

# 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
Abraxas Continuation High School	37682963735842	9/17/2019	

## 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)

Comprehensive Support and Improvement

Abraxas High School's School Plan for Student Achievement (SPSA) creates measurable goals to guide our focus on student achievement for the upcoming 2019-20 school year that are in line with the district goals set forth in the Poway Unified School District's Local Control and Accountability Plan (LCAP). In addition, our school-wide goals focus on addressing the low graduation rate at Abraxas High School which resulted in the Comprehensive Support and Improvement (CSI) rating.

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.

The California Department of Education creates a state level plan to meet the federally mandated Every Student Succeeds Act (ESSA). Poway Unified School District in turn creates the LCAP to address how the students served in our district will meet the requirements defined in the ESSA State Plan. Abraxas High School's SPSA is developed by the school site council and utilizes the goals from the district LCAP to create yearly targets based on the unique needs of the students attending Abraxas High School. Our SPSA addresses both the academic gaps and social/emotional challenges our students face as they strive to meet the graduation requirements set by Poway Unified School District, while also preparing our students for careers or post-secondary educational opportunities.

## School Vision and Mission

Our Mission Statement:

Prepare young adults for high school graduation and to be responsible, caring and contributing members of society.

### Our Vision of Abraxas High School:

- A school climate that is safe, supportive and personalized
- A culture that values diversity and is committed to high expectations for all
- A relevant and rigorous curriculum that integrates academic learning and essential life skills
- Individual and collaborative approaches to engage students in learning
- Attention to individual students, enhancing their ability to make positive life-long choices

## School Profile

Abraxas High School is a continuation high school that serves students who need an educational environment that is smaller, more intimate, and more flexible than what is typically found at traditional high schools. Abraxas students select this school because they are at risk of not receiving a high school diploma and they believe Abraxas can make that goal a reality. The majority of the students who enroll at Abraxas are 16 years old or older and voluntarily choose to attend because they and their parents appreciate the unique opportunities Abraxas makes possible.

The essence of Abraxas is a belief that all students have amazing potential, that some students experience unique challenges during their high school years, and that all students deserve an educational setting in which they have the opportunity to realize that potential. Based on that set of beliefs, we provide an alternative approach to traditional high school education that is relevant, motivational, and sensitive to student needs. We acknowledge that some students need a more individualized program.

We believe that our students have the potential for success and growth both personally and academically. Our efforts are concentrated on the following:

- Reconnecting students to learning
- Helping students develop a personal learning plan
- Helping students complete their high school education
- Providing the opportunity for career exploration
- Developing skills necessary for success in an adult society
- Exploring post-secondary educational opportunities.

As a result, Abraxas students will have the social/emotional and academic skills necessary to be successful adults in our community.

# 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

Abraxas administration and staff collaborated with parents, students and district personnel and utilized information from the ThoughtExchange LCAP survey to develop an SPSA that meets the unique educational needs of the students at Abraxas. A data team comprised of school staff, LEA staff, and with support of the San Diego County Office of Education, met to conduct a review of cohort data to identify needs and patterns for students at Abraxas High School. In addition, the Abraxas administration worked with district personnel to receive support in analyzing the root causes leading to the low graduation rate at the school. The completed analysis led to additional staffing being allocated to the school in order to support educational gaps and social emotional needs. Additional staffing has also been designated to help with earlier identification of students who may need the unique learning environment provided at Abraxas. Earlier identification will help traditional school settings provide timely interventions that would reduce the need for a move to an alternative setting. The School Site Council, comprised of Abraxas parents, students and staff, meets monthly to develop, approve and modify the SPSA.

## Resource Inequities

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

Poway Unified School District currently provides a high staff to student ratio to support the learning challenges faced by the students at Abraxas. Additional staffing has been allocated to Abraxas this year for increased academic support in math and for additional social/emotional support. Abraxas has a significant percentage of low income students as well as a high percentage of students designated as Youth in Transition. The needs of this population are supported by district personnel and strong involvement by many community organizations. Although there is always more that could be done, Poway Unified School District provides Abraxas with resources at a significantly higher per pupil ratio than the other schools in the district.

# School and Student Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	2.1%	1.53%	1.51%	5	3	3
African American	4.3%	3.06%	5.53%	10	6	11
Asian	4.3%	6.63%	7.54%	10	13	15
Filipino	5.1%	8.16%	9.55%	12	16	19
Hispanic/Latino	29.1%	26.02%	22.61%	68	51	45
Pacific Islander	0.9%	2.04%	%	2	4	
White	48.7%	46.94%	46.73%	114	92	93
<b>Total Enrollment</b>				234	196	199

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Grade 10		3	2
Grade 11	28	18	22
Grade 12	135	107	175
<b>Total Enrollment</b>	234	196	199

### Conclusions based on this data:

1. The majority of the students enrolled at Abraxas are seniors, the majority of whom are significantly behind in credit. Enrollment has remained steady the past two years after a slightly higher enrollment in the 2016-17 school year. The demographic group enrollment fluctuates slightly each year with no statistically significant changes in numbers.
2. Abraxas has significantly higher number of Hispanic/Latino students and significantly lower Asian students with twice as many Hispanic/Latino students and 80% less Asian students when compared to the district averages. In addition, Abraxas has 45.4% socioeconomically disadvantaged students compared to the 18.3% average in the district.

# School and Student 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	25	25	16	10.7%	12.8%	8.0%
Fluent English Proficient (FEP)	39	24	34	16.7%	12.2%	17.1%
Reclassified Fluent English Proficient (RFEP)	5	4	9	16.7%	16.0%	36.0%

### Conclusions based on this data:

1. Abraxas saw a slight dip in student who are English Learners during the 2018-19 school year. The number of Fluent English Proficient and Reclassified Fluent English Proficient has fluctuated depending on the enrollment year.

# 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	58	45		53	43		53	43		91.4	95.6	
All	58	45		53	43		53	43		91.4	95.6	

\* 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	2534.	2528.		7.55	0.00		22.64	30.23		39.62	37.21		30.19	32.56	
All Grades	N/A	N/A	N/A	7.55	0.00		22.64	30.23		39.62	37.21		30.19	32.56	

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	22.64	13.95		32.08	60.47		45.28	25.58	
All Grades	22.64	13.95		32.08	60.47		45.28	25.58	

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	7.55	4.65		49.06	39.53		43.40	55.81	
All Grades	7.55	4.65		49.06	39.53		43.40	55.81	

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	13.21	9.30		66.04	69.77		20.75	20.93	
All Grades	13.21	9.30		66.04	69.77		20.75	20.93	

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	11.32	4.65		56.60	67.44		32.08	27.91	
All Grades	11.32	4.65		56.60	67.44		32.08	27.91	

**Conclusions based on this data:**

1. ELA scores have been very low and fairly consistent. Students have not scored well historically on the CAASPP.
2. Reading, Listening and Research/Inquiry have been relative strengths for Abraxas students. Writing has been the most difficult sub-section for the Abraxas students to score well on with approximately 50% below standard.
3. Students come to Abraxas behind in all credit areas. Many are making up freshman and sophomore level English classes when they take the junior level CAASPP tests,

# 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	57	44		51	41		51	41		89.5	93.2	
All	57	44		51	41		51	41		89.5	93.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2457.	2466.		0.00	0.00		1.96	2.44		17.65	12.20		80.39	85.37	
All Grades	N/A	N/A	N/A	0.00	0.00		1.96	2.44		17.65	12.20		80.39	85.37	

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	0.00	0.00		11.76	7.32		88.24	92.68	
All Grades	0.00	0.00		11.76	7.32		88.24	92.68	

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	0.00	2.44		29.41	19.51		70.59	78.05	
All Grades	0.00	2.44		29.41	19.51		70.59	78.05	

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	1.96	0.00		50.98	39.02		47.06	60.98	
All Grades	1.96	0.00		50.98	39.02		47.06	60.98	

### Conclusions based on this data:

1. Math CAASPP scores have been very low and fairly stable. Students have not performed well historically.
2. Among the subscore sections Communicating Reasoning and Problem Solving seem to be relative strengths.
3. Preliminary data for 2018-19 shows a 0% met or exceeded rating. This resulted in Abraxas not meeting the math SPSA goal for the 2018-19 plan year. Students continue to enroll at Abraxas significantly behind in math credits. 50% of



students enrolled have not passed freshman math and another 31% have only passed freshman math prior to taking the CAASPP junior level assessment. Students have not yet developed the level of knowledge and skill to meet standards in mathematics as this is one of the greatest areas of academic need for our students.

# 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 10	*		*		*		*	
Grade 11	*		*		*		*	
Grade 12	*		*		*		*	
All Grades							13	

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
All Grades	*		*		*				13	

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
All Grades	84.62		*		*				13	

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
All Grades	*		*		*		13	

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
All Grades	100.00						13	

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
All Grades	*		*		*		13	

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
All Grades	*		*				13	

**Conclusions based on this data:**

1. **The data is still incomplete.**
2. 2017-18 was the first year of the implementation of the ELPAC assessment. The classification system used by the ELPAC is different than the one used in previous year on the CELDT tests and the data between the tests is not comparable.
3. In review of internal data, 20 students took the ELPAC tests. Five of those students are in the Transition Program, a community-based program for young adults with developmental disabilities. Of the 15 remaining high school aged students who took the ELPAC test, 12 students took the test both years. In the 2017-2018 school year, 8 of those students were well developed and 4 were moderately developed. In the 2018-19 school year, 7 students were well developed, 4 were moderately developed, and 1 was somewhat developed. In the 2018-19 school year, 3 students declined a level and 1 student improved a level. The 2018-19 SPSA goal was for all students to either remain at the same level or improve one level and this goal was not met.

# Student Performance Data

## Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
African American	14	14		7	5		50.0	38.5	
American Indian or Alaskan	*	1		*	1		*	*	
Asian	12	16		1	3		8.3	18.8	
Filipino	18	24		4	6		22.2	27.3	
Hispanic or Latino	96	91		46	40		47.9	51.3	
Did not Report	*			*			*		
Pacific Islander	*	1		*	1		*	*	
Two or More Races	17	20		11	8		64.7	42.1	
White	160	137		66	60		41.3	46.5	
Male	214	203		85	75		39.7	40.5	
Female	113	107		55	50		48.7	50.0	
English Learners	39	37		12	12		30.8	35.3	
Students with Disabilities	116	110		30	27		25.9	25.5	
Socioeconomically	146	149		84	74		57.5	56.1	
Migrant									
Foster	*	1		*	1		*	*	
Homeless	38	34		30	23		78.9	74.2	
Kindergarten									
Grades 1-3									
Grades 4-6									
Grades 7-8									
Grades K-8									
Grades 9-12	251	240		140	125		55.8	57.9	
Ungraded Elementary/Secondary	76	70		0	0		0.0	0.0	
Total	327	310		140	125		42.8	43.9	

### Conclusions based on this data:

1. The 2018-19 data has not been reported as of this writing. However, absenteeism continues to be an area of concern for Abraxas. Students face numerous personal challenges that interfere with regular attendance resulting in a high percentage of students who are chronically truant. Currently 30.7% of students are considered chronically truant.
2. Last year's SPSA goal was to see a reduction in the truancy rate per class period from 25.1% to 11.1%. The truancy rate improved to 19% but did not meet our goal of 11.1%.

# Student Performance Data

## Suspension Data

	2016-17	2017-18	2018-19
Suspensions Rate	6.1	4.5	

### Conclusions based on this data:

1. Abraxas has shown a slight decline in the suspension rate. Other Means of Correction contracts are used by the administration when possible.
2. Last year's SPSA had a number of goals to increase counselor and support personnel contact with all students. The goals were to either meet with students at least once a month or once a quarter depending on students' needs, such as, EDY level, YIT status, and Foster Youth. All goals were at 100% level and although none of the goals were met, improvement was made each quarter in the number of students contacted. Students on independent study and those who were chronically truant were the students that proved difficult to meet with on a regular basis by support personnel.

# Student Performance Data

## Graduation Rate

	2016-17	2017-18	2018-19
Graduation Rate	37.1	46.4	

### Conclusions based on this data:

1. The graduation rate for Abraxas is historically low. Students arrive at Abraxas on average halfway through their junior year earning 10.1 credits per quarter, putting the average students entering Abraxas 2 full quarters behind.
2. Last year's SPSA goals around credit attainment for the whole school and for special education students were all met. The average number of credits earned by all students and by special education students was 16.1.

# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

1. Support high-quality teachers in their implementation of an articulated California standards-based curriculum, instruction, and assessment to ensure College and Career Readiness and Citizenship for all students, TK-12.

## Goal 1: Mathematics

In conjunction with completing their mathematics graduation requirements for Poway Unified School District, all students will demonstrate competency in mathematical thinking strategies through completion of the Financial Planning Project by June of 2020.

### Identified Need

Most students arrive at Abraxas significantly behind in math with 50% not having completed freshman math and another 31% only completing freshman math. Math teachers report a wide variety of skills gaps and struggles with numeracy and mathematical thinking strategies.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Graduation Requirements. Financial Planning Project Rubric		Completion of requirements. 3 or 4 on rubric
<b>English Learner</b> Graduation Requirements. Financial Planning Project Rubric		Completion of requirements. 3 or 4 on rubric
<b>EDY/Title I</b> Graduation Requirements. Financial Planning Project Rubric		Completion of requirements. 3 or 4 on rubric
<b>Student with Disabilities</b> Graduation Requirements. Financial Planning Project Rubric		Completion of requirements. 3 or 4 on rubric

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

### Strategy/Activity 1

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

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

Students who have not passed freshman math when enrolled will be assessed by the math teachers and an individual mathematics learning plan will be developed.

Strategy/Activity

Two additional sections of math will be taught at Abraxas focusing on remedial math curricula in order to prepare students for high school level 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)
	Educationally Disadvantaged Youth
	English Learners
59089	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries An additional half-time position will be assigned to Abraxas to support math remediation needs. The teacher will be funded by the CSI budget.

**Strategy/Activity 2**

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

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

All math students

**Strategy/Activity**

Math teachers will use specialized cases, procedural problem solving methods, and examples to help students develop the ability to identify patterns and relationships.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
-----------	-----------

**Strategy/Activity 3**

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

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

All math students

**Strategy/Activity**

Math teachers will help students utilize patterns and relationship to predict results and use mathematical evidence communicate the reason(s) the results are accurate.

**Proposed Expenditures for this Strategy/Activity**



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

Amount(s)

Source(s)

### **Strategy/Activity 4**

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

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

All students

#### **Strategy/Activity**

Teachers will utilize guest speakers from the financial industry to introduce basic financial literacy concepts. Concepts will be introduced in Success Class, an orientation class for all students new to Abraxas, and Financial Planning Project completion will be verified in Gold Level, an exit class for all students about to graduate.

#### **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)

# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

1. Support high-quality teachers in their implementation of an articulated California standards-based curriculum, instruction, and assessment to ensure College and Career Readiness and Citizenship for all students, TK-12.

## Goal 2: English Language Arts

In conjunction with meeting the graduation requirements for the Poway Unified School District in English, all students will analyze texts and communicate and defend a thesis by June of 2020.

## Identified Need

Students arrive at Abraxas, generally deficient in credits and the majority have not passed all prior English classes. A wide variety of gaps in skills are present with many students unable to analyze texts, write a clear thesis, and/or defend their thesis.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Literary Analysis & Research Process Rubrics		3 or 4 on both rubrics
<b>English Learner</b> Literary Analysis & Research Process Rubrics		3 or 4 on both rubrics
<b>EDY/Title I</b> Literary Analysis & Research Process Rubrics		3 or 4 on both rubrics
<b>Student with Disabilities</b> Literary Analysis & Research Process Rubrics		3 or 4 on both rubrics

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

## Strategy/Activity 1

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

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

All grade 11/12 English students

### Strategy/Activity

English teachers will focus on developing and incorporating ideas to develop and defend a thesis in grade 11/12 courses.

## 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)
	Educationally Disadvantaged Youth
	English Learners

## Strategy/Activity 2

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

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

All grade 9 & 10 English students

### Strategy/Activity

English teachers will provide foundational writing, literary analysis, and thesis development skills in grade 9/10 courses.

### 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)

Students identified as English Language Learners.

### Strategy/Activity

The ELL aide will be provided with 66 additional hours to support vocabulary development of students identified as English Language Learners. Pre & post vocabulary assessments will be developed and utilized to measure growth in academic vocabulary.

### 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)
1,280	English Learners 2000-2999: Classified Personnel Salaries

# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

3. Strengthen and maintain a safe, healthy, positive, and attractive learning environment for all learners.

## Goal 3: Socio-Emotional/Behavior

All students will meet with support personnel (counselors, student support specialists, administration) at least once per quarter throughout the 2019-20 school year.

### Identified Need

Most students identify mental health issues as a primary personal barrier to success upon enrollment at Abraxas based on a self-report survey given during Success Class, an orientation class given prior to enrollment for all students. Based on this survey data, at least 71% of students suffer from Anxiety and 68% suffer from Depression. In addition many students have also experienced a wide range of traumatic experiences. These experiences and personal challenges interfere with academic success and attendance.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> SPSA Support Tracker, a spreadsheet that support personnel use to track meetings with students		100% students seen at least once per quarter
<b>English Learner</b> SPSA Support Tracker, a spreadsheet that support personnel use to track meetings with students		100% students seen at least once per quarter
<b>EDY/Title I</b> SPSA Support Tracker, a spreadsheet that support personnel use to track meetings with students		100% students seen at least once per quarter
<b>Student with Disabilities</b> SPSA Support Tracker, a spreadsheet that support personnel use to track meetings with students		100% students seen at least once per quarter

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

### Strategy/Activity 1

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

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

All students

**Strategy/Activity**

Counseling services will be increased by 20% to support the social/emotional growth of students at Abraxas.

**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)

Educationally Disadvantaged Youth

English Learners

23,552

Comprehensive Support and Improvement (CSI)  
1000-1999: Certificated Personnel Salaries

**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**

Student Support Specialist will receive 100 additional hours to support the social/emotional growth of students at Abraxas.

**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)

2,842

Educationally Disadvantaged Youth  
2000-2999: Classified Personnel Salaries

**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

Academic Success Advisors will meet at least quarterly with students to coach them in moving to a 3 or 4 on the Abraxas Skills Rubric which measures growth in four identified non-cognitive skills. Those skills are Future Planning: Pursuing Interests Toward a Career; Personal/Social Integrity: Acting Professionally and Leading Responsibly; Communication: Communicating Effectively; and Organization: Organization and Managing Time for Success.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 4**

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

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

All students

Strategy/Activity

Administration will seek and apply for grant funding to help students and families access therapeutic care.

**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)

# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

2. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.

## Goal 4: (Optional)

Increase our grade 12 graduation rate as set by the California State Board of Education for Dashboard Alternative Schools from 60% to 70% for all qualifying Abraxas students along with having 100% of students who do not graduate, re-enroll at Abraxas or another high school.

## Identified Need

Students arrive at Abraxas on average in the middle of their junior year and behind two quarters of credits toward on-time graduation. A wide variety of social/emotional and personal reasons have made success at their previous high schools very difficult. Students need a personalized learning plan which includes a goal to attain their high school diploma on-time.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Graduation Rate  Post-school year outcomes	60%  94.6 %	70%  100%
<b>English Learner</b> Graduation Rate Post-school year outcomes	Not dis-aggregated	70% 100%
<b>EDY/Title I</b> Graduation Rate Post-school year outcomes	Not dis-aggregated	70% 100%
<b>Student with Disabilities</b> Graduation Rate Post-school year outcomes	Not dis-aggregated	70% 100%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

## Strategy/Activity 1

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

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

At-risk students throughout the district

Strategy/Activity

An additional 40% counseling position will be added to help with early identification of high school and middle school students who are at risk of not graduating on time.

### 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)
	Educationally Disadvantaged Youth
	English Learners
63,487	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries

### 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

Academic Success Advisors and administration will help students track progress and credit attainment toward graduation with an overall school goal of earning 16.5 credits per quarter.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

### Strategy/Activity 3

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

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

All Students

#### Strategy/Activity

EDY funds will be used to help pay for college textbooks for EDY students concurrently enrolled in post-secondary 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)

1,000

Source(s)

Educationally Disadvantaged Youth  
4000-4999: Books And Supplies

#### **Strategy/Activity 4**

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

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

Youth in Transition and EDY students with financial need

Strategy/Activity

Students in need will receive support in getting to and from school by getting bus passes.

##### **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)

1,118

Source(s)

Educationally Disadvantaged Youth  
5000-5999: Services And Other Operating  
Expenditures

# 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	\$152,368.00

## 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 (\$)
Comprehensive Support and Improvement (CSI)	\$146,128.00

Subtotal of additional federal funds included for this school: \$146,128.00

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)
Educationally Disadvantaged Youth	\$4,960.00
English Learners	\$1,280.00

Subtotal of state or local funds included for this school: \$6,240.00

Total of federal, state, and/or local funds for this school: \$152,368.00

## 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
Comprehensive Support and Improvement (CSI)	146,128.00
Educationally Disadvantaged Youth	4,960.00
English Learners	1,280.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	146,128.00
2000-2999: Classified Personnel Salaries	4,122.00
4000-4999: Books And Supplies	1,000.00
5000-5999: Services And Other Operating Expenditures	1,118.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	146,128.00
2000-2999: Classified Personnel Salaries	Educationally Disadvantaged Youth	2,842.00
4000-4999: Books And Supplies	Educationally Disadvantaged Youth	1,000.00
5000-5999: Services And Other Operating Expenditures	Educationally Disadvantaged Youth	1,118.00
2000-2999: Classified Personnel Salaries	English Learners	1,280.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	59,089.00
Goal 2	1,280.00
Goal 3	26,394.00
Goal 4	65,605.00

# 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
- 0 Other School Staff
- 3 Parent or Community Members
- 1 Secondary Students

Name of Members	Role	Date	Signature
Alain Henry	Principal		
Maryam Altafi	Classroom Teacher		
Kim Bourda	Classroom Teacher		
Amy Echols Starkey	Classroom Teacher		
Sara Haughelstine	Secondary Student		
Louis Caravetta	Parent or Community		
Kelly Spillane	Parent or Community		
Sonya Gulati-Brown	Parent or Community		

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:

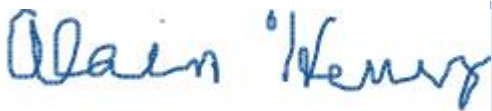
Signature	Date	Committee or Advisory Group Name
		State Compensatory Education Advisory Committee
		English Learner Advisory Committee
		Special Education Advisory Committee
		Gifted and Talented Education Program Advisory Committee
		District/School Liaison Team for schools in Program Improvement

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 9/17/2019.

Attested:



Principal, Alain Henry on 9/17/19

# 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.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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



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

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

The LEA shall 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/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019