

1. Approximately one-fourth of Brenkwitz students are identified as English Learners, demonstrating a need for increased English Language Development support across all content areas.
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 decreased over 25-26 .

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	56	42	61	44	22	47	43	22	46	78.6	52.4	77
All Grades	56	42	61	44	22	47	43	22	46	78.6	52.4	77

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2420.	2419.	2415.	0.00	0.00	0.00	4.65	0.00	4.35	23.26	18.18	13.04	72.09	81.82	82.61
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	4.65	0.00	4.35	23.26	18.18	13.04	72.09	81.82	82.61

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	0.00	*	2.17	46.51	*	32.61	53.49	*	65.22
All Grades	0.00	*	2.17	46.51	*	32.61	53.49	*	65.22

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	0.00	*	2.17	23.26	*	15.22	76.74	*	82.61
All Grades	0.00	*	2.17	23.26	*	15.22	76.74	*	82.61

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2.33	*	2.17	51.16	*	60.87	46.51	*	36.96
All Grades	2.33	*	2.17	51.16	*	60.87	46.51	*	36.96

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2.33	*	0.00	53.49	*	43.48	44.19	*	56.52
All Grades	2.33	*	0.00	53.49	*	43.48	44.19	*	56.52

Conclusions based on this data:

1. A significant percentage of students performed below standard in English Language Arts, indicating the need for continued literacy interventions and targeted instructional support.
2. Student performance data demonstrates ongoing challenges in reading comprehension, writing, research, and academic communication skills.
3. Brenkwitz needs to continue implementing culturally responsive literacy instruction, writing supports, and intervention strategies to improve student achievement in English Language Arts.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	56	43	61	42	22	44	42	22	44	75.0	51.2	72.1
All Grades	56	43	61	42	22	44	42	22	44	75.0	51.2	72.1

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2414.	2412.	2407.	0.00	0.00	0.00	0.00	0.00	2.27	4.76	9.09	6.82	95.24	90.91	90.91
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	2.27	4.76	9.09	6.82	95.24	90.91	90.91

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	0.00	*	0.00	9.52	*	11.36	90.48	*	88.64
All Grades	0.00	*	0.00	9.52	*	11.36	90.48	*	88.64

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	0.00	*	0.00	42.86	*	36.36	57.14	*	63.64
All Grades	0.00	*	0.00	42.86	*	36.36	57.14	*	63.64

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	0.00	*	0.00	35.71	*	43.18	64.29	*	56.82
All Grades	0.00	*	0.00	35.71	*	43.18	64.29	*	56.82

Conclusions based on this data:

1. Mathematics assessment data indicates that a majority of students continue to perform below grade-level standards
2. Students demonstrate the greatest challenges in mathematical concepts, procedures, and foundational problem-solving skills.
3. Brewnkwitz will continue to strengthen mathematics instruction through targeted interventions, differentiated support, and increased opportunities for real-world application and academic engagement.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
11	*	*	*	*	*	*	*	*	*	8	6	6
12	1534.8	1540.3	*	1538.3	1553.6	*	1530.7	1526.5	*	30	32	6
All Grades										38	38	12

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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	0.00	23.53	39.47	25.00	50.00	39.47	41.67	23.53	18.42	33.33	34	38	12

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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	8.33	44.12	42.11	41.67	29.41	15.79	41.67	8.82	10.53	8.33	34	38	12

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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	0.00	5.88	5.26	8.33	50.00	42.11	33.33	44.12	52.63	58.33	34	38	12

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
11	*	*	*	*	*	*	*	*	*	*	*	*
12	0.00	0.00	*	65.38	59.38	*	34.62	40.63	*	26	32	*
All Grades	0.00	0.00	0.00	55.88	57.89	58.33	44.12	42.11	41.67	34	38	12

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
11	*	*	*	*	*	*	*	*	*	*	*	*
12	76.00	81.25	*	20.00	9.38	*	4.00	9.38	*	25	32	*
All Grades	75.76	81.58	72.73	21.21	10.53	27.27	3.03	7.89	0.00	33	38	11

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
11	*	*	*	*	*	*	*	*	*	*	*	*
12	0.00	0.00	*	28.00	34.38	*	72.00	65.63	*	25	32	*
All Grades	0.00	0.00	0.00	21.88	28.95	16.67	78.13	71.05	83.33	32	38	12

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
11	*	*	*	*	*	*	*	*	*	*	*	*
12	0.00	3.13	*	84.00	65.63	*	16.00	31.25	*	25	32	*
All Grades	3.03	2.63	8.33	72.73	68.42	58.33	24.24	28.95	33.33	33	38	12

Conclusions based on this data:

1. English Learner data indicated that many students continue to require significant support in academic reading and writing skills.
2. Brenkwitz students demonstrated stronger performance in speaking skills than in reading and written language development.
3. Brenkwitz will continue to implement integrated English Language Development strategies to support language acquisition and academic achievement for English Learners

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
76	89.5%	13.2%	0.0%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	10	13.2%
Foster Youth	0	0.0%
Homeless	6	7.9%
Socioeconomically Disadvantaged	68	89.5%
Students with Disabilities	18	23.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	10.5%
American Indian	0	0.0%
Asian	2	2.6%
Filipino	2	2.6%
Hispanic	57	75%
Two or More Races	3	3.9%
Pacific Islander	2	2.6%
White	2	2.6%

Conclusions based on this data:

1. Brenkwitz serves a high percentage of socioeconomically disadvantaged students, many of whom face barriers that impact academic achievement and school engagement.

2. Brenkwitz students come to school with one or more barriers that can negatively affect their engagement and access to the class curriculum.
3. Brenkwitz remains committed to creating an inclusive, supportive, and culturally responsive learning environment that addresses the diverse needs of all students.

School and Student Performance Data

Overall Performance

The 2025 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



No Performance Color

Academic Engagement

Graduation Rate



Yellow

Conditions & Climate

Suspension Rate



Orange

Mathematics



No Performance Color

English Learner Progress



No Performance Color

College/Career



Orange

Conclusions based on this data:

1. Brenkwitz High School has demonstrated progress in increasing graduation rates and reducing suspension rates.
2. Continued focus is needed on college and career readiness, English Learner progress, and academic achievement.
3. Brenkwitz High School will continue implementing interventions and support systems aligned to student engagement, academic success, and positive school culture.

School and Student Performance Data

Academic Performance English Language Arts

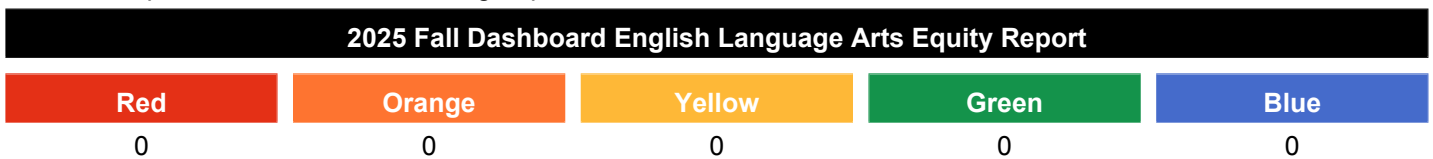
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>No Performance Color</p> <p>283.7 points below standard</p> <p>Maintained 0 points</p> <p>14 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>275.5 points below standard</p> <p>Increased 8.3 points</p> <p>12 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 6 Students</p>	<p>African American</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 3 Students</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p>Filipino</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p>Hispanic</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 10 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 0 Students</p>	<p>White</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 0 Students</p>

Conclusions based on this data:

1. English Learners , socioeconomically disadvantaged students, and Hispanic students continue to perform significantly below standard in English Language Arts.
2. Many students enter Brenkwits High School with significant gaps in foundational literacy and academic skills.
3. Brenkwitz High School will continue implementing literacy interventions, differentiated instruction, and culturally responsive teaching practices to support student growth in English Language Arts.

School and Student Performance Data

Academic Performance Mathematics

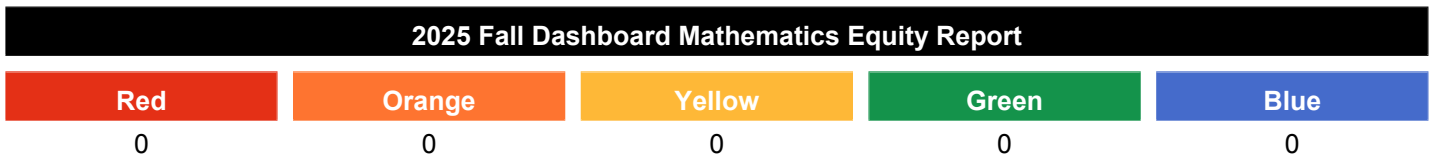
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p> No Performance Color</p> <p>316.5 points below standard</p> <p>Maintained -2.6 points</p> <p>17 Students</p>	<p>English Learners</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> No Performance Color</p> <p>306.8 points below standard</p> <p>Increased 12.7 points</p> <p>13 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 6 Students</p>	<p>African American</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 4 Students</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p>Filipino</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p>Hispanic</p>  <p>No Performance Color 316.5 points below standard Declined 3.3 points 11 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 0 Students</p>	<p>White</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 0 Students</p>

Conclusions based on this data:

1. Brenkwitz students mathematic performance data demonstrates thst students continue to experieince significant lerning gaps in foundational math skills.
2. Socioeconomically disadvantaged students and Hispanic students continue to perform below standard in mathemeatics.
3. Brenkwitz will continue strengthening mathematic interventions, targeted support, and instructional practices to improve student achievement outcomes.

School and Student Performance Data

Academic Performance Science

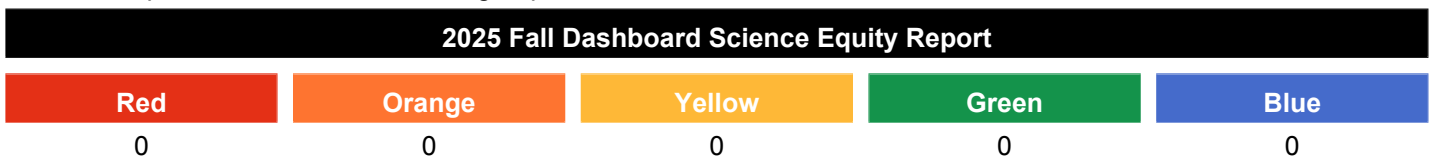
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p></p> <p>No Performance Color</p> <p>13.7 science points</p> <p>Maintained -1 points</p> <p>27 Students</p>	<p>English Learners</p> <p></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Long-Term English Learners</p> <p></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Foster Youth</p> <p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p></p> <p>No Performance Color</p> <p>16 science points</p> <p>Maintained 1.9 points</p> <p>23 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 6 Students</p>	<p>African American</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 3 Students</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 0 Students</p>	<p>Filipino</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p>Hispanic</p>  <p>No Performance Color 16.8 science points Increased 4.2 points 21 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p>White</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>

Conclusions based on this data:

1. Science performance data indicate stable performance with modest growth among some student groups.
2. Students benefit from hands-on inquiry-based learning opportunities that promote engagement and critical thinking skills.
3. Brenkwitz will continue expanding opportunities for science instruction that integrates literacy, collaboration, and real-world application.

School and Student Performance Data



Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  No Performance Color 0 making progress. Number Students: 12 Students	Long-Term English Learner Progress  No Performance Color 0 making progress. Number Students: 12 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.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 58.3%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 41.7%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 0%

Conclusions based on this data:

- English Learner Progress Indicator data demonstrates that many English Learners are not yet making sufficient progress toward English proficiency.
- The data highlights the need for additional targeted language development support, intervention, and monitoring of English Learner progress.
- Brenkwitz will continue to strengthen integrated English Language Development to support the language acquisition and academic success of English Learners.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 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.

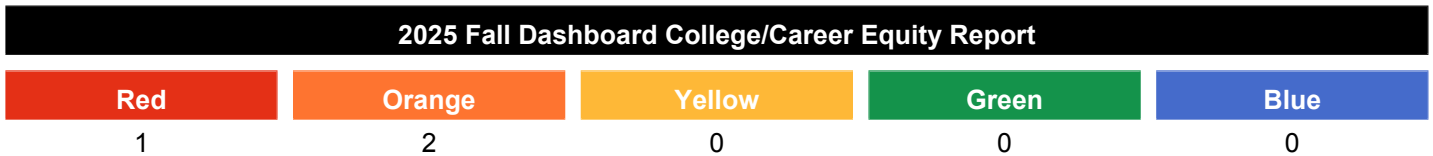
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












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.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>Prepared 8%</p> <p>Increased 5.2%</p> <p>112 Students</p>	<p>English Learners</p> <p>Orange</p> <p>Prepared 6.7%</p> <p>Increased 2.2%</p> <p>30 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Prepared 6.9%</p> <p>Increased 2%</p> <p>29 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Prepared 0%</p> <p>Maintained</p> <p>12 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>Prepared 7.4%</p> <p>Increased 4.5%</p> <p>108 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>Prepared 10%</p> <p>Increased 10%</p> <p>20 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Filipino</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Hispanic</p> <p> Red</p> <p>Prepared 5.4%</p> <p>Maintained 1.8%</p> <p>92 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>White</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>

Conclusions based on this data:

1. College and Career readiness has increased but remains in the orange, indicating that students require additional support and opportunities to further improve it.
2. Brenkwitz High School has shown growth in the percentage of students identified as prepared; however, additional improvement is needed across all student groups.
3. The school will continue expanding career pathways, dual enrollment opportunities, credit recovery options, and post-secondary planning supports.

School and Student Performance Data

Academic Engagement Graduation Rate

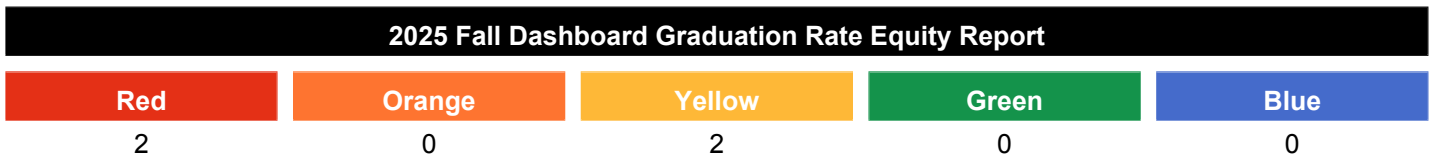
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>78.3% graduated</p> <p>Increased 7.8%</p> <p>115 Students</p>	<p>English Learners</p> <p>Red</p> <p>67.7% graduated</p> <p>Increased 7.7%</p> <p>31 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>66.7% graduated</p> <p>Increased 5.7%</p> <p>30 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>83.3% graduated</p> <p>Increased 1%</p> <p>12 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>78.4% graduated</p> <p>Increased 7.8%</p> <p>111 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>90.9% graduated</p> <p>Increased 10.3%</p> <p>22 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Filipino</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Hispanic</p> <p> Yellow</p> <p>73.7% graduated</p> <p>Increased 2.6%</p> <p>95 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>White</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>

Conclusions based on this data:

1. Brenkwitz High School has continued to increase graduation rates across multiple student groups.
2. The Overall performance for English Learners and long-term English learners was in the red, requiring additional academic and attendance supports to improve graduation outcomes.
3. Brenkwitz High School will continue to implement targeted credit-recovery interventions, case management, and individualized student supports to improve graduation rates for all students.

School and Student Performance Data

Conditions & Climate Suspension Rate

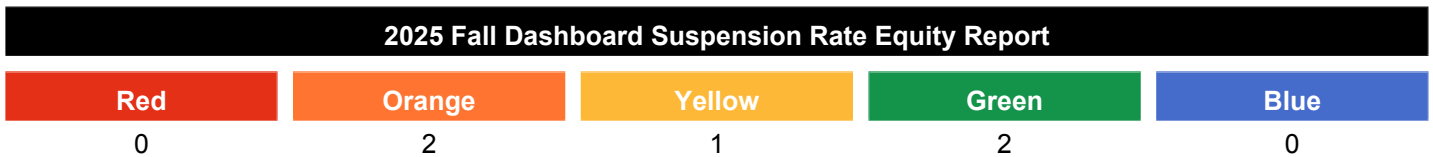
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>2% suspended at least one day</p> <p>Increased 0.4%</p> <p>202 Students</p>	<p>English Learners</p> <p>Green</p> <p>2.7% suspended at least one day</p> <p>Declined 0.4%</p> <p>37 Students</p>	<p>Long-Term English Learners</p> <p>Green</p> <p>2.9% suspended at least one day</p> <p>Declined 0.4%</p> <p>35 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>2.3% suspended at least one day</p> <p>Increased 0.6%</p> <p>175 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>5.4% suspended at least one day</p> <p>Increased 3.3%</p> <p>37 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>23 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>1.9% suspended at least one day</p> <p>Maintained 0%</p> <p>155 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>

Conclusions based on this data:

1. Brenkwitz High suspension rates have decreased overall, however some student groups continue to experience disproportionate disciplinary outcomes.
2. Brenkwitz will continue implementing restorative practices, social-emotional learning strategies, and relationship-centered interventions to improve school climate.
3. Brenkwitz High School remains committed to reducing exclusionary discipline practice and increasing positive student engagement and behavioral supports.

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

Brenkwitz High School will increase student achievement in English Language Arts by improving literacy skills, academic writing, reading comprehension, and communication through culturally responsive instruction, integrated English Language Development (ELD) strategies, targeted interventions, and literacy-rich learning experiences across all content areas. Particular emphasis will be placed on supporting English Learners, Long-Term English Learners, socioeconomically disadvantaged students, and students with significant learning gaps to increase the percentage of students who meet or nearly meet ELA standards.

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 data indicates that a significant percentage of Brenkwitz students are performing below standard in English Language Arts. Many students enter Brenkwitz with substantial gaps in literacy skills, including reading comprehension, academic writing, vocabulary development, and communication skills. English Learners, Long-Term English Learners, socioeconomically disadvantaged students, and Hispanic students continue to perform significantly below standard in ELA.

Additionally, schoolwide writing data indicates that many students struggle to compose organized multi-paragraph essays and effectively communicate ideas using academic language. Brenkwitz students require targeted literacy intervention, integrated ELD support, differentiated instruction, and increased opportunities for deeper learning and student engagement.

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
Percentage of students meeting or nearly meeting standards on ELA CAASPP	The majority of students are below baseline	200 points below standard
Baseline 283.7 below standard	Many students are unable to complete standards-aligned multi-paragraph writing	Increase the percentage of students who meet or nearly meet ELA standards by 10 points to standard
Student writing proficiency		Increase the percentage of students able to write a standards-aligned five-paragraph essay from baseline to 50%.
Reading comprehension and literacy skills	Significant literacy gaps among student groups	
English Learner academic language development	EL students continue to struggle in reading and writing domains	Increase student performance on schoolwide literacy benchmark assessments by 10%.
Student engagement in literacy activities	Inconsistent participation and engagement	Increase English Learner progress in reading, writing, speaking, and listening as measured by classroom assessments and ELPAC results.

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>Strategy 1: Standards-Based Literacy Instruction</p> <p>Teachers will implement culturally responsive, standards-aligned literacy instruction focused on reading comprehension, vocabulary development, analytical writing, speaking, and listening skills.</p> <p>Activities: Implement schoolwide literacy strategies across all content areas Utilize formative and benchmark assessments to monitor student progress Provide explicit instruction in academic vocabulary and writing structure Use differentiated instruction to support diverse learning needs</p> <p>Strategy 2: Writing Intervention and Academic Support</p> <p>Provide targeted intervention and structured writing support for students performing below grade level.</p> <p>Activities: Implement schoolwide writing prompts and benchmark assessments Conduct writing workshops focused on organization, revision, editing, and academic language Provide small-group instruction and intervention support</p>	All	<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 0 None Specified</p> <p>0 None Specified</p>

	<p>Offer tutoring, credit recovery, and literacy intervention opportunities Strategy 3: English Learner Support and Integrated ELD</p> <p>Strengthen designated and integrated English Language Development practices to support English Learners across all classes.</p> <p>Activities: Integrate ELD strategies into daily instruction Provide sentence frames, academic discourse opportunities, and language scaffolds Utilize collaborative learning structures and speaking activities Monitor EL progress through ELPAC and classroom performance data Strategy 4: Literacy Across the Curriculum</p> <p>Increase opportunities for students to engage in reading, writing, speaking, and critical thinking activities across all subject areas.</p> <p>Activities: Incorporate literacy strategies into science, social science, and elective courses. Implement project-based learning and deeper learning activities Expand opportunities for student presentations, debates, and collaborative discussions Utilize journalism, speech and debate, and other electives to strengthen literacy skills</p>		
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Annual Review

SPSA Year Reviewed: 2025-26

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 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 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 2026- 26 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 2027.

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

CAASPP data from Spring 2024-2025 were 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 students' 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 on 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
CAASPP/Math	Baseline 316.5 points below standard	Increase to 200 below standard

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 students who enroll at BHS need 15 or more math credits. More than half of these students need to pass. Algebra takes more than two quarters to complete.</p> <p>CAASPP data from Spring 2024-2025 were 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 students' 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> <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>	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>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: 2025-26

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 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.

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 strengths and areas for 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
ELPAC and CAASPP Data	0% making progress	25% making progress

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 conversational partnerships with native English speakers.</p> <p>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.</p> <p>Activity #4: Offer scaffolded support, visual aids, graphic organizers, and other instructional strategies to facilitate language acquisition and comprehension.</p> <p>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.</p> <p>Activity #5: Incorporate language-rich activities, discussions, and projects that promote language</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>development while reinforcing academic content knowledge.</p> <p>Strategy #6</p> <p>Foster cultural competency and awareness by incorporating culturally relevant materials, texts, and experiences into English language instruction.</p> <p>Activity #6 provides opportunities for ELs to explore and share their cultural backgrounds, traditions, and experiences through literature, storytelling, and cultural celebrations.</p> <p>Language Assessment and Progress Monitoring:</p> <p>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 strengths and areas needing improvement, and adjust instruction and support services accordingly.</p> <p>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 that foster language development and socialization.</p>		
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Annual Review

SPSA Year Reviewed: 2025-26

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 that 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 collaboration. 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
Percentage of students participating in VAPA programs.	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.	Increase the participation of students participating in VAPA by 20%

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		All Students	50,000

<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 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>21st Century After School Grant 5800: Professional/Consulting Services And Operating Expenditures Materials and Supplies</p>
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	<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: 2025-26

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.

Prop 28 funds were eliminated, which stopped the expansion of additional 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.

Elimination of Prop 28 Funds.

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 who 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 practices.

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
California Healthy Kids Survey	California Healthy Kids Survey Pre and Post Surveys Student Focus Groups Teacher Surveys	60% of students have 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	Strategy 1: Develop a climate where students feel loved, hope to graduate, and feel a sense of	All	30,000

	<p>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, community-oriented feeling. Create outside spaces at Brenkwitz where students can feel safe and comfortable to 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 who will inspire students to be more resilient and focused</p>		<p>21st Century After School Grant</p> <p>Artist fee, benches, planter boxes, and School Clubs, Murals</p> <p>None Specified None Specified</p> <p>1000 21st Century After School Grant</p> <p>Bus and Bart Tickets 50,000 LCFF 1000-1999: Certificated Personnel Salaries .5 Counselor</p> <p>None Specified</p> <p>None Specified</p> <p>None Specified</p>
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Annual Review

SPSA Year Reviewed: 2025-26

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, feel-good 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 school's overall. Parent participation has been minimal in school-wide events, including coffee with the principal, back-to-school nights, and awards assemblies. 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 the school and parents by providing regular updates on student progress, school events, and opportunities for involvement via 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, and resources on college and career options, social-emotional development, and strategies to support student learning at home to increase parents' understanding of the Brenkwitz program and Credit Recovery.

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, including 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 among the school, community organizations, businesses, and resources to support parent engagement efforts and address families' needs.

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	1-2 % Rate of parent participation in 25/26	Increase parent participation by 10%

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> <p>Activity #4 Wellness and job fairs, workshops,</p>	All Students	<p>2000 LCFF</p> <p>Parent Meetings, and Activities</p>

Annual Review

SPSA Year Reviewed: 2025-26

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 engage with 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 barriers to attendance for families, including through 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: 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 one another and offer 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 promptly reach out to families to address 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 to adjust as needed to support student attendance better.</p> <p>By implementing these activities comprehensively and in a coordinated manner, schools can effectively reduce chronic absenteeism and create a positive, supportive school environment where all students feel valued, engaged, and motivated to attend regularly.</p>		
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Annual Review

SPSA Year Reviewed: 2025-26

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 to adjust as needed to support student attendance better.

By implementing these activities comprehensively and in a coordinated manner, schools can effectively reduce chronic absenteeism and create a positive, supportive school environment where all students feel valued, engaged, and motivated to attend regularly. The attendance clerk runs a daily report on student absences and calls the family each day. 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.

A new attendance clerk started in 25/26, with limited hours.

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.

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 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
CA Dashboard	50% of students enroll in post-secondary schools. 8% prepared	15% 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
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 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 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>	All Students	<p>5000 LCFF Supplemental and Concentration Funds</p> <p>Field Trips, Materials and Supplies</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: Arrange job shadowing experiences or internships with local businesses, organizations, or professionals to provide students with hands-on exposure to different career fields. Partner with employers to offer internships, co-op programs, or summer employment opportunities that allow students to gain real-world experience and develop workplace skills.</p> <p>Strategy #5 College Visits and Campus Tours: 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 and provide transportation and logistical support for students to participate.</p> <p>Strategy #6: Provide support and resources for students interested in participating in dual enrollment or AP courses, including information sessions, academic advising, and exam preparation.</p> <p>Activity #6 Resume Building and Interview Skills Workshops: Conduct workshops on resume writing, cover letter preparation, and interview skills to help students prepare for college admissions, job applications, and internships. Offer mock interview sessions where students can practice interviewing techniques, receive feedback, and improve their communication and professional skills.</p> <p>Strategy #7 College and Career Planning Portfolios: Activity #:7 Assist students in creating college and career planning portfolios documenting their academic achievements, extracurricular activities, volunteer experiences, and career exploration efforts.</p>		
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Annual Review

SPSA Year Reviewed: 2025-26

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 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: 2025-26

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.

No budget expenditures were 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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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
	2	

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			
10.2			None Specified
10.3		All	None Specified

Annual Review

SPSA Year Reviewed: 2025-26

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.

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	\$17,419
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$205,500.00
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 (\$)
21st Century After School Grant	\$81,000.00
General Fund	\$1,500.00
LCFF	\$102,000.00
LCFF Supplemental and Concentration Funds	\$13,000.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$197,500.00

Total of federal, state, and/or local funds for this school: \$205,500.00

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	-94,000.00
LCFF	311,000	209,000.00
LCFF	243,000	141,000.00

Expenditures by Funding Source

Funding Source	Amount
21st Century After School Grant	81,000.00
General Fund	1,500.00
LCFF	102,000.00
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	50,000.00
None Specified	1,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	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	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF	50,000.00
2000-2999: Classified Personnel Salaries	LCFF	50,000.00
	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	81,000.00
Goal 6	2,000.00
Goal 7	1,500.00
Goal 8	5,000.00
Goal 9	0.00

School Site Council Membership

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

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

Name of Members	Role
Yvette Beavers	Principal
Maggie Ballard	Classroom Teacher
Lani Tica	Parent or Community Member
Joel Pierre	Classroom Teacher
Cristina Montes	Other School Staff
Richard Bennett	Classroom Teacher Secondary Student
Anthony Brown	Secondary Student
Ervin Tecero	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, 2026.

Attested:

Principal, Dr. Yvette Beavers on June 2, 2026
SSC Chairperson, Maggie Ballard on June 2, 2026
ELAC Representative, Karla Covarrusbais on June 3, 2026

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) 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.

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.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

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

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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