School Year: **2019-20**

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 4, 2019	December xxxxxxxxxx, 2019

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 are based on the needs of students and staff to increase student achievement
- Development and monitoring of the school plan activities and expenditures is performed by the School Site Council

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Comprehensive Needs Assessment Components

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

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

For the third time, the entire student body participated in a survey. The survey focused on, school climate, academic rigor, social emotional well being connections to the school and fellow students. The results of the survey were used in the creation of professional development and school programs for the 2018-2019 school year. We continued our mental health committee that is focusing on social emotional issues at school. We also changed the lunch hour for counselors so that they are availbe to students during the student's lunch time. 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 dispursed equitably among all 5 administrators. The average number of formal evaluations for each administrator is approximately 11. Informal observations are handled differently. The entire teaching staff is divided by the 5 administrators equally. Each admininstrator is given a list of teachers to see infromally. We switch our list every 10 weeks so that every administrator is able to see every teacher. The teacher's recieve feedback from the administration by Digi Coach.

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)

Because John Burroughs High School was not mandated with a State or federal assessment last year, our instructional program was analyzed reviewing department benchmark data, and SBAC results. The school reviewed the results in English where 2015 59.39% in 2016 78.98% with an increase of 19.59%. In math John Burroughs High school results in 2015 were 24.95% and in 2016 45.16% with and increase of 20.21%. After reviewing the results, same subject teams are working to develop 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 towards the SPSC. 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 schedule 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 CELDT performance data in a longitudinal manner.

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 dis-aggregating the data from SBAC. There is a need to continue with the staff development programs noted in the SPSA in order 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 and Students with Disabilities, and our Hispanic populations. As a direct result of analysis of SBAC data for 2016-2017 and department benchmark data from 2016-2017, there have been specific professional development threads created for our early release Monday's that are designed to assist teachers in developing more rigorous lessons. For example, two out of four Mondays a month are devoted directly to curriculum and instruction. The instructional strategies the staff are continuing to focus on this year are: Visual Thinking Strategies, Text Dependent Questions, Close Reading, and Essential Questions. These strategies are specifically employed to increase the rigor and relevance of all core content material and it will prepare students and staff for the implementation of California State Standards for next year.

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 on-going 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, CELDT, 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 perspective on what is being addressed and how departments will integrate and collaborate on the goals. Hence, two Mondays a month are devoted to instructional strategies and the implementation of the Common Core: one Monday is specifically used for individual departments to meet with a focus on data analysis and student achievement; and one Monday of the month is used for Technology;and one Monday of the month is used for intervention development . The teacher led professional development will be focused on the integration of instructional strategies that will enhance teaching and learning.

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 with our school interventions for the students that make up our sub group 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 sub group 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 students 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 inservices.

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

Nine years ago, John Burroughs High School submitted approval through the State of California to approve instructional minutes for our zero period classes with the intent of providing professional development time for teachers one hour a week. This professional development time has evolved over the years. However, what has remained consistent is the intent to focus that time on student achievement by analyzing data; developing common assessments; developing in the area of delivery of instruction; and sharing best practices. Having systemic professional development for certificated and classified staff has proven beneficial in developing a culture of collaboration and problem solving.

For several years, the school has prepared for professional development through a professional development committee. The Leadership Team is now functioning as the Professional Development Committee. The Leadership Team with input from the entire staff set the calendar for the year, designated how each specific Monday would be utilized. The administrative team is charged with preparing professional development two out of the four Mondays. The administrative team has remained committed to the following components during our two Mondays: exposing teachers to the California State Standards; exposing teachers to the new Common Core lesson plan template; and teaching the staff techniques like Visual Thinking Strategies, Text Dependent Questions, Close Reading, and Essential Questions.

Teaching and Learning

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

Using the data from the new SBAC test, John Burroughs High School has shown improvement in all areas. The achievement gap for the students at John Burroughs High School has been steadily decreasing. In twelve 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 a continued area 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 to 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 56 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 fufill 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, indentify 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 are ELD, SDAIE and Transitional teachers are using in their daily instruction. Also if an EL students is failing a math class, we have provided a 7th period math intervention class that is offered after school for an hour. This intervention class is in addition to the students regular math class. Additionally, the administration is taking weekly ELD walk-throughs that allow for the monitoring of these strategies along with the SDAIE strategies that are also essential. Lastly, the administration is working to secure funds through EIA/LEP to fund for additional support from an instructional aide that 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 most monitor the effective implementation of the SPSA apart from the school leadership team, and the department chairpersons. The School Site Council meets the first Monday of each month. However, the committee has intiated 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 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, take on the responsibility for ensuring that the ideals 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 which 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.

<u>Funding</u>

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

English Learners are supported at JBHS through LCFF Supplemental Grant 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 support English Learners who are performing below grade level in mathematics.
The amount for 2017/2018 is $3,218 for intervention, materials and/or professional development.
$345 is available for parent engagement.

Title III Immigrant funds are $2,970.

JBHS does not receive Title I funding.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council is comprised of students elected annually and parents who are elected for a two-year position. Teachers are also elected for the positions, and classified staff members (elected), and the Principal.

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 Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.1%	0.15%	0.2%	2	4	5
African American	3.0%	3.21%	3.32%	77	83	84
Asian	5.0%	5.03%	4.9%	129	130	124
Filipino	4.7%	4.76%	4.66%	121	123	118
Hispanic/Latino	45.5%	45.58%	44.96%	1,183	1177	1,138
Pacific Islander	%	0.12%	0.2%	1	3	5
White	38.0%	36.44%	37.34%	988	941	945
Multiple/No Response	1.2%	1.55%	1.26%	32	40	32
Total Enrollment				2,600	2582	2,531

Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	2016-17	2017-18	2018-19
Grade 9	657	681	685
Grade 10	702	642	664
Grade 11	666	630	598
Grade 12	575	629	584
Total Enrollment	2,600	2,582	2,531

Student Enrollment by Grade Level

Conclusions based on this data:

1. The past three years of enrollment show that enrollment is generally stable though there was a loss of 51 students in 2018-19.

2. Student enrollment by ethnicity is also pretty stable over the past three years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2016-17	**2017-18**	**2018-19**	**2016-17**	**2017-18**	**2018-19**
English Learners			86			3.4%
Fluent English Proficient (FEP)			690			27.3%
Reclassified Fluent English Proficient (RFEP)			2			2.7%

Conclusions based on this data:

1. In 2018-19, 86 English learners (3.4%) were identified from the school student population.

2. In 2018-19, 690 students (27.3%) were identified as Fluent English Proficient (FEP).

3. In 2018-19, 2 students were reclassified at Fluent English Proficient (FEP).

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	623	595	559	614	579	545	614	579	546	98.6	97.3	97.5
All Grades	623	595	559	614	579	545	614	579	546	98.6	97.3	97.5

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2644.	2623.	2626.	38.76	31.43	33.21	36.32	36.96	33.76	17.92	19.17	20.73	7.00	12.44	12.29
All Grades	N/A	N/A	N/A	38.76	31.43	33.21	36.32	36.96	33.76	17.92	19.17	20.73	7.00	12.44	12.29

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	46.66	39.21	35.11	43.56	44.91	46.88	9.79	15.89	18.01
All Grades	46.66	39.21	35.11	43.56	44.91	46.88	9.79	15.89	18.01

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	48.45	43.18	42.14	40.78	40.24	43.25	10.77	16.58	14.60
All Grades	48.45	43.18	42.14	40.78	40.24	43.25	10.77	16.58	14.60

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	33.93	28.32	27.76	59.38	61.31	63.79	6.69	10.36	8.46
All Grades	33.93	28.32	27.76	59.38	61.31	63.79	6.69	10.36	8.46

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	48.94	42.14	39.71	43.39	45.25	47.61	7.67	12.61	12.68
All Grades	48.94	42.14	39.71	43.39	45.25	47.61	7.67	12.61	12.68

Conclusions based on this data:

1. In 2018-19, 66.97% of students are at the standards exceeded and/or standards met level of proficiency.

2. In 2018-19, 81.99% of students are at or above standard in Reading as measured by CAASPP.

3. In 2018-19, 85.39% of students are at or above standard in Writing as measured by CAASPP.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	619	594	551	610	563	529	610	563	530	98.5	94.8	96
All Grades	619	594	551	610	563	529	610	563	530	98.5	94.8	96

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2595.	2601.	2597.	14.92	16.87	18.34	26.23	26.47	25.33	26.72	26.82	25.52	32.13	29.84	30.81
All Grades	N/A	N/A	N/A	14.92	16.87	18.34	26.23	26.47	25.33	26.72	26.82	25.52	32.13	29.84	30.81

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	28.85	28.88	29.73	33.61	34.22	32.39	37.54	36.90	37.88
All Grades	28.85	28.88	29.73	33.61	34.22	32.39	37.54	36.90	37.88

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	18.85	19.61	19.70	48.20	49.38	47.54	32.95	31.02	32.77
All Grades	18.85	19.61	19.70	48.20	49.38	47.54	32.95	31.02	32.77

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	19.34	24.20	23.06	61.31	56.05	54.63	19.34	19.75	22.31
All Grades	19.34	24.20	23.06	61.31	56.05	54.63	19.34	19.75	22.31

Conclusions based on this data:

1. In 2018-19, 43.67% of students were at the Standard Exceeded and Standard Met proficiency level.

2. In 2018-19, 56.33% of students were at the standard not met or nearly metoverall proficiency level.

3. In 2018-19, 62.12% of students scored at the Above at or near standard level of proficiency on the CASSPP Concepts and Procedures subtest.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1535.6	1602.3	1518.4	1615.8	1552.3	1588.1	29	22
Grade 10	1602.5	1547.5	1602.6	1537.5	1602.0	1557.1	13	28
Grade 11	1565.0	*	1549.4	*	1580.2	*	21	8
Grade 12	*	1586.3	*	1577.8	*	1594.2	*	18
All Grades							73	76

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	36.36	*	45.45	*	13.64	*	4.55	29	22
10	*	25.00	*	32.14		17.86	*	25.00	13	28
11	*	*	*	*	*	*	*	*	21	*
12	*	44.44	*	11.11	*	27.78	*	16.67	*	18
All Grades	35.62	34.21	28.77	32.89	16.44	18.42	19.18	14.47	73	76

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	44.83	54.55	*	31.82	*	9.09	*	4.55	29	22
10	*	35.71	*	28.57		14.29	*	21.43	13	28
11	57.14	*	*	*	*	*	*	*	21	*
12	*	50.00	*	22.22	*	16.67	*	11.11	*	18
All Grades	47.95	48.68	24.66	27.63	*	11.84	16.44	11.84	73	76

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	9.09	*	40.91	*	40.91	*	9.09	29	22
10	*	10.71	*	14.29	*	46.43	*	28.57	13	28
11	*	*	*	*	*	*	*	*	21	*
12		33.33	*	22.22	*	22.22	*	22.22	*	18
All Grades	19.18	15.79	26.03	27.63	28.77	38.16	26.03	18.42	73	76

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	37.93	18.18	37.93	68.18	*	13.64	29	22
10	*	7.14	*	64.29		28.57	13	28
11	*	*	*	*	*	*	21	*
12	*	11.11	*	55.56		33.33	*	18
All Grades	42.47	10.53	42.47	65.79	15.07	23.68	73	76

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	55.17	86.36	*	9.09	*	4.55	29	22
10	92.31	75.00		0.00	*	25.00	13	28
11	71.43	*	*	*	*	*	21	*
12	*	66.67	*	22.22	*	11.11	*	18
All Grades	64.38	78.95	19.18	7.89	16.44	13.16	73	76

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	22.73	41.38	68.18	44.83	9.09	29	22
10	*	17.86	*	53.57		28.57	13	28
11	*	*	*	*	*	*	21	*
12	*	38.89	*	33.33	*	27.78	*	18
All Grades	20.55	26.32	41.10	52.63	38.36	21.05	73	76

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	4.55	55.17	90.91	*	4.55	29	22
10	*	3.57	*	78.57	*	17.86	13	28
11	*	*	57.14	*	*	*	21	*
12	*	5.56	*	77.78		16.67	*	18
All Grades	32.88	3.95	56.16	84.21	*	11.84	73	76

Conclusions based on this data:

1. In 2018-19, 76 students took the ELPAC test.

2. In 2018-19, 21.05% of tested ELs scored at the Beginning level in the Reading domain.

3. In 2018-19, 11.84% of tested ELs scored at the Beginning level in the Writing domain.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate

Conclusions based on this data:

1.

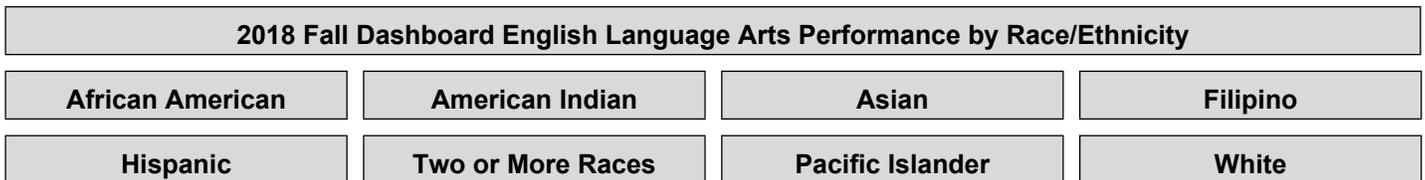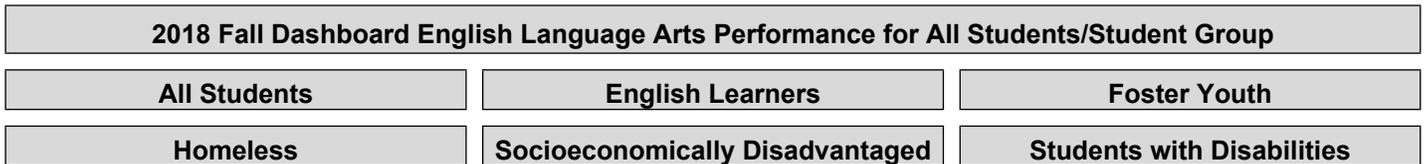# School and Student Performance Data

Academic Performance
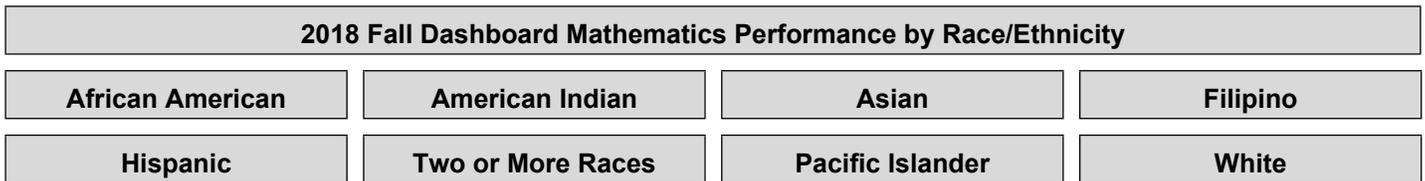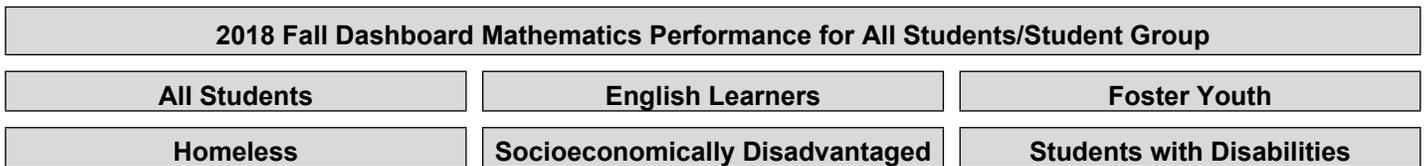## English Language Arts

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	Reclassified English Learners	English Only

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

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

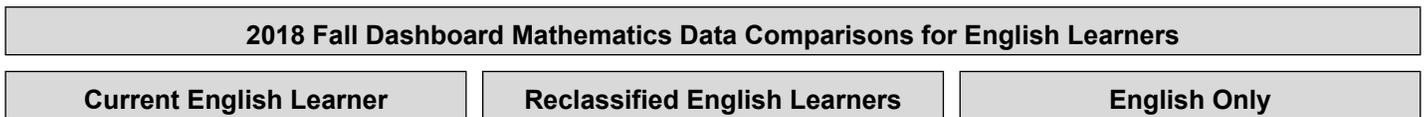| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage

Conclusions based on this data:

1.

School and Student Performance Data

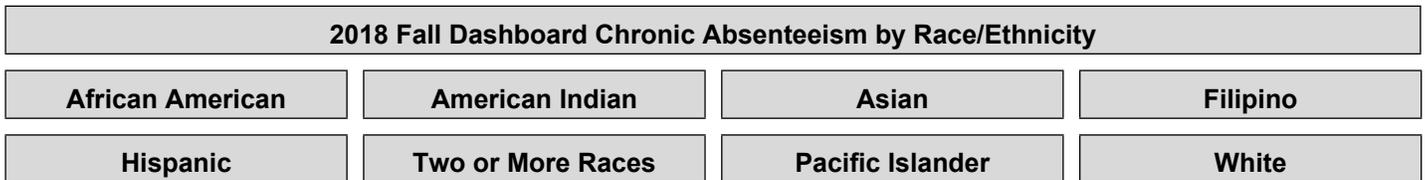## Academic Performance
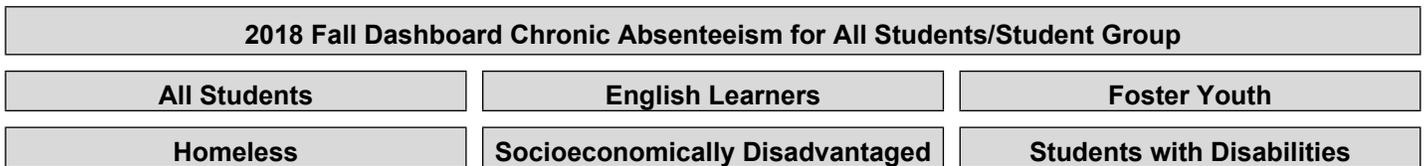## College/Career

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report

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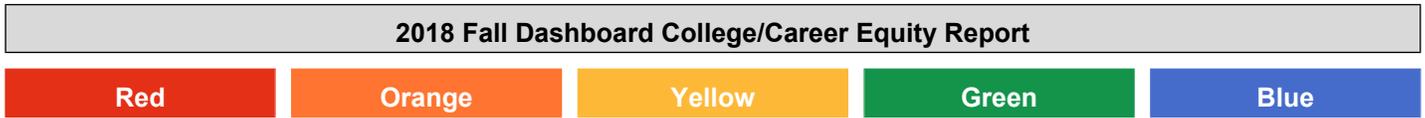
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data
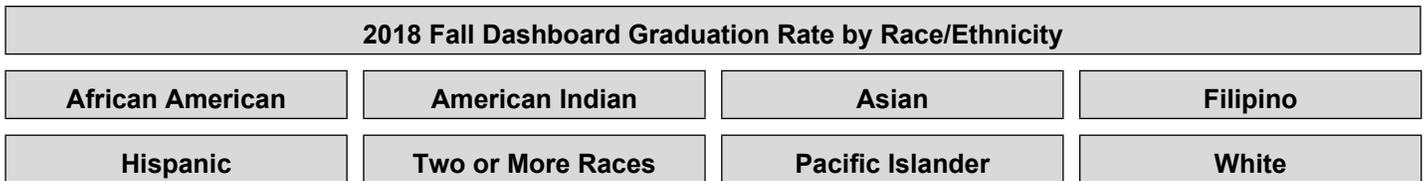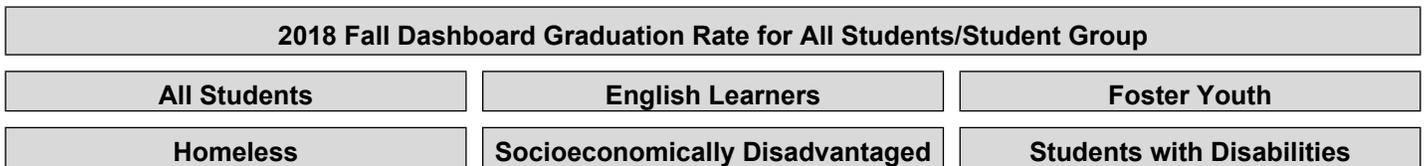
Academic Engagement
Chronic Absenteeism

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

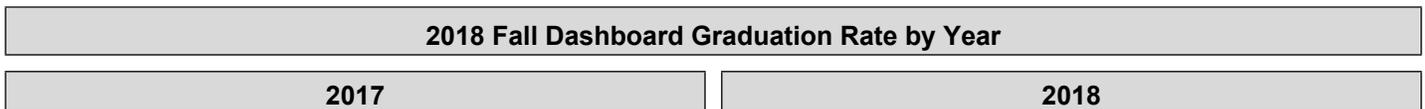| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data
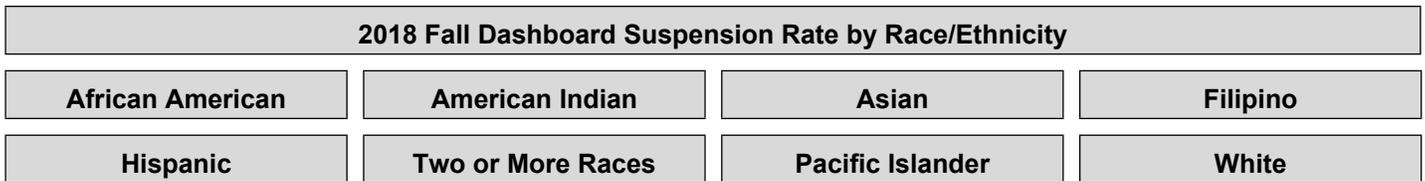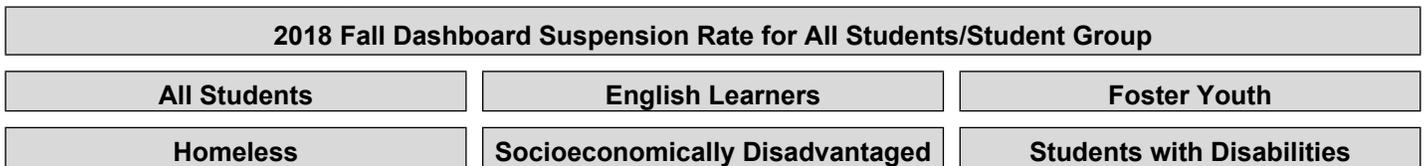
Academic Engagement
Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2018 Fall Dashboard Graduation Rate by Year

2017	2018

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue

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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018

Conclusions based on this data:

1.

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

Continue to develop collaborative and professional learning communities focused on student achievement.

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.

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 effecive instruction and assessment and by providing students with the necessary supports and courses to promote academic success for all students and the EL and Special Education subgroups.

Identified Need

Increased students academic achievement

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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 CCSS 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)
	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

Use of standards-aligned instructional materials and strategies. Provide early release time for collaboration, especially pertaining to effective instructional strategies in English Language Arts.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

Extended learning time. Provide SDAIE classes in English Language Arts. Fund and support SBAC ELA.

Provide instructional assistance to lower level (Beginning and Early Intermediate) English Learners in order to help them access the E/LA curriculum.

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)
3,505.00	Title III Instructional Assistant, ELD to be hired at .375 FTE. (funded via LCFF Supplemental Grant allocation for EL's)

Strategy/Activity 4

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

All students

Strategy/Activity

Increased access to technology. Provide training in Aeries.net to staff. Implement mobile labs for special education and general education classes. 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)
	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

Staff development and professional collaboration aligned with standards-based materials. Through the professional development committee create a professional development calendar for 2015-16. Support teachers in the implementation of Kagan engagement strategies and CCSS. In the area of CCSS training for teachers, specifically the focus will be on the following: close reading, text dependent questions, and essential questions.

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)
	This action is funded via District Common Core funds.

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 CCSS, 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)
350.00	Title III 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)

	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)

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)
2,678.00	Title III 4000-4999: Books And Supplies Reading program is funded through Title III funds.

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

Strengthen communication and collaboration to implement best instructional practices to improve student proficiency through staff development.

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.

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 and the EL and Special Education subgroups.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

Strategy/Activity

Alignment of instruction with content standards. Use of early release time for collaboration and the planning of instruction to address CCSS 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)
	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)

Strategy/Activity
Use of standards-aligned instructional materials and strategies. Provide early release time for collaboration, especially pertaining to effective instructional strategies 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)
	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)

Strategy/Activity
Increased access to technology. Provide training in Aeries.net to staff. Implement mobile labs for special education and general education classes. EDMENTUM/PLATO learning is also being utilized to address students defecient in the area of 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)
	Plato supported by District categorical funds. 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)

Strategy/Activity

Staff development and professional collaboration aligned with standards-based materials. Through the professional development committee create a professional development calendar for 2016-17. Support teachers in the implementation of Kagan engagement strategies and CCSS. In the area of CSS, specifically the training for our teachers will focus on the following: close reading, text dependent questions, and essential questions.

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

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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)
	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)

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)
	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)

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)
	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)

Strategy/Activity

Students were placed in math classes through careful auditing of students math grades 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)
	No additional site categorical funds will be required to implement this action.

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. 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.

Goal 3

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

Identified Need

Increased student academic achievement

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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 CCSS transition 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)
	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

Use of standards-aligned instructional materials and strategies. Provide early release time for collaboration, especially pertaining to effective instructional strategies 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)
	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)
	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. Provide training in Aeries.net to staff. Implement mobile labs for special education and general education classes.

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)
	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

Staff development and professional collaboration aligned with standards-based materials. Through the professional development committee create a professional development calendar for 2013-14. Support teachers in the implementation of Kagan engagement strategies and CCSS. In the area of CCSS, specifically training our teachers in the following areas: close reading, text dependent questions, and essential questions.

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)
	Kagan staff development supported by District Categorical funds.

	CCSS training supported by District Common Core funds.

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)
	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)
	Site LCFF Supplemental Grant 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)
	No additional site categorical funds will be required to implement this action.

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

Strengthen communication and collaboration to implement best instructional practices to improve student proficiency through staff development. Continue to develop collaborative and professional learning communities focused on student achievement.

Goal 4

Increase in the number of students completing A-G Course requirements by 5% by end of 2018-19.

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Purchase supplemental materials to support standards-based instruction and engagement in all core academic areas.

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)
	Site LCFF Supplemental Grant EL funds used to purchase supplemental materials for English Learners, as tied to this action and goal. All other supplies and materials coved by site general funds.

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)
	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

Implementation of Methods Test Prep Online test support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	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

Field Trips to college & universities

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)
	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

College presentations to 9th grade Health, 10th Grade English and 11th Grade U.S. History classes by administrators and counselors.

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)
	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)
	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

9th Grade Student Orientation

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

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

Ensure a safe, healthy, and positive school environment promoting student connectedness to school with a sense of belonging and significance

Goal 5

To promote and maintain a safe and orderly learning environment for students and staff by using the results of the school climate survey by decreasing suspensions by 2% by end of 2019-20.

Identified Need

Increased overall safety and a decrease in suspensions

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)
	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

Utilization of the digital security 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)
	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 the Impact Canine Solutions

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)
	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)

Strategy/Activity

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

	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

Staff/Student training on lockdown/evacuation procedures.

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)
	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

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)
	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

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)
	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

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)
	No additional site categorical funds required for this action.

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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)

	No additional site categorical funds required for this action.

Strategy/Activity 10
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)

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	$6,533.00

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	$6,533.00

Subtotal of additional federal funds included for this school: $6,533.00

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 ($)

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

Total of federal, state, and/or local funds for this school: $6,533.00

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
Title III	6,533.00

Expenditures by Budget Reference

Budget Reference	Amount
	3,505.00
4000-4999: Books And Supplies	2,678.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title III	350.00
	Title III	3,505.00
4000-4999: Books And Supplies	Title III	2,678.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	6,533.00

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

2 Parent or Community Members

3 Secondary Students

Name of Members	Role
Deborah Madrigal	Principal
Michelle Mucha	Parent or Community Member
Nadaly Jones	Classroom Teacher
Kara Clark	Secondary Student
Julie Thomas	Parent or Community Member
Susana Thompson	Parent or Community Member
Jeil Salem	Classroom Teacher
Julie Grene	Other School Staff
Juliana Cobb	Secondary Student
Maya Berkovitz	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 12-04-2019.

Attested:

Principal, Deborah Madrigal on	
SSC Chairperson, Nadaly Jones on	

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.

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/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 (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/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

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
[signature]	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 12-04-2019.

Attested:

[signature]   Principal, Deborah Madrigal on

[signature]   SSC Chairperson, Nadaly Jones on