

School Year: 2019 - 2020

Single Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
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Brentwood Academy	41 68999 6044366	January 9, 2020	January 16, 2020
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School Profile(Timeline: August 2019 - June 2020)

Mission: *The mission of Brentwood Academy is to empower the young minds of East Palo Alto to become life-long learners.*

Vision: *We will work in collaborative teams that use data driven decisions to develop high quality instruction to promote student growth. We will reach out to the community by providing resources and opportunities for partnership with the school.*

School Profile

Brentwood Academy is located in East Palo Alto on the peninsula of the San Francisco Bay Area. The City of East Palo Alto has an ethnically diverse population of approximately 30,000 within a 2.5 square mile area. The city borders wetlands and the San Francisco Bay, and is located at the gateway to technology-based Silicon Valley. The median income of families feeding into the school ranges from homeless to low-middle class. Approximately 84% of our students qualify for free or reduced lunch. One of the characteristics of Brentwood Academy is its diverse population. Approximately 8% of the students are African-American, 74.8% of students are Hispanic-Latino, 10.4% are Pacific Islander and 1% are two or more races. Of that total population, 93.5% are socio-economically disadvantaged (SED), 60.9 are English Learners (EL), and 34.6% homeless. Brentwood Academy has 14 classroom teachers, 8 additional credentialed teachers, 16 classified staff.

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.

Single Plan for Student Achievement (SPSA) is a plan of action to raise the academic performance of all students. California Education Codes sections 41507, 41572, and the federal Every Student Succeeds Act (ESSA) require each school-wide program receiving federal money to report their plan. In addition, the Ravenswood City School District has addressed the LCAP 8 State Priority Goals

Stakeholder Involvement

Involvement Process for the SPSA and Annual Review and Update

The Brentwood Academy School Site Council/English Language Advisory Committee reviewed and provided input on the SPSA at our SSC/ELAC committee on Monday, December 10th at our regularly scheduled meeting.

The Brentwood Academy Staff and Leadership team reviewed and gave feedback on the SPSA on Tuesday, January 7th during a staff meeting..

The SPSA was again presented to the SSC/ELAC committee on Thursday, January 9th at our regularly scheduled meeting.

Resource Inequities

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

Our District serves approximately 2,000 students in Transitional Kindergarten through Eighth grades. 57% of our students are English Language Learners and 6 out of our 6 schools qualify for Title I funding. While we work hard to meet state and federal accountability requirements, we are committed to more than just the academic performance of our students. We also strive to meet our students' developmental needs -- intellectual, physical, mental, and social-emotional -- through a wide variety of programs offered during and after the school day.

Over 90% of our families qualify for free and reduced lunch. The rising cost of living in our area is a tremendous challenge to many, and a significant percentage are homeless or have

unstable housing. Our students experience the stresses and traumas associated with growing up in poverty. Attendance can thus be a challenge. We also have an increasing number of Newcomer students who arrive to our district from another country speaking little to no English, who may have experienced trauma in their journey from their home to Ravenswood.

We endeavor to meet the wide ranging needs of our students, although teacher turnover has hindered our ability to improve student achievement. For the past few years teachers have moved out of the area due to the high cost of living in our area. We then need to train teachers every year who are new to our district, and often early in their teaching career.

Goals, Strategies, & Proposed Expenditures

Goal 1

LEA GOAL 1: All students will receive high quality instruction in Common Core State Standards (CCSS for English Language Arts and Mathematics), Next Generation Science Standards (NGSS) and other California State Standards (ELD, Music, Art, Social Studies, PE) from highly qualified, trained, and professionally supported teachers.

School Goal: All students will receive high quality instruction in Common Core State Standards (CCSS for English Language Arts and Mathematics), Next Generation Science Standards (NGSS)

and other California State Standards (ELD, Music, Art, Social Studies, PE) from highly qualified, trained, and professionally supported teachers.

3rd - 5th grade student performance on the CAASPP assessments:

English Language Arts:

- All Students 74.2. points below standard () - (Red) Declined
- English Learners 73.8 points below standard (Red) - Declined
- Hispanic students 72.1 points below standard (Red) - Declined
- Homeless students 87.2 points below standard (Red) - Declined
- Socioeconomically disadvantaged students 72.9 points below standards (Red) - Declined

Mathematics

- All Students 87.3 points below standard (orange) - Declined
- English Learners 89.4 points below standard (orange) - Declined
- Hispanic students 90.4 points below standard (orange) - Declined
- Homeless students 87.8 points below standard (orange) - Declined
- Socioeconomically disadvantaged students 86.6 points below standard (orange) - Declined

State and/or other local Priorities addressed by this goal:

LCAP Priority areas:

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identify Need:

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Assessment - ELA	Decreased Significantly (21.8 Points) a total of 74.2 points below standard	Increase Significantly (25 Points) a total of 49.2 points below standard
CAASPP Assessment - Math	Declined Significantly (15.9 points) a total of 87.3 points below standard	Increase Significantly (25 Points) a total of 62.3 points below standard

F&P Reading Assessment	% Meeting or Exceeding Expectation on RLA EOY 2019 K = 50% 1 st = 39.9% 2 nd = 40.6% 3 rd = 34% 4 th = 37.5% 5 th = 18.9%	All grade levels will have 50% of their students reading on grade level.
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EOY Math assessment K-2	% Meeting or Exceeding Expectation in Math EOY 2019 K = 51% 1 st = 28.9% 2 nd = 29.7%	K-2 levels will have 80% of their students attaining mastery based on the end of year assessment.
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PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

All Students

Strategy/Activity

Highly Credentialed teachers who collaborate around instruction.

Proposed Expenditures for this Strategy/Activity

\$1,492,978
General Fund Object Codes, 1000, 2000, & 3000 & Mgmt. Codes 101 (Regular Education) & 405 (School Administration)
Object Codes, 1000, 2000, & 3000 & Mgmt. Codes 101 (Regular Education) & 405 (School Administration)

Amount(s)

Source(s)

Budget Reference(s)

Strategy/Activity 2

All Students

Strategy/Activity

Site Leadership:

Principal and Lead teachers from each grade level will meet every Monday to collaborate around school wide decisions and both inform and gather information from each classroom teacher.

Proposed Expenditures for this Strategy/Activity

\$20,000
General Fund - Supplemental & Concentration
Object Codes 1000 & 3000 & Mgmt. Code 106 (Supplemental & Concentration)

Amount(s)

Source(s)

Budget Reference(s)

Strategy/Activity 3

All Students/Language Learners

Strategy/Activity

Flocabulary: Students engage in online text that is at their independent and/or instructional level to reinforce fluency and reading comprehension in school.

Proposed Expenditures for this Strategy/Activity

\$100
REF Matching Fund
Object Code 4000 & Mgmt. Code 328 (REF)

Amount(s)

Source(s)

Budget Reference(s)

Strategy/Activity 4

All Students/Language Learners

Strategy/Activity

After School Program: After school staff provides ongoing support with homework and enrichment to students. This is a partnership with Boys and Girls Club.

Proposed Expenditures for this Strategy/Activity

\$106,415
ASES
Object Code 5000 & Mgmt. Code 39B (ASES)

Amount(s)

Source(s)

Budget Reference(s)

Strategy/Activity 5

All Students/Language Learners

Strategy/Activity

Maker Space: A Tinkerer will be hired to run the Maker Space so that it is open daily for students during lunch and available for teachers to do STEM lessons during the school day. Teachers will take their classes to the Maker Space to utilize its content at least once a week.

Proposed Expenditures for this Strategy/Activity

\$62,275
REF (50%) and Supplemental & Concentration (50%)
Object Codes 2000 & 3000 & Mgmt. Codes 106 (Supplemental & Concentration) & 302 (REF)

Amount(s)

Source(s)

Budget Reference(s)

Strategy/Activity 6

All Students/Language Learners

Strategy/Activity

STEM Fair: Students will create a Science Fair project (full class 1st - 3rd and with small group or individually 4th and 5th) to display at the site STEM fair. Fifth graders will have the opportunity to move on to the County STEM Fair.

Proposed Expenditures for this Strategy/Activity

\$200
Donation Account
Object Code 4000 & Mgmt. Code 311 (Donations)

Amount(s)

Source(s)

Budget Reference(s)

Strategy/Activity 7

Students Reading Below Grade Level (ELs, Socioeconomically Disadvantaged, Homeless)

Strategy/Activity

TOSA: Maintain two TOSA's or more to support teachers in literacy instruction as well as run small intervention groups.

Proposed Expenditures for this Strategy/Activity

\$161,000
REF
Object Codes 1000 & 3000 & Mgmt. Code 302 (REF)

Amount(s)

Source(s)

Budget Reference(s)

Strategy/Activity 8

Students Reading Below Grade Level (ELs, Socioeconomically Disadvantaged, Homeless)

Strategy/Activity

Maintain two Reading Recovery teachers: Reading Recovery teachers work with specifically identified 1st grade students and 2nd grade small groups to increase reading fluency and comprehension

Proposed Expenditures for this Strategy/Activity

\$206,470
TOSA Foundation
Object Codes 1000 & 3000 & Mgmt. Code 325 (TOSA Foundation)

Amount(s)

Source(s)

Budget Reference(s)

Strategy/Activity 9

All Students

Strategy/Activity

Instructional Materials: Each grade level is provided a budget to purchase the instructional materials needed for students. This money is also used for field trips and other instructionally driven events.

Proposed Expenditures for this Strategy/Activity

\$25,000
General Fund
Object Codes 4000 & 5000 & Mgmt. Codes 101 (Regular Education) & 303 Title I

Amount(s)

Source(s)

Budget Reference(s)

Goal 2

LEA GOAL 1: All students, PreK through 8th grade, will have equitable access to programs, supports, and services as needed to respond to student behavioral, social emotional, and academic needs.

School Goal: All students, PreK through 8th grade, will have equitable access to programs, supports, and services as needed to respond to student behavioral, social emotional, and academic needs.

State and/or other local Priorities addressed by this goal:

LCAP Priority areas: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)

Identify Need:

English Language Learners:

- 60.9% English Language Learners
- 19.2% RFEP

Absenteeism

- 16.2% Chronically Absent (Declined 2.2%) - Yellow
 - Hispanic, Homeless, Pacific Islander - Orange
 - African American, English Learners, Socioeconomically Disadvantaged - Yellow

Suspension Rate

- Suspension Rate 5% (Red)

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percent of students RFEP'd	19.2%	25.0% Redesignated FEP
Chronically Absent	16.2% chronically absent	no more than 5% chronically absent
Suspension Rate	5%	no greater than 2%

PLANNED STRATEGIES/ACTIVITIES**Strategy/Activity 1**

All students, English Language Learners, students receiving special education services

Strategy/Activity

School Sites will hold evening events and meetings for parents and families to involve in the school community. (SSC/ELAC, Math Night, STEM Fair, Spring and Fall Carnival, etc.).

Proposed Expenditures for this Strategy/Activity

\$1,000

Title I

Object Code 5000 & Mgmt. Code 303 (Title I)

Amount(s)

Source(s)

Budget Reference(s)

Strategy/Activity 2

All students, English Language Learners, students receiving special education services

Strategy/Activity

Strategy/Activity 2

All students, English Language Learners, students receiving special education services

Strategy/Activity

Brentwood will have a campus relations coordinator whose role is to support students at lunch and recess with small conflicts as well as support in classrooms with students who have behavioral needs.

Proposed Expenditures for this Strategy/Activity

\$39,380
General Fund - Supplemental & Concentration
Object Codes 2000 & 3000 & Mgmt. Code 106 (Supplemental & Concentration)

Amount(s)

Source(s)

Budget Reference(s)

Object Code 2000 & 3000 & Mgmt. Code 106 (Supplemental & Concentration)

Budget Reference(s)

Goal 3

LEA GOAL 3: Integrate technology into all subject areas to increase student achievement and engagement with 21st century skills and better prepare students for their future career choices.

School Goal: Integrate technology into all subject areas to increase student achievement and engagement with 21st century skills and better prepare students for their future career choices.

State and/or other local Priorities addressed by this goal:

LCAP Priority areas:

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identify Need:

Exposing students to technology will increase their results on the CAASPP assessments as it is a computer based assessment.

Students will be using technology to create products and show what they have learned.

Students will become so comfortable and proficient with technology use as evidenced by their ability to stay engaged in such activity for longer periods of time

Students will be using technology for supervised strategic intervention

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Reflex Math	385,872 facts answered	Same or Increase
CAASPP	See Goal 1	See Goal 1
Computer/Student Ratio	One/One Laptops 3 - 5 6 ipads in all K-2 rooms Computer Lab for K-2	One/One Laptops 2 - 5 6 ipads in all K-2 rooms Computer Lab for K-2

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PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

All Students - specifically supportive to second language learners

Strategy/Activity

Purchase/Replace/Update technology equipment as needed.

Proposed Expenditures for this Strategy/Activity

\$1,892
Title I
Object Code 4000 & Mgmt. Code 303 (Title I)

Amount(s)

Source(s)

Budget Reference(s)

Strategy/Activity 2

All Students - specifically supportive to second language learners and students with special needs

Strategy/Activity

Purchase online resources to support learning in the classroom. (ex. Sign Language support, flocabulary_

Proposed Expenditures for this Strategy/Activity

\$10,000
Title I
Object Code 4000 & Mgmt. Code 303 (Title I)

Amount(s)

Source(s)

Budget Reference(s)

PLANNED STRATEGIES/ACTIVITIES

All Students

Strategy/Activity 1

Strategy/Activity

Providing a safe and supervised environment is essential in supporting students having a smooth transition at school. To support that goal we have 3 yard duty employees.

Proposed Expenditures for this Strategy/Activity

\$64,320

General Fund & Supplemental & Concentration

Object Codes 2000 & 3000 & Mgmt. Codes 101 (Regular Education) & 106 (Supplemental & Concentration)

Amount(s)

Source(s)

Budget Reference(s)

Strategy/Activity 2

All Students

Strategy/Activity

School Admin, Office Staff - Attendance and parent communication has a huge impact on student achievement with high correlation between students struggling academically and having poor attendance. Resolving our attendance crisis is foundational to improving student achievement.

Proposed Expenditures for this Strategy/Activity

\$66,064

General Fund, Supplemental & Concentration, & Title I

Object Codes 1000, 2000, & 3000 & Mgmt. Codes 106 (Supplemental & Concentration), 303 (Title I), & 405 (School Administration)

Amount(s)

Source(s)

Budget Reference(s)

Annual Review and Update

SPSA Year Reviewed: 2019-2020

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

Goal 1

School Goal

- **CAASPP:** The school will increase to the next 10th of a percentage point on the number of students at or above proficiency on the ELA and Math CAASPP assessment.
- **Reading:** All students will meet their individual 10 month reading goal by the end of the school year as measured by the F&P assessment.
- **Math:** All students will benefit from engaging with the new math curriculum - investigations on a daily basis as measured by teacher lesson plans.
- **Math Facts:** All students will learn their grade level math facts by the end of the year as measured by quizzes on reflex math.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Assessment	CAASPP: The school will increase to the next 10th of a percentage point on the number of students at or above proficiency on the ELA and Math CAASPP assessment	<p>ELA</p> <ul style="list-style-type: none"> • All Students 74.2. points below standard () - (Red) Declined • English Learners 73.8 points below standard (Red) - Declined • Hispanic students 72.1 points below standard (Red) - Declined • Homeless students 87.2 points below standard (Red) - Declined • Socioeconomically disadvantaged students 72.9 points below standards (Red) - Declined <p>MATH</p> <ul style="list-style-type: none"> • All Students 87.3 points below standard (orange) - Declined • English Learners 89.4 points below standard (orange) - Declined

		<ul style="list-style-type: none"> ● Hispanic students 90.4 points below standard (orange) - Declined ● Homeless students 87.8 points below standard (orange) - Declined ● Socioeconomically disadvantaged students 86.6 points below standard (orange) - Declined
Reading Goal	All students will meet their individual 10 month reading goal by the end of the school year as measured by the F&P assessment.	<p>% Meeting or Exceeding Expectation on RLA EOY 2019. All grade levels will have 50% of their students reading on grade level.</p> <p>K = 50%</p> <p>1st = 39.9%</p> <p>2nd = 40.6%</p> <p>3rd = 34%</p> <p>4th = 37.5%</p> <p>5th = 18.9%</p>

Math	All students will continue to benefit from engaging with the new math curriculum - investigations on a daily basis as measured by teacher lesson plans.	All students 87.3 points below standard.

STRATEGIES/ACTIVITIES ANALYSIS

Action	Person(s) Responsible	Task/Date	Cost and Funding Source
Teacher Collaboration	Teaching staff/School Admin/District Admin	<p>Establish school wide schedule and protocol systems for teacher collaboration and planning for effective analysis of student data. In order to provide 200 minutes of collaboration time an Art, Music, and PE teacher will be hired totaling 3 additional credentialed staff members. Integrating Art, Physical Education and Music specials into the day to enhance student learning as well as allow for teacher collaboration. These specials teachers release general education teachers to collaborate in the following areas:</p> <ul style="list-style-type: none"> Lesson planning, inquiry cycles, discuss student success and concerns, data analysis, implementation of teaching and intervention strategies <p>(Timeline: August 2019 - June 2020)</p>	\$215,260 General Fund

Reader and Writer's Workshop Teacher Training	C&I & Lead Teachers	Site professional development and teaching materials to extend district training to support teachers in the implementation of Reader's and Writer's Workshop. (Timeline: August 2019 - June 2020)	\$12,376 (Title II) See Form B (Centralized Services)
Develop Site Leadership	School Admin and Lead Teachers	Lead teachers from each grade level and Site Administrator will meet every Monday to collaborate around school wide decisions and both inform and gather information from each classroom teacher. (Timeline: August 2019 - June 2020)	\$20,000 Supplemental & Concentration
Purchase Flocabulary	Teaching Staff/School Admin	Students engage in online text that is at their independent and/or instructional level to reinforce fluency and reading comprehension in school. (Timeline: August 2019 - June 2020)	\$100 (REF)
After School Program	ASP Program Coordinator and ASP Staff	After school staff provides ongoing support with homework and enrichment to students. This is a partnership with Boys and Girls Club. (Timeline: August 2019 - June 2020)	\$106,415 ASES
STEM Fair	District Coordinator, Site Admin, Teachers	Students will create a Science Fair project (full class 1st - 3rd and with small group or individually 4th and 5th) to display at the site STEM fair. Fifth graders will have the opportunity to move on to the County STEM Fair. (Timeline: August 2019 - June 2020)	\$200 Donation Account \$800 (General Fund) See Form B Centralized Services

TOSA	Site Admin, TOSA	Two TOSAs were hired to support teachers in literacy instruction as well as run small intervention groups. (Timeline: August 2019 - June 2020)	\$161,000 REF
Math Curriculum	District Coordinator, Site Admin, Teachers	Continue implementation of math curriculum that aligns with the common core standards. (Timeline: August 2019 - June 2020)	\$68,124 General Fund See Form B Centralized Services
NTC Coaches and classes. Teachers and Site Administrator Professional Development	District Coordinator, Site Admin, Teachers, NTC coaches	Teachers will be provided opportunities to take after school courses to strengthen their practice. Teachers and Site Administrator will be provided Professional Development opportunities. If teachers are enrolled in a course they will also be provided a coach to support them with implementation in their classrooms. (Timeline: August 2019 - June 2020)	\$169,920 REF See Form B Centralized Services
Targeted intervention	Reading Recovery Teacher	Reading Recovery teachers work with specifically identified 1st grade students and 2nd grade small groups to increase reading fluency and comprehension (Timeline: August 2019 - June 2020)	\$161,000 TOSA Foundation
Formative Cold Read assessments	Tosa, Principal, Teacher	The teachers and staff will do frequent cold reads of texts to determine when students have “leveled up” in their reading levels. This will allow students to choose ‘just right’ books and will assist teachers in determining the best teaching points. (Timeline: August 2019 - June 2020)	\$1,500 General Fund
Instructional materials for students	Principal, teachers	Each grade level is provided a budget to purchase the instructional materials needed for students. This money is also used for field trips and other instructionally driven events. (Timeline: August 2019 - June 2020)	\$5,513 – General Fund (101) \$5,451 (106) \$9,986 (Budget 303 Title I)

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

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

Teacher collaboration - Teachers met 3 times per week around student concerns, data and planning. This was implemented with 100% fidelity.

Readers/Writers Workshop - All teachers implemented Readers/Writers workshop and had students reading at their independent reading levels. Some teachers attended after school trainings to deepen their understanding and implementation of the curriculum.

Site Leadership - The site leadership team meet every Monday with 100% fidelity. The leaders of each team work both together as a unit as well as with their teams to ensure the fluidity of the academic and social emotional aspects of the academic program.

Flocabulary - Most teachers have access to flocabulary to supplement instruction throughout the day.

Afterschool Program - Approximately 45% of our students are served in the after school program. There have never been more than 10 - 15 students on the waitlist.

MakerSpace - The MakerSpace is open every day at lunch recess for students. Teachers also take thier students to the MakerSpace at least every other week and sometimes weekly for integrated lessons.

STEM Fair - All 4th and 5th grade students participate in the Science Fair.

TOSA - The Brentwood Instructional Coaches see 4 small groups daily and coach classroom teachers the other half of their day.

Math Curriculum - All teachers implemented the new curriculum. Some teachers supplemented the curriculum with Engage New York. The teams that supplemented with Engage ended up with higher math scores according to the CAASPP.

NTC Coaches and classes - Teachers in their 1st and 2nd years of teaching as well as teachers enrolled in an NTC course all had an individual coach through NTC. Teachers and Site Administrator will be provided Professional Development opportunities.

Targeted Intervention - Brentwood has 2 reading recovery teachers. Each teacher had 2 one/one students and 4 small groups. Seeing between 14 and 18 students daily for reading intervention.

Formative Cold Read assessments - A binder was created for each teacher with several cold reads at each reading level so we can accurately and frequently identify when students who have moved up in reading levels.

Instructional Materials for Students - Each department or grade level has access to money to purchase materials or field trip admissions for their students or grade level.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall, the strategies will continue to be implemented to enhance student academic growth.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material changes made to the proposed and actual 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 changes to this goal will be noted in Goal 1 on the SPSA document. Individual benchmarks will be increased to push towards an increase in student mastery.

Goal 2

SCHOOL GOALS:

- We will increase the percentage of students designated as RFEP from 20% to 25%.
- All teachers will integrate ELD and Common Core practices into all content areas of instruction as is evidenced on lesson plans.
- We will set high behavioral expectations in the areas of attendance, tardies, referrals and suspensions:
 - Increase attendance to an average of 98%
 - Decrease tardiness by 10%
 - Decreased referrals by 10%
 - Maintain low suspension rate of 2%

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Increase the percentage of students designated as RFEP	20% of students RFEP	14% of students RFEP
Integrate ELD and Common Core practices	All teachers will integrate ELD and Common Core practices into all content areas of instruction as is evidenced on lesson plans.	All teachers are integrating ELD throughout the entire day as well as increasing the use of sentence frames and partner talk.
Increase attendance	98%	94.18%
Decrease tardies	Decrease by 10%	
Decrease referrals	Decrease by 10%	
Maintain low suspension rate		5% suspended at least once. Increased 4.6%

		Decrease of 86 referrals
Suspension Rate	Maintain low suspension rate of 1%	5 suspensions 16 - 17 4 suspensions 17 - 18

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity ANALYSIS

Action	Person(s) Responsible	Task/Date	Cost and Funding Source
Provide professional development for staff for ELD curriculum	Teaching Staff/C&I	Site professional development and teaching materials to extend district training to support teachers in the implementation of ELD curriculum. (Timeline: August 2019 - June 2020)	\$4,752 Title II See Form B Centralized Services
Parent Involvement and workshops	School Admin/ Teaching Staff	School Sites will hold evening events and meetings for parents and families to involve in the school community. (SSC/ELAC, Math Night, STEM Fair, Spring and Fall Carnival, Winter Concert, Art Show, etc.) (Timeline: August 2019 - June 2020)	\$500 Donation Account (311)
Implement Best Practices for Parent Teacher Conferences and Report Card Comments to build positive partnerships with families	School Admin/ Teaching Staff	Report Card comments uplift, connect, create urgency where needed, and specify tangible next steps for parents to support their child's development and achievement. Establish schoolwide expectation for report comments and parent conferences at the trimester's end. (Timeline: August 2019 - June 2020)	No Cost

Intervention for Newcomers	School Admin/ Teaching Staff/DO staff	Students who have been in the country less than 12 months and speak a native language other than English, will be invited to attend the newcomer program held at Costano. (Timeline: August 2019 - June 2020)	\$25,703 General Fund See Form B Centralized Services
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Morning Meeting	Site Admin, Teachers	Each classroom will participate in morning meeting to create strong classroom culture and build community. (Timeline: August 2019 - June 2020)	No Cost
Behavior Lesson Plans	Site Admin, Teachers	Each teacher will teach the behavior lesson plan for the day to promote positivity on campus and a strong school wide culture. (Timeline: August 2019 - June 2020)	No Cost
PlayWorks & Daily student leadership opportunities through junior coaches	Site Admin, Playworks coach	In collaboration with Playworks, Brentwood will have a Playworks coach who will conduct Class Game Time, provide recess support and hold classes for our junior coaches. The school has a contract with Playworks to provide leadership and appropriate play skills to all students grades K-5. Funding is allocated toward equipment for Playworks. (Timeline: August 2019 - June 2020)	\$16,000 Supplemental & Concentration (106)
Campus Relations Coordinator	Site Admin, Campus Relations Coordinator	Brentwood will have a campus relations coordinator whose role is to support students at lunch and recess with small conflicts as well as support in classrooms with students who have behavioral needs. (Timeline: August 2019 - June 2020)	\$39,380 Supplemental & Concentration (106)
PBIS Assemblies & Student Recognition	Site Admin, teachers, staff	Each Friday we will hold school wide assemblies that recognize students for significant accomplishments, remind students of school rules and expectations, build a positive culture and focus on our core values. Teachers will recognize outstanding students in the areas of improved academics, academic excellence, leadership, and achievements in honoring the school motto of Be Safe, Be Respectful, and Be Responsible. (Timeline: August 2019 - June 2020)	\$300 (General Fund)

Student Store and Star Bucks	Site Admin, teachers, staff	Students will be given a Star Buck if they do something in line with our school rules - Be Safe, Be Respectful, Be Responsible. They will be able to use this money in the student store which is open every other week on Thursday and Friday. (Timeline: August 2019 - June 2020)	\$1,200 General Fund
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Complete a copy of the following table for each of the school’s goals from the prior year SPSA. Duplicate the table as needed.

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

Provide professional development for staff for ELD curriculum: Site professional development and teaching materials to extend district training to support teachers in the implementation of ELD curriculum.

Parent Involvement and Workshops: School Sites will hold evening events and meetings for parents and families to involve in the school community. (SSC/ELAC, Math Night, STEM Fair, Spring and Fall Carnival, Winter Concert, Art Show, etc.)

Implement Best Practices for Parent/Teacher conferences: Report Card comments uplift, connect, create urgency where needed, and specify tangible next steps for parents to support their child's development and achievement. Establish schoolwide expectation for report comments and parent conferences at the trimester's end.

Intervention for Newcomers: Students who have been in the country less than 12 months and speak a native language other than English, will be invited to attend the newcomer program held at the Costano campus.

Morning Meeting: Each classroom will participate in morning meeting to create strong classroom culture and build community.

Behavior Lesson Plans: Each teacher will teach the behavior lesson plan for the day to promote positivity on campus and a strong school wide culture.

Playworks and Daily Student Leadership via Junior Coaches: In collaboration with Playworks, Brentwood will have a Playworks coach who will conduct Class Game Time, provide recess support and hold classes for our junior coaches. The school has a contract with Playworks to provide leadership and appropriate play skills to all students grades K-5. Funding is allocated toward equipment for Playworks.

Campus relations coordinator: Brentwood will have a campus relations coordinator whose role is to support students at lunch and recess with small conflicts as well as support in classrooms with students who have behavioral needs.

PBIS Assemblies and Student Recognition: Each Friday we will hold school wide assemblies that recognize students for significant accomplishments, remind students of school rules and expectations, build a positive culture and focus on our core values. Teachers will recognize

Outstanding students in the areas of improved academics, academic excellence, leadership, and achievements in honoring the school motto of Be Safe, Be Respectful, and Be Responsible.

Student Store and Starbucks: Students will be given a Star Buck if they do something in line with our school rules - Be Safe, Be Respectful, Be Responsible. They will be able to use this money in the student store which is open every other week on Thursday and Friday.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We will continue to implement PBIS school-wide strategies: Be Safe, Be Respectful, Be Responsible.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences between the proposed expenditures and the estimated actual 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.

We will make changes that reflect our desire to increase the numbers of students RFEP'd.

Goal 3

SCHOOL GOALS:

- Teachers will use technology to teach at least 3 times per week as evidenced by informal and formal observations, lesson plans and the computer lab schedule.
- Students will use technology to both learn as well as show what they have learned as evidenced by student work and classroom observations.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Teachers will use technology to teach	Teachers will use technology to teach at least 3 times per week	Goal met - teachers were using technology 3 or more times/week
Students will use technology to both learn as well as show what they have learned	Students will use technology to both learn as well as show what they have learned	Evidence: <ul style="list-style-type: none">teacher lesson plansessays on google docsthe use of google classroom

- log in information from various student use platforms.

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action	Person(s) Responsible	Task/Date	Cost and Funding Source
Integrate technology into classroom instruction.	Teaching Staff/Techie Teacher	School Site staff includes a part time Library Information Media Specialist who supports the library as well as the implementation of technology in the classroom. (Timeline: August 2019 - June 2020)	\$64,795 (Budget 303 Title I)
Update technology	School Admin/Tech Department/ LIMS	Purchasing, refurbishing and updating classroom and school wide technology. (Timeline: August 2019 - June 2020)	\$2000 Donation Account (311) \$2000 (REF)
Utilize online programs to support student learning	School Admin/ Teaching Staff/ Tech Department/ LIMS	Utilize online programs in an intentional way to support student learning. Students engage in lessons that adapt to their individual performance level (Dreambox, Reflex Math, Raz Kids, and various iPad apps). (Timeline: August 2019 - June 2020)	\$33,974 (General Fund) See Form B Centralized Services
Provide teachers and students access to technology on a daily basis in the form of: a) Laptop carts b) Projectors c) Teacher Laptops	School Admin/ Teaching Staff	School Admin and Lead Teams determine the necessary technology to meet the needs of students to meet 21st century skills and to develop innovative instructional programs. (Timeline: August 2019 - June 2020)	\$94,275 (General Fund) See Form B Centralized Services

Integrate technology use into teacher practice to facilitate collaboration	School Admin/ Teaching Staff	Lesson Plans will be emailed to a Google email account so that they are easily accessible to administration and collaborating staff: Integrated Services Teachers and Specialists, and after school support providers. As such, classroom teachers will become more comfortable with technology as we facilitate ongoing collaboration to connect, reinforce, and build upon classroom Instruction. Collaboration meetings are	No cost
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		also shared with Principal through use of Google docs or by email. (Timeline: August 2019 - June 2020)	
Technology platforms (iPads, Chromebooks, laptops) are available for daily use in classrooms to facilitate strategic intervention directly and indirectly.	Teaching Staff	Students are engaged in technology mediated strategic intervention targeted to assessed needs while teacher focuses on small group strategic intervention with small groups of students flexibly clustered based on ongoing formative assessment. Technology purchases include carts, charging stations, locking devices and headphones. (Timeline: August 2019 - June 2020)	\$11,821 (General Fund) See Form B Centralized Services

ANALYSIS

Complete a copy of the following table for each of the school’s goals from the prior year SPSA. Duplicate the table as needed.

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

Integrate Technology into classroom instruction: School Site staff includes a part time Library Information Media Specialist who supports the library as well as the implementation of technology in the classroom.

Update technology: Purchasing, refurbishing and updating classroom and school wide technology.

Utilize online programs to support student learning: Utilize online programs in an intentional way to support student learning. Students engage in lessons that adapt to their individual performance level (Dreambox, Reflex Math, Raz Kids, and various ipad apps).

Provide teachers and students access to technology on a daily basis: School Admin and Lead Teams determine the necessary technology to meet the needs of students to meet 21st century skills and to develop innovative instructional programs.

Integrate technology use into teacher practice to facilitate collaboration: Lesson Plans will be emailed to a Google email account so that they are easily accessible to administration and collaborating staff: Integrated Services Teachers and Specialists, and after school support providers. As such, classroom teachers will become more comfortable with technology as we facilitate ongoing collaboration to connect, reinforce, and build upon classroom instruction. Collaboration meetings are also shared with Principal through use of Google docs or by email.

Technology platforms are available for daily use in classrooms to facilitate strategic intervention directly and indirectly: Students are engaged in technology mediated strategic intervention targeted to assessed needs while teacher focuses on small group strategic intervention with small groups of students flexibly clustered based on ongoing formative assessment. Technology purchases include carts, charging stations, locking devices and headphones.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Students in 3rd - 5th grade have one/one access to computers district wide. At brentwood they are one to one at 2nd grade as well. First and second grade have access to the computer lab as well as tablets in their classroom. Teachers use google classroom with their students and have a variety of online programs to use as well. We find that our school is advanced as compared to other schools in the area of technology. We are working with students to increase their technological fluency to be competitive with their same age peers as they enter middle, high school and college.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There is no material difference between the proposed and estimated 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.

We hope to continue and maintain our technology as well as student fluency and productivity with our technology.

Goal 4

SCHOOL GOALS:

- There will be an increase in parent participation at school-wide meetings and functions by 10% as evidenced by parent sign in sheets.
- Every student at Brentwood will have a Home Folder that will go home each day with students to increase communication with parents and families, as well as increase homework completion.
- Every 4th and 5th grade student will have a binder to organize their work to prepare them for middle and high school.

Participants Using Remind:

25 teachers and 220 families using the remind messaging app

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Increase in parent participation at school-wide meetings and functions	There will be an increase in parent participation at school-wide meetings and functions by 10% as evidenced by parent sign in sheets.	[Add actual outcome here]

Home Folder that will go home each day with students to increase communication with parents and families, as well as increase homework completion.	Every student at Brentwood will have a Home Folder that will go home each day with students to increase communication with parents and families, as well as increase homework completion.	All students have Home Folders which has been a benefit for parent/teacher/school communication as evidenced by parent feedback.
Every 4th and 5th grade student will have a binder to organize their work to prepare them for middle and high school	Every 4th and 5th grade student will have a binder to organize their work to prepare them for middle and high school	Every 4th and 5th grade student will have a binder to organize their work to prepare them for middle and high school

STRATEGIES/ACTIVITIES

Action	Person(s) Responsible	Task/Date	Cost and Funding Source
Daily rewards system	PBIS committee/ Teaching Staff	The school implements a PBIS (positive behavior intervention support) approach to school wide discipline. (Timeline: August 2019 - June 2020)	See "PBIS Assemblies & Student Recognition"
SMCOE counselor 5 days/week	Counselor/Admin	The school has a contract with San Mateo County Office of Education to provide counseling to students. (Timeline: August 2019 - June 2020)	\$0.00 (District Supported)
Student supervision	Yard Duty	Providing a safe and supervised environment is essential in supporting students having a smooth transition at school. To support that goal we have 3 yard duty employees. (Timeline: August 2019 - June 2020)	\$56,967 General Fund (101) & Supplemental & Concentration (106)
Student and Parent Incentives for Parent attendance at important events (Back to School, Parent Teacher Conferences, Math Night, STEM fair, Coffee with the Principal, etc.)	School Admin/ Teaching Staff /Parents	Parent involvement meetings and a variety of meetings and activities for parents to get involved. (Referred to in Goals 1&2). Parent Connect Committee initiated by teachers to plan school functions to encourage parents to be more active in their child's education (Timeline: August 2019 - June 2020)	\$4,000 Donations Account (311) \$3,185 Title I (303)

Parent Academy	District provided trainer	TBD-District hosts a 6 week parent education classes to teach parents who are having difficulty coping with the challenges of raising children. (Timeline: August 2019 - June 2020)	\$800 (Title I) 303 See Form B Centralized Services
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Campus Relations Coordinator	School Admin/ Campus Relations Coordinator	Campus Relations Liaison works with admin team and parents to respond to student needs and promote a positive school climate (Timeline: August 2019 - June 2020)	\$39,380 Object Code 2000, 3000 & Mgmt. Code 106 (Supplemental and Concentration)
Improve Student Attendance	School Admin/ Office Staff/ Parent Engagement Liaisons	Attendance has a huge impact on student achievement with high correlation between students struggling academically and having poor attendance. Resolving our attendance crisis is foundational to improving student achievement. (Timeline: August 2019 - June 2020)	\$38,074 Mgmt. Code 405 (School Administration)

ANALYSIS

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

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

Daily Rewards System - The school implements a PBIS (positive behavior intervention support)

approach to school wide discipline.

SMCOE counselor 5 days/week - The school has a contract with San Mateo County Office of Education to provide counseling to students.

student supervision - Providing a safe and supervised environment is essential in supporting students having a smooth transition at school. To support that goal we have 3 yard duty employees.

student and parent incentives for parent attendance at important events -

parent academy - Continue Parent involvement meetings and a variety of meetings and activities for parents to get involved. (Referred to in Goals 1&2). Parent Connect Committee initiated by teachers to plan school functions to encourage parents to be more active in their child's education

campus relations coordinator - Campus Relations Liaison works with admin team and parents to respond to student needs and promote a positive school climate

improve student attendance - Attendance has a huge impact on student achievement with high correlation between students struggling academically and having poor attendance. Resolving our attendance crisis is foundational to improving student achievement.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We saw an increase in parents receiving flyers and other information from school as a result of the Home Folder. This consistent manner of communication across grade levels was very helpful for families. As a result we saw an increase in parent attendance at school wide meetings and conferences.

We did not have many parents attend the parent academy so that did not have a direct impact at Brentwood.

Many parents expressed excitement about raffles so it is our belief that those had an impact on attendance at meetings.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences between the proposed expenditures and actual 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.

We will continue to work on increasing parent participation. The Home Folders and Binders will also be continued as that has had a positive impact on home/school communication.

Budget Summary and Consolidation

Completed by the Business Department

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 102,735
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 2,365,733

Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Federal Programs	Allocation (\$)
Title I	\$102,735
[List federal program here]	[\$[Enter amount here]
[List federal program here]	[\$[Enter amount here]
[List federal program here]	[\$[Enter amount here]
[List federal program here]	[\$[Enter amount here]

Subtotal of consolidated federal funds for this school: \$ 102,375

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

State or Local Programs	Allocation (\$)
ASES	\$106,415
Local Programs	\$375,541
[List state or local program here]	[\$[Enter amount here]
[List state or local program here]	[\$[Enter amount here]
[List state or local program here]	[\$[Enter amount here]

Subtotal of consolidated state or local funds for this school: \$ 481,956 Total of consolidated (federal, state, and/or local) funds for this school: \$584,691

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in *EC* Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to *EC* Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in *EC* Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: *EC* sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - 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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if

appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;

- c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. 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).
 5. 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
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
 6. 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.
 7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program

Form E: Recommendations and Assurances

The School Site Council (SSC) and English Language Advisory Committee (ELAC) recommend this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC/ELAC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC/ELAC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC/ELAC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

- | | |
|--|-----------|
| <input type="checkbox"/> State Compensatory Education Advisory Committee | Signature |
| <input checked="" type="checkbox"/> English Learner Advisory Committee | Signature |
| <input type="checkbox"/> Special Education Advisory Committee | Signature |
| <input type="checkbox"/> Gifted and Talented Education Advisory Committee | Signature |
| <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement | Signature |
| <input type="checkbox"/> Compensatory Education Advisory Committee | Signature |
| <input type="checkbox"/> Departmental Advisory Committee (secondary) | Signature |
| <input type="checkbox"/> Other committees established by the school or district (list) | Signature |

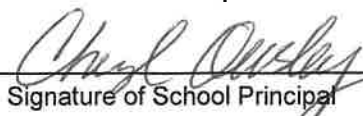
4. The SSC/ELAC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC/ELAC at a public meeting on: 1/9/2020

Attested:

Cheryl Ousley

Typed name of School Principal


Signature of School Principal


Date

Anne Howard

Typed name of SSC/ELAC Chairperson


Signature of SSC/ELAC Chairperson


Date