School Year: **2019-20**

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	5/30/19	

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.

Table of Contents

SPSA Title Page 1
Purpose and Description....1
Table of Contents....2
Stakeholder Involvement 3
Resource Inequities 3
Goals, Strategies, & Proposed Expenditures....4
Goal 1....4
Goal 2....11
Goal 3....15
Goal 4....20
Goal 5....26
Budget Summary 30
Budget Summary 30
Other Federal, State, and Local Funds 30
Budgeted Funds and Expenditures in this Plan 31
Funds Budgeted to the School by Funding Source....31
Expenditures by Funding Source 31
Expenditures by Budget Reference 31
Expenditures by Budget Reference and Funding Source 31
Expenditures by Goal....32
School Site Council Membership 33
Recommendations and Assurances 34
Instructions....35
Instructions: Linked Table of Contents....35
Purpose and Description....36
Stakeholder Involvement....36
Resource Inequities 36
Goals, Strategies, Expenditures, & Annual Review 37
Annual Review 38
Budget Summary 39
Appendix A: Plan Requirements 41
Appendix B:....44
Appendix C: Select State and Federal Programs 46

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, member and audience members are able to review the School Plan Goal by Goal and provide input and suggestions for revision. 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.

Although there are not blatant resource inequities, English learners 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.

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

LCAP Goal 1 - Develop a comprehensive core and support program to assist in increasing student achievement.

Goal 1

BUHS is committed to attaining proficiency on CAASPP and increasing percent proficient steadily every 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 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)

8640	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. 2 Certificated Personnel 96 hours each
1500	Title I 3000-3999: Employee Benefits 2 Certificated Staff - 96 hours each Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Credit Recovery Outside of the school day struggling students who need to recover credits

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)
34,200	Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Credit Recovery After School and during the summer (Extra Duty Certificated Staff - 120 Summer Hours; Approximately 640 after school hours)
8,000	Title I 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

Implement class size reduction at the 9th math grade level to assist struggling students in achieving grade level proficiency as well as adopting Agile Math curriculum to utilize in these 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)
80,000	Title I 1000-1999: Certificated Personnel Salaries Certificated salary of one math teacher in order to implement class size reduction
10,500	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 4

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 offer AP Prep courses before school, after school and during Saturday Academies

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)
4,050	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries BUHS will continue with implementation of AP prep before/after school hours and during Saturday Academies - 90 Extra Duty Hours

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

During the 2017-18 school year, BUHS has researched curriculum for social science and will adopt for the 2018-19 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)
250,000	Lottery: Instructional Materials 4000-4999: Books And Supplies BUHS will develop rotational textbook adoption schedule for: Science, and Social Science, based on curriculum availability.

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

ICOE Professional Development Contract- August 2018 - June 2019

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	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Contract with ICOE for Professional Development in Subject Areas other than math and English
35,000	Title I 5000-5999: Services And Other Operating Expenditures ICOE contract for Professional Development (ELA and Mathematics)

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

Department Collaboration - monthly 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)
	BUHS will provide release time for teachers to collaborate within grade levels and departments in planning for alignment and development of common benchmarks.

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

Writing project will be implemented and assessed at least once per subject are each semester

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)
1,500	LCFF 4000-4999: Books And Supplies BUHS will implement a school-wide writing project continually throughout the school year to enhance writing instruction and increase writing opportunities throughout all disciplines in relation to SBAC writing component.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

BUHS will maintain three full time instructional aides to assist 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)	Source(s)

74,970	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.
34,970	LCFF 2000-2999: Classified Personnel Salaries The district will continue to fund 1 FTE instructional aide specifically assigned to mathematics courses.

Strategy/Activity 10

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

All Students

Strategy/Activity

BUHS will maintain 3 Americorp aides to assist 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)	Source(s)
35,000	Title I 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.

Strategy/Activity 11

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

9th and 10th Grade Students

Strategy/Activity

BUHS will provide English support classes to struggling 9th and 10th graders in addition to their core English course.

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)

80,000	Title I 1000-1999: Certificated Personnel Salaries 4 sections of English Support
20,000	Title I 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2018-19

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 purchased another group of chromecarts and after 2019-20, all teachers should have their own chromecarts. The district has begun replacing old chromebooks that no longer function properly. The district expanded its summer math bridge program to include other core subject areas and had so much student interest that BUHSD had to hire more certificated staff than expected. BUHSD expanded its Saturday academies and student attendance on Saturdays has steadily increased.

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, action summer school was expanded to include more students and more subject areas. The number of staff more than doubles, therefore our expenses for that action increased.

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.

BUHS is going to support increased expenditures in the areas of summer school and possibly adding Saturday Academies for struggling students. The district will continue to provide relevant professional development to its staff. The district added specialized curriculum for struggling math students called Agile Math.

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 the US less than 5 years in order to meet state targets.

Identified Need

2017-18 was a baseline year for English learners. The new English proficiency exam was fully operational during the 2017-18 school year and baseline data will be established and expected outcomes will be developed once there is comparable data in 2018-19

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard	Level 4 - Well Developed - 21% Level 3 - Moderately Developed - 30.5% Level 2 - Somewhat Developed - 22.8% Level 1 - Beginning Stage - 25.7%	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)
6,758.25	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)
26,600	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures BUHS will strategically implement EL strategies professional development for all teachers and paraprofessionals. This PD will include training in the use of Integrated ELD strategies 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 and student placement will be quarterly.

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. Student placement will emphasize a path to AP Spanish Literature and Language classes.

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)
33,636	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: 2018-19

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 the actions articulated in this goal. English learner summer school was fully staffed with 40 students completing the summer course. The course was project based learning with a focus on language development while working in the field of biology. 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. The only added expenditure was the online program, Grammarly Premium. The additional software program's costs had minimal impact on the budget. It was purchased for one teacher to pilot with her new immigrant students.

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

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 for the 2018-19 school year.

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 implement a complete pathway with a second level course for the 2017-2018 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)
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 AP Computer Science Law Enforcement I,II

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

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)
2,340	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries BUHS will provide ACT/SAT Test preparation classes, materials, and fee waivers, as needed. Test preparation offerings will be outside of regular school hours.

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)	Source(s)
9,680.53	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)	Source(s)
14,525	LCFF - Supplemental 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.

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 increased the number of A-G Courses to include Publications and Advanced Publications

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)
1,293	LCFF - Supplemental 4000-4999: Books And Supplies The Radical Write Textbook

Annual Review

SPSA Year Reviewed: 2018-19

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.0 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

County Wide Student Study Team Online System will be implemented 2017-2018 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)
50,000	Title I 5000-5999: Services And Other Operating Expenditures BUHS purchase SST system to assist with student academic achievement, attendance, and discipline.

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

School Safety Committee will meet on a bi-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)
	BUHSD School Safety Committee to plan and implement school safety procedures.

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

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)

7500	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 4

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 to begin 2017-2018 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 5

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)
6,178.68	LCFF - Supplemental 4000-4999: Books And Supplies Career Choices Consumables
2180.44	LCFF - Supplemental

	5000-5999: Services And Other Operating Expenditures Training for 1 Freshmen Seminar Teacher

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

Club/Activities Fair 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)
2,500	LCFF - Supplemental 4000-4999: Books And Supplies BUHS will continue to provide Club/Activities Fair in order to ensure and/or motivate student participation.

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 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 8

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)	Source(s)
5,000	LCFF - Supplemental 4000-4999: Books And Supplies BUHS will continue with incentive program for exceeding in GPA's, Attendance, and Conduct.

Strategy/Activity 9

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

All Students

Strategy/Activity

Credit Recovery outside of the school day

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)
24,000	Title I 1000-1999: Certificated Personnel Salaries BUHS will continue to fund credit recovery opportunities for students several times throughout the school year.

Strategy/Activity 10

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

Struggling Freshmen

Strategy/Activity

BUHS will offer a self-contained "Opportunity" Class on campus for struggling freshmen

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)

100,000	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Opportunity Teacher
15,000	LCFF - Supplemental 4000-4999: Books And Supplies Materials and Supplies

Annual Review

SPSA Year Reviewed: 2018-19

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 parents to participate in school events and for all stakeholders to feel comfortable and welcomed at school.

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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	BUHS will continue with Site Council, ELAC, and parent portal as avenues for parent and stakeholder participation in school decision making.

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

Website effectiveness will be reviewed weekly and updated daily.

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)
6,000	Title I BUHS will implement a new website to enhance parent and/or community notifications and announcements.

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

Intercom and Bell System will continue to be enhanced/updated during the 2017-2018 school year.

Alarm devices will be purchased for outdated devices.

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)
35,000	LCFF

	BUHS will purchase and install new security cameras

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

Aeries Communication 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 BUHS will continue to subscribe to Aeries Communication to disseminate information to parents and students

Annual Review

SPSA Year Reviewed: 2018-19

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	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,479,680.90

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	$414,470.00
Title I Part A: Basic Grants Low-Income and Neglected	$53,340.00
Title II Part A: Improving Teacher Quality	$7,500.00
Title III	$45,365.00

Subtotal of additional federal funds included for this school: $520,675.00

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

State or Local Programs	Allocation ($)
	$0.00
LCFF	$378,870.00
LCFF - Supplemental	$330,135.90
Lottery: Instructional Materials	$250,000.00

Subtotal of state or local funds included for this school: $959,005.90

Total of federal, state, and/or local funds for this school: $1,479,680.90

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
	0.00
LCFF	378,870.00
LCFF - Supplemental	330,135.90
Lottery: Instructional Materials	250,000.00
Title I	414,470.00
Title I Part A: Basic Grants Low-Income and Neglected	53,340.00
Title II Part A: Improving Teacher Quality	7,500.00
Title III	45,365.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	239,988.25
2000-2999: Classified Personnel Salaries	310,848.00
3000-3999: Employee Benefits	64,687.00
4000-4999: Books And Supplies	603,452.21
5000-5999: Services And Other Operating Expenditures	197,780.44

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	LCFF	42,400.00

2000-2999: Classified Personnel Salaries	LCFF	34,970.00
4000-4999: Books And Supplies	LCFF	301,500.00
	LCFF - Supplemental	14,525.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	13,148.25
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	167,272.00
3000-3999: Employee Benefits	LCFF - Supplemental	23,458.00
4000-4999: Books And Supplies	LCFF - Supplemental	41,452.21
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	70,280.44
4000-4999: Books And Supplies	Lottery: Instructional Materials	250,000.00
	Title I	6,000.00
1000-1999: Certificated Personnel Salaries	Title I	184,000.00
2000-2999: Classified Personnel Salaries	Title I	74,970.00
3000-3999: Employee Benefits	Title I	29,500.00
5000-5999: Services And Other Operating Expenditures	Title I	120,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	42,840.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	10,500.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	7,500.00
2000-2999: Classified Personnel Salaries	Title III	33,636.00
3000-3999: Employee Benefits	Title III	11,729.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	708,330.00
Goal 2	169,453.25
Goal 3	327,838.53
Goal 4	225,659.12
Goal 5	48,400.00

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:

School Principal

Classroom Teachers

Name of Members	Role
Jesse Sanchez	Principal
Amanda Lyon	Classroom Teacher
Frank Cervantes	Classroom Teacher
Billy Brewer	Classroom Teacher
Dina Self	Classroom Teacher
Audrey Noriega	Parent or Community Member
Diana Renteria	Parent or Community Member
Ruben Felix	Parent or Community Member
Zabdi Velasquez	Secondary Student
Joseph Santana	Secondary Student
Dylan Carpio	Secondary Student
Sandra Cortez	Other School Staff

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

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.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019