



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
Brawley Union High School	13 63081 1331404	December 7, 2021	December 8, 2021

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.

The district's LCAP is the foundation for all expenditures incurred by the district. Based on the needs assessment and goals found in the LCAP, the school will utilize federal funds to supplement base funding in accordance with the purpose and goals of each specific goal. BUHS will use federal

funds outlined in the the School Plan for Student Achievement to purchase supplemental materials not part of the adopted standards aligned curriculum and core/base 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).

School Climate Surveys and Instructional Program surveys were disseminated to parents and students during the 2020-21 school year to provide data regarding student and family needs. These surveys included questions regarding student mental health and wellness, perceived safety at school, motivation to learn, providing a welcoming atmosphere for parents and family, technology and connectivity needs as well as academic preferences. Additional surveys were conducted for this school year to determine a family's priorities for safety measures in regards to COVID-19 and prevention of its spread. The information gathered was for planning purposes to help drive various plans set forth by the district and schools. During the 2020-21 school year, distance learning was implemented for all students. As the school year neared an end, the state was providing direction for the 2021-22 school year. The expectation of the 2021-22 school year is that all students return to learning in person. A survey at the end of the summer was distributed to determine those individual students who, it was not in their best interest to return to in person learning. Individual conferences were held with both parents and students and an independent studies option was made available. Parents, Students and Teachers alike were all concerned with learning loss remediation, recovery of credits, and assisting students to remain on track to graduate.

Classroom Observations

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

During the 2020-21 school year, classroom observations were conducted virtually through Zoom or Google Classroom. Certificated staff were formally observed once during this school year. For the majority of certificated observations, the use of technology resources to engage students in learning was observed. Some technology tools used include but are not limited: Pear Deck, Grammar Gallery, Padlet, Formative, Read and Write, Explore Learning, Quizizz, and EdPuzzle. Increased communication of grades, attendance, classroom assignments, and other classroom information has been evident during the 2020-21 school year. In addition, instructional coaches provided peer observations and feedback for teachers as well as technology trainings every Friday. Technology trainings have continued through to the 2021-22 being held in person during lunch. In person classroom observations have also resumed during the 2021-22 school year. Tenured teachers will be formally observed twice per school year and beginning teachers will be observed four times per year. BUHS has a schoolwide writing campaign in which all classrooms use the RACE strategy to teach writing. Student engagement, building relationships, and recognizing positive behavior are also a focus of every classroom.

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)

BUHS uses CAASPP, ELPAC, CAST, and embedded assessments within the curriculum to monitor progress, modify instruction and improve student outcomes. BUHS also offers a wide variety of course offerings and pathways such as CTE and ROP courses as well as advanced placement courses and dual enrollment courses that provide students the opportunity to earn college credits. One goal of the school is to increase the number of students considered to be college and career ready hence the need to provide students with diverse avenues to achieve this. Through monthly collaborative meetings teachers are able to discuss best practices, teaching strategies and analyze common assessments with their peers in order to determine next steps. Additionally, teachers are afforded opportunities for pull out sessions with their content area teachers in order to create cohesive lessons and benchmark exams.

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

CAASPP, ELPAC and local benchmark data are used to monitor curriculum based assessments, facilitate collegial conversations amongst content area teachers, as well as monitor the progress of English learners. Instructional decisions and modifications to the pacing guides will be made as we consider data from formative assessments administered at the local level.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All certificated staff at BUHS are fully credentialed and appropriately assigned. Teachers new to the profession are supported through the Imperial County Consortium Teacher Induction program and are paired with a mentor teacher in the same content area. Professional Development topics align to teacher needs based on surveys administered to teachers, as well as subject specific training as it aligns to the California frameworks.

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

Funding is set aside for professional development and the Imperial County Consortium Teacher Induction program. Ongoing support is available daily through the use of instructional coaches and our district's resource teacher. Instructional coaches provide training, coaching and feedback in all areas of instruction to include technology, PBIS and social-emotional well being. Instructional coaches provide monthly professional development opportunities during lunch and are available after school.

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

Staff development has been aligned to content standards, assessed student performance and needs, and professional needs through: content area training, support and training for teachers new to the profession, best practices, strategies to teach English learners and students with IEPs, PBIS training and support as well as social emotional training and support.

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

Instructional coaches assigned to BUHS are available for support throughout the school year. Administration is also available to offer teacher support on a regular basis. The district contracts with the Imperial County Office of Education in order to provide more specialized training specific to a teacher's need.

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

Collaboration time is built into the bell schedule and occurs on Wednesdays. During this collaborative period, colleagues are able to meet with their peers to reflect on units, lesson plans, work on instructional alignment, analyze assessment results to drive instruction and review and plan with their grade level/subject alike colleagues.

Teaching and Learning

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

All textbooks used at Brawley Union High School in the core curriculum are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health. District textbook review and adoption activities occur the year following the state's adoption.

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

BUHS adheres to or exceeds the recommended instructional minutes for reading/languages arts and mathematics.

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

BUHS provides for lesson pacing schedules and master schedule flexibility for sufficient numbers of intervention courses.

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

100% of students are issued standards-aligned textbooks and instructional materials in core subjects for use in the classroom and at home.

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

All schools in the Brawley Union High School District provide for SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses.

Opportunity and Equal Educational Access

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

All students, inclusive of English Learners and students with disabilities, are grouped heterogeneously in general settings and grouped homogeneously by language levels during English Language Development (ELD). Brawley Union High School, is committed to ensuring equal, fair, and meaningful access to employment and education services. Underperforming students continue to receive a rigorous education with embedded supports in place to help ensure they are provided the tools needed to achieve success.

Evidence-based educational practices to raise student achievement

Staff have been trained in research based student engagement and instructional educational practices to raise student achievement. Some strategies include RACE, Integrated ELD, Depth and Complexity Icons, as well as QFTs. Pedagogy that supports the educational practices include John Hattie and Dr. Kate Kinsella.

Parental Engagement

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

BUHS works closely with the Brawley Police Department, Imperial County Behavioral Health Department, Imperial County Public Health Department, the Imperial County Office of Education, and the Imperial Valley Regional Occupational Program. All entities contribute various assistance toward the needs of our students. All parents/guardians are encouraged to participate as peer representatives to empower parents to get involved in their student's education and at their school sites. Parents/guardians have the following opportunities to share their voice and become advocates for their student's education: Coffee Cat with the school Principal - monthly, the principal meets with parents/guardians, and community members in the morning at the College and Career Readiness Center and/or via Zoom. Coffee with the principal provides the opportunity for stakeholders to voice their concerns, ask questions, and provide feedback in a comfortable, non-threatening environment. Monthly Parenting classes and parent workshops are held and all parents are invited to attend. Migrant parent meetings are held six times a year as well as English Learner Advisory Committee meetings. School Site Council meets on a monthly basis and parents, who are elected by their peers, work with a group of teachers, students, and administrators to develop and monitor the school's improvement plan. Based on needs assessment data, parents provide input and feedback for next- steps in meeting student needs. Parents also play an important role in the implementation of the WASC Self-Study and review. Parents participate in the monitoring process and evaluation of the school-wide action plan to support learner outcomes and critical learner needs.

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)

BUHS has jointly developed with and distributed to parents a school-parent-student compact that outlines how parents, school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve success not only in high school, but post high school as well. The compact describes the following items: the school's responsibility to provide high-quality curriculum and instruction, parents' responsibility to support their child's learning, the importance of two way open communication between parents and staff through parent conferences, reports on student progress, access to staff, opportunities to volunteer and observe the educational programs offered, and to provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students. In addition, parents and community members are invited to school events and meetings where, together, we assess needs and address those needs by creating an action plan and allocating appropriate funds.

Funding

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

The district reserves at least one percent of its allocation to carry out various parent and family engagement activities throughout the school year. Parents involved in School Site Council, Migrant Committee, and ELAC are the voice in revising the parent and family engagement policy. Materials and resources necessary to help parents work with their children at home to improve academic achievement are provided by the school. The school holds parent trainings and workshops where all parents are encouraged to participate and attend. BUHS provides several supplemental resources to assist students in being successful in the core curriculum. An example of supplemental curriculum implemented at BUHS is Agile Minds math program. This program is meant to supplement the core math program for underperforming students in order to assist them in meeting state standards and to accelerate students who are below grade level in math. ELA also provides supplemental materials in English to assist struggling students achieve grade level skills.

Fiscal support (EPC)

BUHS receives allocations of LCAP, Title I, and Title III funds to support academic needs and interventions.

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

Brawley Union High School uses various means to gain stakeholder input from everyone. Student, parent and staff surveys have been completed and suggestions have been reviewed. Through monthly school site council meetings, members and audience members are able to review the School Plan goal by goal and provide input and suggestions for revision. BUHS ELAC provides input on services and actions for English learners and School Site Council is able to take their suggestions into consideration. BUHS continues to focus on increasing student achievement and all input is vital to the progress of the school.

Resource Inequities

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

English learner students are two or more colors below that of their peers on the California Dashboard regarding CAASPP results. English learners received a color of Red for ELA while the overall student population earned a Yellow. In mathematics, the overall student population earned a Green, whereas English learners received Red. There is a need to increase student achievement with the English learner subgroup. Curriculum and supplemental materials are being reviewed by the Title III team and ELAC. A program effectiveness evaluation is being conducted in order to assist English learners in gaining English proficiency on a level equivalent to their English only peers.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	0.1%		0	1
African American	1.13%	0.54%	0.8%	20	10	15
Asian	0.23%	0.22%	0.4%	4	4	8
Filipino	0.28%	0.22%	0.3%	5	4	6
Hispanic/Latino	92.55%	94.39%	93.6%	1,639	1,732	1,757
Pacific Islander	0.11%	0.11%	%	2	2	
White	5.65%	4.41%	4.5%	100	81	84
Multiple/No Response	0.06%	0.11%	0.4%	1	2	7
Total Enrollment				1,771	1,835	1,878

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	522	544	534
Grade 10	492	497	507
Grade 11	384	425	436
Grade 12	373	369	401
Total Enrollment	1,771	1,835	1,878

Conclusions based on this data:

1. Total enrollment is getting increasingly higher every year.
2. The number of underclassmen increases steadily every year.
3. Student demographics remain steady

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	275	306	327	15.5%	16.7%	17.4%
Fluent English Proficient (FEP)	746	735	709	42.1%	40.1%	37.8%
Reclassified Fluent English Proficient (RFEP)	47	34	20	17.0%	12.4%	6.5%

Conclusions based on this data:

1. The school's English learner population is slowly increasing while reclassification is slowly decreasing. The new reclassification requirements are at a higher standard than the old assessment and reclassification criteria. It is taking time to research and implement best practices to be able to increase rigor and provide students the skills and assistance needed to rise to the level of the new ELPAC and CAASPP assessments.
2. The percentage of FEP students is lower than it was three years ago.
3. The percentage of English learners is slowly increasing every year.

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	361	375	371	350	358	364	350	358	364	97	95.5	98.1
All Grades	361	375	371	350	358	364	350	358	364	97	95.5	98.1

* 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.	2603.	2607.	24.57	27.37	29.40	40.00	36.03	33.79	19.43	19.55	20.88	16.00	17.04	15.93
All Grades	N/A	N/A	N/A	24.57	27.37	29.40	40.00	36.03	33.79	19.43	19.55	20.88	16.00	17.04	15.93

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	30.86	29.61	33.79	52.00	49.72	44.51	17.14	20.67	21.70
All Grades	30.86	29.61	33.79	52.00	49.72	44.51	17.14	20.67	21.70

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	34.00	33.24	37.64	44.57	46.37	44.23	21.43	20.39	18.13
All Grades	34.00	33.24	37.64	44.57	46.37	44.23	21.43	20.39	18.13

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	24.00	20.67	25.27	63.71	63.97	60.16	12.29	15.36	14.56
All Grades	24.00	20.67	25.27	63.71	63.97	60.16	12.29	15.36	14.56

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	40.00	41.06	36.81	48.29	41.90	47.25	11.71	17.04	15.93
All Grades	40.00	41.06	36.81	48.29	41.90	47.25	11.71	17.04	15.93

Conclusions based on this data:

- 1. Performance on the CAASPP seems to have plateaued over three years. BUHS is researching strategies to help increase rigor in order to increase the percentage of students who meet or exceed standards.
- 2. The percentage of students below standard in writing is decreasing year after year.
- 3. Overall the percentage of standard not met in ELA is decreasing every year.

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	361	374	366	354	361	358	354	361	357	98.1	96.5	97.8
All Grades	361	374	366	354	361	358	354	361	357	98.1	96.5	97.8

* 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	2561.	2566.	2572.	8.19	9.70	10.92	21.75	23.82	27.45	31.07	26.04	20.73	38.98	40.44	40.90
All Grades	N/A	N/A	N/A	8.19	9.70	10.92	21.75	23.82	27.45	31.07	26.04	20.73	38.98	40.44	40.90

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	18.93	21.61	24.37	33.62	34.07	27.45	47.46	44.32	48.18
All Grades	18.93	21.61	24.37	33.62	34.07	27.45	47.46	44.32	48.18

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	11.86	12.19	13.73	49.72	49.58	52.38	38.42	38.23	33.89
All Grades	11.86	12.19	13.73	49.72	49.58	52.38	38.42	38.23	33.89

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	9.60	11.08	12.61	59.60	58.73	61.34	30.79	30.19	26.05
All Grades	9.60	11.08	12.61	59.60	58.73	61.34	30.79	30.19	26.05

Conclusions based on this data:

- Overall, BUHS continues to improve in the area of mathematics. The school has adopted a new curriculum with various online resources for both students and staff. Some mathematics teachers assign Kahn academy which assists students in building their mathematics skills.
- The percentage of students in below standard of communication reasoning is slowly decreasing.

3. The percentage of students achieving below standard in problem solving and modeling/data analysis is decreasing annually.

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	1534.9	1532.8	1531.9	1533.0	1537.5	1532.2	94	84
Grade 10	1526.4	1526.7	1516.9	1514.0	1535.4	1538.7	77	84
Grade 11	1523.2	1503.6	1507.4	1476.0	1538.3	1530.7	46	53
Grade 12	1551.5	1540.8	1546.6	1541.6	1555.9	1539.5	55	38
All Grades							272	259

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	17.02	7.14	36.17	34.52	26.60	42.86	20.21	15.48	94	84
10	22.08	9.52	25.97	29.76	18.18	38.10	33.77	22.62	77	84
11	*	5.66	30.43	20.75	26.09	18.87	26.09	54.72	46	53
12	29.09	7.89	27.27	36.84	20.00	34.21	23.64	21.05	55	38
All Grades	20.96	7.72	30.51	30.50	22.79	35.14	25.74	26.64	272	259

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	37.23	23.81	32.98	36.90	18.09	26.19	11.70	13.10	94	84
10	35.06	22.62	20.78	32.14	16.88	22.62	27.27	22.62	77	84
11	36.96	11.32	34.78	24.53	*	13.21	*	50.94	46	53
12	45.45	21.05	29.09	52.63	*	7.89	*	18.42	55	38
All Grades	38.24	20.46	29.04	35.14	15.81	19.69	16.91	24.71	272	259

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	*	3.57	23.40	10.71	32.98	41.67	42.55	44.05	94	84
10	*	4.76	24.68	16.67	19.48	45.24	45.45	33.33	77	84
11	*	5.66	*	15.09	26.09	24.53	45.65	54.72	46	53
12	*	2.63	*	13.16	23.64	42.11	43.64	42.11	55	38
All Grades	7.72	4.25	22.06	13.90	26.10	39.38	44.12	42.47	272	259

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	30.85	10.71	45.74	64.29	23.40	25.00	94	84	
10	32.47	4.76	41.56	66.67	25.97	28.57	77	84	
11	*	1.89	54.35	43.40	30.43	54.72	46	53	
12	30.91	5.26	45.45	60.53	23.64	34.21	55	38	
All Grades	28.68	6.18	45.96	60.23	25.37	33.59	272	259	

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	
9	59.57	63.10	29.79	23.81	*	13.10	94	84	
10	45.45	58.33	28.57	20.24	25.97	21.43	77	84	
11	67.39	33.96	*	20.75	*	45.28	46	53	
12	70.91	68.42	20.00	18.42	*	13.16	55	38	
All Grades	59.19	56.37	25.00	21.24	15.81	22.39	272	259	

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	
9	*	4.76	34.04	45.24	61.70	50.00	94	84	
10	*	7.14	27.27	57.14	62.34	35.71	77	84	
11	*	7.55	36.96	39.62	56.52	52.83	46	53	
12	*	5.26	36.36	44.74	50.91	50.00	55	38	
All Grades	8.09	6.18	33.09	47.88	58.82	45.95	272	259	

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
9	15.96	4.76	67.02	75.00	17.02	20.24	94	84
10	*	1.19	66.23	75.00	24.68	23.81	77	84
11	*	0.00	58.70	62.26	*	37.74	46	53
12	25.45	2.63	60.00	73.68	*	23.68	55	38
All Grades	16.54	2.32	63.97	72.20	19.49	25.48	272	259

Conclusions based on this data:

1. From the 17-18 school year to present, the state has overhauled its English language proficiency testing to a new ELPAC assessment. Both staff and students are still becoming acquainted with the new expectations and skills needed to be successful on this exam and are continuing to improve teaching and learning while increasing English proficiency.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,835	75.1	16.7	0.9
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	306	16.7
Foster Youth	17	0.9
Homeless	1	0.1
Socioeconomically Disadvantaged	1,379	75.1
Students with Disabilities	168	9.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	0.5
Asian	4	0.2
Filipino	4	0.2
Hispanic	1,732	94.4
Two or More Races	2	0.1
Pacific Islander	2	0.1
White	81	4.4

Conclusions based on this data:






1. More than 75% of students are socio economically disadvantaged.
2. Over 16% of the population are English learners.
3. Over 9% of our students are considered to have a disability.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. ELA and mathematics received a color score of green.
2. Graduation rates and college and career readiness rates are in the blue.
3. The received a red in the suspension category. Other means of discipline and/or positive behavior interventions need to be implemented

School and Student Performance Data

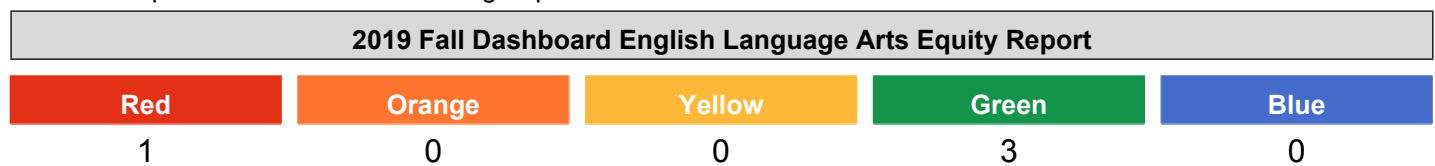
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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











This section provides number of student groups in each color.



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		
 Green 27.5 points above standard Increased ++4.9 points 356	 Red 63.1 points below standard Declined Significantly -22.1 points 76		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		
Homeless	Socioeconomically Disadvantaged		Students with Disabilities		
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 12.8 points above standard Increased ++3 points 270		 No Performance Color 84.8 points below standard Increased Significantly ++20.4 points 24		

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic  Green 25.7 points above standard Increased ++5.2 points 319	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	White  Green 40.7 points above standard Increased ++9.2 points 32

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 105.5 points below standard Declined -6.9 points 42	Reclassified English Learners 10.9 points below standard Declined -10.5 points 34	English Only 37.8 points above standard Increased ++5.8 points 156
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Conclusions based on this data:

- English learners and Reclassified English learners have declined in their ELA performance levels.
- English Only students continue to improve.
- Hispanics and Whites overall achieved a level of green.

School and Student Performance Data

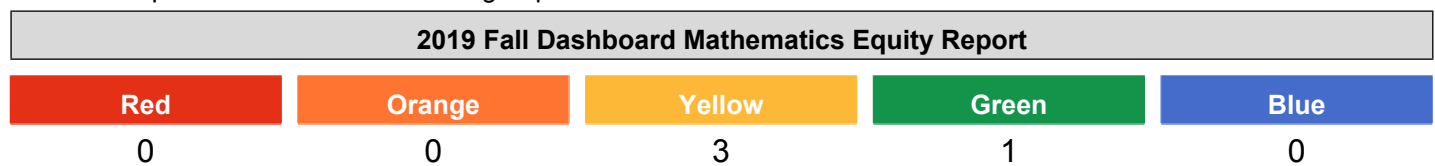
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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









This section provides number of student groups in each color.



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  Green 52.3 points below standard Increased ++5.5 points 348	English Learners  Yellow 109.3 points below standard Increased Significantly ++16.7 points 76	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Socioeconomically Disadvantaged  Yellow 68.6 points below standard Increased ++5 points 264	Students with Disabilities  No Performance Color 158 points below standard Increased ++8.1 points 24

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	American Indian	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic  Green 54.4 points below standard Increased ++7.9 points 312	Two or More Races	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	White  Yellow 40.9 points below standard Declined -10.6 points 31

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 126.1 points below standard Increased Significantly ++48.6 points 42	Reclassified English Learners 88.5 points below standard Increased ++3 points 34	English Only 49.5 points below standard Declined -8.7 points 150
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Conclusions based on this data:

- English learners and Reclassified English learners improved on their mathematics performance levels.
- English Only students declined in their mathematics performance level.
- Hispanics increased in their mathematics performance.

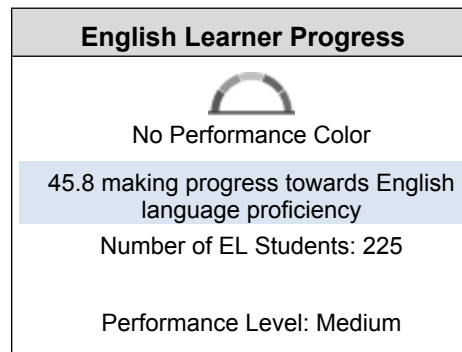
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



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
16.8	37.3	4.8	40.8

Conclusions based on this data:

1. Almost half of ELs progressed at least one language level.
2. Almost half of ELs maintained at their current language level.
3. A small percentage regressed one language level.

School and Student Performance Data

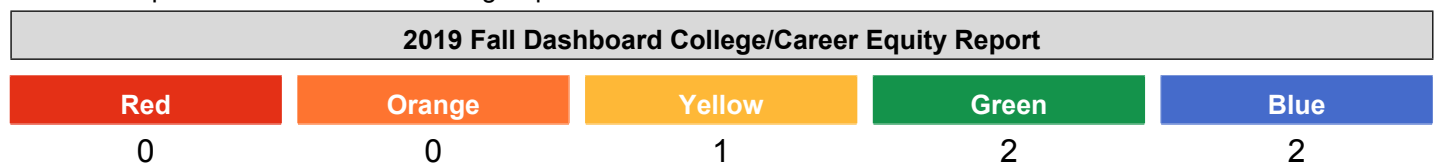
Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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











This section provides number of student groups in each color.



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  Blue 61.4 Increased Significantly +16.4 402	English Learners  Green 40.7 Increased +15.7 108	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless  Green 45.2 Increased +10.3 31	Socioeconomically Disadvantaged  Blue 57.6 Increased Significantly +15.1 323	Students with Disabilities  Yellow 20.6 Increased +13.6 34

2019 Fall Dashboard College/Career by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic  Blue 60 Increased Significantly +16.1 355	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 74.3 Increased Significantly +19.1 35

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
Prepared	45 Prepared	61.4 Prepared
Approaching Prepared	26.3 Approaching Prepared	20.9 Approaching Prepared
Not Prepared	28.7 Not Prepared	17.7 Not Prepared

Conclusions based on this data:

1. Students overall increased in the percentage who are considered "prepared."
2. From 2018 to 2019 the percentage of students considered "prepared" increased by 16%.
3. All significant subgroups increased in the percentage of students considered "prepared."

School and Student Performance Data

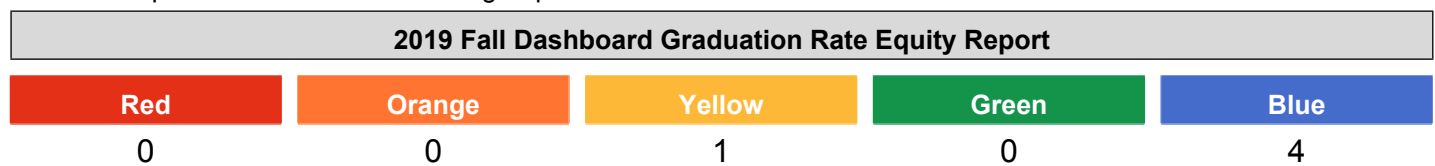
Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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











This section provides number of student groups in each color.



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  Blue 98 Maintained -0.7 402	English Learners  Blue 97.3 Maintained -0.9 109	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless  Yellow 93.8 Declined -1.6 32	Socioeconomically Disadvantaged  Blue 97.8 Maintained -0.9 323	Students with Disabilities  Blue 100 Increased +2.3 34

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Blue 98.3 Maintained -0.5 356	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 94.3 Declined -2.3 35

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
98.7	98

Conclusions based on this data:

1. BUHS maintains a high graduation rate overall.
2. All significant subgroups have a graduation rater of 93% or higher.
3. English learners and socioeconomically disadvantaged students have maintained a graduation rate of 97% or higher.

School and Student Performance Data

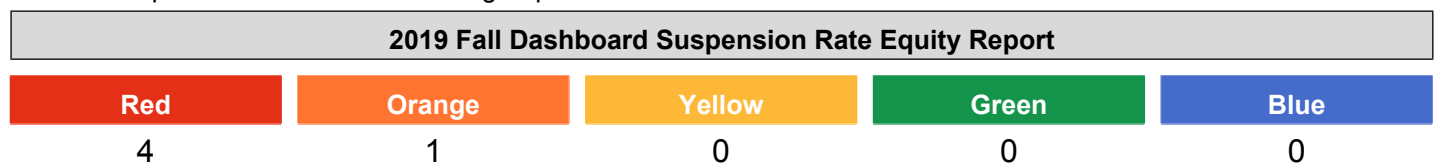
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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











This section provides number of student groups in each color.



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  Red 8.8 Increased Significantly +4.4 1881	English Learners  Red 11 Increased Significantly +6.8 337	Foster Youth  No Performance Color 17.9 Increased +12.3 28
Homeless  No Performance Color 20 Increased +20 15	Socioeconomically Disadvantaged  Red 9.6 Increased Significantly +5.3 1461	Students with Disabilities  Red 15.7 Increased Significantly +5.9 185

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 5.3 Declined -4.7 19	American Indian  No Performance Color Less than 11 Students - Data 2	Asian  No Performance Color Less than 11 Students - Data 4	Filipino  No Performance Color Less than 11 Students - Data 5
Hispanic  Red 9 Increased Significantly +4.7 1740	Two or More Races  No Performance Color Less than 11 Students - Data 2	Pacific Islander  No Performance Color Less than 11 Students - Data 2	White  Orange 8.3 Increased +3 109

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.4	8.8

Conclusions based on this data:

- Overall, BUHS received a red color designation in suspension rates.
- All significant subgroups, with the exception of whites, received a performance color of red.

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

Develop a comprehensive core and support program to assist in increasing student achievement.

Goal 1

BUHS is committed to attaining proficiency on CAASPP by increasing our proficiency rates by 10% each year.

Identified Need

There is a need to increase student achievement for significant subgroups in order for them to achieve performance levels equal to their peers as illustrated through the California Dashboard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard	56.14% - Standard Met/Exceeded ELA 27.25% - Standard Met/Exceeded Mathematics	Maintain or increase by 1 to 2% annually

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

Provide supplemental after school tutoring in the library and math tutoring with the math department

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)

75,000	Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries BUHS will continue with after school tutoring in the school library. BUHS will continue with implementation of Math tutoring after school with focus on Integrated Math and SBAC testing.
25,000	Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries 2 Certificated Staff - 96 hours each

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

Restructure the math department in order to provide supplemental enrichment math skills courses at the 9th grade math level. The school has also adopted Agile Minds support curriculum to utilize in math support 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)
175,000	Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Certificated salary of 4 sections of math support courses
45,500	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies 100 Student Books, 3 Teacher Books, and Training for Agile Math

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

BUHS will continue to provide supplemental learning opportunities during Saturday Academies in order to ensure equitable access to a rigorous curriculum.

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)

15,000

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected
1000-1999: Certificated Personnel Salaries
Saturday Academies focused on enhancing English and math skills

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

ICOE Professional Development Contract- Provide supplemental math and English professional development that focuses on assisting unduplicated pupils achieve grade level proficiency.

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)

15,000

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected
5000-5999: Services And Other Operating Expenditures
ICOE contract for Professional Development (ELA and mathematics)

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

In order to inform instruction, the district will schedule consistent and frequent collaboration times for departments to collect, disaggregate and analyze student achievement data throughout the school year. This collaboration time will also be used to develop and revise benchmark exams as well participate in peer discussions regarding best practices in the classroom. (WASC 3b)

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)
10,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures BUHS will provide release time for teachers to collaborate within grade levels and departments to collect benchmark data, analyze results in order to drive instruction. This collaboration time will also be used to develop and revise benchmark exams as well participate in peer discussions regarding best practices in the classroom.

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

Instructional Coaches will focus on literacy building through schoolwide writing campaigns and QFT implementation and continue to support teachers in these campaigns (WASC 3a)

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)
30,000	Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries 2 Instructional coaches focused on building schoolwide literacy
66,716.90	Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Resource Teacher - Literacy Coach
10,500	Title I Part A: Basic Grants Low-Income and Neglected 3000-3999: Employee Benefits 2 Instructional Coaches
18,000	Title I Part A: Basic Grants Low-Income and Neglected 3000-3999: Employee Benefits

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

BUHS will maintain three full time instructional aides to provide supplemental support services for students struggling in the area of mathematics.

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)

78,000

Source(s)

Title I
2000-2999: Classified Personnel Salaries
The district will continue funding two FTE instructional aides specifically assigned to mathematics courses where struggling students are enrolled.

18,300

Title I Part A: Basic Grants Low-Income and Neglected
3000-3999: Employee Benefits

Strategy/Activity 8**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

BUHS will maintain 3 Americorp aides to provide supplemental support services in the area of English

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)

45,000

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected
5000-5999: Services And Other Operating Expenditures

Brawley Union High School will continue to maintain a partnership with Americorp and support three FT Americorp aides that specialize in English support.

Annual Review

SPSA Year Reviewed: 2020-21

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.

The actions and services the district had planned for Goal 1 were fully implemented. The district partnered with ICOE to create a comprehensive professional development plan to support student learning and provide equity and access not only to the curriculum, but to state assessments as well. The district has restructured its math department to reduce class sizes in order to provide more individualized support for struggling students. BUHS has also embedded math support classes in the master schedule in order to assist students in achieving grade level proficiency.

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

Material differences in the estimated expenditures and actual expenditures are not extremely significant. All actions were fully implemented, but some actions had higher than anticipated expenses. For example, credit recovery after school hours is dependent on student enrollment. Expenses for this action may differ as enrollment may be considerably higher or lower than expected.

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.

The district will continue to support the actions in Goal 1. Various stakeholder groups have agreed to allow these actions to continue to evolve in order to determine their effectiveness.

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

English Learner Progress in Learning English

LEA/LCAP Goal

LCAP Goal 2 - The district will facilitate academic support programs for English learners to assist them in meeting state mandated targets

Goal 2

BUHS will increase proficiency in the category of English learners in order to meet state targets.

Identified Need

The school is determining baseline data, but is aware there is a need to increase English proficiency in English learners at an accelerated rate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard	Level 4 - Well Developed - 7.72% Level 3 - Moderately Developed - 30.5% Level 2 - Somewhat Developed - 35.14% Level 1 - Beginning Stage - 26.64%	Increase in English proficiency by 2 -3% annually

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)

English Learners

Strategy/Activity

Language Enrichment program during the summer

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)
15,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra Duty - 2 teachers, 1 classified aide (50 hours each)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Professional Development for EL strategies will continue 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)
2,800	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures BUHS will strategically implement EL strategies and provide supplemental professional development for all teachers and paraprofessionals. This PD will include training in the use of Integrated ELD strategies in the classroom.
2,500	Title III 5000-5999: Services And Other Operating Expenditures The district will provide supplemental professional development for integrated ELD in the classroom

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Reclassification will be reviewed biannually

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)

BUHS will review reclassification periodically to ensure compliance.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

The district will maintain 3 language aides to assist students in gaining proficiency in English

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)

33,974

Title III
2000-2999: Classified Personnel Salaries
The language aide will assist students with language acquisition in their core content courses. - 1 FTE

11,729

Title III
3000-3999: Employee Benefits

67,272

LCFF - Supplemental
2000-2999: Classified Personnel Salaries
The language aide will assist students with language acquisition in their core content courses. - 2 FTE

23,458

LCFF - Supplemental
3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2020-21

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.

The actions articulated in this goal were fully implemented. English learner summer school was fully staffed and utilized a project based learning approach to English fluency. Instructional aides were provided in classes to assist English learners in gaining proficiency in English. Field trips throughout the year were provided to students in order for them to gain a better understanding of the concepts being taught.

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

Material differences between budgeted expenditures and estimated actual expenditures are minor. All action were completed with purchases staying true to what was set aside for this goal.

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

English learners are steadily gaining progress in learning English, but are two levels below that of their English speaking peers on both ELA and mathematics as demonstrated on the CAASPP. Because of this, the district has listened to suggestions from it parents as well as support staff regarding the adoption of new software for English learners. All parties suggested Rosetta Stone and the teachers are currently using it on a trial basis with the notion of fully implementing it in ELD classes next year. The district continues to explore different avenues of support for its English learners and is actively trying to implement this suggestion. The district will continue to implement the other actions in this goal.

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

College and Career

LEA/LCAP Goal

LCAP Goal 3 - The district will facilitate an increase in college and career readiness by 2% annually.

Goal 3

BUHS will increase in A-G completion data, improve AP participation and assessment results, increase alignment with CTE course pathways, and CAASPP EAP results.

Identified Need

There is a need to increase the percentage of students consider prepared on the College and Career Indicator in accordance with the California Dashboard

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard College Board	College and Career Indicator - 38.4% Prepared College and Career Indicator - 24.6% Approaching Prepared A-G completion - 34% AP Exam 3+ - 64% "College Ready" ELA - 22.73% "College Ready" Mathematics - 7.88%	Increase by 1-2% annually on each metric

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

ROP/CTE courses will expand upon it ROP/CTE pathway offerings

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)
300,000	LCFF 4000-4999: Books And Supplies BUHS will continue to promote and expand ROP/CTE courses with the following: Culinary Arts I,II Electrical/Renewable Exploring Computer Science AP Computer Science Law Enforcement ROP Construction ROP Audio Tech

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

SAT/ACT test preparation workshops will be held during Saturday Acadmies ot provide supplemental English and math skill building services

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries BUHS will provide ACT/SAT Test preparation classes
80.00	Title I Part A: Basic Grants Low-Income and Neglected 3000-3999: Employee Benefits

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

BUHS will offer Dual Enrollment classes in conjunction with Imperial Valley College free of charge to BUHS 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)

15,000

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies
Textbooks for the Dual Enrollment IVC
Textbooks

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

College/Career Readiness Center will be accessible during regular school hours.

Efforts to continue to work with all college/university going programs and career affiliated programs will continue 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)

14,525

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies
BUHS will continue collaborating with ROP
Representative, Military Recruiters, local
College Recruiters and programs to promote
and increase accessibility of BUHSD
College/Career Readiness Center.

BUHS will continue to work with ICOE College
Awareness program in yearly iCAN event.

Annual Review

SPSA Year Reviewed: 2020-21

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.

All actions set forth in this goal were fully implemented. BUHS fully supported certificated personnel in providing additional AP test prep outside of the school day. Some teachers held study sessions after school while other staff held sessions on Saturdays. Students are also able to receive additional support through an online study support program for both AP and ACT/SAT prep that they may work on independently at their own pace.

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

All items projected for this goal were purchased and no material differences in budgeted expenditures is apparent, but there were some expenditures that were less than originally planned. For example, BUHS offered Dual Enrollment Courses in conjunction with IVC and the cost of the textbooks was considerably less than originally estimated. Another material difference was the textbooks for the newly A-G approved Publications course. The teacher was able to find the student workbooks online, free of charge, therefore the district did not purchase hard copies.

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.

Based on the decrease in the percentage of students receiving a 3 or better on an AP exam, the district will increase the number of after school study sessions offered as well as ensure all students have an account with Alberti.O and are well versed in its significance to their AP exam success. The school continues to encourage and support AP teachers through providing AP training specific to their course. BUHS will continue its partnership with IVC in order to provide college level courses free of charge to its students at BUHS.

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 Climate and Culture

LEA/LCAP Goal

LCAP Goal 4 - The district will establish a school climate that encourages attendance, positive behavior and increased academic success.

Goal 4

BUHS will increase attendance and graduation rates and decrease drop out, suspension and expulsion rates.

Identified Need

BUHS has found a need to focus on positive school climate, recognizing the need to support all aspects of student learning to include social and emotional well-being

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Dataquest Student Surveys	Drop Out Rate - .4% Graduation Rate - 98.7% Suspension Rate - 4.4% Expulsion Rate - Less than 1% Chronic Absenteeism - 10.1% Healthy Kids Survey - Feel Safe at School - 91% School Connectedness - 81%	Maintain less than 1% Drop Out Rate and Expulsion Rate Maintain Graduation Rate Maintain/Decrease Suspension Rate by at least .5% Decrease Chronic Absenteeism by at least 1% annually Increase the number of students who feel connected to and safe at school by 2% annually

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

School Safety Committee will meet on a bi-monthly basis to ensure the safety and security of staff, students and community members.

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)

BUHS School Safety Committee meet quarterly to plan and implement school safety procedures.

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

Google Suite will be monitored on a monthly 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)

7,500

Title II Part A: Improving Teacher Quality
5000-5999: Services And Other Operating Expenditures
BUHS will provide training and use the organizational tools in Google Suite to create and share student calendars, prioritize tasks, calendar time-due dates and interact with teachers and/or classmates.

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

Motivational speakers for students and teachers will be made available several times throughout the school year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
11,500	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures BUHS will continue to pursue outside presenters for academic and personal motivation.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Freshmen

Strategy/Activity

Online Career Choices 10 Year Plan will be implemented for all Freshman and monitored 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)
15,000	LCFF - Supplemental 4000-4999: Books And Supplies Career Choices Consumables
5,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Training for Freshmen Seminar Teacher(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

BUHS will develop a school wide attendance campaign

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)
1,800	LCFF - Supplemental

4000-4999: Books And Supplies
Materials and Supplies for Attendance
Campaign

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

Attendance incentive program will be implemented at the end of each grading 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)

5,000

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies
BUHS will continue with incentive program for
exceeding in GPA's, Attendance, and Conduct.

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

The district will hire two MTSS coaches in order to implement a Response to Intervention Program schoolwide and promote awareness amongst students, staff, parents and community members.
(WASC 3a)

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)

24,000

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
2 - MTSS Coach Stipends

4,000

LCFF - Supplemental
3000-3999: Employee Benefits
Materials and Supplies

15,000

LCFF - Supplemental
5000-5999: Services And Other Operating
Expenditures

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The MTSS Coaches will develop schoolwide instructional lessons regarding core values and student learner outcomes. They will develop interventions and programs to support Positive Behavioral Interventions and Supports in order to decrease suspension rates, chronic absences and truancy rates. (WASC 2a)

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)

5,000

LCFF - Supplemental
5000-5999: Services And Other Operating
Expenditures
PBIS Rewards System

4,000

LCFF - Supplemental
4000-4999: Books And Supplies
Materials and Supplies

Annual Review

SPSA Year Reviewed: 2020-21

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.

All of the actions articulated in this goal were fully implemented. There is great success with the credit recovery program implemented at BUHS which is evidenced by our high graduation rate. Club rush is one of the most popular times of year and students are excited to see how they can become involved in their school. The district used to work in conjunction with other districts on an attendance campaign, but has since started their own. BUHS is actively trying to find the most effective means of achieving high attendance rates at our school.

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

Motivational speakers have raised their rates and the school had to spend a little more in that area than originally projected. Other budgeted expenditures have coincided with the estimated actuals at the end of the fiscal year.

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

After conducting school climate surveys and based on data collected by the district, it is determined that students not only need support in academics and discipline, but also in the realm of mental health and wellness. BUHS has invested in PBIS training and will continue to expand the PBIS culture for next year. The district has also discovered a need for an added layer of support and intervention for some incoming freshmen and will therefore open a Self-Contained Opportunity class on the main campus to assist struggling freshmen who have attendance issues and other difficulties precluding them from being successful in a comprehensive high school setting.

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 Connectedness

LEA/LCAP Goal

LCAP Goal 4 - The district will establish a school climate that encourages attendance, positive behavior, increased academic success and parent involvement.

Goal 5

BUHS will increase parent to school connectedness and participation by increasing communication efforts

Identified Need

There is a need to increase communication efforts to encourage all stakeholders to participate in school events and committees in order to increase exposure, knowledge, and relevance of the school's vision, mission and student learner outcomes. (WASC 1a)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey	Baseline: Parent Engagement Surveys - Feel Comfortable Participating in School Programs and Events - 81.9% Feel Involved in the Decision Making Process - 57.5%	Increase parent involvement by 5% annually

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

Stakeholder participation efforts will be reviewed at the end of year to improve efforts the following year. BUHS will continue with Site Council, ELAC, and parent portal as avenues for parent and stakeholder participation in school decision making as well as to increase their awareness of the school's vision, mission and student learner outcomes goals. (WASC 1a)

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)
5,000	LCFF - Supplemental 4000-4999: Books And Supplies Materials and Supplies for Meetings

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

Aeries Parent Square will be updated as needed.

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)
7,400	LCFF 5000-5999: Services And Other Operating Expenditures BUHS will continue to subscribe to Aeries Communication to disseminate information to parents and students

Annual Review

SPSA Year Reviewed: 2020-21

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.

This goal was fully implemented and will continued to be reviewed quarterly for its effectiveness and need for improvement. The school will continue to strive to provide a safe and welcoming environment for its stakeholders and values their input.

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

There were not material differences between the intended implementation and the budget expenditures.

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.

The school is going to continue to provide meaningful surveys for parents in order for the school to ascertain how it can best empower parents to participate in the decision making process and participate in school events.

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	\$757,017
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,224,554.90

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	\$78,000.00
Title I Part A: Basic Grants Low-Income and Neglected	\$540,096.90
Title II Part A: Improving Teacher Quality	\$7,500.00
Title III	\$48,203.00

Subtotal of additional federal funds included for this school: \$673,799.90

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 (\$)
LCFF	\$307,400.00
LCFF - Supplemental	\$243,355.00

Subtotal of state or local funds included for this school: \$550,755.00

Total of federal, state, and/or local funds for this school: \$1,224,554.90

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

Expenditures by Funding Source

Funding Source	Amount
LCFF	307,400.00
LCFF - Supplemental	243,355.00
Title I	78,000.00
Title I Part A: Basic Grants Low-Income and Neglected	540,096.90
Title II Part A: Improving Teacher Quality	7,500.00
Title III	48,203.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	426,716.90
2000-2999: Classified Personnel Salaries	179,246.00
3000-3999: Employee Benefits	86,067.00
4000-4999: Books And Supplies	405,825.00
5000-5999: Services And Other Operating Expenditures	126,700.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCFF	300,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	7,400.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	39,000.00

2000-2999: Classified Personnel Salaries	LCFF - Supplemental	67,272.00
3000-3999: Employee Benefits	LCFF - Supplemental	27,458.00
4000-4999: Books And Supplies	LCFF - Supplemental	60,325.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	49,300.00
2000-2999: Classified Personnel Salaries	Title I	78,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	387,716.90
3000-3999: Employee Benefits	Title I Part A: Basic Grants Low-Income and Neglected	46,880.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	45,500.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	60,000.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	7,500.00
2000-2999: Classified Personnel Salaries	Title III	33,974.00
3000-3999: Employee Benefits	Title III	11,729.00
5000-5999: Services And Other Operating Expenditures	Title III	2,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	627,016.90
Goal 2	156,733.00
Goal 3	330,605.00
Goal 4	97,800.00
Goal 5	12,400.00

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

Name of Members	Role
Jesse Sanchez	Principal
Adrian Sanchez	Classroom Teacher
Sherrie Newell	Classroom Teacher
Abraham Belellano	Classroom Teacher
Israel Rico	Classroom Teacher
Ruben Villa	Other School Staff
Liz Gonzales	Parent or Community Member
Carol Cortes	Parent or Community Member
Stephanie Soto	Parent or Community Member
Mahi Goyal	Secondary Student
Abigail Gutierrez	Secondary Student
Sharonn Lee	Secondary Student

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
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 .

Attested:

Principal, Jesse Sanchez on
SSC Chairperson, Abigail Gutierrez on

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.

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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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **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/guidanceusesinvestment.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/guidanceusesinvestment.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/>

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