

School Year: [2021-22]

# School Plan for Student Achievement (SPSA)

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
<b>Lewis H. Britton Middle School</b> Principal Nanette Donohue	43 69583 6095384	[5/20/21]	[Add Local Board Approval date here]

## 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)

### **Lewis H. Britton Middle School:**

Lewis H. Britton Middle School is a public middle school in Morgan Hill, CA and part of the Morgan Hill Unified School District. Currently, we have just about 700 students in grades 6th through 8th. Nanette Donohue is principal of Britton Middle School. Mrs. Donohue has been a public educator since 2000 and an administrator since 2013.

Britton houses approximately 215 sixth grade students, 240 7th grade students, and 240 eighth grade students. These students all take the core classes including math, science, English and social studies. Additionally, all students participate in PE and take an elective class or intervention class.

Britton continues to undergo a renaissance in learning. In 2015, we were happy to announce our designation as a California State Gold Ribbon Distinguished School and a Golden Bell Award. Britton was proud to announce that we were selected for the 2016-2019 Tech Academies of Innovation partnership to develop model engineering programs. We continue offering STEM opportunities throughout the school day and also a variety of STEM engineering after school clubs.

Each of our classrooms are equipped with a TV monitor, embedded speakers, wireless projection capabilities, an additional stand alone monitor and live streaming software. Additionally, all students are assigned a Chromebook for their use as a student of Britton.

In addition to supplying Chromebooks to every student on campus, the PE department partnered with Specialized Bicycles to provide a unique learning experience for our students. Using Polar Heart Rate Monitors, students track their heart rates while riding one of Britton's stationary Specialized mountain bikes.

### Professional Development

Britton teaching staff collaborates every Wednesday. During this time, staff members work together to address campus-wide initiatives, work together in departments to ensure alignment across the three grade levels, receive professional development, and identify/support struggling students. This year, Britton is focusing on adjusting to our new schooling experience as we move through educating within a pandemic, Social/Emotional Learning and literacy.

### Programs

Activities- Britton continues to offer a variety of co-curricular activities on campus daily. Clubs include drama, MENCHU, dance, art, recycling, Gay-Straight Alliance (GSA), etc., Additionally, Associated Student Body (ASB) hosts a variety of campus climate events and spirit weeks throughout the school year.

### 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.

Advancement Via Individual Determination (AVID)- AVID is an organization/program dedicated to closing the achievement gap by preparing all students for college and other postsecondary opportunities. Britton is excited to offer two sections of AVID to support our 7th and 8th graders. Additionally, AVID is offered to 6th graders during the Elective Wheel. In addition to ongoing professional development, AVID teachers attend AVID Summer Institute. Our AVID team includes Romina Incandela (6th Grade) and Michelle Murrish (7/8th Grade).

Athletics- Britton competes as a member of the East Side Athletic League and offers the following sports/teams: Cross Country (Coed), Girls Softball, Wrestling (Coed), Girls Basketball, Boys Basketball, Girls Soccer, Boys Soccer, Girls Volleyball, Boys Volleyball, and Track and Field (Coed).

Homework Center - Our after-school homework center is available for all students and is open Monday - Thursday (3:05 pm to 4:00 pm). During that time, students can get help on their homework, study for an upcoming test, or receive additional academic support. The Homework Club is staffed with teachers, a Cal-SOAP tutor, and other staff, as needed.

Britton TV- BTV students produce a daily broadcast that features school and community news. This program is run through our Leadership classes.

Outside Supports and Services - Britton is happy to partner with Discovery Counseling, Community Solutions, and a variety of other outside supports and services to provide individual and group counseling for our students.

Cal-SOAP - Britton works with Cal-SOAP to provide college students to work as tutors with our most at-risk students in our literacy support classes, English Language Development classes and our Homework Center..

English Language Development (ELD)- In addition to the two-period ELD block (for students identified as CELDT Levels 1-3) and two-period General Education English/Literacy Support classes (for students identified as CELDT Level 4-5),

Music- In addition to our academic renaissance, Britton currently offers two sections of music (Advanced Band and Beginning Band). Also, Britton's Color Guard program was tremendously successful, placing second place at the Santa Clara County Color Guard competition in 2019.

Naviance- All Britton students and parents will have access to the district's Naviance program. Students and parents can start with interest surveys, college/career exploration, and post-secondary planning. Naviance curriculum is embedded into our 7th and 8th grade elective wheels experiences.

Lunch time sports programs - Britton plans to provide structured team contests during lunch. In addition, a staff member supervises opportunities for students to participate in group sports during lunch. Soccer balls and basketballs are available to all students during lunch.

Reading & Math Interventions- Britton continues to use Read 180, among other targeted reading programs in our general and special education classes. Read 180 is a blended, teacher-led and online reading intervention program that was developed by Scholastic to provide reading comprehension strategies, tools, and assessments. It facilitates instruction with close-reading strategies, academic vocabulary exercises, practice writing, and engaging discussions with the entire class. In addition to Read 180, Britton offers intensive math support in our general and special education classes. Math 180 is a math intervention program that utilizes technology/data and rebuilds the key progressions that struggling students need for success with algebra and higher-level math as defined by the Common Core Standards. Students in every English class are provided the opportunity to work on English skills through an individualized Lexia Power Up program. All students spend 45 minutes per week on this program to support their individual learning needs. In addition, two teachers offer targeted instruction for students before school for students who appear to be struggling.

Scholastic Achievement- Britton offers academic clubs that fosters high standards of scholarship, service, and citizenship.

Science, Technology, Engineering, and Mathematics (STEM)- The cornerstone of our academic renaissance has been our implementation of STEM on campus. Along with our partnership with the Tech Museum, Britton offers many STEM-related clubs/programs: MESA (Mathematics, Engineering, Science Achievement), Robotics, Math Counts, and Coding.

### Special Education

- Currently Britton has three comprehensive Special Education programs. First, Britton offers full inclusion for students who require Specialized Academic Instruction. This program includes all 6th, 7th, and 8th grade students who receive resource sSupports. Students are in general education classes with support and instruction from Special Education teachers and paraeducators. Second, we offer stand alone English, Math, social studies, and science support as needed and identified within individuals IEPs. In addition, Britton has a self-contained BETA class for students who need a higher level of support. In all of the Special Education programs, maximizing opportunity for inclusion is the goal, while meeting students' individual academic needs.

### Opportunities for Parental Input

Many groups contribute to our decision-making process. Parent volunteers, students, administration, and staff compose the School Site Council (SSC), which makes many important budgetary and school plan decisions. Our English Language Advisory Committee (ELAC) is composed of parents of English learners. Department leaders from English, Math, Science, History, PE, Special Education, 6th Grade Math/Science, 6th Grade English/History, ASB, and the Elective department meet with the Principal once a week to stay abreast of school issues and provide input in all areas.

### School Safety Plan

Our staff members and administration monitor the school grounds for 15 minutes before and after school. Administrators typically monitor students before and after school and during lunch and brunch time. We have two full-time student supervisors that supervise the grounds. Teachers and administrators regularly review the rules for safe, responsible behavior in school and on the grounds. We have a closed campus. Visitors must enter the school through the main door and sign in at the office. Students are not allowed off campus during the school day. Also, our students and staff are trained by the Morgan Hill Police Department on Run, Hide, Defend procedures.

We revise our School Safety Plan annually as part of our School Site Council responsibilities. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We train all staff during school-wide staff meetings. We practice fire and earthquake drills monthly and hold training for staff on emergency preparedness. Britton is in Year Two of Positive Behavior Interventions and Support (PBIS) implementation. Year three continues the full staff implementation of teaching strategies, external rewards, and expectations. The staff is revising the matrix used the past two years to shift from “CPR - cooperation, pride and respect, to BMS - Be Responsible, Make Safe Choices and Show Respect. A PBIS team will continue to attend Professional Development and share out with staff.

### Funding

The SPSA represents our school’s allocation of resources towards specific actions designed to meet established goals. The goal-setting process is based on the school’s mission and vision. Our school goals in turn help determine the relative attention and resources that will be directed toward each of the State’s eight priority areas. The priority areas are addressed through the actions in our SPSA, and they are monitored throughout the year by reporting progress to our stakeholder groups, School Site Council and English Language Advisory Committee, who are consulted and provide input regarding recommendations for revisions to the plan. The overarching goal of the SPSA is the constant improvement of the educational outcomes for all students.

Students are served through district wide programs as described in the district’s Local Control Accountability Plan (LCAP). This School Plan for Student Achievement (SPSA), represents our school’s allocation of resources towards unique school level needs as determined by our review of student outcome data and stakeholder input. This needs assessment is further analysed to determine root causes which inform the actions as laid out in this plan. Actions are monitored for effectiveness through various metrics and future plans are adjusted to ensure that actions are demonstrating the desired outcome. Program and service evaluations must take into account the degree to which plans have been implemented with fidelity and ample time for expected outcomes to be demonstrable.

The SPSA continues to be organized under three goals aligned to the district’s LCAP. The actions categories under each goal are also aligned to the LCAP, enabling cross referencing between various plans. The actions are structured by a Multi-Tiered System of Support to distinguish core programs from strategic or intensive support programs. As the goals and categories are broad, there is ample flexibility for a wide variety of programs and services, but also an infrastructure by which to share professional learning about program effectiveness in meeting common goals. These goals are:

1. **College and Career Readiness:** With an equity lens, MHUSD will provide vigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students. (This goal has seven common actions including staffing, professional development, core and support educational programs, and basic services).
2. **Parent Engagement** All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness. (This goal has two actions including general parent engagement as well as targeted engagement and outreach for parents of underrepresented students).
3. **Student Engagement & School Climate:** Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready (This goal has two actions including general campus climate and engagement services as well as strategic and intensive support for struggling students).

## 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

All stakeholders are consulted when coming up with this plan. At various times throughout the year, administration worked with parents during School Site Council Meetings, Home and School Meetings, ELAC meetings, and Parent/Principal Conversations. Additionally, Britton staff have been consulted during staff meetings, on surveys, and during our department leadership meetings. Students have been consulted through homeroom and on surveys.

## Resource Inequities

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

### Needs Assessment Findings:

**California Public School Dashboard Indicator Needs:** California School Dashboard results from 2018 indicate that 13.7% of students at Britton are chronically absent and 22.4% of our English Language learner population are chronically absent, an increase of 8.5% from 2017. During the 2018-2019 school year, Britton showed a chronic absenteeism rate of 15.3%. Over the 2019-2020 school year, Britton showed a decrease in chronic absenteeism this year and was in line to have about a 10% chronic absenteeism rate, which is over 5% lower than last year. We believe that this decrease is in part due to our SEL curriculum being pushed out site-wide. In addition, our Community Liaison and CARE support provider meets with students and their families when chronically absent. This has shown to be shifting our absentee data. Next year we intend to continue focusing on improving our absentee rate by using our weekly absentee data to guide our interventions. Although we have seen a significant increase in attendance during virtual learning, we have also seen a significant decrease in student engagement as noted by the number of failing grades throughout the 2020-2021 school

year. Our focus during the upcoming school year will be to ensure that each student is able to be successful both socially, emotionally and academically throughout the school year.

# Goals, Strategies, Expenditures, & Annual Review

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

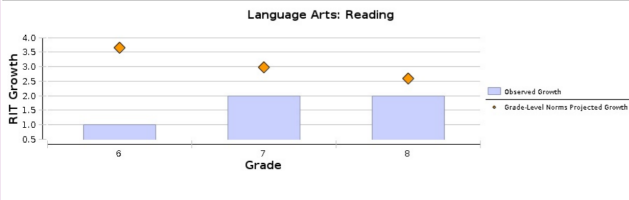
## Goal 1

**College and Career Readiness:** With an equity lens, MHUSD will provide vigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students

### Identified Need

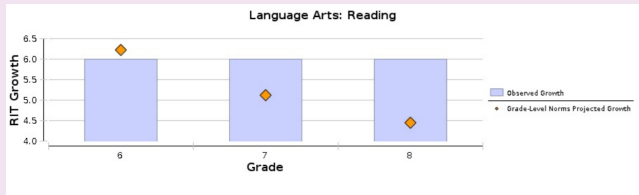
Over the past year, COVID protocols were in place. During this time we noticed a significant decline in some students' willingness to engage virtually. Additionally, we noticed an increase in the need to provide targeted social-emotional support to students. At Britton, as is noted in Goal 1, site leadership, staff, and community are working hard to re-engage students in their learning and support their social-emotional growth by providing them higher levels of accountability, support, and training.

### Annual Measurable Outcomes

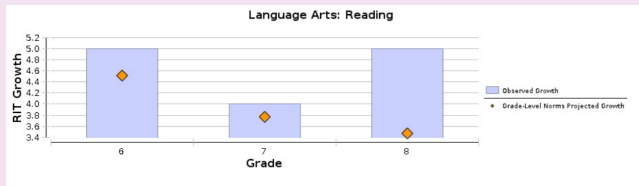
Metric/Indicator	Baseline/Actual Outcome	Expected Outcome												
<p>MAP Growth -</p> <p>Student reading scores are significantly lower than expected across the grade levels, when compared to our previous rates of growth. Results of MAP growth for the '20-'21 reading scores shows that reading growth is lagging significantly from expected (represented by the yellow diamond). Historically, as shown below, Britton's growth has met or exceeded expected growth, as shown by the charts below. Current MAP scores are probably skewed because disengaged students are less willing to</p>	<p>MAP reading growth Fall '20 - Winter '21 (Gold Diamond represents expected growth, blue bar is actual growth)</p>  <table border="1"><caption>Language Arts: Reading - RIT Growth Data</caption><thead><tr><th>Grade</th><th>Observed Growth (Blue Bar)</th><th>Grade Level Norms Projected Growth (Yellow Diamond)</th></tr></thead><tbody><tr><td>6</td><td>1.0</td><td>3.5</td></tr><tr><td>7</td><td>2.0</td><td>2.5</td></tr><tr><td>8</td><td>2.0</td><td>2.5</td></tr></tbody></table>	Grade	Observed Growth (Blue Bar)	Grade Level Norms Projected Growth (Yellow Diamond)	6	1.0	3.5	7	2.0	2.5	8	2.0	2.5	<p>Expected outcome for student reading growth is that with interventions and supports, combined reading growth will again meet expected growth by '22-'23</p>
Grade	Observed Growth (Blue Bar)	Grade Level Norms Projected Growth (Yellow Diamond)												
6	1.0	3.5												
7	2.0	2.5												
8	2.0	2.5												

complete the assessment thus, actual abilities might be lower than indicated.

MAP reading Growth, Fall '19 - Winter '20



MAP Reading Growth, Fall '18 - Winter '19

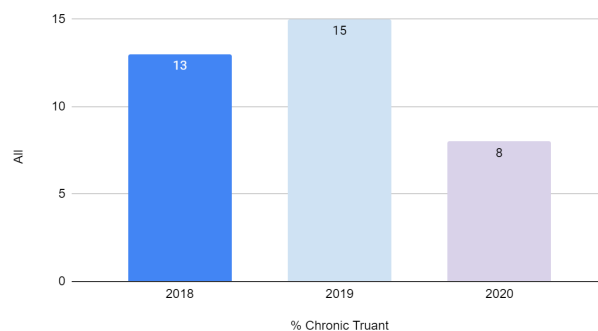




## Attendance -

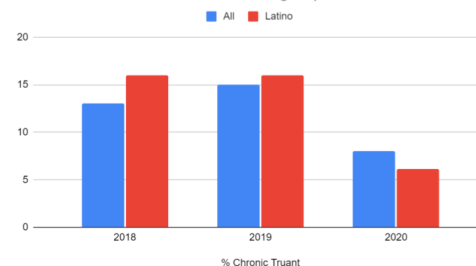
As we pivoted to distance learning due to Covid-19, chronic absenteeism increased by 2%, when comparing Fall 2018 to Fall 2019. This comparison doesn't include any time period falling within the Distance Learning. Due to attendance accounting differences, chronic absenteeism decreased significantly during Distance Learning. However, when more closely examining attendance by period, it's clear that student attendance and academic engagement is a major area of concern. There is a disparity that has persisted regarding lower attendance rates for our subgroups of Latino, Low SES and Special Education students.

% Chronic Truant by Year



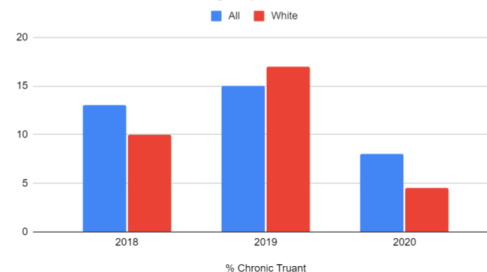
Chronic Absenteeism, Latino

Percent Chronic Absenteeism, Subgroup, White



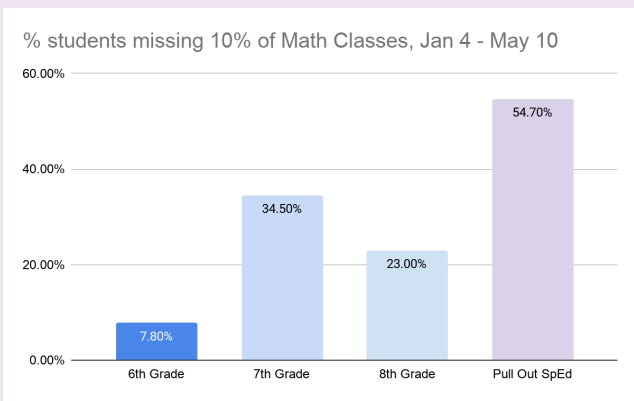
Chronic Absenteeism, Subgroup Non-Latino

Chronic Absenteeism, Subgroup, Non-Latino



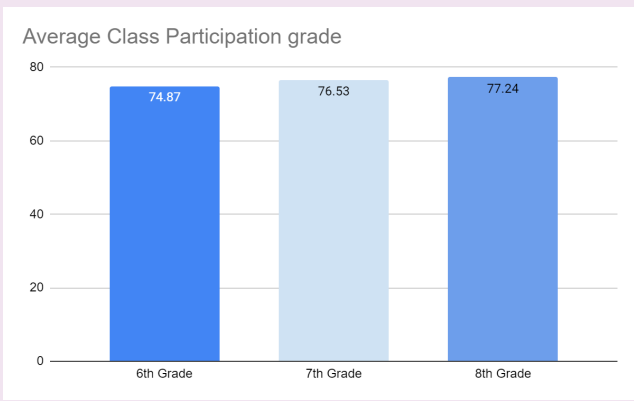
The expected outcome is that chronic absenteeism will be reduced from the 2018-2019 levels to <12%, by addressing social/emotional needs, providing academic supports and having students return to campus.

As stated above, due to how data is gathered, the degree of absenteeism is underrepresented. Data indicate that attendance to specific classes is not accurately represented by chronic absenteeism data gathered.



Class Participation

Another consideration of student engagement is how active students were during Distance Learning, as they were considered “present” if they joined into the Zoom session and showed some indication that they were physically present, such as showing themselves on Zoom or responding to Zoom or GoGuardian chats. Some students were not engaging in the actual course instruction. In order to estimate the extent of this disengagement, a sample of 15 random students at each grade level

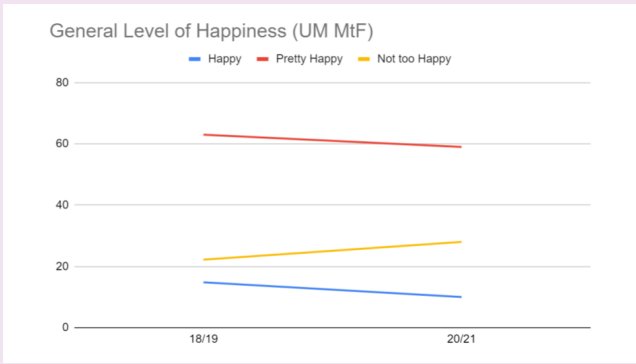


Average Class participation grades will increase to >85%

were selected and their 3rd period class participation and homework grades were averaged, to gauge the level of class participation for the group. Typically this average for this category is in the 85% - 90% range. This is not the case over the past year.

General Level of Happiness -

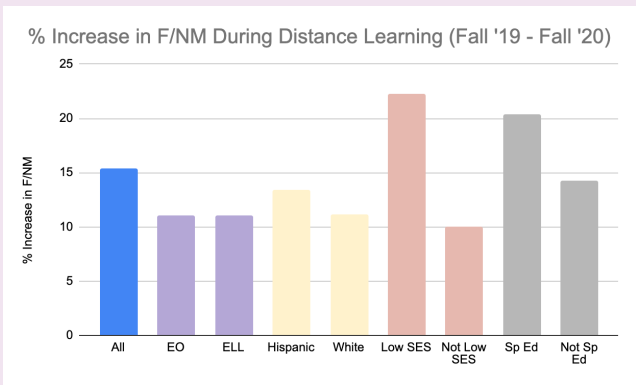
Using data from the University Of Michigan “Monitoring the Future” survey of 8th grade students, there has been a general decline in our students’ levels of happiness.



The expected outcome of implementing this SPSA is to strategically increase campus climate through activities, counseling, school-wide SEL lessons, RJ and PBIS in order to increase the general happiness of our students.

Academic Engagement -

As measured by percent of students who have either failed a class or received a No Mark.



The expected outcome of increased academic engagement and targeted interventions during a block schedule designed to allow teachers to provide targeted instruction is to decrease the percent of students who fail classes or receive No Marks to 3% by better meeting students’ academic needs and increased engagement in school.

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

### Goal 1 Action 1: Tier 1 Staff

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

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

All Students

#### Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:

1. Hiring general education teachers
2. Providing new teacher induction mentors
3. Providing site administrative, classified, and support staff

Programs and services funded in this School Plan include:

- 4 Stipends: PBIS T1 Lunchtime, BTV, Yearbook, Second Step Coordinator- \$6760 -LCFF
- Department Planning Days (30) \$9600 -LCFF
- PBIS Coordinator \$1690 -LCFF
- Health & Welfare Classified/Certificated \$6,919.37 -LCFF

#### 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 identifies the Title and Part, as applicable), Other State, and/or Local.

Goal 1 Action 1 Strategy/Activity	Amount(s)	Source(s)
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4 stipends: PBIS T1 lunchtime, BTV, Yearbook, Second Step coordinator	6760	LCFF
Department Planning Days	9600	LCFF
PBIS Coordinator	1690	LCFF
Health & Welfare Classified/Certificated	6919.37	LCFF

## Goal 1 Action 2: Tier 2-3 Staff

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

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

**Underperforming or disadvantaged students** including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

### Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:

1. CARE staff to monitor and link students based on unique needs to community based services
2. Teachers on special assignment to provide coaching for equitable instruction
3. Secondary equity staffing to provide additional supports within the school day
4. Elementary Reading Specialists and MTSS paraprofessionals to assist underperforming readers.
5. Special Education instructional staff and paraprofessionals (Base Funded)
6. Positive Behavior Intervention and Support Coach
7. School Resource Officer
8. School Linked services coordinator
9. Migrant Program Liaison and clerical support

Programs and services funded in this School Plan include:

- Inclusion Planning 5 days x 12 teachers = 120 days: \$9600 -LCFF
- 1 Stipend: PBIS Support CICO =\$1690 -LCFF
- Inclusion Planning & School Business: School Business 93 days IEPs, 504s, Inclusion Planning: \$14,880 -State Lotto
- 0.4 FTE Release: RJ, CICO, Culture, etc: \$40,354.98 -Title 1

### **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 identifies the Title and Part, as applicable), Other State, and/or Local.

#### **Goal 1 Action 2 Strategy/Activity**

#### **Amount(s)**

#### **Source(s)**

- | Goal 1 Action 2 Strategy/Activity                     | Amount(s)   | Source(s)    |
|---|-------------|--------------|
| • Inclusion Planning 5 days x 12 teachers = 120 days: | \$9600      | -LCFF        |
| • 1 Stipend: PBIS Support CICO                        | \$1690      | -LCFF        |
| • Inclusion Planning & School Business: 93 days       | \$14,880    | -State Lotto |
| • 0.4 FTE Release: RJ, CICO, Culture, etc:            | \$40,354.98 | -Title 1     |

### **Goal 1 Action 3: Professional Development**

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

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

All Students

#### **Strategy/Activity**

Centralized funding and services provided through the District Level LCAP for reference include:

1. Provide support mentors to assist veteran and intern teachers

2. Provide professional development (PD) opportunities for administrators
3. Provide PD opportunities for classified employees.
4. Provide a new teacher induction program
5. Provide PD to support the core instructional program
6. Provide stipends to support staff implementation leaders at each site
7. Provide PD for the unique needs of English Learners.
8. Provide PD to support College and Career Readiness for underrepresented students
9. Provide PD to support the implementation of social emotional support and safety programs.
10. Provide PD to meet the unique needs of Students with Disabilities.
11. Provide PD to support the implementation of a Multi-Tiered System of Support.

Programs and services funded in this School Plan include:

- Conference Expenses PBIS Symposium, AVID, Fred Jones -\$6440.70 -LCFF
- Conference Expenses SUTW -\$2769.89 -State Lotto
- Conference Expenses SCCOE/PBIS -\$500 -LCFF

### **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 identifies the Title and Part, as applicable), Other State, and/or Local.

<b>Goal 1 Action 3 Strategy/Activity</b>	<b>Amount(s)</b>	<b>Source(s)</b>
• Conference Expenses PBIS Symposium, AVID, Fred Jones	-\$6440.70	-LCFF
• Conference Expenses SUTW	-\$2769.89	-State Lotto
• Conference Expenses SCCOE/PBIS	-\$500	-LCFF

## **Goal 1 Action 4: Tier 1 Instructional Program**

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

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

All Students

### **Strategy/Activity**

Centralized funding and services provided through the District Level LCAP for reference include:

1. Provide core instructional materials
2. Provide tier 1 digital instructional curriculum for alternative programs.
3. Provide Career Technical Education curriculum, supplies, and equipment.
4. Provide curriculum development support for Visual and Performing Arts Plan.
5. Provide stipends for enrichment coordinators.
6. Provide chromebooks for digital access to the curriculum.
7. Provide centralized student information system

Programs and services funded in this School Plan include:

- Books & Reference Materials Scholastic, Houghton Mifflin, online instructional supports such as Voyager, EdPuzzles, Discovery, ExploreLearning etc. -\$13,685.74 -LCFF
- Instructional Supplies Generation Genius \$500 -State Lotto
- Instructional Supplies: Scholastic, Houghton Mifflin, Teachers Curriculum, Carolina Biological, McGraw Hill \$2200.36 -LCFF
- Supply Materials: STEM \$276.86 -Extended Day

### **Proposed Expenditures for this Strategy/Activity**



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

Goal 1 Action 4 Strategy/Activity	Amount(s)	Source(s)
• Books & Reference Materials	-\$13,685.74	-LCFF
• Instructional Supplies Generation Genius	-\$500	-State Lotto
• Instructional Supplies:	-\$2200.36	-LCFF
• Supply Materials: STEM	-\$276.86	-Extended Day

**Goal 1 Action 5: Tier 2 and 3 Strategic/Intensive Academic Supports**

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

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

**Underperforming or disadvantaged students** including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

**Strategy/Activity**

Centralized funding and services provided through the District Level LCAP for reference include:

1. Provide a district assessment plan and common assessments.
2. Provide strategic supplemental digital content (Lexia, LLI, Read 180, Study Island)
3. Provide credit recovery digital curriculum for high schools.
4. Provide supplementary instructional materials deployed district wide.
5. Contract with Equal Opportunity Schools to increase underrepresented student access to AP.
6. Contract with Cal-SOAP to assist underrepresented students with path to college
7. Provide Extended day program opportunities for underperforming students.
8. Provide support for the implementation of the English Learner Master Plan

9. Provide Pre-School for eligible students
10. Provide extended school year learning opportunities to migrant students and English Learners.
11. Provide extended school year learning opportunities for students with disabilities.

Programs and services funded in this School Plan include:

- CalSOAP \$15,000 -Title 1
- College tour Field Trip \$1,000 -LCFF
- AVID -\$4099 -LCFF
- Houghton Mifflin Harcourt \$1300 -State Lotto
- Tutoring: CalSoap \$29,646.42 -Title 1

### **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 identifies the Title and Part, as applicable), Other State, and/or Local.

<b>Goal 1 Action 5 Strategy/Activity</b>	<b>Amount(s)</b>	<b>Source(s)</b>
• CalSOAP	-\$15,000	-Title 1
• College tour Field Trip	-\$1,000	-LCFF
• AVID	-\$4099	-LCFF
• Houghton Mifflin Harcourt	-\$1300	-State Lotto
• Tutoring: CalSoap	-\$29,646.42	-Title 1

## Goal 1 Action 6: Development of the School Plan

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

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

All Students

### Strategy/Activity

Centralized links available in the District Level LCAP for reference include:

1. Links to all school accountability report cards.
2. Links to all school safety plans
3. Links to all school plans for student achievement
4. Links to all school California Public School Dashboards.

Programs and services funded in this School Plan include:

- ASB Bookkeeper Clerical: accounting \$4400 -State Lotto
- Dell Laptop Computers, Bridge Wireless (4 walkie talkies) \$7700 -State Lotto

### 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 identifies the Title and Part, as applicable), Other State, and/or Local.

Goal 1 Action 6 Strategy/Activity	Amount(s)	Source(s)
• ASB Bookkeeper Clerical: accounting	\$4400	-State Lotto
• Dell Laptop Computers, Bridge Wireless (4 walkie talkies)	\$7700	-State Lotto

## Goal 1 Action 7: Basic Services and Supplies

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

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

All Students

### Strategy/Activity

Centralized funding for basic services provided through the District Level LCAP for reference include:

1. Facility maintenance and improvement projects
2. Transportation
3. Food Service
4. Maintenance and custodial costs
5. Furniture and Fixtures
6. Technology equipment

Programs and services funded in this School Plan include:

- Standard Printing repairs: \$3000 -State Lotto
- Golf Cart repairs \$2000 -State Lotto
- Greensport, East Side AL, Logo Locker: \$4450.61 -Extra Curricular
- Gopher Sports \$774.65 -Extra Curricular
- Office Supplies: Office Depot, standard printing, Amazon, NAESP: \$6,250 -State Lotto
- Health Supplies: Henry Schein: \$100 -State Lotto
- Instructional Supplies:Amazon, Office Depot \$4,513.11 -State Lotto

### 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 identifies the Title and Part, as applicable), Other State, and/or Local.

Goal 1 Action 7 Strategy/Activity	Amount(s)	Source(s)
• Standard Printing repairs:	\$3000	-State Lotto
• Golf Cart repairs	\$2000	-State Lotto
• Greensport, East Side AL, Logo Locker:	\$4450.61	-Extra Curricular
• Gopher Sports	\$774.65	-Extra Curricular
• Office Supplies:	\$6,250	-State Lotto
• Health Supplies: Henry Schein:	\$100	-State Lotto
• Instructional Supplies:	\$4,513.11	-State Lotto

## Annual Review

### SPSA Year Reviewed: 2020-21 to inform the 2021-22 school plan

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.

### Goal 1 ANALYSIS

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

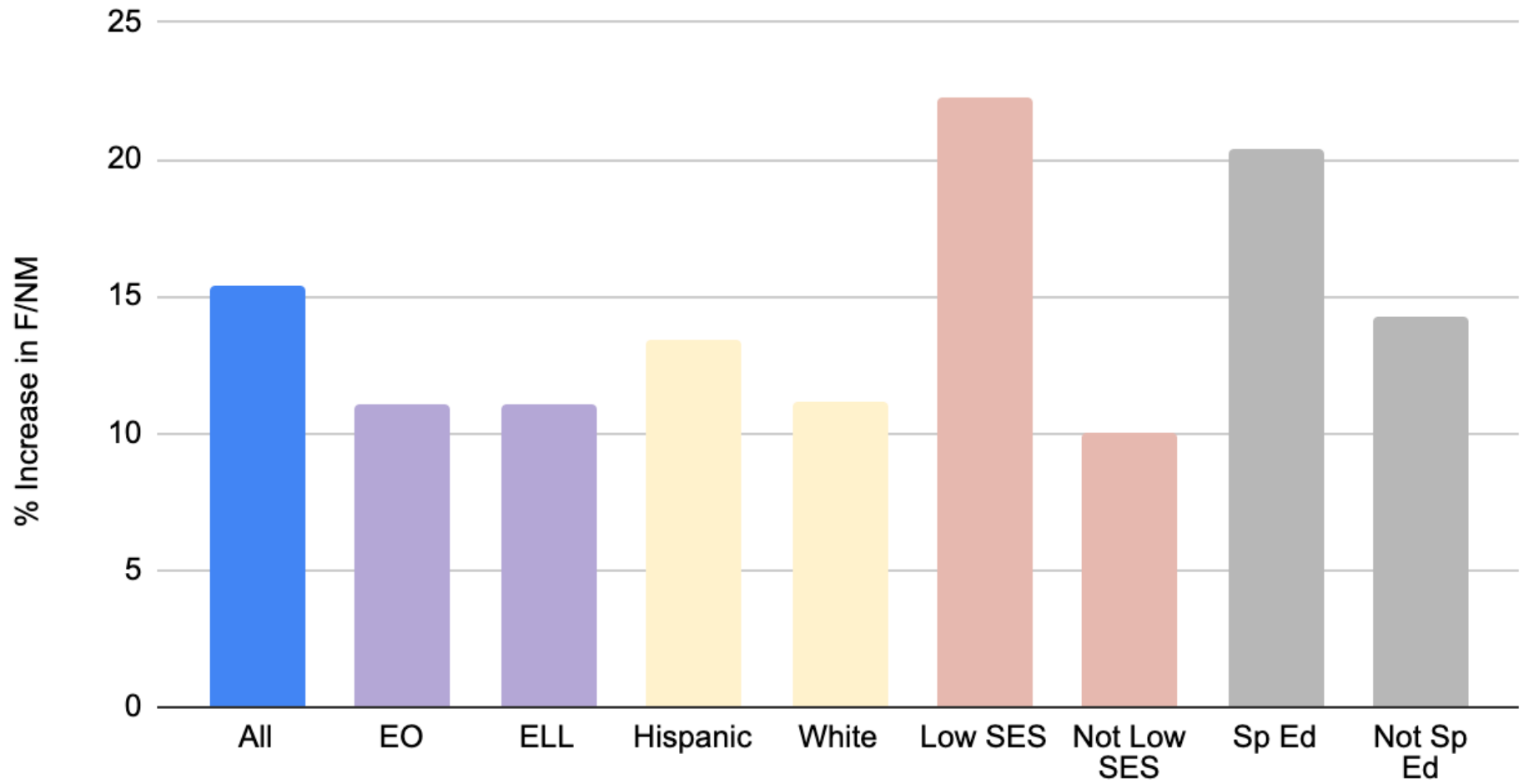
Our school has gone through a difficult transition over the past few years. Throughout those years, a significant decline in student engagement and a significant increase in students' ability to self-regulate occurred. As a result, suspensions increased, and academic scores decreased. We began making significant shifts in Britton's overall climate and culture. Britton began working very hard to reframe these behaviors and implement PBIS, Positive Behavior Interventions and Supports, with consistency across each classroom and throughout the entire school. In March of 2020, a worldwide pandemic closed the doors to our physical school and all schooling

went online. During this time, we noticed that although some students thrived in this new virtual format, a large group of students stepped away and disengaged in the schooling process.

As is noted in the summary data below, the most common type of disengagement resulted in a larger percentage of students failing multiple classes. Additionally, increased needs for social-emotional support and learning is identified as an area of need.

As we reenter our physical schooling experience, Britton is putting a significant focus on framing our school culture, expectations, and targeted levels of support through the use of PBIS, restorative conversations, and targeted academic support and extension to ensure each student's needs are met.

## % Increase in F/NM During Distance Learning (Fall '19 - Fall '20)



As a follow up to previous SPSA goals, we will keep in mind that in the 2017-2018 school year, our male students accounted for 830 discipline entries and our Hispanic students accounted for 966 of the discipline entries. In the 2018-2019 school year, our male students accounted for 535 discipline entries and our Hispanic students accounted for 564 of the discipline entries. This shows a 35% reduction in discipline entries of Britton's male students and a 41% decrease in discipline entries of Britton's Hispanic students. We believe that through the continued implementation of PBIS and restorative discipline strategies along with working to finetune expectations and our culture, while providing targeted academic supports, we will continue to see a decrease in major discipline incidences over the course of the upcoming school years

**Discipline Data August - May, 2017-2018 School Year**

**Discipline Data August-May, 2018-2019 School Year**

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

As we are still working to provide targeted academic and behavioral support for all our students at Britton, we have allocated money and resources for ongoing PD in the areas of behavior intervention, PBIS, and PLC training.

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.

In addition to funding resources and PD in the areas of PBIS,



[Return to work plan here](#)

## Goal 2

**Parent Engagement** All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness.

State and/or Local Priorities addressed by this goal:

**State Priorities:** 3, 5, 6

**Local Priorities:** Conduct deliberate outreach to engage parents with limited higher educational experiences of their own to help them understand and navigate the pathway to higher education and post-secondary career options for their children.

### Annual Measurable Outcomes

Expected	Actual
<b>Increase mass messaging communication rates:</b>  Phone contacts/enrollment: 84.6% Email contacts/enrollment 93.3% Phone success: 81.6% Email success: 96.3 %	<b>New mass messaging communication rates:</b>  Phone contacts/enrollment: 100% Email contacts/enrollment 97.6% Phone success: 89% Email success: 96%
<b>Increase Parent monitoring rates</b>  Accessing Aeries: 67.4% Average Hits / student: 111	<b>Parent monitoring rates</b>  Accessing Aeries: 89.2%% Average Hits / student: 173
<b>Increase Parent Volunteers</b>  Volunteers in database: 2471, 507 added this year.	<b>New Parent Volunteers</b>  Volunteers in database: 3052, 476 added this year.

<b>Increase Project to Inspire graduates:</b>	<b>New Project to Inspire graduates:</b>
Graduates Prior Year: 18	Graduates Prior Year: 16 (30 anticipated for 2019-20)
<b>Improve Survey Results:</b> <b>Schools encourage decision making participation</b> 3.97 English 271 responded in English 3.77 Spanish 11 responded in Spanish	<b>New Survey Results:</b> <b>Schools encourage decision making participation</b> 3.82 English 388 responded in English 3.88 Spanish 16 responded in Spanish
<b>Improve Survey Results:</b> <b>Schools encourage parent volunteers</b> 3.97 English 3.91 Spanish	<b>New Survey Results:</b> <b>Schools encourage parent volunteers</b> 3.90 English 3.63 Spanish
<b>Improve Survey Results:</b> <b>Parents feel like valued partners</b> 3.87 English 4.00 Spanish	<b>New Survey Results:</b> <b>Parents feel like valued partners</b> 3.68 English 3.69 Spanish
<b>Improve Survey Results:</b> <b>Parents are Satisfied with 2-way communication</b> 3.88 English 4.27 Spanish	<b>New Survey Results:</b> <b>Parents are Satisfied with 2-way communication</b> 3.80 English 3.44 Spanish
<b>Improve Survey Results:</b> <b>Have access to adequate monitoring information</b> 3.79 English 4.00 Spanish	<b>New Survey Results:</b> <b>Have access to adequate monitoring information</b> 3.83 English 3.56 Spanish
<b>Improve Survey Results:</b> <b>Our School is Safe</b> 3.75 English 3.09 Spanish	<b>New Survey Results::</b> <b>Our School is Safe</b> 3.59 English 3.00 Spanish
<b>Improve Survey Results:</b> <b>School values diversity</b> 3.58 English 3.45 Spanish	<b>New Survey Results:</b> <b>School values diversity</b> 3.84 English 3.25 Spanish

<b>Improve Survey Results:</b> <b>Our school meets Soc. Emot. needs of students</b> 3.94 English 3.64 Spanish	<b>New Survey Results:</b> <b>Our school meets Soc. Emot. needs of students</b> 3.38 English 3.13 Spanish
<b>Improve Survey Results:</b> <b>Our school has a Curriculum that is challenging</b> 3.64 English 3.63 Spanish	<b>New Survey Results:</b> <b>Our school has a Curriculum that is challenging</b> 3.39 English 3.29 Spanish
<b>Improve Survey Results:</b> <b>We are Satisfied with environment at our school</b> 3.55 English 3.45 Spanish	<b>New Survey Results:</b> <b>We are Satisfied with environment at our school</b> 3.44 English 3.25 Spanish
<b>Improve Survey Results:</b> <b>Parents encourage after school participation</b> 4.29 English 4.09 Spanish	<b>New Survey Results:</b> <b>Parents encourage after school participation</b> 4.04 English 3.75 Spanish
<b>Improve Survey Results:</b> <b>Parents have high awareness of programs</b> 3.57 English 3.64 Spanish	<b>New Survey Results:</b> <b>Parents have high awareness of programs</b> 3.59 English 3.25 Spanish
<b>Improve Survey Results:</b> <b>Our school has a good variety of extended activities that match student interests</b> 3.29 English 3.55 Spanish	<b>New Survey Results:</b> <b>Our school has a good variety of extended activities that match student interests</b> 3.34 English 3.00 Spanish
<b>Improve Survey Results:</b> <b>My child likes school</b> 3.90 English 3.82 Spanish	<b>New Survey Results:</b> <b>My child likes school</b> 3.78 English 3.50 Spanish
<b>Improve Survey Results:</b> <b>My child is safe at school</b> 3.94 English	<b>New Survey Results:</b> <b>My child is safe at school</b> 3.80 English

## Goal 2 Action 1: Tier 1 Parent Engagement Strategies

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

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

All Students

### Strategy/Activity

Centralized funding for Tier 1 parent engagement provided through the District Level LCAP include:

1. Support a parent volunteer clearing service
2. Maintain district level advisory and support groups (DELAC, MPAC, translation and child care).
3. Provide parent LCAP consulting and advising opportunities
4. Implement district wide provisions of the Family Engagement Plan
5. Conduct Parent Engagement Survey
6. Coordinate parent engagement nights for College and Career Readiness through Cal-SOAP
7. Maintain a Special Education Advisory Committee

Programs and services funded in this School Plan include:

- Fingerprinting \$300 -State Lotto
- Blackboard Connect \$1,600 -State Lotto
- Office Depot Printing, Survey Monkey: \$600 -State Lotto
- Postage \$500 -State Lotto

### 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 identifies the Title and Part, as applicable), Other State, and/or Local.

Goal 2 Action 1 Strategy/Activity	Amount(s)	Source(s)
• Fingerprinting	\$300	-State Lotto
• Blackboard Connect	\$1,600	-State Lotto
• Office Depot Printing, Survey Monkey	\$600	-State Lotto
• Postage	\$500	-State Lotto

### Goal 2 Action 2: Tier 2 Parent Engagement Strategies

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

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

**Underperforming or disadvantaged students** including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

#### Strategy/Activity

Centralized funding for Tier 2-3 parent engagement provided through the District Level LCAP include:

1. Maintain bilingual community liaisons at all sites.
2. Conduct targeted outreach for parent volunteers of underrepresented students.
3. Provide translation for district publications.
4. Provide information for parents of immigrant students for educational services.
5. Provide parent education opportunities such as Project to Inspire.
6. Provide PD to staff for working with diverse students and families
7. Conduct targeted outreach for underrepresented parents to consult and confer on the LCAP
8. Provide parent education opportunities: Parent Project, Substance Abuse, Child Abuse, etc.

9. Conduct targeted outreach to connect families with school linked services based on need.

Programs and services funded in this School Plan include:

- Title 1 Parent Engagement: PD, Babysitting, etc: \$1394.21 -Title 1

### **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 identifies the Title and Part, as applicable), Other State, and/or Local.

<b>Goal 2 Action 2 Strategy/Activity</b>	<b>Amount(s)</b>	<b>Source(s)</b>
• Title 1 Parent Engagement: PD, Babysitting, etc:	\$1394.21	-Title 1

## **Annual Review**

### **SPSA Year Reviewed: 2020-21 to inform the 2021-22 school plan**

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.

### **Goal 2 ANALYSIS**

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

Parent coffees, ELAC, H&S Club meetings and SSC meetings have generally been well attended, however we are working to consolidate some meeting times and dates in order to encourage higher parent participation. These ideas include combining parent coffees with H&SC meetings, offering students extra benefits when parents attend meetings, building relationships, and combining student performances with meetings. None of these ideas require additional funding at this time.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We noticed that we are not engaging our spanish speaking parent population at the level we hope to.

We have been playing with the time/date of our ELAC meetings, and will begin providing translation at all our parent meetings via Zoom and in person, in addition, we have budgeted money to provide PDs and babysitting services to our families for when they attend in person.

[Return to work plan here](#)

### Goal 3

**Student Engagement & School Climate:** Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready.

State and/or Local Priorities addressed by this goal:

**State Priorities:** 5, 6, 7, and 8

**Local Priorities:** Providing services for expelled students to provide a local option in response to closure of county program in south county area.

#### Annual Measurable Outcomes

Expected	Actual
<b>Attendance Rates: (Improve to 96%)</b>  95.16% as of month 8	<b>Attendance Rates:</b> <b>Met</b>  95.26% (2019-20) as of month 8 97.34% (2020-21) as of month 8
<b>Chronic Absenteeism (Improve to state avg. 11.1%)</b>  14.1% (2017-18)	<b>Chronic Absenteeism (state average 12.0%)</b> <b>Met</b>  13.5% (2018-19) as of Month 8 11.75% (2019-20) as of Month 8 6.85% (2020-21) as of Month 8
<b>Suspension Rates (reduce below state average)</b>  <b>2017-18</b> District 4.2% State: 3.6% White: 3.0% Latino: 5.5%	<b>Suspension Rates</b> <b>Not Met</b>  <b>2018-19</b> District 5.3% State: 3.6% White: 4.2% Latino: 6.6%



	<b>2019-20</b> District 3.9%    State 2.6%    White: 2.8%    Latino 4.9%
<b>Expulsion Rate (reduce below state average) 2017-18</b> District .09%    State .09%	<b>Expulsion Rate Not Met</b> <b>2018-19</b> District 0.17%    State 0.09% <b>2019-20</b> District 0.11%    State 0.06%
<b>PBIS Implementation (deepen implementation status) 2018</b>  Cohort. 3: Study 100% Cohort. 2: 91% -in process ; Study: 32% Cohort. 1: 97% completed; 84% in process; Study 55%	<b>PBIS Implementation 2020 Met</b>  Cohort. 3: training complete, implementation status 20% Cohort. 2: training complete, implementation status 55% Cohort. 1: training complete, Implementation status 80%
<b>Middle School Dropout Rate (maintain below state)</b> District 0.002    State: 0.003	<b>Middle School Dropout Rate Met</b> <b>2018-19</b> District 0.000    State: 0.003 (2017 most recent state rate) <b>2019-20</b> District 0.000    State: 0.003 (2017 most recent state rate)
<b>High School Dropout Rate (maintain below state)</b> District 1.5%    State: 2.6%	<b>High School Dropout Rate (maintain below state) Not Met</b> <b>2018-19</b> District: 12.2%    State: 6.6% (Change in methodology) <b>2019-20</b> District: 8.9%%    State: 7.0%
<b>Improve Survey Result:</b> <b>I feel safe at school (4 point rubric survey)</b> Grades:    K-2                      3-5                      6-8                      9-12 Scores:    3.25                      3.27                      3.01                      3.03	<b>Survey Result: (Distance Learning)</b> <b>I feel safe at school (4 point rubric survey)</b> Grades:    K-2                      3-5                      6-8                      9-12 Scores:    3.8                      3.45                      3.24                      3.30
<b>Improve Survey Result:</b> <b>I have a trusted staff member connection.</b>	<b>Survey Result: (Distance Learning)</b> <b>I have a trusted staff member connection.</b>

Grades: K-2      3-5      6-8      9-12 Scores: 3.55      3.35      2.96      2.86	Grades: K-2      3-5      6-8      9-12 Scores: 2.53      3.24      2.65      2.53
<b>Improve Survey Result:</b> <b>I feel safe at home</b> Grades: K-2      3-5      6-8      9-12 Scores: 3.79      3.73      3.72      3.49	<b>Survey Result: (Distance Learning)</b> <b>I feel safe at home</b> Grades: K-2      3-5      6-8      9-12 Scores: 3.6      3.79      3.78      3.78
<b>Improve Survey Result:</b> <b>I participate in school activities</b> Grades: K-2      3-5      6-8      9-12 Scores: 2.80      2.80      2.49      2.13	<b>Survey Result: (Distance Learning)</b> <b>I participate in school activities</b> Grades: K-2      3-5      6-8      9-12 Scores: 3.0      3.19      2.82      2.74
<b>Improve Survey Result:</b> <b>I am happy (4) or sad (1)</b> Grades: K-2      3-5      6-8      9-12 Scores: 3.5      3.32      3.31      3.19	<b>Survey Result: (Distance Learning)</b> <b>I am happy (4) or sad (1)</b> Grades: K-2      3-5      6-8      9-12 Scores: 3.6      3.18      2.90      2.80
<b>Improve Survey Result:</b> <b>I am proud to be part of my school</b> Grades: K-2      3-5      6-8      9-12 Scores: 3.30      3.32      2.93      2.75	<b>Survey Result: (Distance Learning)</b> <b>I am proud to be part of my school</b> Grades: K-2      3-5      6-8      9-12 Scores: 3.00      3.15      2.86      2.85
<b>Improve Survey Result:</b> <b>My school is outstanding (4) or not good (1)</b> Grades: K-2      3-5      6-8      9-12 Scores: 3.5      3.14      2.66      2.68	<b>Survey Result: (Distance Learning)</b> <b>My school is outstanding (4) or not good (1)</b> Grades: K-2      3-5      6-8      9-12 Scores: 3.00      3.40      2.98      2.87

## Goal 3 Action 1: Tier 1 Student Engagement and Campus Climate

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

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

All Students

### Strategy/Activity

Centralized funding for Tier 1 student engagement provided through the District Level LCAP include:

1. Develop and implement a K-12 service learning program
2. Support implementation of Positive Behavior Intervention and Support at all sites.
3. Provide liaison with School Resource Office
4. Partner with YMCA and Project Cornerstone.
5. Develop and implement strategies to increase student attendance.
6. Support the development and renewal of school safety plans.
7. Implement program for suicide awareness and prevention and Child Abuse Prevention
8. Provide large group social emotional learning opportunities to support healthy life choices.
9. Conduct standardized campus climate surveys at all schools.
10. Support the development of Restorative Practices district wide.

Programs and services funded in this School Plan include:

- 12.5 Stipends: Clubs, ASB, Yearbook, Extra Curricular Engagement: \$21,125 -Extended Day
- 4 Classified Stipends: Clubs: \$6760 -Extended Day
- PBIS T1&2 Lunchtime Activities 26 hours \$832 -LCFF
- 3 Stipends, Supervision Before, After, Locker Room: \$8450 -State Lotto
- 1.5 Stipends Cross Country, Color Guard \$2535 -Extra Curricular

- Certificated Benefits: \$5,031.7 -State Lotto
- Certificated Benefits: \$546.74 -Extra Curricular
- Certificated/Classified Benefits: \$6,838.14 -Extended Day

### **Proposed Expenditures for this Strategy/Activity**

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

<b>Goal 3 Action 1 Strategy/Activity</b>	<b>Amount(s)</b>	<b>Source(s)</b>
• 12.5 Stipends: Clubs, ASB, Yearbook, Extra Curricular Engagement:	\$21,125	-Extended Day
• 4 Classified Stipends: Clubs:	\$6760	-Extended Day
• PBIS T1&2 Lunchtime Activities 26 hours	\$832	-LCFF
• 3 Stipends, Supervision Before, After, Locker Room:	\$8450	-State Lotto
• 1.5 Stipends Cross Country, Color Guard	\$2535	-Extra Curricular
• Certificated Benefits:	\$5,031.7	-State Lotto
• Certificated Benefits:	\$546.74	-Extra Curricular
• Certificated/Classified Benefits:	\$6,838.14	-Extended Day

## Goal 3 Action 2: Tier 2 and 3 Student Engagement and Campus Climate

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

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

**Underperforming or disadvantaged students** including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

### Strategy/Activity

Centralized funding for Tier 1 student engagement provided through the District Level LCAP include:

1. Provide after school activity bus for disadvantaged students
2. Provide college and career awareness through Cal-SOAP and AVID.
3. Provide Naviance at grades 6-12.
4. Support AVID at middle grades .
5. Provide social emotional support and services through community based organizations.
6. Assist sites with attendance accounting compliance and intervention for chronic absenteeism.
7. Provide ADVENT program for foster youth
8. Provide CARE team services to Foster, homeless and disadvantaged students.
9. Implement Restorative Justice as an alternative to suspension.
10. Develop a comprehensive Foster Homeless education plan
11. Fund alternative placements for expelled students.

Programs and services funded in this School Plan include:

- 360 hours -Targeted support SEL 4 hours per day (in class, on yard): \$11,700 -State Lotto
- Classified Benefits: \$4,280.30 -State Lotto

**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.

Goal 3 Action 2 Strategy/Activity	Amount(s)	Source(s)
<ul style="list-style-type: none"><li>360 hours -Targeted support SEL 4 hours per day (in class, on yard):</li><li>Classified Benefits:</li></ul>	<div>\$11,700</div> <div>\$4,280.30</div>	<div>-State Lotto</div> <div>-State Lotto</div>

**Annual Review**

**SPSA Year Reviewed: 2018-19 to inform the 2019-20 school plan.**

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.

**Goal 3 ANALYSIS**

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

Britton previously has had a pretty significant absenteeism rate. We will provide parents with information on why consistent attendance is important. We will be strengthening our structures of support through our CARE support provider, attendance clerk, SRO, and liaison. We will also provide targeted climate and culture activities within and outside the school day to build a strong program that provides all students the opportunity to play sports and engage at school and also in clubs.

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

Due to virtual learning, we reallocated money away from this budget line.

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

Based on what you have learned through your analysis, we will continue to allocate resources toward ensuring student absentees continue to decline and engagement levels continue to increase.

## Budget Summary

( Britton Middle School) SPSA Budget 2021-2022						
	Unrestricted Lottery	LCFF Supplemental	Extracurricular	Title 1	Extended Day	Grants
<b>Allocated</b>	\$79,875	\$65,017	\$8,307	\$71,396	\$35,000	
<b>Budgeted*</b>	\$79,875	\$65,017	\$8,307	\$71,396	\$35,000	\$0
<b>Unallocated Available</b>	\$0	\$0	\$0	\$0	\$0	\$0
<b>Action 1.1</b>						
		\$6,760.00				
		\$9,600.00				
		\$6,919.37				
		\$1,690.00				
<b>Action 1.2</b>						
		\$ 9,600.00				
		\$ 1,690.00				
	\$14,880.00					
				\$40,354.98		
<b>Action 1.3</b>						
		\$6,440.70				
	\$2,769.89					
		\$500.00				
<b>Action 1.4</b>						
		\$13,685.74				
	\$500.00					
		\$2,200.36				
					\$276.86	

Action 1.5						
		\$1,000.00				
		\$4,099.00				
	\$1,300.00					
				\$29,646.42		
Action 1.6						
	\$4,400.00					
	\$7,700.00					
Action 1.7						
	\$3,000.00					
	\$2,000.00					
	\$6,250.00		\$4,450.61			
	\$100.00		\$774.65			
	\$4,513.11					
Action 2.1						
	\$300.00					
	\$1,600.00					
	\$600.00					
	\$500.00					
Action 2.2						
				\$1,394.21		
Action 3.1						
					\$21,125.00	
					\$6,760.00	
		\$832.00				
	\$8,450.00		\$546.74		\$6,838.14	
	\$5,031.70		\$2,535.00			
Action 3.2						
	\$11,700.00					
	\$4,280.30					



# Budget Summary

## DESCRIPTION

## AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$ 259,594.79

Total Federal Funds Provided to the School from the LEA for CSI

\$ 0

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$ 259,594.79

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
[Title 1]	\$71,395.61

Subtotal of additional federal funds included for this school: \$[71,395.61]

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

State or Local Programs	Allocation (\$)
[LCFF]	\$65,017.18
[Extended Day]	\$35,000
[State Lottery]	\$79,870.00
[Extra Curricular]	\$8,307.00

Subtotal of state or local funds included for this school: \$188,199.18

Total of federal, state, and/or local funds for this school: \$259,594.79



## 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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC 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 sought and considered all recommendations from the following groups or committees before adopting this plan:

Parent/Student Stakeholder Groups:

Home and School Club  
School Site Council  
Special Education  
Gifted and Talented  
Foster, homeless, disadvantaged  
English Language Advisory Committee

4. 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.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

Attested:

Britton Middle School

5/20/2021

School Name

Date SSC adopted SPSA at public meeting

Nanette Donohue

DocuSigned by:

Nanette Donohue

5/20/2021

Typed name of Principal

Signature of School Principal

Date

Teresa Peschke

DocuSigned by:

Teresa Peschke

5/21/2021

Typed name of SSC Officer

Signature of SSC Official

Date

# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Federal Programs and Reporting Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

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

## Purpose and Description

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

### Purpose

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

### Description

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

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and

tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

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

*[When completing this section for CSI, the LEA shall describe the process used to develop, in partnership with stakeholders, the CSI plan.]*

## Resource Inequities

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

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

## Goals, Strategies, Expenditures, & Annual Review

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

### Goal

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

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

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

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

### Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## Students to be Served by this Strategy/Activity

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

*[This section meets the requirements for CSI.]*

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

## Proposed Expenditures for this Strategy/Activity

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the

expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

## Annual Review

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

### Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*



## Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

# **Appendix A: Plan Requirements**

## **Schoolwide Program Requirements**

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

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

### **Requirements for Development of the Plan**

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### **Requirements for the Plan**

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

## Appendix B:

### Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

#### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

#### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019