

# 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
Burlingame High School	41 69047 4130472	November 10, 2021	December 09, 2021

## Purpose and Description

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

Schoolwide Program

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

In alignment with the San Mateo Union High School District 2017-18 Title III ESSA Transition Plan, Burlingame High School strives to support all students to become proficient in English and reach high academic standards in reading/language arts and mathematics. Many of the teachers at BHS participate in professional development activities sponsored by the district, including Constructing Meaning training to support EL students in language acquisition and proficiency. We also use Ellevation software to track EL and LTEL student achievements. This information assists us in tracking potential student needs as well as monitor reclassification rates. Additionally, the Burlingame High School Family Engagement Coordinator works to promote parent, family, and community engagements in the education of English Learners. Our FEC works closely with our ELAC and Latino Parent Groups to support student learning and parent needs; our FEC works closely with FECs and EL Coordinators at our sister sites and the district office. Parents who attend the ELAC and LPG meetings on a monthly basis are well-informed of the EL program at BHS and receive customized trainings in small groups in the areas of testing, college application and admission, graduation requirements, scholarship, and financial aid.

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

BHS administration and staff use the California Healthy Kid's Survey and the Panorama Survey (SEL and Equity) for our needs assessment process, and site & district professional development surveys. These surveys influence the school's self-study process and report as part of the WASC accreditation process. The guidance department also conducts student surveys through Naviance to gather additional information about student needs.

## Classroom Observations

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

In addition to the informal class visits and formal observations conducted by the administration team, the adult learning TOSA Team (Professional Development Coordinator, Instructional Technology Coordinators and our Instructional Coach) conduct thorough teacher support through the district's teacher evaluation process.

The TOSAs visit teachers' classrooms for informal visits as they are charged with supporting teachers in the classroom and providing opportunities to improve instructional practices. Instructional Coaches are assigned to support teachers on full evaluation cycle. BHS has one experienced Instructional Coach (0.8 contract) from the content area of world language who serves teachers of various subject areas. The instructional coaching model offers a learning opportunity not only for the teachers receiving the coaching and gather evidence of improvement in their classroom practices. Instructional Coaches providing mentoring to teachers by helping them create a SMART goal for the school year, conducting classroom visits, assisting in the collection of evidence, and giving feedback in debrief sessions. BHS continues to promote classroom observations for our school improvement goals.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

BHS staff uses a variety of disaggregated data for our needs assessment, such as the following:

- BHS demographic information
- AP course enrollment
- AP exam scores
- California Assessment of Student Performance and Progress (CAASPP) - Smarter Summative Assessment
- Early Assessment Program (EAP) results
- Special education inclusion rate
- Graduation rate
- UC/CSU eligibility
- A-G Completion Rates
- PSAT data
- SAT data
- ACT data
- Post-secondary college & career plans
- Enrollment during first fall immediately after high school
- California Healthy Kids Survey
- Panorama Survey - 1) Social Emotional Competency and 2), Student Supports and Environment (Equity)
- Student participation in athletics, community service, and leadership
- BHS attendance report
- Annual report of student discipline, suspensions, and expulsions

Based on the analysis of data, BHS staff work on identifying struggling students and supporting them with instructional strategies, intervention programs, and alternative learning options.

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

In addition to a number of the state and local assessments listed above, BHS staff will use the following data to monitor student progress on curriculum-embedded assessments and modify instruction:

- Scholastic Reading Inventory (for English levels of incoming and current grade 9 students)
- Scholastic Math Inventory (for Math levels of incoming and current grade 9 students)
- Student grades/transcripts
- Common assessment data from PLCs

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

100% of BHS certificated staff meet the NCLB highly qualified staff requirement.

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

100% of BHS teachers are credentialed by California Teacher Credentialing. All teachers have access to professional development training opportunities upon request and approval process.

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

Staff development is planned based on identified student needs and enhancing teacher proficiency to meet the needs of a diverse student body. On site professional development has been offered in areas such as performance data analysis, discussion of survey data, professional learning communities (PLCs), teaching on modified block, bullying prevention & identification, and instructional technology in the classroom. Our school and district have embarked on a multi-year focus to create an equitable environment that validates, respects, and honors the unique backgrounds, interests and identities of all students. We have committed to identifying, disrupting, and eliminating institutional biases and barriers to ensure that all students achieve their full potential and provide them with the skills and knowledge to thrive physically, emotionally, and academically.

Course-specific teacher teams collaborate regularly to increase alignment, create pacing guides, and develop, administer, & analyze results of common formative assessments. Teachers also attend subject area and instructional strategy related conferences, as well as district-sponsored professional development.

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

BHS staff will use teacher observation data, student achievement data, and student/teacher survey data to determine the need areas for external and internal instructional assistance and support for teachers. BHS teachers benefit from the district TOSAs (Teachers on Special Assignment) for instructional assistance. The district's English Coordinator provides instructional support to BHS English teachers, and the district's math coordinator provides instructional support to math teachers. In addition, the district TOSAs in charge of professional development and instructional technology work with our site-based TOSAs on adult learning. In addition, Instructional Coaches whose role is to support teachers on full evaluation cycle. BHS has one veteran Instructional Coach (80% contract) who serves teachers of various subject areas. The instructional coaching model offers a learning opportunity not only for the teachers receiving the coaching but also for the Instructional Coaches. Instructional Coaches providing mentoring to teachers by helping them create a SMART goal for the school year, conducting classroom visits, and giving feedback in debrief sessions. Starting in August 2016, the Instructional Coaches and the administration team met to create common understanding about how to support teachers. Instructional Coaches have been invited to share their general observations about teaching practices at school sites.

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

Teacher collaboration continues to be a significant to our professional learning plan. Our block bell schedule, common prep periods, and yearlong calendar are designed to support teachers to collaborate so that they can align curriculum by course and grade level, share best practices, and analyze student performance data. Teachers meet during weekly collaboration time (Department and PLC), common preps, and release/planning time.

## Teaching and Learning

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

With the transition to the Common Core State Standards (CCSS), teachers in all departments engage in district-wide & site-based review of the essential or "need to know" standards. Staff members have been introduced to the concept of Depth of Knowledge, and had an opportunity to practice taking a practice test on line so that they could understand the shift in the type of assessments that students would need to take. With the understanding that this process of aligning curriculum, instruction, and materials to the Common Core State Standards would take additional time beyond the weekly collaboration time and prep periods, teachers/PLCs were able to request release or planning days to work in their PLCs. The previous focus of our professional development plan was around developing course alike curriculum maps, developing common assessments, and looking at student work. (See Related School Goals in Part V for additional information around the BHS professional development plan.) This year our school professional development plan is in alignment with the district equity and vision to create authentic relationships, safe and connected communities, inclusive and relevant learning for every student, and supporting and empowering our staff to deliver on these goals.

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

All students in grade 9 and grade 10 receive at least the equivalent of 46 minutes per day in mathematics and language arts instruction.

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

Pacing guides were previously in place for English 1, English 2, and Algebra 1 to support the work of teachers who teach English and math support classes for grade 9 & grade 10 across the district. With shift to the CCSS, English and math teachers have been involved in identifying essential standards and in revising the pacing guides to include common formative and summative assessments. Currently, all Departments are updating Curriculum Maps to provide additional alignment, agreements around student learning outcomes and the sharing of best practice as well as revising curriculum to represent diverse and culturally inclusive content that better represents our student population.

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

The district provides standards based instructional materials to all students. Students with special needs including special education, English Learners, and academically challenged students also have supplemental materials and technology to support their access to the core curriculum.

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

Standards-aligned materials are used in all content areas. Guided Studies classes and OSCR (On-site credit recovery) where interventions take place have accessible support materials and content area specialists to provide support.

## Opportunity and Equal Educational Access

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

Services offered to support under performing students include the following:

- Academic Center for tutorials during & after school (funded by the Parents Group and the district)
- Student Success Coordinator (Full time classified to implement our tutoring and Student Success Center)
- Guided Studies for grades 9-11
- Flex Time
- On-site Credit Recovery
- Guided Studies for algebra support for students in need of support to pass Algebra 1
- Academic Language Development Class
- Student Study Team & 504 Plan meetings
- Academic counseling by guidance counselors
- Wellness Counselors (team of 3) provide individual and group counseling

Evidence-based educational practices to raise student achievement

Through a variety of funding sources including the Title II funds, LCAP funds, General Funds, and Parents Group, professional development activities are available for teachers & support staff in all departments. The following are examples of professional learning that the BHS staff members are engaged to raise student achievement:

- Alignment of course curriculum to Common Core State Standards
- ACTFL (American Council on the Teaching of Foreign Languages) conference
- Advanced Placement trainings (e.g., AP Language & Culture Summer Institute)
- CETA (California Educational Theatre Association) conference
- Collaboration time regularly scheduled for teachers to work in their PLCs
- Constructing Meaning cohort training
- Co-teaching of special education students
- Creating common assessments in professional learning communities
- Critical Friends Group training (around looking at student work protocols)
- Instructional coaching
- Instructional technology
- NCTM (National Council for Teachers of Mathematics), NCTE (National Council for Teachers of English) conferences
- NCTE (National Council for Teachers of English) conferences
- Professional learning community conferences
- Stanford World Language Project

## Parental Engagement

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

BHS uses resources available from its various stakeholders to assist under-achieving students through the following:

- Academic Center, tutoring support with peer and adult tutors
- Academic counseling services
- Burlingame Lions Club
- Burlingame Rotary Club
- College & Career Center
- Family Engagement Coordinator
- EXPLORE program
- Instructional Aides
- Mental health services, including on-site Wellness Counselors
- Parent Group volunteers

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

BHS encourages the involvement of parents, community representatives, teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs. Examples of these include the following structures:

- Black Parents Association (district-wide)
- Booster Groups (e.g., Athletic, Music/Choir, Drama)
- English Language Advisory Committee
- Latino Parents Group
- Parents Group
- School Advisory Committee (e.g., Single School Plan for Student Achievement reviewed & approved)
- WASC Self-Study groups

### Funding

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

Burlingame High School uses Title II funds for staff development opportunities that include collaborative planning within professional learning communities, conferences, and workshops. Title III and LCAP funds are used by the English Language Development program and departments for instructional material & support services to assist English Learners in attaining English language proficiency.

Fiscal support (EPC)

Burlingame HS receives General funds and LCAP supplemental funds. In addition to these funds and general funds, BHS also secures financial support from the Parents Group for a variety of needs (e.g., personnel, special programs such as PAWS and EXPLORE, technology, supplemental material, instructional supplies, and tutoring program).

## Stakeholder Involvement

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

### **Involvement Process for the SPSA and Annual Review and Update**

The Annual School Plans for Burlingame High School are initially created by site administration with input from the full BHS staff; the plan is drafted with the support of our Teachers on Special Assignment in the areas of Professional Development and Instructional Technology Coordination. After the initial plan is drafted, the components of the plan are reviewed by Curriculum Council (site Department Chairs), then shared with the BHS Staff, School Site Council, BHS Parents Group, ELAC, and the Latino Parent Group for additional review and feedback.

## Resource Inequities

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

N/A

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.4%	0.33%	0.1%	6	5	2
African American	0.67%	0.79%	0.7%	10	12	10
Asian	20.31%	19.76%	19.7%	303	302	303
Filipino	3.75%	3.66%	3.1%	56	56	48
Hispanic/Latino	17.23%	18.78%	20.0%	257	287	307
Pacific Islander	0.47%	0.26%	0.3%	7	4	4
White	3.35%	46.3%	45.5%	50	707	699
Multiple/No Response	4.16%	4.19%	10.7%	62	64	164
Total Enrollment				1,492	1,528	1,537

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	384	379	358
Grade 10	360	398	367
Grade 11	347	363	407
Grade 12	401	387	405
Total Enrollment	1,492	1,528	1,537

### Conclusions based on this data:

1. Student enrollment has increasing slightly by 45 students in the last three years. Based on the number of freshman enrolling each year, our enrollment is likely to drop for the 2022-2023 school year as our large senior and junior classes graduate.
2. The Hispanic subgroup is growing by approximately 2% per year. All other statistically significant subgroups have remained relatively static over the last three years.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	34	36	34	2.3%	2.4%	2.2%
Fluent English Proficient (FEP)	440	457	468	29.5%	29.9%	30.4%
Reclassified Fluent English Proficient (RFEP)	12	22	16	21.4%	64.7%	44.4%

### Conclusions based on this data:

1. We have a small EL population at BHS, which is increasing by half a percent per year.
2. Most of the ELs on campus are English Fluent or Reclassified as Fluent (FEP or RFEP).
3. There are a small number of EL students who still require supports - something that we need to keep at the foreground of conversations as we discuss student achievement and support opportunities.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	358	340	401	344	327	0	344	325	0	96.1	96.2	0.0
All Grades	358	340	401	344	327	0	344	325	0	96.1	96.2	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2670.	2661.		53.49	49.85		28.20	29.54		11.05	10.15		7.27	10.46	
All Grades	N/A	N/A	N/A	53.49	49.85		28.20	29.54		11.05	10.15		7.27	10.46	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	58.72	55.66		32.85	33.02		8.43	11.32	
All Grades	58.72	55.66		32.85	33.02		8.43	11.32	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	60.82	56.33		29.53	33.54		9.65	10.13	
All Grades	60.82	56.33		29.53	33.54		9.65	10.13	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>Grade 11</b>	42.15	38.13		51.45	55.00		6.40	6.88	
<b>All Grades</b>	42.15	38.13		51.45	55.00		6.40	6.88	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>Grade 11</b>	58.02	55.84		34.69	35.65		7.29	8.52	
<b>All Grades</b>	58.02	55.84		34.69	35.65		7.29	8.52	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. We have met the 95%+ requirement to ensure that the results of this test is valid and representative of our student population.
2. 89.5% % of our students are performing above/at/near standard in this subject area.
3. The percentage of students who have not met the standard has increased in the last 3 years in the overall achievement category.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	358	340	401	339	326	0	339	323	0	94.7	95.9	0.0
All Grades	358	340	401	339	326	0	339	323	0	94.7	95.9	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2656.	2646.		33.33	32.51		27.73	26.93		21.53	18.58		17.40	21.98	
All Grades	N/A	N/A	N/A	33.33	32.51		27.73	26.93		21.53	18.58		17.40	21.98	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	48.97	47.34		27.73	26.33		23.30	26.33	
All Grades	48.97	47.34		27.73	26.33		23.30	26.33	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	36.87	32.48		45.13	44.90		17.99	22.61	
All Grades	36.87	32.48		45.13	44.90		17.99	22.61	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>Grade 11</b>	39.82	41.74		47.79	43.61		12.39	14.64	
<b>All Grades</b>	39.82	41.74		47.79	43.61		12.39	14.64	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. The number of students performing below standard in mathematics is increasing over time.
2. 40% of our students are not achieving at or above standard in mathematics overall.
3. Problem Solving and Modeling/Data Analysis has seen a 10% increase in students who are below that standard.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	1460.3	1582.8	*	1458.5	1571.1	*	1461.8	1593.9	*	11	14
10	1605.6	*	*	1608.9	*	*	1601.9	*	*	11	7	8
11	*	*	*	*	*	*	*	*	*	*	6	*
12	*	*		*	*		*	*		*	9	0
All Grades										29	33	24

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	45.45	28.57	*	9.09	57.14	*	9.09	14.29		36.36	0.00	*	11	14
10	*	*	*	*	*	*	*	*	*		*	*	11	*	*
11	*	*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	65.52	33.33	25.00	*	21.21	50.00	*	18.18	20.83		27.27	4.17	29	33	24

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	54.55	50.00		9.09	42.86	*	0.00	0.00		36.36	7.14	*	11	14
10	*	*	*	*	*	*		*	*		*	*	11	*	*
11	*	*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	75.86	36.36	41.67	*	30.30	37.50	*	6.06	12.50		27.27	8.33	29	33	24

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	36.36	14.29	*	18.18	57.14	*	9.09	28.57	*	36.36	0.00	*	11	14
10	*	*	*	*	*	*		*	*	*	*	*	11	*	*
11	*	*	*	*	*	*	*	*	*		*	*	*	*	*
12	*	*		*	*			*			*		*	*	
All Grades	37.93	27.27	12.50	37.93	27.27	50.00	*	15.15	29.17	*	30.30	8.33	29	33	24

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	18.18	14.29	*	45.45	78.57	*	36.36	7.14	*	11	14
10	*	*	*	*	*	*		*	*	11	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	68.97	18.18	8.33	*	39.39	75.00	*	42.42	16.67	29	33	24

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Speaking Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	63.64	78.57	*	0.00	14.29		36.36	7.14	*	11	14
10	100.00	*	*		*	*		*	*	11	*	*
11	*	*	*	*	*	*		*	*	*	*	*
All Grades	89.66	66.67	75.00	*	6.06	16.67		27.27	8.33	29	33	24

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	36.36	28.57	*	18.18	71.43	*	45.45	0.00	*	11	14
10	*	*	*	*	*	*	*	*	*	11	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	41.38	24.24	20.83	41.38	36.36	62.50	*	39.39	16.67	29	33	24

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	45.45	0.00	*	18.18	100.00		36.36	0.00	*	11	14
10	*	*	*	*	*	*		*	*	11	*	*
11	*	*	*	*	*	*		*	*	*	*	*
All Grades	41.38	33.33	4.17	58.62	39.39	91.67		27.27	4.17	29	33	24

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. We do not have many students completing the ELPAC in this data set, making it difficult to come to conclusions about the data.



# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1537	12.9	2.2	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	34	2.2
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	198	12.9
Students with Disabilities	195	12.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	0.7
American Indian or Alaska Native	2	0.1
Asian	303	19.7
Filipino	48	3.1
Hispanic	307	20.0
Two or More Races	164	10.7
Native Hawaiian or Pacific Islander	4	0.3
White	699	45.5

**Conclusions based on this data:**

1. There is a perception that students in the SED and EL designations are not enrolled at BHS; this evidence indicates that there are a significant number of students in these programs.
2. There is also a perception that BHS is primarily 'white' - again, this data indicates that this is not the case. The majority of the students attending school are of other ethnicities.






# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Graduation Rate</b>  Blue	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Green		
<b>College/Career</b>  Blue		

#### Conclusions based on this data:

1. It is interesting that we are in the yellow zone for suspension data. This is cause for concern and an item for review as we continue to discuss our disciplinary practices and Alternatives to Suspension on campus.
2. Overall, our students are doing very well, and our dashboard indicators are overwhelmingly positive.

# School and Student Performance Data

## Academic Performance English Language Arts

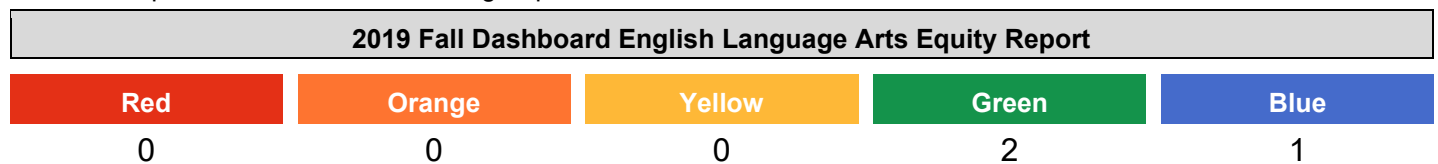
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners		Foster Youth		
 Green 76.5 points above standard Declined -9.1 points 328	 No Performance Color 13.3 points below standard Declined -4.4 points 26		 No Performance Color 0 Students		
Homeless	Socioeconomically Disadvantaged		Students with Disabilities		
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 18.7 points above standard Increased ++3.6 points 39		 No Performance Color 48.3 points below standard Increased Significantly ++27.2 points 36		

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 0 Students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Asian</b>  Green 103.7 points above standard Declined Significantly -20.8 points 59	<b>Filipino</b>  No Performance Color 59.6 points above standard 12
<b>Hispanic</b>  Blue 41.5 points above standard Increased Significantly +21.2 points 51	<b>Two or More Races</b>  No Performance Color 88 points above standard Declined -13.9 points 12	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>White</b>  No Performance Color 74.3 points above standard Declined Significantly -16.1 points 11

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

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> Less than 11 Students - Data Not Displayed for Privacy 5	<b>Reclassified English Learners</b> 9.3 points below standard Declined -6.5 points 21	<b>English Only</b> 76.9 points above standard Declined Significantly -16.1 points 226
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#### Conclusions based on this data:

1. While our overall numbers are positive, this data indicates that there is significant room for improvement for our EL students.
2. While our students with disabilities are still performing below standard, there was a significant increase in performance of 37 points.
3. There was a significant increase in performance with our Hispanic population of 21 points.

# School and Student Performance Data

## Academic Performance Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.






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










This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 15 points above standard Declined -12.6 points 328	 No Performance Color 45.7 points below standard Increased Significantly ++45.5 points 26	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 46.7 points below standard Maintained ++1.5 points 39	 No Performance Color 126.4 points below standard Increased Significantly ++28.0 points 35

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Blue 98.9 points above standard Maintained ++0.3 points 60	 No Performance Color 3 points below standard 11
Hispanic	Two or More Races	Pacific Islander	White
 Green 56.9 points below standard Increased ++4.6 points 52	 No Performance Color 1.8 points above standard Declined Significantly -49.9 points 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 38.6 points above standard Increased ++9.5 points 11

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 6	47.4 points below standard Increased Significantly ++44.5 points 20	12.8 points above standard Declined Significantly -21.3 points 226

#### Conclusions based on this data:

1. EL, Latino, and students with disabilities are not performing at the same levels as our overall student body.
2. Socioeconomically Disadvantaged students increased slightly, but maintained below standard status.
3. There were significant increases in the subgroups of students with disabilities and Reclassified English Learners

# School and Student Performance Data

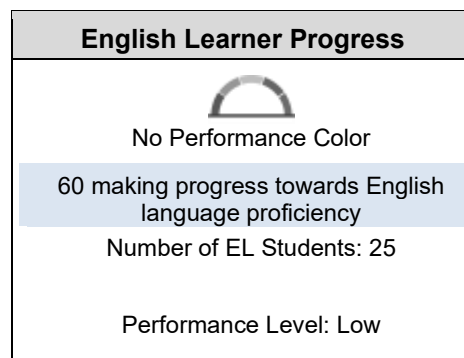
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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#### Conclusions based on this data:

1. Our EL population at BHS is small compared to our sister schools; most of them are scoring at Level 3 or Level 4, which indicates that they are making progress in English Language Development.
2. The overall performance level for our English Learning population is low.



# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

The College/Career Measures Only Report is Expected in February 2021

### Conclusions based on this data:

1. Our students are well prepared for college and career opportunities after high school. Overall our rate is holding steady over time.
2. Socioeconomically disadvantaged students and English Language Learners had statistically significant decreases in college and career preparedness.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	359	346	0	96.4
English Learners	16	15	0	93.8
Foster Youth	1		0	
Homeless	2		0	
Socioeconomically Disadvantaged	57	54	0	94.7
Students with Disabilities	51	45	0	88.2
African American	3		0	
American Indian or Alaska Native	1		0	
Asian	78	77	0	98.7
Filipino	10		0	
Hispanic	58	55	0	94.8
Native Hawaiian or Pacific Islander				
White	161	159	0	98.8
Two or More Races	44	42	0	95.5

### Conclusions based on this data:

1. Graduation rates for the students with disabilities subgroup increased to 95.7%
2. Graduation rates for the Hispanic subgroup increased to 96.9%, which is slightly higher than our overall rate. This is a positive trend.
3. Our graduation rate is improving slightly over time, with an overall percentage in 2019 of 96.6%

# School and Student Performance Data

## Conditions & Climate Suspension Rate

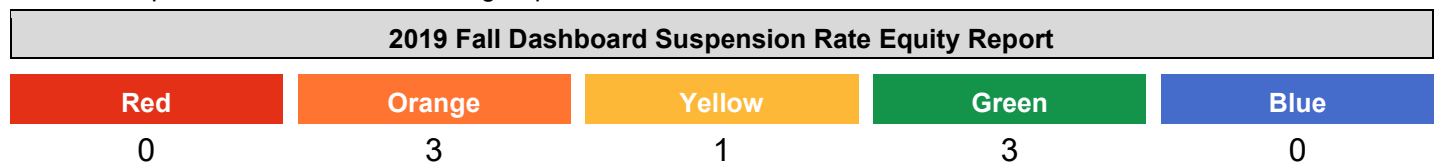
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

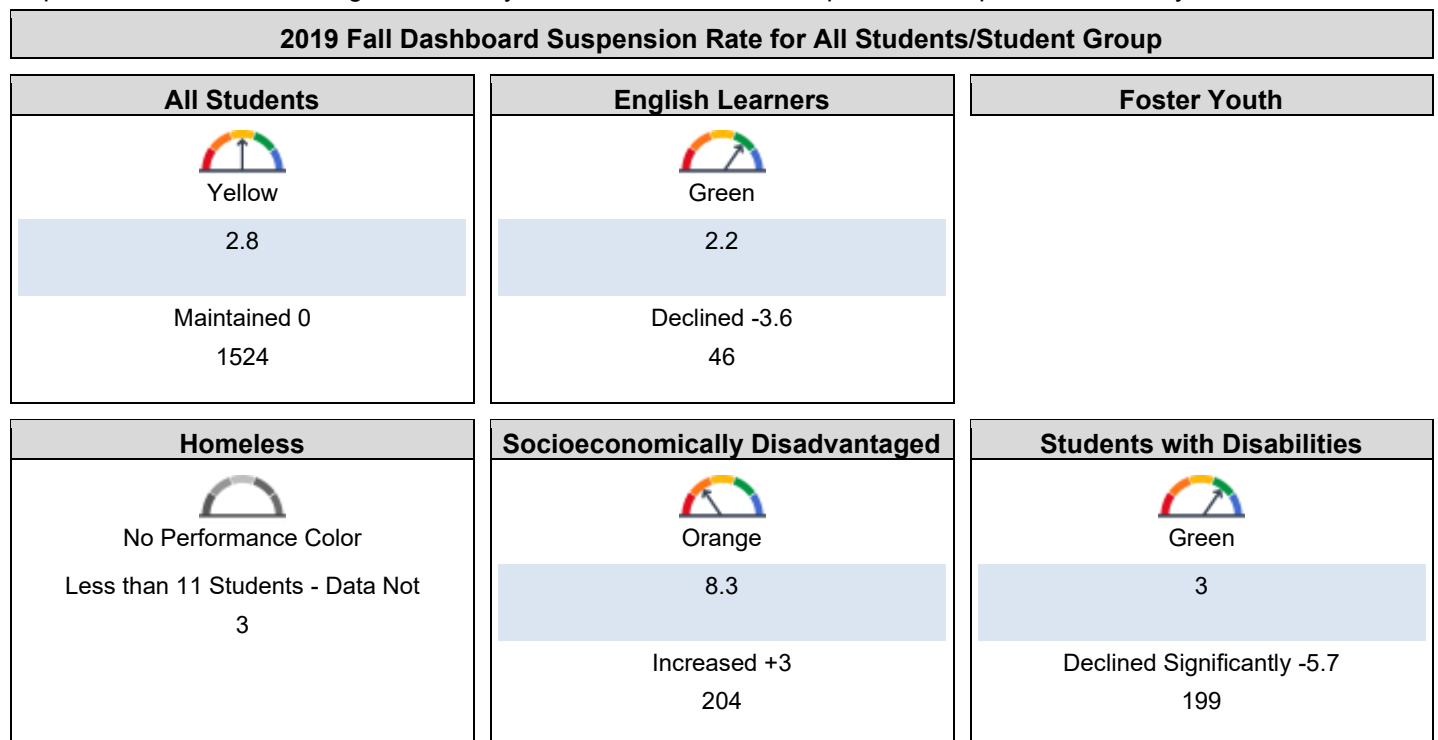
The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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



### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color 0 11	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 6	<b>Asian</b>  Orange 2.6 Increased +0.7 308	<b>Filipino</b>  Orange 1.7 Increased +1.7 59
<b>Hispanic</b>  Orange 5.2 Increased +1.4 270	<b>Two or More Races</b>  Green 2.2 Declined -0.8 820	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 7	<b>White</b>  Blue 0 Declined -2.1 43

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.8	2.8

#### Conclusions based on this data:

1. Our suspension rate stayed static over the last 3 years; while our overall suspension rate in 2019 was less than 3%, this is still cause for conversation as we review our discipline process.
2. Hispanic, Socioeconomically Disadvantaged, and Asian subgroups saw an increase in suspension rates.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

LCAP/SMUHSD Goal #1: Access

LCAP/SMUHSD Goal #2: Achievement & Equity

- LCAP/SMUHSD Goal #3: Student Wellness and Student/Family Engagement  
Goal #1: Authentic Relationships: Strong, positive and proactive relationships are critical to student success, engagement and success. We believe that relationships and communication between students, families, staff, teachers, administrators are the foundation of a strong school and district culture.  
Outcomes: Increase staff diversity such that it reflects the diversity of the communities we serve  
Ensure every student has at least one strong relationship with an adult on campus  
Ensure that there are multiple opportunities for family engagement and effective communication

## Goal 1

BHS Goal #1: Connect all students to academic and skill-based success.

## Identified Need

CLN #1: Students need increased support, in and outside the classroom, to meet teacher expectations of learning targets and objectives. Continued focus on the development and implementation of strategies for students with special needs, including those with IEPs, 504 plans, low academic capital, and English Learners to access the curriculum is a priority.

CLN #3: BHS identified the need for assisting students in creating a positive academic identity and in building school connectedness in support of meeting class objectives and course standards.

SLOs: Mind & Mindset; Research & Communication; Self-Awareness & Management; Civic & Social Responsibility

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reduce number of D/F grades across grades by 10%		10% reduction
Reduce number of multiple Fs across grade levels by 10%		10% reduction
Increase number of students meeting 'College Ready' on the CAASPP/EAP in ELA		10% increase
Increase number of students meeting 'College Ready' on the CAASPP/EAP in Math		10% increase
Increase number of students tagged as IEP, 504, EL, Latino, and/or Parent Ed Levels of 'Some College' or below meeting 'College Ready' on the		10% increase

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP/EAP in ELA and Math		
Increase number of students reporting agreement in classroom engagement on CA Healthy Kids Survey		10% increase

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

Review Tier 1 strategies currently in practice in all classrooms, including instructional strategies.  
Review strategies on list  
Survey staff for current usage  
Review survey results with Curriculum Council  
Implement best practices  
Improve communication between Tier 1 and Tier 2 teams

### 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)

0

Source(s)

General Fund

## 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

Intentional inclusion of instructional strategies training into Professional Development Plan  
Focus for this year: Culturally Responsive Teaching, Anti-Racist Teaching Strategies, Instructional Technology

**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	General Fund

**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**

Intentional inclusion of instructional norming discussions into Staff Meetings:  
with focus on:  
Revise & Redeem Practices  
Equitable Grading Practices  
Canvas 'Common Assurances'  
Focus on community building  
Positive relationship building.

**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	

**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**

Research and create a list of skills that we would like all students at BHS to embody and develop prior to graduation.  
Soft skills  
Executive functioning skills  
Technology skills  
Emotional Intelligence (self-awareness, self-regulation, motivation, empathy, etc.)

Possible skills to include:

Tech: Canvas, Google Suite, Netiquette (communicating with respect), Digital Communication (email, text, chat, social media - grammar and etiquette), Use of Browsers (bookmarks and favorites), Safety, Research Skills

Soft Skills: Collaboration, Communication, Leadership, Problem Solving, Adaptability, Prioritization

Executive Functioning: Planning, Organization, Task Initiation, and Time Management

### **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)

0

Source(s)

General Fund

### **Strategy/Activity 5**

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

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

Strategy/Activity

### **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)

0

Source(s)

## **Annual Review**

### **SPSA Year Reviewed: 2020-21**

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

## **ANALYSIS**

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

Goal 1 continues to be a work in progress as each of the strategies and activities are ongoing. Ongoing activities and efforts are continual and require consistent attention to provide deeper and more meaningful implementation. Teachers continue to build practices into daily and weekly routines to improve overall effectiveness and improvement for students. BHS and the District have



committed considerable time and resources into addressing equity and access issues on our campuses and in our classrooms.

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

Most activities do not require additional resources beyond SMUHSD District General Fund support therefore preventing any major differences between implementation and budget. Additional funds for professional development and teacher collaboration would support further implementation.

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.

This goal continues to be a priority for Burlingame High School. Analysis of student performance outcomes demonstrate the ongoing need for activities outlined. We trust that our training and implementation of anti-racist practice and culturally responsive teaching will have positive impacts, not only on the well-being of our students, but will show increased performance on key

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

LCAP/SMUHSD Goal #3: Student Wellness and Student/Family Engagement

Goal #2: Safe & Connected Communities: We are dedicated as a district to create a culture and community in our schools and across the district that is welcoming, culturally responsive, and supportive. Effective learning environments are created when students, staff and families are emotionally, physically and socially safe.

Outcomes:

- Identify & implement a common (evidence-based) framework for effective family-school partnerships so that ALL families are able to engage in a diversity of roles with their respective schools
- Increase student leadership opportunities (formal and informal) so that participation reflects the diversity of our schools
- Create school communities (both virtual and in-person) that are culturally responsive and inclusive that foster a culture of upstanding

## Goal 2

Goal #2: Connect all students to school culture and community.

- - Identify and eliminate systems of inequity, implicit bias, and discrimination in BHS school structures, policies and practices.

## Identified Need

CLN #1: Students need increased support, in and outside the classroom, to meet teacher expectations of learning targets and objectives. Continued focus on the development and implementation of strategies for students with special needs, including those with IEPs, 504 plans, low academic capital, and English Learners to access the curriculum is a priority.

CLN #2: BHS students are reporting heightened levels of stress and anxiety as evidenced by the CHKS from 2015-16, and substantiated by increased student access to BHS School and Wellness counselors. This has been supported by the SMUHSD implementation of site-based Wellness Counselors, allowing reinforcement of and continued work around the reduction of student stress and anxiety.

CLN #3: BHS identified the need for assisting students in creating a positive academic identity and in building school connectedness in support of meeting class objectives and course standards.

CLN #5: Teachers, with administrative and District support, need to add curricula materials that reflect the diverse cultural and linguistic backgrounds of the Burlingame student population so that these students become more engaged with culturally responsive teaching. Staff recognizes that the disproportionality of Latino students in all areas of academic achievement is an area of high concern.

CLN #7: BIPOC students and other student subgroups are seeking greater avenues for inclusion in the BHS campus community. Unconscious and/or implicit bias may be a factor for a staff that is working very hard with positive intent to support all students.

CLN #8: We encourage Burlingame High School to use an equity-based lens for schoolwide and classroom based practices.

SLOs: Mind & Mindset; Self-Awareness & Management; Civic & Social Responsibility

Additionally, BHS has developed an MTSS Intervention Matrix that includes Tiered Interventions for students in the areas of Academics, Behavior, Emotions, and Social Supports. After returning from distance learning, after Covid-19, we are collecting data to determine the efficacy of many of these programs. As we seek to improve our approach to instruction through the Cycle of Inquiry, we are looking to establish the same protocols for reviewing the outcomes of our site programs.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase student agreement in connecting to the school as reported on the CA Healthy Kids Survey	2019-2020 CAHKS (last year implemented) Grade 09 - 71% Grade 10 - 66% Grade 11 - 57% Grade 12 - 66%	10% increase
Decrease in student stress and mental health troubles as reported on the CA Healthy Kids Survey (social emotional distress scale)	2019-2020 CAHKS (last year implemented) Grade 09 - no data collected Grade 10 - 38% Grade 11 - 47% Grade 12 - 35%	10% reduction
Panorama Survey SEL Competency Measures	Social Awareness baseline 67% (2020-21) First implementation of Panorama in district	10% increase
Panorama - Student supports and Environment (Equity)	Diversity and inclusion baseline - 72% (2020-21) First implementation of Panorama in district	10% increase
Panorama - Student supports and Environment (Equity)	Cultural Awareness and Action Baseline - 59% (2020-21) First implementation of Panorama in district	10% increase
Panorama - Student supports and Environment (Equity)	Hate Motivated Speech - 59% (2020-21) First implementation of Panorama in district	10% increase

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

Identify efficient manner to collect information on student connection to the following opportunities on campus:

Athletics

Academic Center Use (Student Success Center)

Peer Tutoring

Activity attendance - dances, sporting events, plays, etc.

Club activity/membership

Leadership/ASB participation

Performing Arts participation

Service Activities - on campus and off campus

Visual Arts shows

#### 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)

#### 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

Collect data on annual student connections to the items listed in the above area. Share and publish findings for community discussion.

Compare actual connection data to student perceptions as reported in CA Healthy Kids Survey.

Review, publish, and discuss Panorama survey data as it related to student connectedness, trusted adults, diversity and inclusion, cultural awareness and action, and hate motivated speech.

#### 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)

#### 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

Identify and implement efficient means to inform students of ways to connect to opportunities

- Daily Bulletin
- BTV
- Burlingame B
- Canvas
- Leadership Announcements
- Counseling Presentations
- Parent Square

#### 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)

#### 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

Identify means to celebrate non-academic successes (as listed above) on an annual basis for all grade levels.

- Tier One team discussions
- Kudos programs for students
- ----Raffles for selected students from a non-academic category (near-perfect attendance, zero tardies, participation in volunteer activities, helping others, upstanding, etc)

#### 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)

#### 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

Implement promotion of student connectedness in classroom visits and curriculum from counseling and wellness presentations

### 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)

### 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

Review current MTSS Tier 2 site interventions.

Student participation in interventions

Determine impact on student academics

Revise and update Academic Support Classes

Implement Tier 2 groups in the area of counseling, wellness, and academic intervention (CICO)

### 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)

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

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

EL students

### Strategy/Activity

Implement Designated ELD time in specific courses to best support English Learners  
dELD Classes for grades

Identify appropriate students for the course

Work with District Office to implement new dELD instructional materials

Work with local feeder schools to establish early connections with families of ELD 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)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

SpEd & 504 students

Strategy/Activity

Review current MTSS Tier 3 site interventions and protocols for Tier 3 referrals.  
Student participation  
Referral process review  
Publish and discuss raw data of students served

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)

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

Establish baseline data for current programs in Tier 2 interventions for Academics and Behavior: how are students being served, how can we measure improvement, and how can we improve our Tier 2 interventions and services?

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Self-selected students

Strategy/Activity

Students and staff will participate in Breaking Down the Walls workshops to create a greater connection to community.

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)
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# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

LCAP/SMUHSD Goal #1: Access

LCAP/SMUHSD Goal #2: Achievement & Equity

Goal #3: Inclusive and Relevant Learning for Every Student: Every SMUHSD student is provided with (academic, social, and emotional) learning experiences that are relevant and inclusive. Students have tiered supports based on their specific needs to ensure that they are able to meet their potential and individual career and college goals.

Outcomes:

- Ensure learning experiences for all students that are aligned with their identities, lived experiences, and interests in all subject areas.
- Continue to build and implement a strong multi-tiered system of support anchored in culturally relevant and responsive pedagogy, curriculum, instruction, and assessment.
- Improve students' access to coursework aligned to their interests and post-secondary career and academic goals

## Goal 3

Goal #3: Connect all students to their future

Strategy #1: Implement school-wide practices to ensure all students meet academic requirements (UC/CSU a-g) to attend college upon graduation, with particular attention to students in subgroups: Latino, SpEd/504, English Learners, and students with parents with educational levels of some college or below.

Strategy #2: Intentional career navigation and exploration.

## Identified Need

CLN #1: Students need increased support, in and outside the classroom, to meet teacher expectations of learning targets and objectives. Continued focus on the development and implementation of strategies for students with special needs, including those with IEPs, 504 plans, low academic capital, and English Learners to access the curriculum is a priority.

CLN #2: BHS students are reporting heightened levels of stress and anxiety as evidenced by the CHKS from 2015-16, and substantiated by increased student access to BHS School and Wellness counselors. This has been supported by the SMUHSD implementation of site-based Wellness Counselors, allowing reinforcement of and continued work around the reduction of student stress and anxiety.

CLN #3: BHS identified the need for assisting students in creating a positive academic identity and in building school connectedness in support of meeting class objectives and course standards. SLOs: Mind & Mindset; Research & Communication; Self-Awareness & Management; Civic & Social Responsibility

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
a-g completion rate - Schoolwide		5% increase

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
a-g completion rate - Students in special education		5% increase

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

Develop school data analysis protocols for continuous improvement plans and the writing of the SPSA.

Create Data Pack for ongoing program evaluation

Determine data points to track for indicators on student progress toward completing a-g requirements

Strategic review of student performance data in Data Zone

### 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)

## 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

Develop school data packs to review student progress toward completion of a-g requirements.

D/F rates - schoolwide

Teacher D/F lists

Use of Tier 1 and Tier 2 Interventions

Student Success Coordinator - interaction data

Sophomore transcript reviews

Junior transcript reviews

Course requests for following school year

Senior transcript reviews - ensure that students have signed up for all final courses for a-g completion

**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)

**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**

Deepen PLC Practices to ensure that all students meet grade level requirements.  
Review curriculum for culturally relevant content  
Common Formative Assessments + Cycle of Inquiry  
Review common practices for equitable access for students in the noted subgroups above  
Equitable grading practices (per district grading memo)

**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)

**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**

Review of College & Career Center Curriculum  
Identify information shared with different groups and grade levels  
Revise curriculum as necessary to support students in making good/reasonable college choices  
Track student participation/attendance in CCC events  
Targeted Recruitment for First Gen group

**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)

## 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

Collect data on CTE Pathways:

Number of students completing 2-year pathways

Number of students looking to continue on pathways to career and/or college

Review CTE courses offered

Investigate CTE pathways to be offered through Dual enrollment (pilot course in Spring).

### 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)

## 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

Determine and track number of students concurrently enrolled in Community College Courses and expand outreach to increase student enrollment.

Review number of students enrolled

Track course enrollment

Meet with district/community colleges to pilot Dual enrollment course with CSM

Track Middle College students post secondary locations

### 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)

## 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

Review and revise organizational administrative protocols to best support student engagement in the academic environment:  
Student Attendance  
Discipline: Interventions and Suspension/Expulsion Rates  
Alternatives to suspension (TUPE, VAPE, Healthy Relationships)  
Restorative Justice Practices  
Positive Behavior Interventions and Support

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal #4: Supporting and Empowering Staff: Ensuring that staff have the tools, resources, training and professional learning that promotes positive district culture. Our capacity and collective efficacy as a team ensures our students are served at the highest level.

Goals:

- Train all staff on addressing Hate Speech and racist incidents in classrooms and on campus
- Teachers will engage in high-quality, personalized/differentiated professional learning aligned to each sites Tier I Common Assurances and District-wide Universal Supports
- Continue to improve the Instructional Coaching Program and effectively implement the new SMUHSD Induction Program.
- Ensure that faculty of color feel supported and included in school and collegial communities

## Goal 4

BHS has 3 goals for the 2021-2022 school year. These goals were created during the WASC Mid-Cycle review last school year. The SMUHSD's LCAP goals #4 is embedded into the 3 previously presented BHS goals, however, some identified needs and some measurable outcomes that overlap are repeated here in this section. Also included are strategies and activities that will support our staff and students create a more equitable and more connected school high school experience. We believe that our ongoing anti-racist efforts and our continued commitment to culturally responsive classroom environments will create greater engagement and therefore, greater academic and social emotional success for students at BHS.

## Identified Need

CLN #3: BHS identified the need for assisting students in creating a positive academic identity and in building school connectedness in support of meeting class objectives and course standards.

CLN #5: Teachers, with administrative and District support, need to add curricula materials that reflect the diverse cultural and linguistic backgrounds of the Burlingame student population so that these students become more engaged with culturally responsive teaching. Staff recognizes that the disproportionality of Latino students in all areas of academic achievement is an area of high concern.

CLN #7: BIPOC students and other student subgroups are seeking greater avenues for inclusion in the BHS campus community. Unconscious and/or implicit bias may be a factor for a staff that is working very hard with positive intent to support all students.

CLN #8: We encourage Burlingame High School to use an equity-based lens for schoolwide and classroom based practices.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase student agreement in connecting to the school as reported on the CA Healthy Kids Survey	2019-2020 CAHKS (last year implemented) Grade 09 - 71% Grade 10 - 66% Grade 11 - 57% Grade 12 - 66%	10% increase

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey SEL Competency Measures	Social Awareness baseline 67% (2020-21) First implementation of Panorama in district	10% increase
Panorama - Student supports and Environment (Equity)	Diversity and inclusion baseline • 72% (2020-21) First implementation of Panorama in district	10% increase
Panorama - Student supports and Environment (Equity)	Cultural Awareness and Action Baseline - 59% (2020-21) First implementation of Panorama in district	10% increase
Panorama - Student supports and Environment (Equity)	Hate Motivated Speech - 59%	10% increase

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

All staff will participate in training to respond to hate speech and racist incidents in the classroom and/or on campus. Site and district professional development sessions throughout the 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)

## 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

All certificated and classified staff will participate in Districtwide professional development to implement anti-racist practices in the classroom and on campus.

**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)

**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

All certificated and classified staff will participate in site professional development to implement Culturally Responsive Teaching practices in the classroom and on campus.

**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)



# 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	\$0.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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
General Fund	\$0.00

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$0.00

# School Site Council Membership

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

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

Name of Members	Role
Paul Belzer	Principal
Joshua Gnass	Classroom Teacher
Alecia Martin	Classroom Teacher
Kyoko Yamamoto	Classroom Teacher
Marie Clarke	Classroom Teacher
Kelsey Holtzinger	Classroom Teacher
Denise Burch	Other School Staff Parent or Community Member
Karla Cahue	Parent or Community Member
Natalie Delahunt	Parent or Community Member
Nina Wang	Parent or Community Member
Emilie Scovill	Parent or Community Member
Ashlyn Witherspoon	Secondary Student
Erik Yun	Secondary Student
Ellisenne Yun	Secondary Student

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

# Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Departmental Advisory Committee

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 11/08/2021.

Attested:

Principal, Paul Belzer on 11/08/2021
SSC Chairperson, Co-chair Marie Clarke and Co-chair Elisenne Yun on 11/08/2021