School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bishop Union High School	14-76687-1431600		

Purpose and Description

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

Schoolwide Program

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

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Comprehensive Needs Assessment Components

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

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

Teachers were surveyed on the Implementation of State Standards by the district (State Priority 2). There were 22-35 responses depending on the question asked. Over 80% of respondents rated math at a high level of implementation:

Full Implementation (4 or 5 on Lichert scale) of district's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks
Math 81% (31 respondents)

Full Implementation (4 or 5 on Lichert scale) of extent to which teachers have fully implemented the district-adopted instructional materials in the classroom
Math 87% (30 respondents)

Whereas in the areas of History/Social Studies and Science the percentage was lower:
Full Implementation (4 or 5 on Lichert scale) of district's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks:
NGSS 40% (30 respondents)
History/Social Studies 33% (27 respondents)

Full Implementation (4 or 5 on Lichert scale) of extent to which teachers have fully implemented the district-adopted instructional materials in the classroom
NGSS 40% (25 respondents)
History/Social Studies 36% (25 respondents)

The district conducted survey of parents and community pertaining to LCAP goals in the spring of 2016. Results indicated that current district goals are aligned with the priorities of the local community. More than 60% of respondents indicated that Course Access and Student Engagement as their highest priorities.

The California Healthy Kids Survey (CHKS) was administered to 9th graders in the fall of 2016. Results showed that the students' perceived safety on campus as high, with very little harassment, violence, or victimization. One of the area to explore further is school connectedness. Many of the results in this category show a low belief in meaningful participation in school and their classrooms.

Since the 2017-18 school year, all students in grades 9 and 11 have been taking the CHKS survey annually.

Classroom Observations

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

Formal classroom observations and evaluations are conducted as dictated by the negotiated teacher contract. Informal observations and classroom walk-throughs are conducted on a regular basis by site administration.

EDI strategies such as partner talk, random calling, and teacher modeling as well as various forms of CFU (Checking for Understanding) are being observed in most classrooms on a regular basis.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

~State assessment results are reviewed annually by the school staff (no assessment was given in the Spring of 2020)

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

In addition to daily formative assessment, teachers use curriculum embedded assessments, benchmark assessments, and the Illuminate test item bank to monitor student academic progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

In 2019-2020, there were 0 misassignments of teachers.

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

All English Language Arts teachers have been trained on the adopted English Language Arts/English Language Development instructional materials (August 2016). All math teachers have been trained on the Pearson Integrated Math instructional materials (2014). Under normal circumstances, district teachers participate in two countywide professional development days facilitated by ICSOS with input from teachers and administration and two district-facilitated days prior to the start of the school year. ***Note: The 2020-2021 school calendar has been modified to meet the needs of Distance Learning and Hybrid models which has resulted in the postponement or cancellation of the traditional professional development that normally take place each year.

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

Countywide professional development days have been in two areas: 1) Classroom instructional tools that included EDI and AVID-based strategies to support California Common Core State Standards. 2) Student wellness through Trauma Informed Practices (TIP) and Positive Behavior Intervention and Supports (PBIS)

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

Staff from the Curriculum & Instruction department at ICSOS provides support for teachers upon request of the teacher in the form of coaching, co-teaching and co-planning or technology integration support. The school district participates in the Center for Teacher Innovation (Riverside County Office of Education) Induction program which support first and second year teachers through a collaborative coaching model. Site administration provides guidance in instructional assistance and support for teachers through feedback in the form of written communication and meetings after walk-throughs and observations.

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

BUHS teachers collaborate by content areas and grade levels to form instruction and support student learning; collaboration meetings take place weekly.

Teaching and Learning

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

All curricular materials, with the exception of science, are aligned to current state standards. Science materials review took place in the spring of 2019 and selections were made but adoption has been postponed until the 2021-2022 school year.

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

N/A

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

A 30-minute intervention period is built into the master schedule (Tue-Fri) and support classes in math and English are offered in addition to student's regular math and ELA placement.

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

100% of students have access to standards-based instructional materials.

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

Pearson Integrated Math intervention materials are used in the core courses. Collections (ELA/ELD) curriculum is used by all ELA teachers.

Opportunity and Equal Educational Access

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

Teachers utilize small group instruction within the regular program to differentiate for underperforming students. The teachers of the core courses refer students to intervention through written prescriptions individualized for each student. Afterschool academic support is available to students in the areas of English and math from certificated staff.

Evidence-based educational practices to raise student achievement

Explicit Direct Instruction strategies including pair-share, using complete sentences and academic language, and random calling. Close reading and other AVID-based strategies are being used schoolwide.

Parental Engagement

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

Several resources are available to assist under achieving students: Teachers are available to students during homeroom and lunch for students and by appointment for parents; afterschool tutoring is offered for math and English and the Student Center is open three days afterschool for all students in need of academic support; Saturday school is available for academic support; the Indian Ed Center on the Bishop Paiute reservation assists native American students and their families; title VII liaison is available to assist native families as needed.

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

The school seeks input from parents via the ELAC, SSC, and district-level parent survey. Teachers and support staff give input at staff meetings and PLC meetings, and participate in a yearly survey conducted by the county Curriculum & Instruction office which helps inform professional development decisions.

<u>Funding</u>

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

Fiscal support (EPC)

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The 2020-2021 BUHS SPSA was reviewed and approved by the Site Council in December of 2020. The site council consists of four parents, two teachers, one classified and the site principal.

Resource Inequities

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

For the 2020-2021 school year, while traditional funding was projected to be below prior years, additional funding sources became available to support unforeseen needs to support distance learning and other Covid-related expenses. No glaring funding shortages are impacting the educational environment at this time.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	12.54%	14.24%	14.41%	71	83	84
African American	0.18%	0.34%	0.86%	1	2	5
Asian	1.59%	1.03%	0.86%	9	6	5
Filipino	0.35%	0.17%	0.17%	2	1	1
Hispanic/Latino	34.45%	36.19%	36.71%	195	211	214
Pacific Islander	%	0.17%	0.17%		1	1
White	42.23%	40.82%	41.34%	239	238	241
Multiple/No Response	2.47%	2.23%	4.29%	14	13	7
			Total Enrollment	566	583	583

The table header "Student Enrollment by Subgroup" spans the top of the table.

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	167	172	157
Grade 10	127	157	170
Grade 11	150	121	144
Grade 12	122	133	112
Total Enrollment	566	583	583

The table header "Student Enrollment by Grade Level" spans the top of the table.

Conclusions based on this data:

1. The overall student population has increases each of the last three years with additional growth expected for the next two years as well. The initial student population for BUHS in the 20-21 school year was projected to be as high as 675. The actual enrollment dropped to just under 600 when the decision was made to move to a distance learning model and then to approximately 580 when the hybrid model.

2. Significant subgroups that continue to contribute to the growth include the Native American and Hispanic populations. These two groups along with our SED population are a focus for our site in terms of academic achievement.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	17	14	22	3.0%	2.4%	3.8%
Fluent English Proficient (FEP)	128	143	139	22.6%	24.5%	23.8%
Reclassified Fluent English Proficient (RFEP)	3	4	0	7.3%	23.5%	0.0%

Conclusions based on this data:

1. After several years of decline, the number of EL students increased by more than 50% for the 19-20 school year.

2. While we continue to see "newcomer" enrollment each each year, the EL student population has become more proficient with the English language by the time they reach high school.

3. The change from CELDT to ELPAC as a measure of proficiency may have an impact on this data.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	129	139	117	126	134	112	125	134	112	97.7	96.4	95.7
All Grades	129	139	117	126	134	112	125	134	112	97.7	96.4	95.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2608.	2561.	2614.	26.40	23.13	25.89	32.00	23.13	40.18	28.00	17.91	21.43	13.60	35.82	12.50
All Grades	N/A	N/A	N/A	26.40	23.13	25.89	32.00	23.13	40.18	28.00	17.91	21.43	13.60	35.82	12.50

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	32.00	27.61	31.25	55.20	43.28	50.89	12.80	29.10	17.86
All Grades	32.00	27.61	31.25	55.20	43.28	50.89	12.80	29.10	17.86

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	33.60	31.34	41.07	48.80	27.61	47.32	17.60	41.04	11.61
All Grades	33.60	31.34	41.07	48.80	27.61	47.32	17.60	41.04	11.61

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	28.00	17.16	18.75	60.80	59.70	73.21	11.20	23.13	8.04
All Grades	28.00	17.16	18.75	60.80	59.70	73.21	11.20	23.13	8.04

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	32.00	29.10	34.82	46.40	36.57	49.11	21.60	34.33	16.07
All Grades	32.00	29.10	34.82	46.40	36.57	49.11	21.60	34.33	16.07

Conclusions based on this data:

1. No CAASPP testing was done during the 2019-2020 school year so no comparisons of data could be made.

2. The Research/Inquiry strand has the highest percentage (49.2%) of students at or near standard. Listening (8.04%) has the lowest percentage of students below standard. While there was significant improvement from 17-18 to 18-19 (+20%), the 18-19 test scores in ELA were were only 8% higher than those in 16-17.

3. School staff annually reviews reports generated by KeyData Systems. Socio-economically disadvantaged (SED) students continue to score lower in ELA (21% standard not met) than non-SED (8% standard not met). Redesignated Fluent English Proficient (RFEP) students perform about the same as English only students: 12% RFEP not meeting standard and 10% EOs not meeting standard

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	129	139	117	125	133	112	125	133	112	96.9	95.7	95.7
All Grades	129	139	117	125	133	112	125	133	112	96.9	95.7	95.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2582.	2573.	2590.	12.00	14.29	15.18	26.40	22.56	20.54	24.80	21.80	32.14	36.80	41.35	32.14
All Grades	N/A	N/A	N/A	12.00	14.29	15.18	26.40	22.56	20.54	24.80	21.80	32.14	36.80	41.35	32.14

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	21.60	27.07	19.64	34.40	27.07	36.61	44.00	45.86	43.75
All Grades	21.60	27.07	19.64	34.40	27.07	36.61	44.00	45.86	43.75

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	17.60	16.54	23.21	48.00	42.86	48.21	34.40	40.60	28.57
All Grades	17.60	16.54	23.21	48.00	42.86	48.21	34.40	40.60	28.57

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	14.40	22.56	18.75	61.60	54.14	62.50	24.00	23.31	18.75
All Grades	14.40	22.56	18.75	61.60	54.14	62.50	24.00	23.31	18.75

Conclusions based on this data:

1. No CAASPP testing was done during the 2019-2020 school year so no comparisons of data could be made.

2. Not including the 19-20 school year, over the last three years, the participation rate has averaged 96.1%. The percent of students in 11th grade who meet or exceed standards in math remained the same (about 36%); the percent of students in the Not Met category decreased from 41% to 32% from 17-18 to 18-19.

3. School staff annually reviews reports generated by KeyData Systems. Socio-economically disadvantaged (SED) students score lower in Math (58% standard not met) than non-SED (22% standard not met). There are more Redesingated Fluent English Proficient (RFEP) students not meting standard (56% standard not met) than English only students (30% standard not met) in math.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	*	*	*	*	*	*	*	5
Grade 10	*	*	*	*	*	*	*	5
Grade 11	*	*	*	*	*	*	*	*
Grade 12	*	*	*	*	*	*	*	*
All Grades							13	14

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		*	*	*		*	*	*	*	*
10		*	*	*		*	*	*	*	*
11	*	*	*	*		*		*	*	*
12	*	*	*	*		*		*	*	*
All Grades	*	14.29	*	35.71		42.86	*	7.14	13	14

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*		*	*	*	*	*
10	*	*		*		*	*	*	*	*
11	*	*	*	*		*		*	*	*
12	*	*	*	*		*		*	*	*
All Grades	*	14.29	*	57.14		21.43	*	7.14	13	14

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		*		*	*	*	*	*	*	*
10		*	*	*		*	*	*	*	*
11	*	*	*	*		*		*	*	*
12		*	*	*	*	*		*	*	*
All Grades	*	0.00	*	28.57	*	50.00	*	21.43	13	14

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*	*	*	*	*
All Grades	*	0.00	*	85.71	*	14.29	13	14

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	85.71	*	7.14	*	7.14	13	14

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	0.00	*	64.29	*	35.71	13	14

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	14.29	*	85.71		0.00	13	14

Conclusions based on this data:

1. ELPAC testing was not completed during the 19-20 school year. This would have been the first full year of ELPAC testing after moving from the CELDT. Information below is reflective of the prior year's data comparisons.

2. 100% of students tested were designated as Somewhat/Moderately or Well Developed in the Writing domain, 64.29% in the Reading domain, 92.85% in the Speaking domain, and 85.71% in the Listening domain

3. 61.43% of the students tested were rated as a 3 or higher in Oral Language and 28.57% in Written Language with exactly 50% rated a 3 or better overall.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
583	**47.5**	**2.4**	**0.5**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	14	2.4
Foster Youth	3	0.5
Socioeconomically Disadvantaged	277	47.5
Students with Disabilities	68	11.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.3
American Indian	83	14.2
Asian	6	1.0
Filipino	1	0.2
Hispanic	211	36.2
Two or More Races	28	4.8
Pacific Islander	1	0.2
White	238	40.8

Conclusions based on this data:

1. The data shown here is from the 2018-2019 school year and while not significantly different demographically, does not reflect current enrollment.

2. The SED population continues to be our largest subgroup of students within the student population.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Graduation Rate** Blue	**Suspension Rate** Red
Mathematics Green		
College/Career Orange		

Conclusions based on this data:

1. Of note, the Suspension Rate indicator of red is not accurate. Data from the 2017-2018 school year was not uploaded correctly (showed zero suspensions) so when the data for 2018-2019 came in it looked like we had a huge increase when in fact our suspensions actually dropped.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	0	1

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	No Performance Color	No Performance Color
32.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Increased Significantly ++53 points	7	
111		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
0 Students	5.1 points below standard	89 points below standard
	Increased Significantly ++54.8 points	Increased Significantly ++78.9 points
	47	15

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	48.6 points below standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy
	Increased Significantly ++36.7 points		1
	11		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Blue
0.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	71.4 points above standard
Increased Significantly ++47.6 points	9		Increased Significantly ++53.6 points
40			49

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	43.4 points above standard
1	6	Increased Significantly ++39.3 points
		83

Conclusions based on this data:

1. No CAASPP test was administered during the Spring of 2020 so no comparative data is available for Fall of 2020.

2. The same significant subgroups (Hispanic, Native American, SED) remain a concern despite no testing
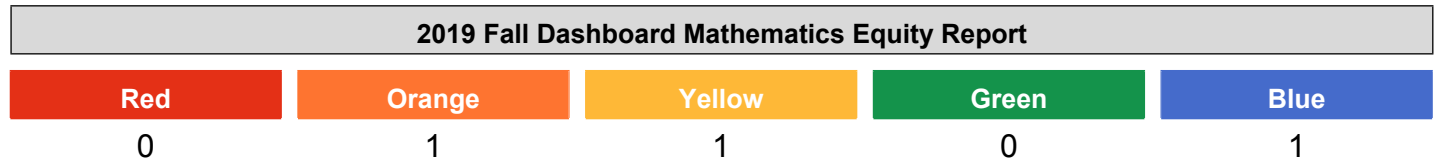
School and Student Performance Data

Academic Performance
Mathematics

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	0	1

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	
36.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	
Increased Significantly ++17 points	7	
111		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Yellow	No Performance Color
	69.8 points below standard	189 points below standard
	Increased Significantly ++34.8 points	Declined -5 points
	47	15

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
	No Performance Color		No Performance Color
	114.7 points below standard		Less than 11 Students - Data Not Displayed for Privacy
	Declined -14 points		
	11		1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color		Blue
82.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy		11.9 points above standard
Maintained ++2.7 points	9		Increased Significantly ++30.2 points
40			49

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

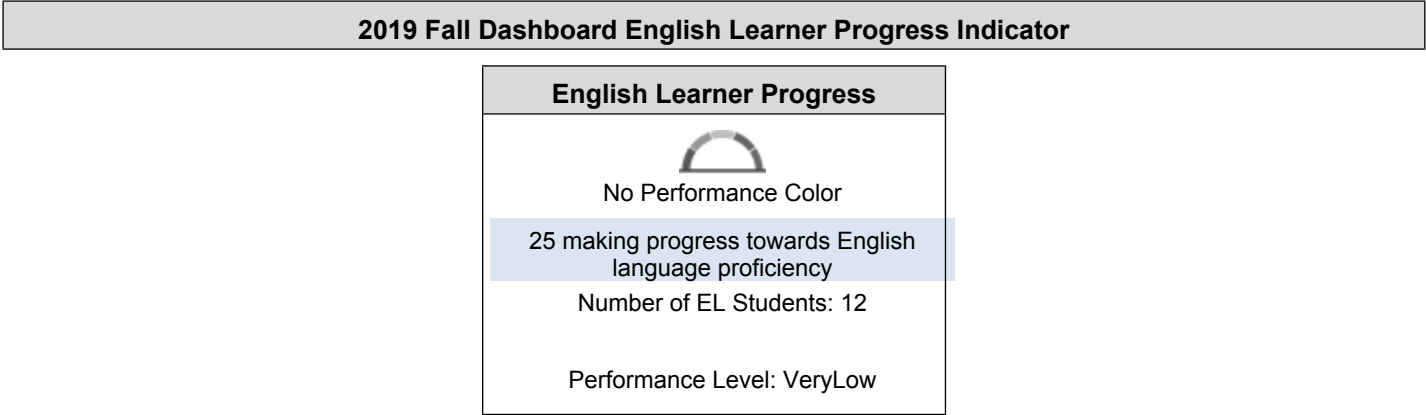| 2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	18.8 points below standard
1	6	Increased ++9.9 points
		83

Conclusions based on this data:

1. No CAASPP test was administered during the Spring of 2020 so no comparative data is available for Fall of 2020.

2. The same significant subgroups (Hispanic, Native American, SED) remain a concern despite no testing

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
25 making progress towards English language proficiency
Number of EL Students: 12
Performance Level: VeryLow

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.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
		16.6	8.3

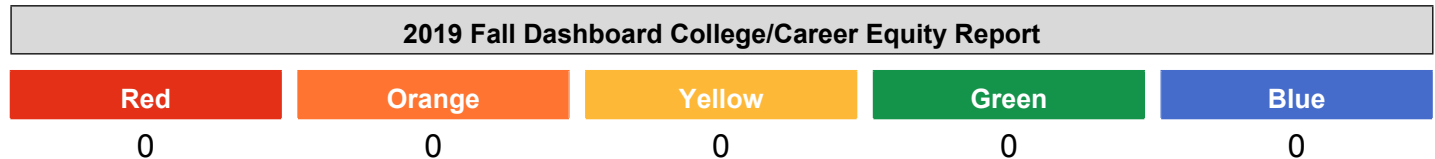**Conclusions based on this data:**

1.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	No Performance Color
45.7	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -6.9	0 Students	0 Students
127		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	0 Students

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
52.6 **Prepared**	52.6 **Prepared**	45.7 **Prepared**
25 **Approaching Prepared**	25 **Approaching Prepared**	28.3 **Approaching Prepared**
22.4 **Not Prepared**	22.4 **Not Prepared**	26 **Not Prepared**

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	1	1
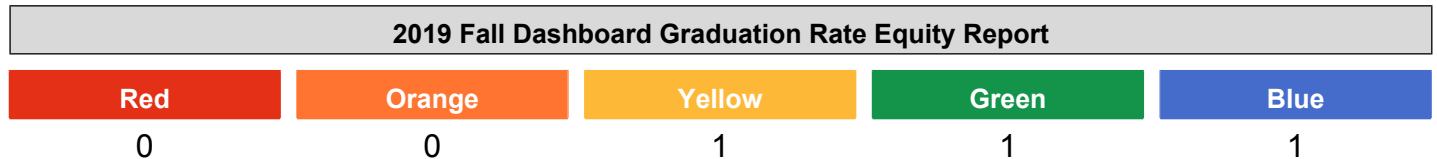
This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	No Performance Color	No Performance Color
95.3	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.4	7	1
128		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	94.4	78.6
1	Maintained +0.3	14
	72	

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	92.3	Less than 11 Students - Data Not Displayed for Privacy	0 Students
1	13	2	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Yellow
98	Less than 11 Students - Data Not Displayed for Privacy	0 Students	94.2
Increased +6.1	7		Declined -2.1
49			52

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

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
95.7	95.3

Conclusions based on this data:

1. Graduation Rate for the 2020 school year was

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
4	2	0	0	0
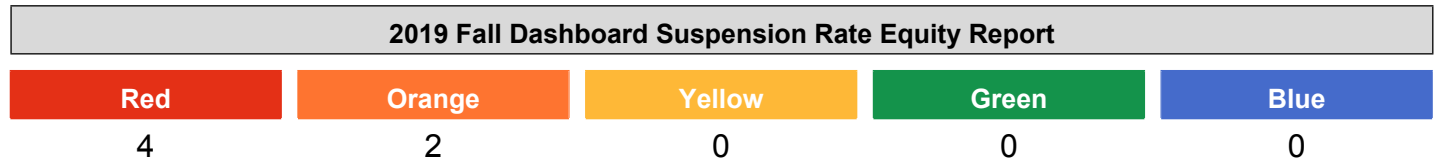
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	No Performance Color	No Performance Color
7	0	Less than 11 Students - Data Not ~~Displayed for Privacy~~ 3
Increased Significantly +7	Maintained 0	
604	16	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Red	Red
	9.2	14.1
	Increased Significantly +9.2	Increased +14.1
	295	71

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	Red	No Performance Color	No Performance Color
Less than 11 Students - Data	14.3	Less than 11 Students - Data	Less than 11 Students - Data
3	Increased +14.3	7	1
	91		

Hispanic	Two or More Races	Pacific Islander	White
Orange	Red	No Performance Color	Orange
4.1	14.3	Less than 11 Students - Data	5.8
Increased Significantly +4.1	Increased +14.3	1	Increased Significantly +5.8
218	42		241

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	7

Conclusions based on this data:

1. Suspension data for 2020 is incomplete due to school closure in March

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student achievement

LEA/LCAP Goal

Prepare students with the skills necessary to excel in college and career.

Goal 1

By June of 2021, 85% of graduating seniors will have completed the A-G requirements or a CTE Pathway that allows for eligibility for military, journeyman employment, or advanced placement in post-secondary institutions.

Identified Need

- Improve ELA and Math achievement as indicated on both CAASP (when testing resumes and data becomes available)
- Improve CTE opportunities that lead to immediate employment, advanced placement in a post-secondary institution, or college readiness for Hispanic and SED subgroups
- Evaluation of student data on CCI (SBAC results, completion of CTE pathway, & meeting A-G requirements) indicates there is gap between school-wide student data (currently 52.6%) and two significant subgroups: SED (41.2%) and Hispanic (32.4%).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students completing A-G requirements	46% in 16-17 49% in 17-18 / 54% in 17-18	• 60% of all students meeting A-G requirements w/ both SED and Hispanic population improving by 5% each
Percentage of students completing CTE Pathway		25% of all students meeting CTE Pathway requirements w/ both SED and Hispanic population improving by 5% each
Percentage of students college ready or conditionally ready per EAP	ELA - 65% / Math 42%	ELA - 65% / Math 42%
Graduation rate for all students including SED and NA	93%	93%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of CTE courses that incorporate hands-on, job-related experiences	4	4
Percentage of students with a GPA of 2.0 or higher for courses described under 51220 of CA Ed Code	91%	91%
Number of students who have passed at least 1 AP test with a score of 3 or higher	47	47

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide targeted Tier 2 support for students who are performing below required performance level (C or better) while meeting A-G requirements.

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

Amount(s)	Source(s)
72856	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 5% for Guidance Staff identification and rescheduling of students, 28.63% for 2 certificated intervention staff and 10.60% for 3rd intervention teacher
4228	LCFF - Supplemental 2000-2999: Classified Personnel Salaries 5% for Guidance Staff identification and rescheduling of students
33703.00	LCFF - Supplemental 3000-3999: Employee Benefits Benefits for staff
5354	Title VII Part A: Indian Education 2000-2999: Classified Personnel Salaries NAL Liaison 25%

3999	Title VII Part A: Indian Education 3000-3999: Employee Benefits Benefits for Liaison 1/2 charged to Title VII the other half to supplemental - see below
3407	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Liaison portion charged to supplemental
2511	LCFF - Supplemental 3000-3999: Employee Benefits Liaison portion charged to supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Require Success course and/or Module in all grade levels annually (grade 9 / one semester; grades 10-12 / 8 week bridge modules)

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

Amount(s)	Source(s)
131890	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Success Teachers 65% 2 teachers and 10.60% of 2 others plus Stipends
51028	LCFF - Supplemental 3000-3999: Employee Benefits Teacher Benefits
2500	Lottery: Instructional Materials 4000-4999: Books And Supplies Yearly curricular material needs

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide CTE Pathways that include a certification (or course that leads to certification) and/or capstone courses.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
288053	LCFF 1000-1999: Certificated Personnel Salaries CTE teacher salaries
125048	LCFF 3000-3999: Employee Benefits CTE Teacher Benefits
200000	LCFF 5800: Professional/Consulting Services And Operating Expenditures Costs to ICOE for CTE teachers provided by JPA.
38060	LCFF 4000-4999: Books And Supplies Supplies for CTE classes
30112	LCFF 5000-5999: Services And Other Operating Expenditures Repairs and services for CTE classes.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

At least one time per year, provide college and career assistance to every student through the guidance/counseling and Native American Liaison offices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
157050	LCFF 1000-1999: Certificated Personnel Salaries Guidance Counselors
80328	LCFF 2000-2999: Classified Personnel Salaries Guidance Technician salaries
115491	LCFF 3000-3999: Employee Benefits

	Benefits for Guidance
10222	LCFF - Supplemental 2000-2999: Classified Personnel Salaries NA Liaison
7534	LCFF - Supplemental 3000-3999: Employee Benefits NA Liaison
16063	Title VII Part A: Indian Education 2000-2999: Classified Personnel Salaries Liaison partially charged to Title VII and Supplemental. See Above
11998	Title VII Part A: Indian Education 3000-3999: Employee Benefits Liaison partially charged to Title VII and Supplemental. See Above

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Develop a Graduate Profile district-wide

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Part of Counselors costs from Goal 1 Strategy 4

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

SED / Hispanic / Native American students

Strategy/Activity

Increase student participation in the the AVID program through teacher recommendation both at BUHS and at the 8th Grade level at HSMS.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2134.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries AVID Teachers 40 hours per year
928.00	LCFF - Supplemental 3000-3999: Employee Benefits Benefits for teachers

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

In addition to adopting additional graduation requirements (3 years of Math, Success), a coordinated effort between teachers, guidance personnel, and Native American Liaison will be made to monitor and provide appropriate, timely intervention to all students with particular attention paid to our SED, NA, and Hispanic population. Weekly Admin/Guidance meetings are taking place to discuss those students who have been identified as struggling academically so that intervention can be implemented through Math Support, Homeroom Intervention, Yellow Pass System, or after school support. Open communication between the staff members noted above as well as HSMS staff, early identification of students who qualify for the AVID program takes place in order to provide those students with structure and support to reach our goal for College and Career Readiness. This additional area of support will provide those students with a track to either meet A-G requirements or a CTE Pathway and then assure they remain on track throughout their time at BUHS.

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

For the 2020-2021 school year, the educational impacts resulting from school closure and limitations to in-seat instruction have restricted our capacity to serve our students in traditional ways. Nonetheless, we continue to work to meet the goals outlined in this section and place college and career readiness as a priority for all students.

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.

No changes will be made to this goal. The guidance department has regularly communicated any changes to college entrance requirements and other career-related post-secondary information to seniors and all students as needed.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Quality of instruction and instructional materials

LEA/LCAP Goal

Increase the quality of instruction for all students by deepening implementation of the Common Core State Standards.

Goal 2

The administration and staff will continue to take part in professional development which focus on instructional strategies that addresses Common Core State Standards (CCSS) as well as use curriculum that is aligned with CCSS and NGSS. For the 2020-2021 school year specifically, teachers will collaborate within departments to identify the essential standards that will need to be covered by the end of the school year in order to address the transitions to subsequent courses that will follow. (Note: Due to the closure of schools for in-person instruction, state required "Hold Harmless" guidelines, and cancellation of statewide testing, no data is available to measure the academic growth outlined in this goal.) Additionally, appropriate resources (both curriculum and technology) will be made available to teachers to support the online component for our distance learners.

Identified Need

- Reduction in capacity to cover all traditional CCSS and NGSS standards will require the identification of essential standards than can be covered under the current pacing and educational conditions.
- Improve ELA and Math achievement as indicated on both CAASP and MAP
- Accountability and evidence that teachers are using engaging teaching strategies in their classrooms each day that align with EDI and use AVID strategies.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Williams/SARC percentage of teachers properly credentialed and assigned	Williams/SARC percentage of teachers properly credentialed and assigned 100%	Maintain 100%
Williams/SARC percentage of students having access to district adopted instructional materials at school and home	Williams/SARC percentage of students having access to district adopted instructional materials at school and home. 100%	Maintain 100%
Percentage of teachers attending professional development as measured by sign-in sheets	100% of staff attend professional development that specifically targets Common Core instruction and supporting classroom practices	95% of staff attend professional development that specifically targets Common Core instruction and supporting classroom practices

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Administration of four quarterly benchmark test within each department	100% compliance	Maintain 100% compliance

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue to implement AVID instructional strategies with focus on Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) as well as supporting "instructional norms" with fidelity schoolwide.

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

Amount(s)	Source(s)
19910.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries PLC Stipends
956	LCFF - Supplemental 3000-3999: Employee Benefits Benefits

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Use systematic process for reviewing curriculum and accompanying resources during adoption cycles to ensure material is aligned to California Common Core State Content Standards (CCSS) or Next Generation State Standards (NGSS).

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

Amount(s)	Source(s)

1400.00	LCFF 1000-1999: Certificated Personnel Salaries Subs for teacher release time to review materials
210.00	LCFF 3000-3999: Employee Benefits Benefits fro sub teacher costs

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue use of EDI strategies in classroom.

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

Amount(s)	Source(s)
0	No added costs

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Maintain teacher assignments that are aligned with teacher credentials, as well as, assure that those mis-assigned will complete appropriate steps to be properly credentialed. Assure that 100% of teaching staff meets Williams/SARC requirement by continuing hiring practices that ensure properly credentialed teachers are selected to fill vacancies or provide program to ensure new hire is completing the required steps to achieve proper credential.

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

Amount(s)	Source(s)
1,827,418	LCFF 1000-1999: Certificated Personnel Salaries Salaries for teachers not accounted for in other parts of the plan

789,818	LCFF 3000-3999: Employee Benefits Benefits for teachers
230081.00	LCFF 2000-2999: Classified Personnel Salaries Certificated Staff not otherwise accounted for in the SPSA

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Administer quarterly benchmarks that have been updated as needed to address Common Core Standards within each classroom to generate data that will form instruction through the PLC process.

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

Amount(s)	Source(s)
11800.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures Costs for Illuminate program

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students with special needs.

Strategy/Activity

Assure that all special education staff are properly credentialed and/or qualified and trained to ensure student success, safety and achievement

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

Amount(s)	Source(s)
221216	Special Education 1000-1999: Certificated Personnel Salaries Special Education Teacher Salaries
223589	Special Education

	3000-3999: Employee Benefits Benefits for SPED staff
149027	Special Education 2000-2999: Classified Personnel Salaries Aides and support staff for special education students

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide teachers and students with appropriate and adequate technology to deliver and receive online instruction when distance learning is taking place.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	4000-4999: Books And Supplies Teacher laptops and hover cams were supplied from District funding not site funding. Estimated costs $41,000

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Effectiveness of the strategies outlined here are difficult to measure as normal assessment data (SBAC, benchmarks, etc.) is unavailable due to Covid-related changes and cancellation of statewide testing.

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

The goals and strategies noted in this section remain unchanged from last year as they will continue to the be focus of our efforts wherever possible as well as when the educational environment returns to normal. Budget expenditures have changed to some degree as implementation of some noted practices has been impossible.

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.

No changes to this goal will be made as they continue to be the focus of our efforts. Strategies noted above will be implemented to the degree that it is possible under the current conditions.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student achievement

LEA/LCAP Goal

Ensure all student populations achieve annual measurable academic growth by providing targeted additional support in literacy and math.

Goal 3

By June 30, 2021, the staff and administration will continue to implement, evaluate, and refine enrichment/intervention programs to support the English Learner (EL), Socio-economic Disadvantaged (SED), and Native American (NA) populations to improve student achievement as measured by CAASPP results and benchmark evaluation. (Note: Due to the closure of schools for in-person instruction, state required "Hold Harmless" guidelines, and cancellation of statewide testing, no data is available to measure the academic growth outlined in this goal.)

Identified Need

Subgroups that are under performing (not meeting grade level standards) on the CAASPP tests and benchmarks include EL, SED, and NA. Despite closure, the subgroups noted in this goal remain the focus of our efforts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP ELA results show 66% of 11th grade students Met or Exceeded proficiency rates	66% Met or Exceeded	Maintain 66% Met or Exceeded
CAASP Math results show 37% of 11th grade students Met or Exceeded proficiency rates	37% Met or Exceeded	45% Met or Exceeded

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Offer extended day opportunities for tutoring for all pupils (after school academic support & credit recovery).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8000	CARES Act 1000-1999: Certificated Personnel Salaries Teacher Extra Duty Pay
5869	CARES Act 3000-3999: Employee Benefits Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers will use formative student assessment data including benchmarks in Professional Learning Communities for the purpose of providing timely remediation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries PLC Stipends Costs included in Goal 2 Strategy 1
0.00	LCFF - Supplemental 3000-3999: Employee Benefits PLC leader costs included in Goal 2 Strategy 1

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Utilize homeroom period to provide intervention for all students in Math and Language Arts and as an advisory period to foster student goal setting & study skills

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
271256	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Staff Salary for 120 minutes per week
100285	LCFF - Supplemental 3000-3999: Employee Benefits Benefits

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Implement AVID teaching strategies in 100% of classrooms and provide AVID course for qualifying students annually in grades 9-12.

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

Amount(s)	Source(s)
5896	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Avid fees
34666	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Avid Teacher
12536	LCFF - Supplemental 3000-3999: Employee Benefits Teacher Benefits

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Use peer mentors, Link Crew leaders, intervention tutors, and second-year career Pathways students to encourage and support goal setting during grade-level Homeroom period.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Included in intervention costs from Goal 1 Strategy 1

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

Provide targeted ELD Support during Homeroom as well as through strategic use of EL Aide during regular class time.

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

Amount(s)	Source(s)
67636	LCFF 1000-1999: Certificated Personnel Salaries Teacher Salary
32994	LCFF 3000-3999: Employee Benefits Benefits for aide and teacher
12346	LCFF 2000-2999: Classified Personnel Salaries ELD Aide

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students identified as not meeting grade level standards on the Fall 2019 MAP test.

Strategy/Activity

Provide targeted support or intervention in Math, Reading, or Language Usage through Khan Academy for Math, SSR for Reading, and Homeroom Intervention for Language Usage.

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

Amount(s)	Source(s)
10000	LCFF 5800: Professional/Consulting Services And Operating Expenditures Costs for Kahn, Odyssey and other on-line licenses.

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

NA students

Strategy/Activity

Native American Liaison will monitor academic progress of Native American population and meet with individual students to ensure they are accessing available intervention and support.

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

Amount(s)	Source(s)
0.00	Title VII Part A: Indian Education 2000-2999: Classified Personnel Salaries NAL Salary Cost included in prior actions
0.00	Title VII Part A: Indian Education 3000-3999: Employee Benefits Costs included in prior actions

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Require all students to read from grade level appropriate novel of choice or assigned novel at for 15 minutes each Tuesday during Homeroom.

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

Amount(s)	Source(s)
2500.00	Lottery: Instructional Materials 4000-4999: Books And Supplies Books for program

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Use Khan Academy or other targeted support tool to address foundational skills for those identified as below grade level through MAP test data.

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

Amount(s)	Source(s)
	Included in the costs associated with Goal 3 Strategy 7

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

At-risk students who are underperforming and in danger of failing (not receiving credit) as identified by admin, guidance, and teachers.

Strategy/Activity

This strategy is specific to the 2020-2021 school year. Provide targeted intervention and support in small groups after school and on Fridays using subject area teachers.

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

Amount(s)	Source(s)
14000	CARES Act 1000-1999: Certificated Personnel Salaries Teachers 4 @ $35 per hour X 2 hours per week X 25 weeks a year
735.00	CARES Act 3000-3999: Employee Benefits Teacher benefits.

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

At-risk students who are underperforming and in danger of failing (not receiving credit) as identified by admin, guidance, and teachers.

Strategy/Activity

Provide on-site support and a healthy educational environment four days per week to students identified as highly at-risk during the current hybrid learning model to increase chances for successful completion and passing of classes.

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

Amount(s)	Source(s)
	CARES Act 1000-1999: Certificated Personnel Salaries Being provided by teachers and aides during normal school day. Costs included in prior actiona.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Limitations and restrictions place upon the school through local and state agencies have greatly impacted our capacity to implement strategies particularly when they involve face-to-face interaction between targeted student and teacher or other identified support person.

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

The goals and strategies noted in this section remain unchanged from last year as they will continue to the be focus of our efforts wherever possible as well as when the educational environment returns to normal. While budget expenditures have changed to some degree as implementation of some noted practices have been impossible, additional intervention and supports have been implemented to support these goals using funding sources that are specifically available to address learning loss resulting from the impacts of school closure related to Covid.

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.

No changes to this goal will be made as they continue to be the focus of our efforts. Strategies noted above will be implemented to the degree that it is possible under the current conditions.

Strategies 11 and 12 are specific for the 2020-2021 school year as the nature of the interventions are funded through on-time sources related to learning loss.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School safety/culture and student connectedness

LEA/LCAP Goal

Implement a plan to improve student safety and connectedness at school. Note: This goal will remain a focus for BUHS for the coming years but for the 2020-2021 school year that focus will shift to the social-emotional well being of students who are struggling with the impacts of school closure, limited in-seat instruction, lack of access to extracurricular activities (athletics, clubs, etc.), and home environments.

Goal 4

By June 2020, BUHS will reduce the suspension rate by 5% and increase students' feeling of safety and connectedness by 10% through implementation of PBIS strategies, training in Neurosequential Model/Trauma Informed Practices, Homeroom activities, and providing an adequate learning environments throughout campus. For the 2020-2021 school year, focus on student social-emotional wellness will be our priority due to impacts of Covid-related restrictions placed on our school.

Identified Need

Students need to feel physically and emotionally safe as well as connected in some way to their school before their academic needs can be met.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Williams Facility Survey - Percentage of schools rated good or exemplary		100%
Percent of Annual Parent Survey respondents reporting participation in school involvement opportunities "strongly agree"		58.5%
School Attendance Rates		>96%
Chronic Absenteeism Rates		<10%
High School Dropout Rate		<1%
Pupil Suspension Rate Indicator from Dashboard		<5%
Pupil Expulsion Rate		<0.43%
Number of parents completing annual LCAP Survey to provide input on activities related to safety and school connectedness		>125

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Practice schoolwide response to emergencies with focus on threats on campus	1x / year	2x / year
Club and athletics participation percentage		

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All Classified office and support staff to promote PBIS behaviors and provide student emotional support and connect with students on a daily basis

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

Amount(s)	Source(s)
23905	LCFF 2000-2999: Classified Personnel Salaries Classified office and support staff not otherwise accounted in other goals
20352	LCFF 3000-3999: Employee Benefits Benefits for above

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Support peer activities for students that encourage positive school relationships and healthy choices through programs that include Link Crew and Peer Leaders Uniting Students (PLUS)

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

Amount(s)	Source(s)
5500.00	LCFF 4000-4999: Books And Supplies Supplies
73159	LCFF 1000-1999: Certificated Personnel Salaries Sports coach & Student club stipends
19170.00	LCFF 3000-3999: Employee Benefits Benefits for stipends

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Practice school safety procedures with focus on lockdowns and student response to threat on campus at least twice yearly.

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

Amount(s)	Source(s)
9404	LCFF 1000-1999: Certificated Personnel Salaries 2 times a year @ 2 hours for all certificated staff
1940.00	LCFF 2000-2999: Classified Personnel Salaries 2 times a year @ 2 hours for all classified staff
4710.00	LCFF 3000-3999: Employee Benefits Benefits for 4 hours per year for all staff

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Hold regular school wide informational assemblies using professionals from the field that focus on students' unhealthy habits with focus on vaping, bullying, and social media.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500	LCFF 4000-4999: Books And Supplies Supplies

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Each month, publicly honor at least three students from each grade who have been acknowledged by staff as having demonstrated behaviors that align with The Bronco Way. All staff members involved in promoting the Bronco Way.

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

Amount(s)	Source(s)
1500	LCFF 4000-4999: Books And Supplies Supplies & Awards

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide at least one in-service per year to all staff in order to better prepare them for emergencies and update safety plan yearly to reflect latest safety practices

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

Amount(s)	Source(s)
15816.00	LCFF 1000-1999: Certificated Personnel Salaries One day Certificated staff salary
4702.00	LCFF

	3000-3999: Employee Benefits One day benefits
2646.00	LCFF 2000-2999: Classified Personnel Salaries One day Classified staff salary

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Native American students

Strategy/Activity

Partner with Tribal groups including Indian Ed Center to improve attendance rates of NA students

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

Amount(s)	Source(s)
3600.00	LCFF 2000-2999: Classified Personnel Salaries Late transportation option
1116.00	LCFF 3000-3999: Employee Benefits Benefits for driver

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

SED students

Strategy/Activity

Review the Neuorsequential Model (Trauma Informed Practices) yearly with staff to develop understanding of effects of trauma and how to appropriately detect and interact with students who are effected.

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

Amount(s)	Source(s)
4702.00	LCFF 1000-1999: Certificated Personnel Salaries 2 hours per year per teacher for staff meetings
1945	LCFF - Supplemental

	3000-3999: Employee Benefits Benefits

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Add filling stations to all buildings that dispense chilled, filtered water.

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

Amount(s)	Source(s)
6000	LCFF 4000-4999: Books And Supplies Cost of 4 filling stations

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Replace HVAC systems that regularly fail and require repair to maintain appropriate classroom temperatures - Not in budget, estimates only in order to plan for future replacement which will likely be in excess of $700,000

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

Amount(s)	Source(s)
0.00	6000-6999: Capital Outlay Estimates to be obtained.

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Through regular meetings with custodial, grounds, and maintenance staff, identify areas of need and implement plan to address those needs to ensure facility is safe working condition.

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

Amount(s)	Source(s)
0.00	MOT costs not site budgeted.

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Send teachers to CADA conference to promote PBIS activities

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

Amount(s)	Source(s)
7500.00	Title I 5000-5999: Services And Other Operating Expenditures Travel and conference costs

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Publicize and encourage use of Secret Reporting Form to identify any potential safety concerns as they relate to students, staff, or other persons.

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

Amount(s)	Source(s)

	Will be published on existing web-site.

Strategy/Activity 14

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Develop a program and/or tool that guides students on how best to help prevent conflict among peers and provides them with a way to report the conflict anonymously prior to escalation by giving counselors and/or administration opportunity to address issue with students.

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

Amount(s)	Source(s)
1000.00	LCFF 4000-4999: Books And Supplies Materials

Strategy/Activity 15

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Partner with local agencies including Inyo County Health and Human Services, Inyo County Probation, and Wild Iris to help address students' emotional needs, provide anger management counseling, and substance abuse counseling when the BUHS counselors cannot do so.

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

Amount(s)	Source(s)
2500.00	Lottery: Instructional Materials 4000-4999: Books And Supplies Materials for students

Strategy/Activity 16

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Ensure the roofs of all buildings are free of leaks.

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

Amount(s)	Source(s)
	MOT costs not included in site budgets

Strategy/Activity 17
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Ensure 100% of classrooms have Lock Bloks for all doors, the doors are marked near handles with directional arrow for locking, window coverings adequately block visibility to inside, and system to communicate with teachers/staff are in place in case of lockdown.

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

Amount(s)	Source(s)
	costs included in 1920

Strategy/Activity 18
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Ensure access to BUHS Health Office and/or Bronco Student Clinic before, during, and after school. Costs of extending hours not currently in the budget and need to be negotiated.

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

Amount(s)	Source(s)
42255	LCFF

	2000-2999: Classified Personnel Salaries Current costs of staff.
28285	LCFF 3000-3999: Employee Benefits Benefits for Health staff

Strategy/Activity 19
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Ensure proper books, equipment, supplies and materials are available to all students

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

Amount(s)	Source(s)
62670.00	LCFF 4000-4999: Books And Supplies Books, Equipment, Supplies
20000	LCFF 5000-5999: Services And Other Operating Expenditures On-line learning platforms, digital library, on-line text options

Strategy/Activity 20
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Using information and input from staff and students, identify students who are in need of social-emotional support and address those needs through the guidance office, the Bronco Clinic, local health agencies, and the Inyo County Health and Human Services. Additionally, all staff has been trained in Suicide Prevention through a district-wide mandate.

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

Amount(s)	Source(s)
	LCFF - Supplemental None Specified

	Costs for Guidance staff and health clerk specified in prior actions. Additional services are provided at no charge by outside agencies.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Limitations and restrictions place upon the school through local and state agencies have greatly impacted our capacity to implement strategies particularly when they involve face-to-face interaction between targeted student and teacher or other identified support person.

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

Due to the nature of many of the strategies noted above, implementation is impossible because of constraints and restrictions placed upon the school. Facilities-related activities continue to move forward wherever possible provided funding is available.

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.

No changes to this goal will be made as they continue to be the focus of our efforts. Strategies noted above will be implemented to the degree that it is possible under the current conditions. Strategy 20 is specific for the 2020-2021 school year as the need for social-emotional support has increased dramatically.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$5,139,668
Total Federal Funds Provided to the School from the LEA for CSI	$44194
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$5,814,518.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$7,500.00
Title VII Part A: Indian Education	$37,414.00

Subtotal of additional federal funds included for this school: $44,914.00

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

State or Local Programs	Allocation ($)
	$0.00
CARES Act	$28,604.00
LCFF	$4,371,777.00
LCFF - Supplemental	$767,891.00
Lottery: Instructional Materials	$7,500.00
Special Education	$593,832.00

Subtotal of state or local funds included for this school: $5,769,604.00

Total of federal, state, and/or local funds for this school: $5,814,518.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF	4371777	0.00
LCFF - Supplemental	767891.00	0.00
CARES Act	28604.00	0.00
Title I	7500.00	0.00
Title VII Part A: Indian Education	37414.00	0.00
Special Education	593832.00	0.00
Lottery: Instructional Materials	7500.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
CARES Act	28,604.00
LCFF	4,371,777.00
LCFF - Supplemental	767,891.00
Lottery: Instructional Materials	7,500.00
Special Education	593,832.00
Title I	7,500.00
Title VII Part A: Indian Education	37,414.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	3,220,566.00
2000-2999: Classified Personnel Salaries	585,402.00
3000-3999: Employee Benefits	1,599,512.00
4000-4999: Books And Supplies	123,730.00

5000-5999: Services And Other Operating Expenditures		57,612.00
5800: Professional/Consulting Services And Operating Expenditures		227,696.00
6000-6999: Capital Outlay		0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
6000-6999: Capital Outlay		0.00
1000-1999: Certificated Personnel Salaries	CARES Act	22,000.00
3000-3999: Employee Benefits	CARES Act	6,604.00
1000-1999: Certificated Personnel Salaries	LCFF	2,444,638.00
2000-2999: Classified Personnel Salaries	LCFF	397,101.00
3000-3999: Employee Benefits	LCFF	1,141,896.00
4000-4999: Books And Supplies	LCFF	116,230.00
5000-5999: Services And Other Operating Expenditures	LCFF	50,112.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	221,800.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	532,712.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	17,857.00
3000-3999: Employee Benefits	LCFF - Supplemental	211,426.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	5,896.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	7,500.00
1000-1999: Certificated Personnel Salaries	Special Education	221,216.00
2000-2999: Classified Personnel Salaries	Special Education	149,027.00
3000-3999: Employee Benefits	Special Education	223,589.00
5000-5999: Services And Other Operating Expenditures	Title I	7,500.00

| 2000-2999: Classified Personnel Salaries | Title VII Part A: Indian Education | 21,417.00 |
| 3000-3999: Employee Benefits | Title VII Part A: Indian Education | 15,997.00 |

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,394,497.00
Goal 2	3,475,425.00
Goal 3	578,719.00
Goal 4	365,877.00

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

5 Parent or Community Members

Name of Members	Role
David Kalk	Principal
Shawna Kane	Other School Staff
Stephen Park	Classroom Teacher
Karyn Holland	Classroom Teacher
Greta Thompson	Classroom Teacher
Pam Foster	Parent or Community Member
Clancy Batchelder	Parent or Community Member
Lisa Coleman	Parent or Community Member
Tricia Lew	Parent or Community Member
Gina Ellis	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 12/2/2019.

Attested:

Principal, David Kalk on 12/2/2019

SSC Chairperson, Stephen Park on 12/2/2019

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

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

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

Requirements for Development of the Plan
I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan
II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019