



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

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.

VISION STATEMENT

Our Vision is for our diverse learners to be empowered, prepared and equipped with academic and life skills needed to be productive citizens, who can positively contribute to society.
Our Goal is for every student to have clear attainable pathways to career and/or college success.
In Support of our Vision, we will attract and retain highly qualified staff, as well as, leverage community resources to provide support systems for all students and their families.

CORE VALUES

We Value Equity

Every adult is responsible for every student's success

Every student has the opportunity to learn and successfully reach their goals

Every student will be engaged in the learning process

We Value Excellence

We will recognize and celebrate excellence among students and staff members

We will have high expectations for ourselves and our students

Each student will have the opportunity to adapt and evolve into productive community members

We Value Educational Effectiveness

Every classroom will have an engaging learning environment

Every learning environment will be safe

Every adult and student will model respect, integrity, courage and honesty

LCAP GOALS

VCUSD will increase parent and community engagement in improving student outcomes

VCUSD will create safe, supportive, and engaging learning environments for students and staff

VCUSD will increase the number of students graduating college and career ready

Mission Statement

Our Mission is to meet or exceed our goals in the area of equity, excellence, educational effectiveness and economic sustainability which determines our daily efforts. We will foster collaborative teamwork to accomplish these goals. We recognize that we must build powerful home to school relationships that support the success of all students. Because safety is critical for each school campus; we will enforce high adult visibility and respond to student matters in a timely manner.

In order to assess whether students are meeting academic and social expectations, we will consistently monitor student progress using a variety of data: observations, walkthroughs, progress reports, test scores, etc., and commit to focusing our resources to best support our students.

School Description

Jesse M. Bethel High School is a medium to large sized high school located in the City of Vallejo at the north end of the San Francisco Bay. It is one of two comprehensive public high schools in the Vallejo City Unified School District, and both accredited by the Western Association of Schools and Colleges. Our multicultural and multilingual student body of approximately 1,500 members is supported by 90 certificated and over 40 classified personnel representing a variety of languages, cultures, and backgrounds, all committed to the success of each student on campus.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

LCAP Surveys of students, staff and Parents, CHKS, Parent survey from Boosters, PAC and ELAC. Based on this feedback we need to increase customer service, interventions, communication and build the capacity to complete these 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.

Classrooms are observed on a regular basis informally and formally for evaluation and support of the Instructional Program at Jesse Bethel. An approved VEA template is used to observe teachers. During classroom observations we are finding that we need to work on increasing the rigor of our instruction through creating long term unit plans that pose essential questions that require students to use critical thinking skills. These units will include rigorous lessons that use different pedagogical approaches that include culturally responsive pedagogy, direct instruction, and inquiry-based instruction. This is our three year instructional plan. For the 2021-2022 school year we will be working with all departments to establish student transfer goals for each department, a curriculum map for each course aligned to the established transfer goals, and common assessments that teachers will use to drive their collaborative work in their departments.

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)

CAASPP/Smarter Balance Assessments, North West Education Assessments (NWEA), and department common assessments will be used to drive our instruction at JBHS.

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

CAASPP, NWEA, and department common assessment results are reviewed by collaborative vertical, department and grade level teams monthly. These data analysis sessions include all departments including the counseling and administration teams.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Not all of our staff is highly qualified, some of our staff is in the process of attaining their credential. HR is working closely with these identified teachers.

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

Again, not all staff is fully credentialed however with the school and district PD, teachers will receive the appropriate training to be successful.

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

The utilization of essential standards has been implemented by each grade level and subject area following the PLC Protocol.

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

Teachers will receive support from consultation programs including AVID, Professional Learning Communities training, PBIS and MTSS training, our Teacher Induction Program for new teachers, and our Math department will receive support through our Math instructional coach.

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

Departments meet on a weekly basis during their release time to either analyze data through looking at common assessments and student work, plan lessons collaboratively to address needs found in the data, or to evaluate how planned interventions are working.

Teaching and Learning

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

All curriculum, instruction and materials are aligned with content and performance standards.

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

Based on instructional minutes for ELA/Math JBHS adheres to what is required.

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

The Master Schedule is created to make sure there are sufficient numbers of intervention courses, These courses are offered throughout the school day and are also offered through 0 and 7th period options.

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

All students have the materials required to be successful in achieving mastery of the essential standards.

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

All appropriate materials are used in classrooms.

Opportunity and Equal Educational Access

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

Underperforming students at JBHS are given multiple opportunities to meet standards. Classroom teachers use data to identify who is not meeting standards and work to reteach the concepts students are not mastering throughout the regular school day. Teachers also can refer students to our after school tutoring program if needed and our counseling team places students who need credit recovery in our 0 and 7th period credit recovery classes or in our Summer School credit recovery program.

Evidence-based educational practices to raise student achievement

All departments at JBHS utilize Professional Learning Community strategies to develop common assessments to analyze student performance, collaboratively plan lessons, and to plan differentiated lessons for both struggling and advanced students. Teachers use the four guiding questions: What do we want students to learn? How will we know when students have learned it? What do we do when students do not learn it? What do we do when students have learned it? to guide their PLC work with their departments. Teachers also use research based pedagogical approaches and instructional strategies to make sure students are mastering standards. We will be looking at research based instructional strategies for improving the academic achievement of English Learners as this is an area of need at JBHS. We will also be looking at culturally responsive pedagogy to make sure all students are engaged in their learning.

Parental Engagement

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

Currently at JBHS we have an ASP (Academic Support Provider) who can initiate Student Study Team (SST) meetings for students who are struggling, and who can refer struggling students to our after school tutoring programs. Our Parent Liaison is available to assist with parent meetings and home visits for students who are struggling and our academic counselors are available to monitor students' progress towards graduation and to assist with making sure students are scheduled into the appropriate classes that they need.

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)

Review of SPSA plan on a monthly basis which includes, Administration, Teachers, other staff, Parents and Secondary Students.

Funding

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

N/A

Fiscal support (EPC)

General Fund, LCAP

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

SPSA and the Annual Review are updated at the monthly School Site Council meetings and ELAC meetings. Department Chairs are also part of the planning process for the SPSA.

Resource Inequities

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

We are understaffed at JBHS this year. We still have classes without teachers and we are also short a Vice Principal, Counselor, and Office Manager. This is leading to teacher and staff burnout because teachers are often asked to cover during their prep periods and administrators are also often covering which means we are not supervising and are not in classrooms as much as we would like to be. Furthermore, we also need more FTE to increase the college and career readiness paths in our Master Schedule. We would like to have more of our students take Math, Science, and Language for all 4 years at JBHS to make them more competitive for top colleges. We would also like to offer a 7 period day for students who wish to participate in programs like AVID and/or Band and would also like to be A-G competitive. Please consider funding these essential positions.

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	0.62%	0.25%	0.3%	10	4	5
African American	27.83%	27.96%	27.7%	452	446	431
Asian	4.19%	3.51%	3.4%	68	56	53
Filipino	22.54%	22.26%	21.8%	366	355	340
Hispanic/Latino	30.67%	33.67%	34.9%	498	537	544
Pacific Islander	2.52%	2.32%	2.1%	41	37	32
White	6.47%	6.52%	6.4%	105	104	99
Multiple/No Response	%	0.06%	3.5%		55	54
Total Enrollment				1,624	1,595	1,559

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	418	426	386
Grade 10	429	418	414
Grade 11	397	399	407
Grade 12	380	352	352
Total Enrollment	1,624	1,595	1,559

Conclusions based on this data:

1. Our enrollment has slightly decreased over the course of the last three years at JBHS. The biggest decrease was in the 9th grade class in the 2020-2021 school year. Though data for the 2021-2022 school year is not included we can see in AERIES that we lost close to 50 of our 12th grade students, 20 of our 11th grade students, over 50 of our 10th grades students, and about 30 of our 9th grade students. Some of these students have signed up for our Independent Study program through VCUSD due to concerns about COVID.
2. All of our student subgroups have slightly declining enrollment over the last three years with the exception of our Latino population who has continued to grow in numbers.
3. In each of the years included in this data chart it is observed that we lose students each year that they are with us. We have declining enrollment from the time students start with us in 9th grade to the time they end with us in 12th grade.

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	137	155	167	8.4%	9.7%	10.7%
Fluent English Proficient (FEP)	444	443	439	27.3%	27.8%	28.2%
Reclassified Fluent English Proficient	1	13	2	0.8%	9.5%	1.3%

Conclusions based on this data:

1. We have seen a steady increase in the number of English Learners at JBHS over the last three years.
2. Our number of Fluent English Proficient (FEP) students has remained steady over the last three years.
3. We have seen a decrease in the number of students who are being reclassified as Fluent English Proficient at JBHS.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8		*			*			*				
Grade 11	391	372	355	377	365	333	377	365	332	96.4	98.1	93.8
All Grades	391	373	355	377	366	333	377	366	332	96.4	98.1	93.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8		*			*			*			*			*	
Grade 11	2593.	2564.	2532.	24.14	16.71	10.84	32.89	30.96	23.49	24.14	22.47	27.11	18.83	29.86	38.55
All Grades	N/A	N/A	N/A	24.14	16.67	10.84	32.89	31.15	23.49	24.14	22.40	27.11	18.83	29.78	38.55

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8		*			*			*	
Grade 11	29.71	21.92	15.36	50.13	50.41	41.57	20.16	27.67	43.07
All Grades	29.71	21.86	15.36	50.13	50.55	41.57	20.16	27.60	43.07

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8		*			*			*	
Grade 11	32.36	23.01	17.79	42.18	44.38	40.18	25.46	32.60	42.02
All Grades	32.36	23.22	17.79	42.18	44.26	40.18	25.46	32.51	42.02

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8		*			*			*	
Grade 11	22.02	15.89	11.14	60.48	61.37	61.75	17.51	22.74	27.11
All Grades	22.02	15.85	11.14	60.48	61.48	61.75	17.51	22.68	27.11

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8		*			*			*	
Grade 11	33.95	25.48	13.86	46.68	50.14	49.70	19.36	24.38	36.45
All Grades	33.95	25.41	13.86	46.68	50.27	49.70	19.36	24.32	36.45

Conclusions based on this data:

1. Our scores on the CAASPP in English Language Arts have decreased in Reading, Writing, Listening, and Research/Inquiry over the last three years. Our biggest decrease was in our Reading scores.
2. On the 2018-2019 CAASPP 57% of our students were near, at or above standard in Reading, 58% were near, at or above standard in Writing, 73% were near, at or above standard in Listening, and 64% were near, at or above standard in Research/Inquiry,
3. According to the 2018-2019 CAASPP data, Listening is our strongest area of English Language Arts at JBHS, while Reading is our weakest area.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	391	372	355	377	365	331	377	365	330	96.4	98.1	93.2
All Grades	391	372	355	377	365	331	377	365	330	96.4	98.1	93.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2538.	2516.	2503.	5.84	4.38	1.82	17.51	10.68	10.30	27.06	23.29	24.55	49.60	61.64	63.33
All Grades	N/A	N/A	N/A	5.84	4.38	1.82	17.51	10.68	10.30	27.06	23.29	24.55	49.60	61.64	63.33

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	13.00	9.32	4.55	29.97	20.27	23.94	57.03	70.41	71.52
All Grades	13.00	9.32	4.55	29.97	20.27	23.94	57.03	70.41	71.52

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	8.75	6.03	2.42	45.89	40.00	43.64	45.36	53.97	53.94
All Grades	8.75	6.03	2.42	45.89	40.00	43.64	45.36	53.97	53.94

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	9.28	5.21	4.55	55.70	52.88	47.58	35.01	41.92	47.88
All Grades	9.28	5.21	4.55	55.70	52.88	47.58	35.01	41.92	47.88

Conclusions based on this data:

1. We have seen a decrease in all areas of our Math CAASPP scores over the course of the last three years at JBHS.
2. On the 2018-2019 CAASPP 28% of our students were near, at or above standard in Concepts and Procedures, 46% were near, at or above standard in Problem Solving & Modeling/Data Analysis, and 52% were near, at or above standard in Communicating Reasoning.

3. Concepts and Procedures was our lowest performing area in 2018-2019, while Communicating Reasoning was our strongest area.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1502.6	1459.4	1502.2	1453.9	1502.6	1464.5	39	37
Grade 10	1536.5	1525.8	1530.4	1515.4	1542.1	1535.7	27	36
Grade 11	1515.5	1482.8	1516.0	1458.7	1514.5	1506.7	25	21
Grade 12	1535.8	1519.0	1516.3	1495.5	1555.0	1542.1	13	14
All Grades							104	108

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	2.70	30.77	16.22	28.21	45.95	28.21	35.14	39	37
10	*	2.78	*	38.89	*	38.89	*	19.44	27	36
11	*	4.76	*	19.05	*	38.10	*	38.10	25	21
12	*	0.00	*	28.57	*	42.86	*	28.57	13	14
All Grades	20.19	2.78	28.85	25.93	25.96	41.67	25.00	29.63	104	108

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	28.21	10.81	33.33	27.03	*	27.03	*	35.14	39	37
10	51.85	22.22	*	33.33	*	33.33	*	11.11	27	36
11	*	9.52	*	19.05	*	28.57	*	42.86	25	21
12	*	7.14	*	28.57	*	35.71	*	28.57	13	14
All Grades	39.42	13.89	25.00	27.78	16.35	30.56	19.23	27.78	104	108

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	2.70	*	0.00	30.77	45.95	56.41	51.35	39	37
10	*	0.00	*	16.67	*	50.00	40.74	33.33	27	36
11	*	0.00	*	9.52	*	52.38	48.00	38.10	25	21
12	*	0.00	*	14.29	*	42.86	*	42.86	13	14
All Grades	*	0.93	15.38	9.26	30.77	48.15	46.15	41.67	104	108

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	5.41	48.72	54.05	33.33	40.54	39		37
10	51.85	5.56	*	75.00	*	19.44	27		36
11	*	0.00	*	47.62	*	52.38	25		21
12		0.00	*	64.29	*	35.71	13		14
All Grades	26.92	3.70	43.27	61.11	29.81	35.19	104		108

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	56.41	32.43	28.21	35.14	*	32.43	39		37
10	62.96	55.56	*	30.56	*	13.89	27		36
11	68.00	33.33	*	28.57	*	38.10	25		21
12	*	35.71	*	21.43		42.86	13		14
All Grades	62.50	40.74	24.04	30.56	13.46	28.70	104		108

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	2.70	*	35.14	76.92	62.16	39		37
10	*	0.00	*	63.89	59.26	36.11	27		36
11	*	0.00	*	38.10	64.00	61.90	25		21
12	*	0.00	*	50.00	*	50.00	13		14
All Grades	10.58	0.93	25.00	47.22	64.42	51.85	104		108

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	0.00	64.10	64.86	28.21	35.14	39	37
10	*	0.00	59.26	75.00	*	25.00	27	36
11	*	0.00	64.00	76.19	*	23.81	25	21
12	*	7.14	*	71.43	*	21.43	13	14
All Grades	15.38	0.93	62.50	71.30	22.12	27.78	104	108

Conclusions based on this data:

1. According to the 2018-2019 ELPAC data, the majority of our English Learners in grades 9-12 have an Overall score of a 2.
2. On the 2018-2019 ELPAC, our lowest performance was in the Reading and Writing Domains. Our strongest domain was the Speaking Domain.
3. Overall our English Learners are not performing well on the ELPAC. This is despite the fact that our number of English Learners at JBHS are low. With such low numbers (108) we should be able to better target and move this group of students. This will be an area of focus for us this year.

School and Student Performance Data

Student Population

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

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,595	54.5	9.7	0.9
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	155	9.7
Foster Youth	14	0.9
Homeless	12	0.8
Socioeconomically Disadvantaged	869	54.5
Students with Disabilities	151	9.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	446	28.0
American Indian	4	0.3
Asian	56	3.5
Filipino	355	22.3
Hispanic	537	33.7
Two or More Races	55	3.4
Pacific Islander	37	2.3
White	104	6.5

Conclusions based on this data:

1. Our largest student subgroup is our Latino student subgroup.
2. Our smallest student subgroup is our American Indian subgroup.






3. A little over 50% of our student population at JBHS is socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance

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

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. According to the 2019 Dashboard data we need to improve in all areas (English Language Arts, Math, College and Career Readiness, Graduation Rate, and Suspension Rate) at JBHS.
2. We need to focus on improving our instruction in all content areas by strengthening our department Professional Learning Communities and using common assessments and student work to analyze student performance frequently as a way to better plan our instruction and our instructional interventions.
3. We need to continue to work on improving our school culture and climate through the use of PBIS, MTSS, Restorative Practices, and strong student to student, teacher to student, and school to parent relationships in order to decrease our number of student suspensions.

School and Student Performance Data

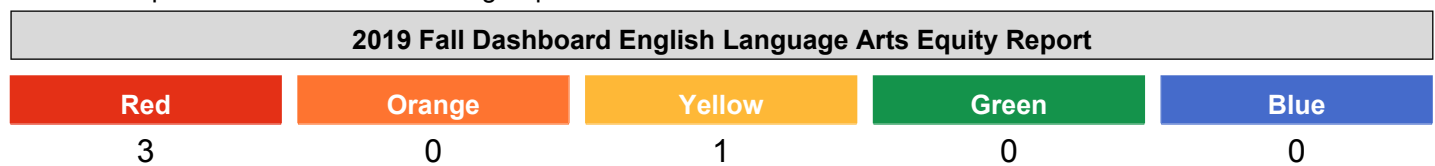
Academic Performance English Language Arts

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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red 48.3 points below standard Declined Significantly -36.1 points 329	 No Performance Color 124.3 points below standard Declined Significantly -38.9 points 25	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 Red 65.5 points below standard Declined Significantly -39.6 points 179	 No Performance Color 121.8 points below standard Declined Significantly -24.6 points 28

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  Red 93.1 points below standard Declined Significantly -27.5 points 90	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color 41.9 points below standard Declined -13.2 points 15	Filipino  Yellow 3.2 points above standard Declined Significantly -46.1 points 83
Hispanic  Red 55.2 points below standard Declined Significantly -26.3 points 95	Two or More Races  No Performance Color 30.9 points below standard 17	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	White  No Performance Color 32.7 points below standard Declined Significantly -18.4 points 17

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 141.8 points below standard Declined Significantly -23.8 points 19	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 6	English Only 55 points below standard Declined Significantly -37.4 points 207
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Conclusions based on this data:

1. According to the 2019 Fall Dashboard, all of our students are in the Red category in English Language Arts due to our declining scores over the last three administrations of the ELA CAASPP assessment.
2. According to the 2019 Fall Dashboard, our Filipino students scored 3.2 points above the standard and were our highest performing student subgroup even though their scores had decreased the most (-46.1 points).
3. According to the 2019 Fall Dashboard we have an achievement gap between our Filipino students and are African American and Latino students. Our lowest performance student subgroup in English Language Arts is our African American student population.

School and Student Performance Data

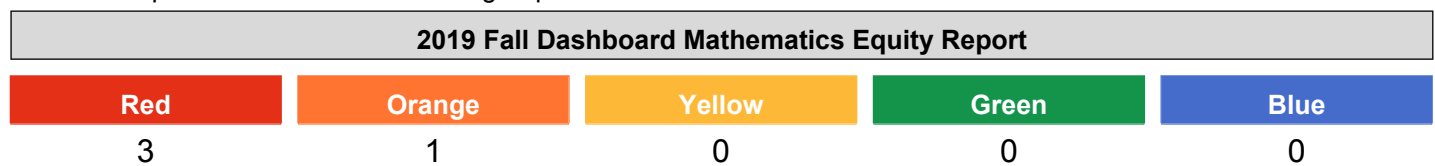
Academic Performance Mathematics

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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Red 123.1 points below standard Declined Significantly -16.8 points 327	English Learners  No Performance Color 172.8 points below standard Declined -4.2 points 25	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Socioeconomically Disadvantaged  Red 146.6 points below standard Declined Significantly -28 points 175	Students with Disabilities  No Performance Color 179.6 points below standard Declined -11.4 points 28

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  Red 155.5 points below standard Maintained -1.4 points 90	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color 90.1 points below standard Declined Significantly -26.6 points 15	Filipino  Orange 72.5 points below standard Declined Significantly -16.7 points 81
Hispanic  Red 147.2 points below standard Declined Significantly -19.8 points 94	Two or More Races  No Performance Color 116.4 points below standard 17	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	White  No Performance Color 106 points below standard Maintained -0.9 points 18

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 185.3 points below standard Declined Significantly -19.1 points 19	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 6	English Only 128.6 points below standard Declined -11.9 points 207
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Conclusions based on this data:

1. According to the 2019 Fall Dashboard data, all of our students scored in the Red in Mathematics due to our declining scores over the last three years. Our Mathematics scores overall are lower than our English Language Arts scores.
2. According to the 2019 Fall Dashboard data, our Filipino subgroup is our highest performing subgroup in Mathematics though they also saw a decline in scores over the last 3 years.
3. According to the 2019 Fall Dashboard data, we have an achievement gap between our Filipino students and our African American and Latino students. Our African American student subgroup is currently scoring the lowest in Mathematics.

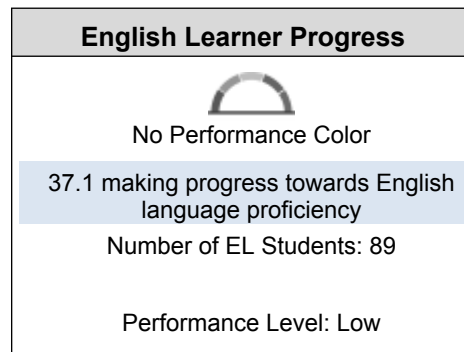
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
31.4	31.4	1.1	35.9

Conclusions based on this data:

1. According to the 2019 Fall Dashboard Data 37.1 of our English Learners made progress towards English proficiency. This is a little under half of our EL population (89) who were assessed.
2. We had 31.4 students decrease by one level with their English Proficiency, 31.4 maintain their level of English Proficiency, and 35.9 progress at least one level with their English proficiency, according to the 2019 Fall Dashboard.
3. We need to improve our Designated ELD instruction in our ELD classes and we also need to improve our Integrated ELD instruction in our core classes to improve our scores in all areas of our English Learner student population. This will be an area of focus for professional development at JBHS.

School and Student Performance Data

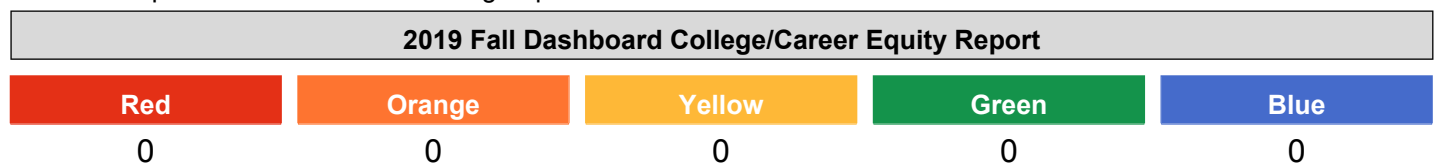
Academic Performance College/Career

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







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











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students  Orange <div style="background-color: #d9e1f2; padding: 2px; text-align: center;">34.7</div> Declined -5.7 383	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
40.5 Prepared	40.5 Prepared	34.7 Prepared
26.3 Approaching Prepared	26.3 Approaching Prepared	29 Approaching Prepared
33.2 Not Prepared	33.2 Not Prepared	36.3 Not Prepared

Conclusions based on this data:

1. According to the 2019 Fall Dashboard data we have seen a decrease in the number of students who are college and career ready over the course of the last 3 years.
2. Academic Counselors will be working on making sure ALL students are aware of the A-G requirements, have selected a college or career goal, and have the classes they need to reach their individual goal.
3. College preparedness workshops and informational sessions will be provided to parents throughout the year so they can partner with the school in supporting students to their individual goals.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. Increase Extra Curricular Activities to engage students, parents and community members.
2. Accumulate data about why students come and do not come to school.
3. Increase Parent support and engagement to increase student attendance. Utilize the SART and SARB process, along with home visits and regular student attendance monitoring to improve overall student attendance.

School and Student Performance Data

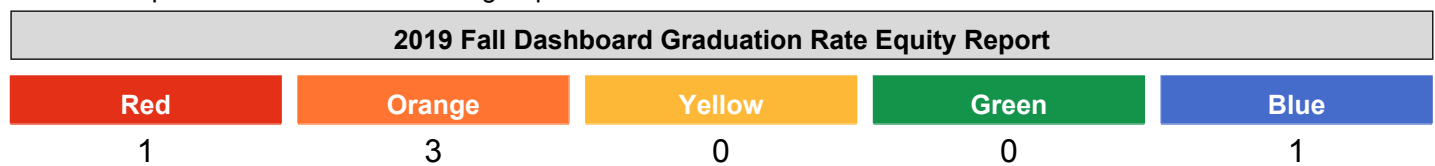
Academic Engagement Graduation Rate

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







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











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Orange 85.6 Declined -2.2 382	English Learners  No Performance Color 75 Increased +2.3 36	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Socioeconomically Disadvantaged  Orange 83.9 Declined -3.4 255	Students with Disabilities  Red 35.9 Declined -26 39

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 82.1 Declined -1.5 95	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 95 Maintained +0.3 20	 Blue 95.5 Maintained -0.9 110
Hispanic	Two or More Races	Pacific Islander	White
 Orange 81.7 Declined -3.1 104	 No Performance Color 83.3 12	 No Performance Color 84.6 13	 No Performance Color 70.4 Declined -6.8 27

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
87.8	85.6

Conclusions based on this data:

1. According to the 2019 Fall Dashboard data our graduation rate declined by 2.2 with our Latino students being the subgroup who declined the most (-3.1). Our Filipino student subgroup is our only subgroup who maintained their graduation rate.
2. We need to increase our credit recovery options at JBHS so students can make up credits more effectively and earlier in their years at JBHS.
3. We need to improve our process for sending students to our alternative programs when needed. We need to prioritize students based on their credit needs and send them once they will not be able to graduate with us on time at JBHS. We also need to communicate this to parents as soon as students fall off track so parents can better understand their student's progress towards graduation and better understand the options we offer for struggling students.

School and Student Performance Data

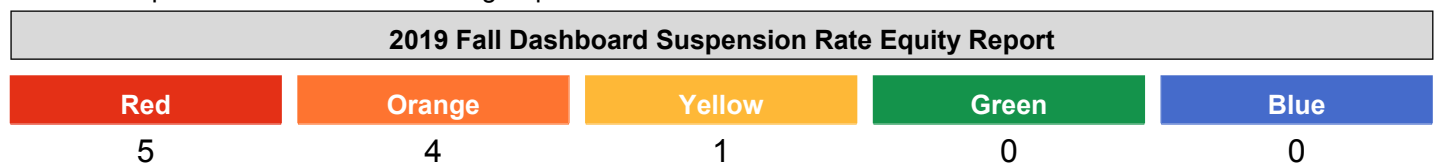
Conditions & Climate Suspension Rate

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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Red 11.4 Increased +0.6 1739	English Learners  Red 14.6 Increased Significantly +6.1 158	Foster Youth  No Performance Color 18.2 Declined -1 22
Homeless  No Performance Color 24.1 Declined -1.9 29	Socioeconomically Disadvantaged  Red 14.3 Increased +0.6 1028	Students with Disabilities  Red 19.9 Increased Significantly +3.6 201

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Orange 19.7 Declined -0.5 507	American Indian  No Performance Color 9.1 11	Asian  Orange 8.3 Increased +1.9 72	Filipino  Orange 2.6 Increased +0.4 380
Hispanic  Red 10.7 Increased Significantly +3.7 542	Two or More Races  Yellow 9.1 Declined -8.5 66	Pacific Islander  Orange 11.1 Declined -2.8 45	White  Red 11.2 Increased +0.6 116

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	10.9	11.4

Conclusions based on this data:

1. According to the 2019 Fall Dashboard data we need to decrease our suspensions at JBHS. We have a high suspension rate for all students and our African American and Students with Disabilities subgroups are our two most frequently suspended subgroups.
2. We will be continuing our work with PBIS, MTSS and Restorative Practices, along with relationship building in order to reduce our suspension rate and improve our school culture and climate.
3. Through our PBIS team we will look at suspension data and create a school culture improvement plan utilizing ideas from all stakeholders including teachers, students, parents, and staff.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Increase Parent and Community Engagement in improving student outcomes

Goal 1

Increase Parent and Community Engagement in improving student outcomes

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
There will be an increase in attendance of parent representatives at District English Learner Advisory Committee (DELAC) meetings. Our goal is to have a JBHS parent representative at each DELAC meeting as measured by attendance sign-ins and two way communication between our ELAC and DELAC committees.	TBD	100%
There will be an increase in attendance of parent members at School Site Council (SSC), English Learner Advisory Council (ELAC) meetings, PBIS Stakeholder meetings, and Athletic Booster meetings at JBHS. Our goal is to have parents present at each meeting and to have a parent quorum. We will also have parents in elected positions in our ELAC and SSC and will have a diverse representation	TBD	100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
of parents in our stakeholder groups.		
Parent and student use of the AERIES portal and Parent Square will increase by at least 10% this school year.	TBD	75%
Parent participation will increase in our other parent meetings including quarterly parent meetings, college informational meetings, counselor seminars, etc. This will be measured by sign ins at events.	TBD	50%

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

Parent stakeholders will be invited to participate in all parent groups at JBHS including our School Site Council (SSC), English Learner Advisory Council (ELAC), PBIS Stakeholder Team, and Athletic Booster meetings. We will do outreach to make sure we have a diverse representation of parents participating in our parent groups and will encourage parents to take on leadership roles in these groups.

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)

5000

Source(s)

LCAP

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

JBHS will have a parent representative in attendance at monthly DAC/DELAC meetings in order to improve the communication between site and district parent groups and to provide input to parent discussions and decisions in VCUSD to enhance student achievement.

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 parents will be invited to participate in providing feedback on the LCAP surveys. Parent input will be used to guide LCAP expenditures at JBHS.

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

Parent Liaisons will work with families to get them set up with an AERIES portal account as well as a Parent Square account to improve communication between the school and the parent community. Parents will also receive training on how to utilize these tools. Teachers will also receive training on how they can use Parent Square to improve communication with parents.

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

Low grade meetings will be held throughout the year with our counselors, ASP, and Parent Liaisons to assist parents with their understanding of graduation requirements, our interventions for struggling students, and our credit recovery options.

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

Parents will be invited either virtually or in person to attend award ceremonies for students who have earned Honor Roll, Perfect Attendance, and reclassification to Fluent English Proficient

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)

4200

Source(s)

LCAP - Student Engagement

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All 9th grade students

Strategy/Activity

9th grade counselor will meet with all 9th grade students and parents to create 4 year JAG plans that will be monitored and adjusted annually in order to effectively move students towards graduation and college and career goals and readiness.

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)

All students

Strategy/Activity

Parents will be informed of all activities at JBHS through Parent Square in order to open lines of communication and to showcase all of our programs and activities that students have access to.

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	\$79,013.00
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	\$88,962.00

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 (\$)
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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 (\$)
	\$11,962.00
LCAP	\$77,000.00

Subtotal of state or local funds included for this school: \$88,962.00

Total of federal, state, and/or local funds for this school: \$88,962.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP	93388	16,388.00

Expenditures by Funding Source

Funding Source	Amount
	11,962.00
LCAP	77,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	25,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		11,962.00
	LCAP	52,000.00
	LCAP	25,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	12,762.00
Goal 2	4,200.00
Goal 3	72,000.00

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

Name of Members	Role
Kirsten Wollenweber	Principal
Lucy Marte	Classroom Teacher
Ralph Ortolano	Classroom Teacher
Ernestine Samuels	Parent or Community Member
	Parent or Community Member
Teddy Shull	Parent or Community Member
Diosa Bande	Parent or Community Member
Elvie Victa	Parent or Community Member
Colleen O'Neal	Classroom Teacher
Alejandra Rafael	Other School Staff
Usiku Barrow	Other School Staff
Victoria Freeman	Secondary Student

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

Recommendations and Assurances

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

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

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



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

Signature	Committee or Advisory Group Name
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.	

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

	Principal, Kirsten Wollenweber on 11/5/2021
	SSC Chairperson, Diosa Bande on 11/5/2021

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such 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.

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019