School Year: **2023-24**

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
John Burroughs High School	19- 64337- 6066724	December 7, 2023	January 18, 2024

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)

Burroughs is not a Title I school

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.

- Burroughs is not a Title I school
- School plans aligned to LCAP goals for Reading/Language Arts and Mathematics
- School accountability aligned to LCAP accountability (Dashboard) including CAASPP results in Reading/Language Arts and Mathematics
- Federally funded programs are aligned to the requirements of each of those programs
- CSI, TSI, and ATSI requirements will be followed as schools are identified for support and intervention (new program improvement)
- Parent involvement and engagement are a priority of the district
- Professional development of certificated and classified staff is based on the needs of students and staff to increase student achievement
- Development and monitoring of the school plan activities and expenditures are performed by the School Site Council

Table of Contents

SPSA Title Page 1
Purpose and Description....1
Table of Contents....2
Comprehensive Needs Assessment Components 4
Data Analysis 4
Surveys 4
Classroom Observations....4
Analysis of Current Instructional Program....4
Educational Partner Involvement 9
Resource Inequities 9
School and Student Performance Data 10
Student Enrollment....10
Student Population....12
Overall Performance 14
Academic Performance....16
Academic Engagement 23
Conditions & Climate....27
Goals, Strategies, & Proposed Expenditures....29
Goal 1....29
Goal 2....35
Goal 3....41
Goal 4....46
Goal 5....51
Budget Summary 56
Budget Summary 56
Other Federal, State, and Local Funds 56
Budgeted Funds and Expenditures in this Plan 57
Funds Budgeted to the School by Funding Source....57
Expenditures by Funding Source 57
Expenditures by Budget Reference 57
Expenditures by Budget Reference and Funding Source 57
Expenditures by Goal....57
School Site Council Membership 59
Recommendations and Assurances 60
Instructions....61
Instructions: Linked Table of Contents....61

Purpose and Description 62
Educational Partner Involvement 62
Resource Inequities 62
Goals, Strategies, Expenditures, & Annual Review 63
Annual Review 64
Budget Summary 65
Appendix A: Plan Requirements 67
Appendix B: 70
Appendix C: Select State and Federal Programs 72

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).

Before the pandemic, the entire student body participated in an annual survey focused on, school climate, academic rigor, and social-emotional well-being connections to the school and fellow students. The survey results led to the creation of our Academic Excellence Program (comprehensive intervention period) and the PLC process for driving student learning. It also led to the lunch hour for counselors changing so that they are available to students during the student's lunchtime. We have the positions of Intervention Specialist and Intervention Counselor to assist students who are at risk.

Classroom Observations

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

Formal observations are disbursed equitably among all 5 administrators. The average number of formal evaluations for each administrator is approximately 10. Informal observations are handled differently. The entire teaching staff is divided by the 5 administrators equally. Each administrator is given a list of teachers to see informally. We switch our list every 10 weeks so that every administrator is able to see every teacher.

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)

After reviewing the results of state testing, district finals, and formative assessments, same subject teams are working to identifying essential standards, pacing guides, units, instructional strategies, and common assessments. Teachers go over current data on a monthly basis and adjust instruction based on the results.

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

John Burroughs High School has a multi-faceted mechanism for monitoring progress toward the SPSA goals. The first occurs at the weekly administrative-leadership meetings. Student performance data and multiple measures are regularly examined and discussed. For the past four years, there has been a focus on the analysis of individual student data and investigating appropriate intervention strategies to meet students' needs. Part of this process is that each of the 5 administrators schedules 2 hours of classroom observations a week to provide feedback. Additionally, the administrative team uses our Friday meeting time to visit ELD classrooms once a month. We then bring back the observation form and debrief about what we observed. Part of our administrative process to monitor ELL students is to analyze the ELPAC performance data longitudinally.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

John Burroughs High School will be using the data from district formative and summative assessments to guide instruction. In addition, the administration will be disaggregating the data from SBAC. There is a need to continue with the staff development programs noted in the SPSA to achieve the identified goals. The most recent SBAC data indicates that a concerted focus must be made on the achievement levels of English Learners, Students with Disabilities, and our Hispanic populations. As a direct result of analysis of SBAC data for 2019-2020 and department benchmark data from 2020-2021, our professional development plan includes goals in the areas of PLCs, formative assessments, and improving our comprehensive intervention program Academic Excellence.

All teachers meet State certification requirements. All classified staff meet ESSA requirements through District employment testing or having an AA degree at a minimum.

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

The Burroughs staff has worked diligently towards creating a professional learning environment that provides systemic professional development to all staff. Having evolved from the original eight late starts to the twenty-eight early releases there would be an opportunity to map out professional development for an entire school year and in so doing better address the ongoing needs of the staff. Additionally, the early releases would allow time for staff to dialogue and share ideas. Foremost, would be the opportunity for staff members who attended conferences and seminars to share the knowledge and information gained.

The desire for systemic professional development was often a discussion point of the staff. There was a feeling that much more could be done to address increased student achievement if the time for collaboration was provided. The staff wanted to further analyze SBAC, ELPAC, and benchmark data.

With the input of the entire teaching staff and the Department Chair Committee, our Leadership Team created a year-long professional development calendar. The calendar is fundamental in providing the entire staff with a perspective on what is being addressed and how departments will integrate and collaborate on the goals. The teacher-led professional development will be focused on the integration of instructional strategies that will enhance teaching and learning with a focus on our WASC goals in the areas of instruction, intervention, and student wellness.

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

A thorough analysis of triangulated data clearly points out the need to be focused on our school interventions for the students that make up our subgroup populations. The goal at John Burroughs High School is to meet our targets through a growth model. Specifically, we must strategically identify those students in each subgroup that are the closest to proficiency. The goal is to reduce the number of students in the "have not met" in each sub-group by 5%. The first step is for the Leadership Team at Burroughs to identify those students and determine what intervention or support would assist. With limited funds and support from the district office, John Burroughs High School is offering math intervention that is exclusively for our ELL population and it is in addition to a student's regular math class.

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

Professional development is organized and calendared through the Leadership Team. The focus of the Leadership Team is to encourage and inspire teachers as instructional leaders. Through many staff development opportunities, teachers serve as instructional coaches who share techniques and strategies to the staff through workshops and in-services.

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

Teachers meet during 20 early release days to collaborate in departments. The focus of this work is guided by DuFour's Four PLC questions that drive instruction: 1) What do we want students to learn? 2) How do we know if they learned it? 3) What do we do if they haven't learned it? 4) What do we do if they've already learned it? Teachers are also given at least two days out of the classroom per semester to collaborate on this work as needed.

Teaching and Learning

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

Using the data from the SBAC test, John Burroughs High School has shown improvement or maintenance in all areas. The achievement gap for the students at John Burroughs High School has been steadily decreasing. Over five years, the triangulated data is clear, our biggest challenge at Burroughs remains in the area of math. One of the factors contributing to a decrease in math performance centers on math placement. In the spirit of open access, the school allowed low-performing students to progress to the next math course in the sequence. The administration and the counselors have made adjustments in the process of placing students in math class to ensure their readiness and success. The vetting process included data analysis by administration and counselors, and parent communication to ensure agreement for their child’s math placement.

English Learners and Special Education are also continued areas of focus at Burroughs. The goal is to provide these students with interventions and learning opportunities within a collaborative teaching format (special education and general education teacher) to maximize instruction and improve achievement. Counselors and administrators will be identifying those students who are at risk and meeting with those students and their parents as part of AB 1802. The intent of the meeting is to establish academic goals for the year and identify guided assistance and intervention when available.

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

John Burroughs operates on a traditional school calendar. Classes are 51 minutes in length and run semester long. Students' schedules are year-long for all but a hand full of courses: Psychology, Sociology, Government and Economics. English-Language Art and math classes fulfill California Education Code requirements.

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

The core area departments have created pacing calendars. These pacing calendars are reviewed through the District task forces. During professional development time and through school single subject meetings where teachers are able to review assessments and determine revisions to pacing calendars, identify standards that must be retaught and best practices.

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

All students are provided with the Board-approved, appropriate textbooks for all of their classes. Essentially, each student receives two textbooks for every class they take which requires a text. Students take one book home and use it for homework and assignments. All courses have classroom sets of the texts for students to utilize at school.

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

Only BUSD Board-adopted textbooks and intervention materials are utilized in all our academic courses

Opportunity and Equal Educational Access

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

Special education students benefit from the collaborative model where instruction is provided by a subject area teacher with support and modifications made by the special education aide. English Language Learners would also benefit from this collaborative model and thus receive rigorous instruction and in so doing reduce any gap in achievement. English Learners who are failing multiple classes at the 10-week mark, will be required to attend meetings with their parents and their counselor as part of AB 1802. These meetings will focus on attendance, grades, and graduation requirements. The final component of the meetings will be to craft an individualized plan to improve student achievement. All of this is done in addition to the district-endorsed Systematic ELD strategies that all ELD, SDAIE, and transitional teachers are using in their daily instruction. Additionally, the administration is taking weekly ELD walk-throughs that allow for the monitoring of these strategies along with the SDAIE strategies which are also essential. Lastly, the administration is working to secure funds through EIA/LEP to fund additional support from an instructional aide who would be placed in both ELD and SDAIE classes.

Evidence-based educational practices to raise student achievement

At John Burroughs High School the committees which are entrusted with monitoring the Single Plan for Student Achievement (SPSA) are the School Site Council (SCC), Department Chairs, and the school Leadership Team. The SSC and the Department Chairs review the SBAC data in the fall semester. The data is disaggregated by key subgroups, and an academic focus is determined. The committees review the data in comparison to the goals outlined in the SPSA. Additionally, the SPSA and the SBAC data are presented to the English Language Advisory Committee and the PTA so that they are acquainted with the data and the findings. The committees have the opportunity to review, analyze, and provide input. The School Site Council will monitor the effective implementation of the SPSA apart from the school leadership team and the department chairpersons. The School Site Council meets on the first Monday of each month. However, the committee has initiated additional meetings, when required.

Parental Engagement

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

Parent involvement is critical to the governance of the school. At John Burroughs High School the committees which are entrusted with monitoring the Single Plan for Student Achievement (SPSA) are the School Site Council (SCC) and the Department Chairs. However, the plan is articulated to both the PTSA and the ELAC groups. The SSC and the Department Chairs review the CST data in the fall semester. The data is disaggregated by key subgroups, and an academic focus is determined. The committees review the data in comparison to the goals outlined in the SSP. Additionally, the SPSA and the CST data are presented to the English Language Advisory Committee (ELAC) and the PTSA so that they are acquainted with the data and the findings. The committees have the opportunity to review, analyze, and provide input. The School Site Council will monitor the effective implementation of the SPSA apart from the school leadership team and the department chairpersons. The School Site Council meets on the first Monday of each month.

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)

The Administrative/Leadership Team, consisting of the principal, assistant principals, and the representatives from each department, takes on the responsibility for ensuring that the ideas of the action plans, critical areas for follow-up, and the Single Plan for Student Achievement are carried out. Additionally, the administration and department chairs hold monthly meetings that provide a forum to discuss the schoolwide action plans, Single Plan for Student Achievement, critical areas for follow-up, student achievement data, and staff development. The School Site Council is another collaborative body that is responsible for reviewing the action plans, significant data, budget items, and the Single Plan for Student Achievement. The Site Council has been instrumental in providing essential information that has greatly influenced the final draft of the SPSA.

The goal of these bodies is to ensure that the self-study and its action plans are systemically reviewed, and modified as determined by data and/or budgetary constraints so as to drive the operations of the school.

Funding

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

English Learners are supported at JBHS through LCFF Supplemental EL funds and Title III funds. The LCAP plan for Burbank Unified has also identified the ELL group as a focul point for funding.

Fiscal support (EPC)

The only categorical program that JBHS has funding allocated for is Title III (EL). This program supports English Learners who are performing below grade level in mathematics.
The amount for 2023/2024 is $5,717 for intervention, materials and/or professional development.
$893 is available for parent engagement.
The Title III Immigrant allocation is $1,694.
JBHS does not receive Title I funding.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council is comprised of students, parents, teachers, and classified staff members who are all elected for a two-year position. The Principal is also a member.

Resource Inequities

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

Staffing is based on a district-wide formula and applied equally to all schools.

Funding is done with a per pupil formula and distributed to schools on an equitable basis.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.26%	0.26%	6	6	6
African American	3.4%	3.17%	2.69%	83	74	62
Asian	4.7%	4.36%	4.08%	117	102	94
Filipino	4.3%	4.49%	3.82%	107	105	88
Hispanic/Latino	46.4%	47.90%	47.64%	1,146	1,120	1098
Pacific Islander	0.2%	0.13%	0.04%	5	3	1
White	35.0%	33.11%	34.1%	863	774	786
Multiple/No Response	5.1%	5.73%	6.25%	125	134	144
			Total Enrollment	2,468	2,338	2305

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	634	620	634
Grade 10	613	619	573
Grade 11	621	548	585
Grade 12	600	551	513
Total Enrollment	2,468	2,338	2,305

Conclusions based on this data:

1. The past three years of enrollment show that enrollment is generally stable though there was a loss of about 150 student this past year.
2. Student enrollment by ethnicity is also pretty stable over the past three years.
3. We are seeing a steady increase of Hispanic students and a decrease in White students.

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	86	82	85	3.4%	3.3%	3.4%
Fluent English Proficient (FEP)	690	685	653	27.3%	27.8%	26.5%
Reclassified Fluent English Proficient (RFEP)	2	8	10	2.7%	9.3%	11.8%

Conclusions based on this data:

1. In 2020-21, 85 English learners (3.4%) were identified from the school student population.
2. In 2020-21, 653 students (26.5%) were identified as Fluent English Proficient (FEP).
3. In 2020-21,10 students were reclassified at Fluent English Proficient (FEP).

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
2305	**26.2**	**3**	**0.2**
Total Number of Students enrolled in John Burroughs High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	69	3
Foster Youth	5	0.2
Homeless	11	0.5
Socioeconomically Disadvantaged	604	26.2
Students with Disabilities	328	14.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	62	2.7
American Indian	6	0.3
Asian	94	4.1
Filipino	88	3.8
Hispanic	1098	47.6
Two or More Races	144	6.2
Pacific Islander	1	0
White	786	34.1

Conclusions based on this data:

1. 27.8 percent of students participate in the free or reduced price meal program.

2. 14.1% of students participate receive Special Education Services.

3. The Hispanic (47.96%) and White (33.1%) subgroups are the largest subgroups at the school.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Graduation Rate**  Blue	**Suspension Rate**  Orange
Mathematics  Orange	**Chronic Absenteeism**  No Performance Color	
English Learner Progress  Yellow		
College/Career Medium		

Conclusions based on this data:

1. The graduation rate is in the Very High Category.
2. English Language Arts is in the High Category.
3. Mathematics is in the Medium Category. The suspension rate is in the Medium Category. English Learner Progress is in teh Medium Category.

School and Student Performance Data

Academic Performance
English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	102.9 points below standard	Less than 11 Students
18.1 points above standard	Decreased Significantly -67.8 points	2 Students
Decreased Significantly -19 points	18 Students	
514 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	 Orange	 Orange
5 Students	5.7 points below standard	74.7 points below standard
	Decreased Significantly -26.8 points	Increased Significantly +23 points
	167 Students	84 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 10 Students	 No Performance Color 0 Students	90.4 points above standard Increased Significantly +60.8 points 21 Students	62.9 points above standard Increased +13.9 points 23 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 3.3 points below standard Decreased Significantly -19 points 235 Students	56.7 points above standard Decreased Significantly -29.6 points 43 Students	 No Performance Color 0 Students	 Yellow 22.8 points above standard Decreased Significantly -36.3 points 177 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 8 Students	Less than 11 Students 10 Students	17.9 points above standard Decreased Significantly -32.1 points 367 Students

Conclusions based on this data:

1. The ALL students group is in the High Category with 37.8 points above the standard.
2. The Socioeconomically Disadvantaged (21.5 points above standard) and Hispanic (15.7 points above standard) subgroups are in the Medium Category.
3. The Students with Disabilities is in the Very Low Category with 49.3 points below the standard.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	163.4 points below standard	Less than 11 Students
71.5 points below standard	Decreased Significantly -45.9 points	2 Students
Decreased Significantly -15.4 points	18 Students	
515 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	 Orange	 Orange
5 Students	88.2 points below standard	177.7 points below standard
	Decreased Significantly -20.2 points	Increased Significantly +15.7 points
	165 Students	84 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
136.2 points below standard		36.7 points above standard	30.7 points below standard
Increased +6.7 points	No Performance Color	Increased Significantly +47.1 points	Increased +12.6 points
11 Students	0 Students	21 Students	23 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
	30 points below standard		
Orange	Decreased -10.3 points	No Performance Color	Yellow
101.9 points below standard	43 Students	0 Students	59.2 points below standard
Decreased Significantly -18.4 points			Decreased Significantly -28 points
235 Students			177 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students	Less than 11 Students	72.9 points below standard
8 Students	10 Students	Decreased Significantly -27.4 points
		368 Students

Conclusions based on this data:

1. ALL students scored in the Medium Category and are 52.2 points below the standard.
2. Three subgroups, Socioeconomically Disadvantaged (66.5 points below standard) and Hispanic (83.0 points below standard) and in the Low Category. Students with Disabilities (187.0 points below standard), and scored in the Very Low Category.
3. The White subgroup scored in the Medium Category (23.8 points above the standard).

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Yellow
54.2 points above standard making progress towards English language proficiency
Number of EL Students: 48 Students
Performance Level: 3

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.

2023 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**
5	17	9	17

Conclusions based on this data:

1. 54.0% of English Learners making progress towards English language proficiency.
2. 8.0% of English Learners decreased one ELPI level. 22.0% of English Learners increased one ELPI level.
3. 5% of English Learners maintained at ELPI Level 4.

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.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	3

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	**English Learners**	**Foster Youth**
Blue	No Performance Color	No Performance Color
77.1	68.2	Less than 11 Students - Data Not Displayed for Privacy
Increased +8.1	Increased Significantly +40.9	1
586	22	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	Green
81.8	70.4	41.7
11	Increased +6.4	Increased +13.9
	250	60

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			
No Performance Color	No Performance Color	Blue	No Performance Color
73.7	Less than 11 Students - Data Not Displayed for Privacy	90.3	89.3
Increased Significantly +40.4	2	Increased +5	Increased Significantly +10.9
19		31	28
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Green	No Performance Color	No Performance Color	Blue
69.9	54.5	Less than 11 Students - Data Not Displayed for Privacy	84.3
Increased +8.2	Declined Significantly -9.1	1	Increased +5.4
269	11		217

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**
Prepared	69 **Prepared**	77.1 **Prepared**
Approaching Prepared	15.6 **Approaching Prepared**	12.5 **Approaching Prepared**
Not Prepared	15.3 **Not Prepared**	10.4 **Not Prepared**

Conclusions based on this data:

1. ALL students scored in the BLUE zone increasing 8.1 points above the standard.
2. All subgroups are in the GREEN or BLUE zones.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	0	2

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Blue 96.1% graduated Decreased -1.5 511 Students	87% graduated Decreased -4.7 23 Students	Less than 11 Students 1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students 10 Students	 Yellow 94.3% graduated Decreased -1.7 212 Students	 Yellow 91.2% graduated Decreased -2.9 68 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
100% graduated	Less than 11 Students	90% graduated	90% graduated
Increased 4.2	2 Students	Decreased Significantly -10	Increased 2.5
12 Students		30 Students	20 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Blue	95.7% graduated	Less than 11 Students	 Blue
97.5% graduated	Decreased -4.3	1 Student	95.5% graduated
Maintained 0.1	23 Students		Decreased -3
244 Students			179 Students

Conclusions based on this data:

1. The graduation rate is in the Very High category with 97.6% of students graduated
2. All subgroups are in the Very High or High Categories.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	5	1	2	0

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Orange	Less than 11 Students
3.9% suspended at least one day	8.3% suspended at least one day	6 Students
Increased 1.2	Increased 3.7	
2396 Students	84 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
11.1% suspended at least one day	 Red	 Yellow
Increased 11.1	7.6% suspended at least one day	7.1% suspended at least one day
18 Students	Increased Significantly 3.9	Declined -0.4
	734 Students	353 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Orange	Less than 11 Students	 Orange	 Green
3.1% suspended at least one day	7 Students	2% suspended at least one day	1.1% suspended at least one day
Increased 0.5		Increased 2	Declined -0.8
64 Students		98 Students	93 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange	 Green	Less than 11 Students	 Orange
5.6% suspended at least one day	1.7% suspended at least one day	1 Student	2.7% suspended at least one day
Increased 1.8	Declined -0.8		Increased 0.8
1143 Students	174 Students		816 Students

Conclusions based on this data:

1. ALL students suspension rate is in the Medium Category as is the English Learners, Hispanic, African American Students with Disabilities, White, and Socioeconomically Disadvantaged subgroup.
2. The Asian subgroups are in the Very Low Category.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English / Language Arts

LEA/LCAP Goal

Board of Education Goals
1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals
1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools
including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2023-24
school year. (Instructional Services)

2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and
District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by
the end of the 2023-24 school year. (Educational Services)

3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate
assignments following Williams compliance by September 1, 2023, depending on clearance requirements (i.e., fingerprinting). (Human
Resources)

4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the
instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

Goal 1

Improve academic achievement in English Language Arts (3% growth in students attaining proficiency) by providing teachers with the training, tools and materials to conduct effective instruction and assessment and by providing students with the necessary instruction, supports and courses to promote academic success for all students in the English Learner and Special Education subgroups.

Identified Need

Increased students academic achievement in English Language Arts

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grade 11 SBAC District Assessments	In 2022-23, 65.34% of ALL students are at the standards	SBAC English Language Arts 3% growth

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	exceeded and/or standards met level of proficiency.	

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

Alignment of instruction with content standards. Use of early release time for collaboration and the planning of instruction to address State Standards and SBAC deficiencies and improve content learning. Provide early release time for teachers in SDAIE classes to support effective instructional strategies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified No additional site categorical funds will be required to implement this action.

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

Utilize Academic Excellence (intervention period) to support students with a "D" or "F" in English.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified No additional site categorical funds will be required to implement this action.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English learners

Strategy/Activity

*Teacher Professional Development - Instructional Strategies to support teachers who work with English Language Learners in different content areas.
*Parent Education - Determined by ELAC.

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)
5717.00	Title III Teacher Professional Development. and Student Support
893.00	Title III Parent Ed.
1694.00	Title III Immigrant Education Program Teacher Professional Development ans Student Support

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

Increased access to technology with every student getting a Chromebook. Implement Turnitin.com schoolwide to increase writing skills across the curriculum. APEX learning will also be utilized to address students' deficiencies in ELA.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified

	No additional site categorical funds will be required to implement this action.

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

Utilize PLC time to establish promise standards, create and analyze common formative assessments, and develop interventions for students.

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

Amount(s)	Source(s)
0	None Specified No additional funding required.

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

Involvement of staff, parents and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents). Provide grade level parent nights, incoming ninth grade parent orientation nights, and eighth grade parent night.

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

Amount(s)	Source(s)
0	None Specified No additional site categorical funds will be required to implement this action.

Strategy/Activity 7

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

All students

Strategy/Activity

Auxiliary services for students and parents (including transition from middle school). Provide translation to parents at parent meetings, ELAC and PTA meetings. Translate and print office forms and information materials. Fund ELD site coordinator and ELD Office Assistant to administer CELDT, translate, and assist with student placement.

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

Amount(s)	Source(s)
0	LCFF - Supplemental ELD Site coordinator is funded via District EIA-LEP funds. JBHS maintains a .50 FTE ELD Office assistant. (funded via LCFF Supplemental Grant allocation for EL'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

Monitoring program effectiveness. Monitor at risk/promise students in grades 9 and 10. Use early release time for collaborative review of multiple measures by administration/counselors and teachers to ensure appropriate placement of students and necessary interventions.

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

Amount(s)	Source(s)
0	None Specified No additional site categorical funds will be required to implement this action.

Strategy/Activity 9

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

English learners

Strategy/Activity

English language and reading development program for the development of reading skills in our English Language Learner population.

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

Amount(s)	Source(s)
0	None Specified No additional site categorial funds will be required to implement this action.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Continued focus on subgroups especially Student with Disabilities and English Learners.

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

No change

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.

No change

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

Mathematics

LEA/LCAP Goal

Board of Education Goals
1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals
1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools
including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2023-24
school year. (Instructional Services)

2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and
District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by
the end of the 2023-24 school year. (Educational Services)

3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate
assignments following Williams compliance by September 1, 2023, depending on clearance requirements (i.e., fingerprinting). (Human
Resources)

4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the
instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

Goal 2

Improve academic achievement in Mathematics (3% growth in students attaining proficiency) by providing teachers with the training, tools and materials to conduct effecive instruction and assessment and by providing students with the necessary supports and courses to promote academic success for all students in the EL and Special Education subgroups.

Identified Need

Improve academic achievement in Mathematics (3% growth in students attaining proficiency) by providing teachers with the training, tools and materials to conduct effective instruction and assessment and by providing students with the necessary instruction, supports and courses to promote academic success for all students and the English Learner and Special Education subgroups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grade 11 SBAC District Assessments	In 2022-23, 31.50% of ALL students are at the standards exceeded and/or standards met level of proficiency.	SBAC Mathematics 3% growth

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

Alignment of instruction with content standards. Use of early release time for collaboration and the planning of instruction to address State Standards and SBAC deficiencies and improve content learning. Provide early release time for teachers in SDAIE classes to support effective instructional strategies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified No additional site categorical funds will be required to implement this action.

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

Utilize PLC time to establish promise standards, create and analyze common formative assessments, and develop interventions for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified

	No additional site categorical funds will be required to implement this action.

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

Increased access to technology. Provide training in Aeries.net to staff. All students get a Chromebook this year.

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

Amount(s)	Source(s)
0	None Specified No additional site categorical funds will be required to implement this action.

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

Utilize Academic Excellence (intervention period) to support students with a D or F in math.

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

Amount(s)	Source(s)
0	None Specified No additional site categorical funds will be required to implement this action.

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

Involvement of staff, parents and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents). Provide grade level parent nights, incoming ninth grade parent orientation nights, and eighth grade parent night. Hold evening parent meetings to review attendance, grades, graduation status and applicable interventions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified No additional site categorical funds will be required to implement this action.

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

Auxiliary services for students and parents (including transition from middle school). Provide translation to parents at parent meetings, ELAC and PTA meetings. Translate and print office forms and information materials.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified Site EIA-LEP categorical funds used for this action and goal are accounted for in a similar action for Goal #1.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Monitoring program effectiveness. Monitor at risk students in grades 9 and 10. Use early release time for collaborative review of multiple measures by administration/counselors and teachers to ensure appropriate placement of students and necessary interventions.

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

Amount(s)	Source(s)
0	None Specified No additional site categorical funds will be required to implement this action.

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

Students were placed in math classes through careful auditing of students math grades (D/F rates) by counselors to ensure proper math course placement.

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

Amount(s)	Source(s)
0	None Specified No additional site categorical funds will be required to implement this action.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Continued focus on subgroups especially Student with Disabilities and English Learners.

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

No change

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.

No change

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

Science

LEA/LCAP Goal

Board of Education Goals
1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals
1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools
including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2023-24
school year. (Instructional Services)

2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and
District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by
the end of the 2023-24 school year. (Educational Services)

3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate
assignments following Williams compliance by September 1, 2023, depending on clearance requirements (i.e., fingerprinting). (Human
Resources)

4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the
instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

Goal 3

Improve academic achievement in Science (3% growth in students attaining proficiency) by providing teachers with the training, tools and materials to conduct effective instruction and assessment and by providing students with the necessary supports and courses to promote academic success for all students in the EL and Special Education subgroups.

Identified Need

Increased student academic achievement in Science

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grade 11/12 California Science Test (CAST)	In 2022-23, 31.88% of ALL students are at the standards	CAST 3% growth

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	exceeded and/or standards met level of proficiency.	

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

Alignment of instruction with content standards. Use of early release time for collaboration and the planning of instruction to address State Standards and improve content learning. Provide early release time for teachers in SDAIE classes to support effective instructional strategies.

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

Amount(s)	Source(s)
0	None Specified No additional site categorical funds will be required to implement this action.

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

Utilize Academic Excellence (intervention period) to support students with a D or F in Science.

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

Amount(s)	Source(s)
0	None Specified No additional site categorical funds will be required to implement this action.

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

Extended learning time. Provide SDAIE classes in biology, chemistry and geo science.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified No additional site categorical funds will be required to implement this action.

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

Increased access to technology. All students get a Chromebook.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified No additional site categorical funds will be required to implement this action.

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

Utilize PLC time to establish promise standards, create and analyze common formative assessments, and develop interventions for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified No additional site categorical funds will be required to implement this action.

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

Involvement of staff, parents and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents). Provide grade level parent nights, incoming ninth grade parent orientation nights, and eighth grade parent night. Hold evening parent meetings to review attendance, grades, graduation status and applicable interventions.

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

Amount(s)	Source(s)
0	None Specified No additional site categorical funds will be required to implement this action.

Strategy/Activity 7

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

All students

Strategy/Activity

Auxiliary services for students and parents (including transition from middle school). Provide translation to parents at parent meetings, ELAC and PTA meetings. Translate and print office forms and information materials. Fund ELD site coordinator and ELD Office Assistant to administer ELPAC, translate, and assist with student placement.

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

Amount(s)	Source(s)

0	None Specified Site LCFF Supplemental funds allocation for EL's used for this action and goal are accounted for in a similar action for Goal #1.

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

Monitoring program effectiveness. Monitor at risk students in grades 9 and 10. Use early release time for collaborative review of multiple measures by administration/counselors and teachers to ensure appropriate placement of students and necessary interventions.

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

Amount(s)	Source(s)
0	None Specified No additional site categorical funds will be required to implement this action.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Continued focus on subgroups especially Student with Disabilities and English Learners.

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

No change

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.

No change

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

Core Academic Courses

LEA/LCAP Goal

Board of Education Goals
1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals
1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools
including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2023-24
school year. (Instructional Services)

2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and
District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by
the end of the 2023-24 school year. (Educational Services)

3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate
assignments following Williams compliance by September 1, 2023, depending on clearance requirements (i.e., fingerprinting). (Human
Resources)

4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the
instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

Goal 4

Increase in the number of students completing A-G Course requirements by 3% by the end of 2023-24.

Board of Education Goals
1. Improve Learning and Achievement for Targeted Subgroups of Students
2. Improve Learning and Achievement for All Students
3. Continue to Align All Instruction and learning to California State Standards
4. Expand Programs to Prepare Students for College, Post-secondary Education, Training, and/or the Workplace from Preschool through Adult Education
5. Develop and Implement a Comprehensive Professional Development Plan for All Employees
6. Provide All Students with Access to Technology in the Classroom

LCAP Goals
1.Improve student learning and achievement for targeted subgroups of students.
2. Improve student learning and achievement for all students.
3. Align all instruction and student learning to California State Standards.

4. Expand programs to prepare students for college, post-secondary education, training, and/or workplace from pre-school
through adult education readiness.
5. Provide all students access to technology in the classroom.

Identified Need

Increased completion of A-G course requirements for all groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A-G Course Completion Rate	57.9% of graduates from the Class of 2022 met the A-G course requirements.	Increase by 3% of A-G course completion rate

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

Counseling Guidance Lessons during Academic Excellence (intervention period.)

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

Amount(s)	Source(s)
0	None Specified No additional site categorical funds will be required to implement this action.

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

Professional development for guidance staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified No additional site categorical funds will be required to implement this action.

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

Utilizing Academic Excellence (intervention period) to provide academic support to students with D or F marks.

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

Amount(s)	Source(s)
0	None Specified Supported via site general funds.

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

Paying for students free and reduced students to attend grade improvement courses at BUSD Adult School.

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

Amount(s)	Source(s)
0	None Specified Supported by site general funds.

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

Creation of College Peer Mentors program.

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

Amount(s)	Source(s)
0	None Specified No additional site categorical funds will be required to implement this action.

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

9th Grade Parent Orientation Nights

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

Amount(s)	Source(s)
0	None Specified No additional site categorical funds will be required to implement this action.

Strategy/Activity 7

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

All students

Strategy/Activity

Teacher professional development about A-G requirements.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified No additional site categorical funds will be required to implement this action.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Continued focus on subgroups especially Student with Disabilities and English Learners.

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

No change

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.

No change

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Safety

LEA/LCAP Goal

Board of Education Goals
1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals
1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools
including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2023-24
school year. (Instructional Services)

2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and
District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by
the end of the 2023-24 school year. (Educational Services)

3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate
assignments following Williams compliance by September 1, 2023, depending on clearance requirements (i.e., fingerprinting). (Human
Resources)

4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the
instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

Goal 5

Reduce the number of annual suspensions by 3% by end of 2023-24.

Identified Need

Increased overall safety and a decrease in suspensions

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	2022-23 suspension data in Aeries.	2023-24 suspension data in Aeries.

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

Annual Revision of the School Safety Plan.

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

Amount(s)	Source(s)
0	None Specified No additional site categorical funds will be required to implement this action.

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

Investing in a new security camera system.

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

Amount(s)	Source(s)
0	None Specified No additional site categorical funds will be required to implement this action.

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

Utilization of restorative interventions such vaping seminars and online training programs (Everfi).

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

Amount(s)	Source(s)
0	None Specified No additional site categorical funds will be required to implement this action.

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

Burbank Family Services Counseling available for counseling

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

Amount(s)	Source(s)
0	None Specified No additional site categorical funds will be required to implement this action.

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

Student Study Team (SST) meetings as needed.

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

Amount(s)	Source(s)
0	None Specified

	No additional site categorical funds will be required to implement this action.

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

School Resource Officer as needed.

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

Amount(s)	Source(s)
0	None Specified No additional site categorical funds required for this action.

Strategy/Activity 7

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

All students

Strategy/Activity

School Safety Climate survey

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

Amount(s)	Source(s)
0	None Specified No additional site categorical funds required for this action.

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

PBIS (Positive Behavior Intervention Support) Training Workshops

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

Amount(s)	Source(s)
0	None Specified No additional site categorical funds required for this action.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

ALL students suspension rate is in the ORANGE zone as is the Hispanic, African American Students with Disabilities, and Socioeconomically Disadvantaged subgroup.

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

No change

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.

No change

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$8,304.00

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 ($)
Title III	$6,610.00
Title III Immigrant Education Program	$1,694.00

Subtotal of additional federal funds included for this school: $8,304.00

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

State or Local Programs	Allocation ($)
LCFF - Supplemental	$0.00
None Specified	$0.00

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

Total of federal, state, and/or local funds for this school: $8,304.00

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

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	0.00
None Specified	0.00
Title III	6,610.00
Title III Immigrant Education Program	1,694.00

Expenditures by Budget Reference

Budget Reference	Amount
	5,717.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF - Supplemental	0.00
	None Specified	0.00
	None Specified	0.00
	Title III	893.00
	Title III	5,717.00
	Title III Immigrant Education Program	1,694.00

Expenditures by Goal

Goal Number	Total Expenditures

Goal 1	8,304.00
Goal 2	0.00
Goal 3	0.00
Goal 4	0.00
Goal 5	0.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Matt Chambers	Principal
Anne Wenzel	Classroom Teacher
Aayush Bhambi	Secondary Student
Isaac Cruz	Secondary Student
Angela Osborne	Parent or Community Member
Charlene Allen	Parent or Community Member
Katherine Colvin Marvin	Parent or Community Member
Mariah Surico	Other School Staff
Todd Bixler	Classroom Teacher
Lisa Robertson	Classroom Teacher

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 12-1-2022.

Attested:



Principal, Kenneth Knoop on 12/1/2022



SSC Chairperson, Aayush Bhambi on 12/1/2022

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.

Educational Partner 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.

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner 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 (Educational Partner Involvement).

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019