

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
Gilroy High School	43-69484-4332839	November 10 2020 (Tentative)	December 17 2020 (Tentative)

Purpose and Description

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

- Schoolwide Program
- Comprehensive Support and Improvement
- Targeted Support and Improvement

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 purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards. Site administration, academic coordinators, department chairs, teaching staff, support staff, and parents at Gilroy High School are actively involved in the process. Through professional development, curriculum planning, committee collaboration between parents and school staff we provide support and intervention to all students. All decisions are based on careful analysis and reflection and are a part of the on-going process of improving student learning.

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).

Classroom Observations

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

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)

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

Teaching and Learning

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

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

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

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

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

Opportunity and Equal Educational Access

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

Evidence-based educational practices to raise student achievement

Parental Engagement

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

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)

Funding

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

Fiscal support (EPC)

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

Beginning in the Fall of 2019, the Gilroy High School Plan for Student Achievement was shared with a number of stakeholders on campus in addition to parent groups such as School Site Council and English Learners Advisory Committee and the newly added signee Gilroy Fire Department. Information was shared and discussed, as well as updates added to the conversation pertaining to the strategies and actions used to provide academic rigor and success for students.

Resource Inequities

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.30%	0.3%	0.17%	5	5	3
African American	1.21%	1.19%	1.27%	20	20	22
Asian	1.27%	1.08%	1.33%	21	18	23
Filipino	1.93%	1.79%	1.97%	32	30	34
Hispanic/Latino	78.66%	79.15%	78.46%	1301	1,325	1,355
Pacific Islander	0.06%	0.06%	0.12%	1	1	2
White	11.79%	11.47%	13.03%	195	192	225
Multiple/No Response	2.96%	2.99%	1.74%	49	50	33
Total Enrollment				1654	1,674	1,727

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	482	434	481
Grade 10	457	464	445
Grade 11	407	402	433
Grade 12	308	374	368
Total Enrollment	1,654	1,674	1,727

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	196	196	245	11.9%	11.7%	14.2%
Fluent English Proficient (FEP)	708	739	700	42.8%	44.1%	40.5%
Reclassified Fluent English Proficient (RFEP)	24	30	14	13.3%	15.3%	7.1%

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	319	381	363	302	371	355	301	371	355	94.7	97.4	97.8
All Grades	319	381	363	302	371	355	301	371	355	94.7	97.4	97.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2586.	2582.	2572.	21.59	19.95	17.46	35.88	34.23	32.68	18.94	22.64	22.82	23.59	23.18	27.04
All Grades	N/A	N/A	N/A	21.59	19.95	17.46	35.88	34.23	32.68	18.94	22.64	22.82	23.59	23.18	27.04

CAASPP Subtest Results English Language Arts/Literacy (All Students)

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	27.33	27.57	23.10	43.67	46.49	44.79	29.00	25.95	32.11
All Grades	27.33	27.57	23.10	43.67	46.49	44.79	29.00	25.95	32.11

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	30.77	30.00	25.35	45.82	44.05	47.04	23.41	25.95	27.61
All Grades	30.77	30.00	25.35	45.82	44.05	47.04	23.41	25.95	27.61

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	18.33	17.03	18.03	61.00	63.24	65.35	20.67	19.73	16.62
All Grades	18.33	17.03	18.03	61.00	63.24	65.35	20.67	19.73	16.62

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	34.33	36.49	24.23	46.33	42.16	49.30	19.33	21.35	26.48
All Grades	34.33	36.49	24.23	46.33	42.16	49.30	19.33	21.35	26.48

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	320	378	364	305	361	358	305	360	358	95.3	95.5	98.4
All Grades	320	378	364	305	361	358	305	360	358	95.3	95.5	98.4

* 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	2552.	2539.	2540.	5.57	9.44	8.38	22.30	14.17	16.20	23.28	25.28	24.86	48.85	51.11	50.56
All Grades	N/A	N/A	N/A	5.57	9.44	8.38	22.30	14.17	16.20	23.28	25.28	24.86	48.85	51.11	50.56

CAASPP Subtest Results Mathematics (All Students)

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	15.41	14.53	14.80	28.52	24.58	26.26	56.07	60.89	58.94
All Grades	15.41	14.53	14.80	28.52	24.58	26.26	56.07	60.89	58.94

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	12.46	12.29	10.89	43.61	43.58	44.13	43.93	44.13	44.97
All Grades	12.46	12.29	10.89	43.61	43.58	44.13	43.93	44.13	44.97

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	8.52	10.31	11.73	60.66	53.76	49.44	30.82	35.93	38.83
All Grades	8.52	10.31	11.73	60.66	53.76	49.44	30.82	35.93	38.83

School and Student Performance Data

ELPAC Results (Overall)

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	1515.9	1509.5	1528.5	1498.9	1502.9	1519.6	46	68
Grade 10	1530.8	1532.4	1523.3	1528.3	1537.9	1535.9	52	45
Grade 11	1527.0	1511.5	1527.1	1495.3	1526.3	1527.2	36	36
Grade 12	1521.8	1522.2	1500.1	1509.4	1543.1	1534.3	18	16
All Grades							152	165

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	*	8.82	*	29.41	32.61	29.41	26.09	32.35	46	68
10	*	13.33	26.92	33.33	40.38	28.89	*	24.44	52	45
11	*	2.78	33.33	22.22	33.33	44.44	*	30.56	36	36
12	*	12.50	*	25.00	*	43.75	*	18.75	18	16
All Grades	17.76	9.09	26.32	28.48	34.21	33.94	21.71	28.48	152	165

ELPAC Subtest Results

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	34.78	16.18	26.09	38.24	28.26	17.65	*	27.94	46	68
10	28.85	31.11	40.38	28.89	25.00	22.22	*	17.78	52	45
11	41.67	8.33	41.67	41.67	*	25.00	*	25.00	36	36
12	*	18.75	*	37.50	*	18.75	*	25.00	18	16
All Grades	34.21	18.79	34.21	36.36	21.05	20.61	10.53	24.24	152	165

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	*	4.41	23.91	13.24	*	35.29	54.35	47.06	46	68
10	*	8.89	26.92	20.00	32.69	31.11	36.54	40.00	52	45
11	*	2.78	*	11.11	41.67	38.89	38.89	47.22	36	36
12	*	6.25	*	6.25	*	56.25	*	31.25	18	16
All Grades	*	5.45	21.71	13.94	31.58	36.97	42.76	43.64	152	165

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	30.43	5.88	36.96	63.24	32.61	30.88	46	68	
10	32.69	6.67	50.00	68.89	*	24.44	52	45	
11	*	2.78	58.33	52.78	*	44.44	36	36	
12	*	0.00	*	43.75	*	56.25	18	16	
All Grades	26.32	4.85	47.37	60.61	26.32	34.55	152	165	

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	60.87	54.41	32.61	19.12	*	26.47	46	68	
10	48.08	66.67	46.15	13.33	*	20.00	52	45	
11	66.67	44.44	*	38.89	*	16.67	36	36	
12	*	62.50	*	18.75	*	18.75	18	16	
All Grades	55.92	56.36	36.84	21.82	7.24	21.82	152	165	

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	*	5.88	28.26	47.06	67.39	47.06	46	68
10	*	13.33	38.46	33.33	51.92	53.33	52	45
11	*	2.78	30.56	41.67	66.67	55.56	36	36
12	*	6.25	*	56.25	66.67	37.50	18	16
All Grades	*	7.27	31.58	43.03	61.84	49.70	152	165

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	*	4.41	58.70	55.88	28.26	39.71	46	68
10	*	15.56	75.00	62.22	*	22.22	52	45
11	*	0.00	72.22	72.22	*	27.78	36	36
12	*	6.25	61.11	87.50	*	6.25	18	16
All Grades	13.16	6.67	67.76	64.24	19.08	29.09	152	165

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1674	65.0	11.7	0.5

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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	196	11.7
Foster Youth	9	0.5
Homeless	16	1.0
Socioeconomically Disadvantaged	1088	65.0
Students with Disabilities	215	12.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	20	1.2
American Indian	5	0.3
Asian	18	1.1
Filipino	30	1.8
Hispanic	1325	79.2
Two or More Races	33	2.0
Pacific Islander	1	0.1
White	192	11.5

Conclusions based on this data:

1. The needs of our student population is greatly affected by the economic conditions as well as the home environment. We have seen a direct correlation between student achievement and lack of support and resources outside of school due to the socioeconomic conditions. 65% of our students face these challenges on a daily basis. Gilroy High School continues to work with our families to bridge that gap where it's appropriate. There is also continual professional development and discussions on how to best support these students.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Relating to core subject areas, Math showed a small decline while ELA was reduced by 12%. Professional development centered around improvement in these areas will continue, with an emphasis on our subgroups who are far behind.
2. Our college/career readiness as well as graduation rate continue to be strengths at Gilroy High School.

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:



This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>10.7 points below standard</p> <p>Declined -13.4 points</p> <p>346</p>	<p>English Learners</p> <p>Red</p> <p>110 points below standard</p> <p>Declined Significantly -18.2 points</p> <p>50</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>32.6 points below standard</p> <p>Declined Significantly -18.2 points</p> <p>232</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>118.1 points below standard</p> <p>Increased ++6.8 points</p> <p>46</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Orange 25.8 points below standard Declined Significantly -15.9 points 269	 No Performance Color 34.4 points above standard 13	 No Performance Color 0 Students	 Green 51.2 points above standard Increased ++6.3 points 34

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
159.5 points below standard Declined -4.8 points 24	65.1 points below standard Declined Significantly -22.9 points 26	14.6 points above standard Maintained ++2.3 points 148

Conclusions based on this data:

- The results for most subgroups are concerning. As a site, we are working through the PLC process to identify the strategies, activities, supports, and other means to better support students as they access content and curriculum. Staff were provided opportunities to examine site specific data to reflect on their teaching practices and adjust instruction to positively effect student success.

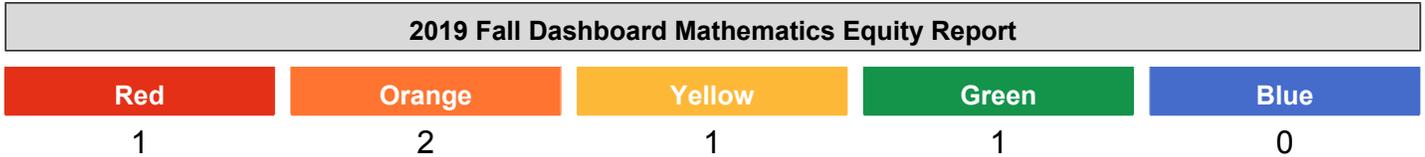
School and Student Performance Data

Academic Performance Mathematics

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 85.1 points below standard Maintained -1.3 points 346	<p>English Learners</p>  Red 179.1 points below standard Declined -9.5 points 51	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p>  Yellow 100.6 points below standard Increased ++4.3 points 232	<p>Students with Disabilities</p>  Orange 180.3 points below standard Increased Significantly ++20.6 points 46

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Orange 100.1 points below standard Maintained ++0.5 points 269	 No Performance Color 17.8 points below standard 13		 Green 29.7 points below standard Increased ++5.7 points 34

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
225.2 points below standard Declined Significantly -25.3 points 25	135.7 points below standard Increased Significantly ++15.6 points 26	69.4 points below standard Maintained -2.3 points 147

Conclusions based on this data:

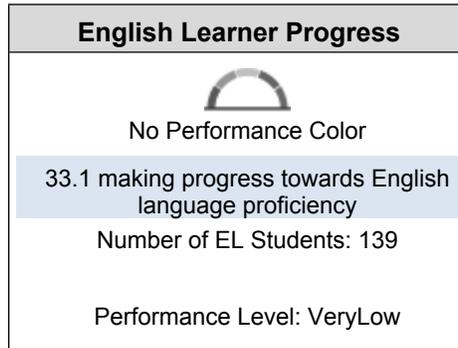
- The results were encouraging with 4 out of 5 subgroups making gains in their performance. The concern is each subgroup is still below the standard, with some groups far behind. Through the PLC process, core departments examined data as a whole school as well as individual cohorts and conducted numerous conversations around student results and improvement for each subgroup. Each department meets monthly to calibrate common assessments, review data, and use those results to plan appropriate and rigorous lessons.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
25.1	41.7		33.0

Conclusions based on this data:

- English Learner progress continues to be one of our biggest challenges. As a site, we have identified professional development as a critical component towards EL success. Resources we have on campus such as our EL Monitor and EL Tosa continue to assist teachers in developing lessons and programs that respect the challenges faced by our EL students. Staff meeting time is devoted to discussion and professional development centered on the needs of our English Learner students.

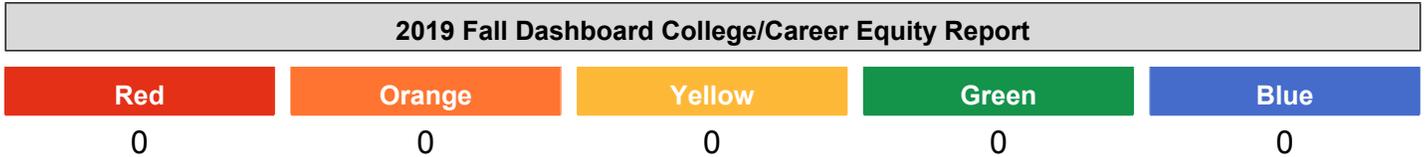
School and Student Performance Data

Academic Performance College/Career

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>56.4</p> <p>Increased +8.6</p> <p>342</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

2019 Fall Dashboard College/Career by Race/Ethnicity

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

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
47.8 Prepared	47.8 Prepared	56.4 Prepared
17.5 Approaching Prepared	17.5 Approaching Prepared	18.4 Approaching Prepared
34.7 Not Prepared	34.7 Not Prepared	25.1 Not Prepared

Conclusions based on this data:

1. Gilroy High School is 12.3% higher than the state average for students being ready for college and/or career. The adoption of A-G Readiness policies has helped shape an upper trend for this area.
2. English Learners land far behind our other subgroups in relation to college/career readiness. Programs must continue striving to better support our EL students.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

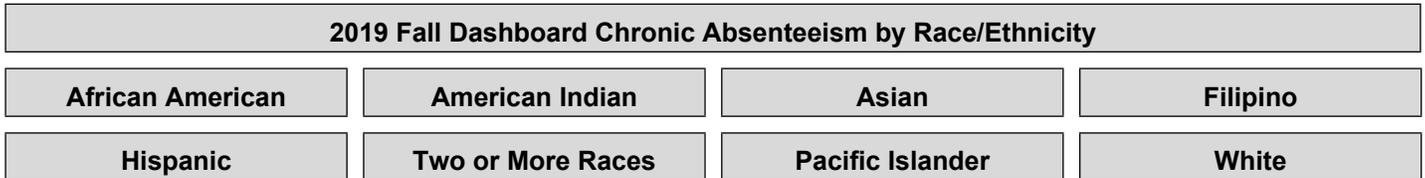
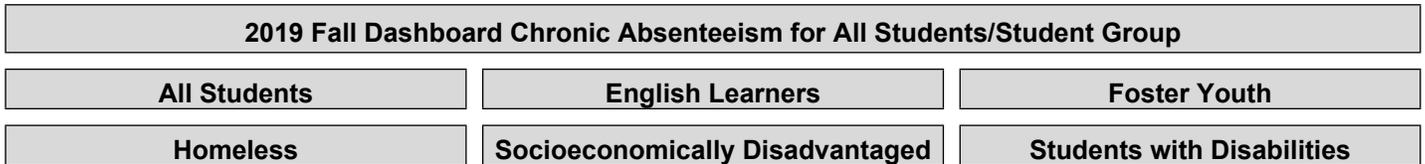
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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.



Conclusions based on this data:

- 1.

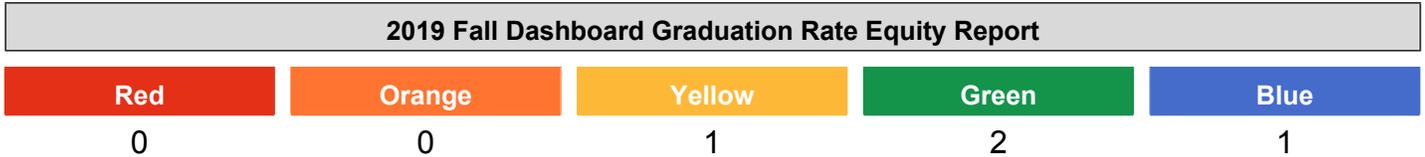
School and Student Performance Data

Academic Engagement Graduation Rate

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>93.6</p> <p>Increased +4.1</p> <p>343</p>	<p>English Learners</p>  <p>Yellow</p> <p>77.1</p> <p>Increased +5.1</p> <p>35</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>92.9</p> <p>Increased Significantly +5.8</p> <p>238</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>80</p> <p>Increased +12.1</p> <p>35</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Green 92.5 Increased +3.8 268	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color 0 Students	 Green 94.6 Maintained -0.7 37

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

2019 Fall Dashboard Graduation Rate by Year

2018	2019
89.5	93.6

Conclusions based on this data:

- English Learner subgroup is dangerously low compared to the rest of the students. Examination of the cause and effect has been taking place to improve graduation rates for EL students.
- Gilroy High School's graduation percentages rank from 5% to 12% above the state average for each subgroup. We will still need to work to get our graduation rate above 96% or higher.

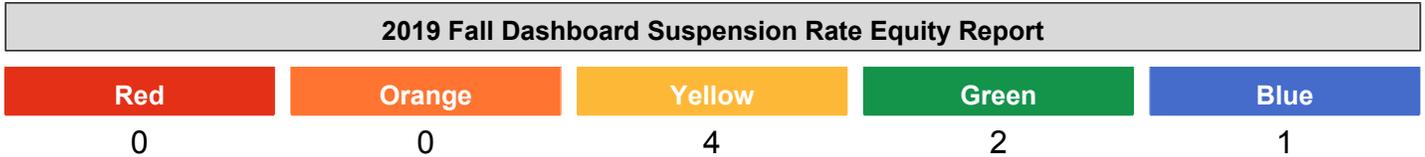
School and Student Performance Data

Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>7.2</p> <p>Declined Significantly -6.9</p> <p>1803</p>	<p>English Learners</p> <p>Yellow</p> <p>15</p> <p>Declined Significantly -8.9</p> <p>233</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>6.3</p> <p>Declined -38.2</p> <p>16</p>
<p>Homeless</p> <p>No Performance Color</p> <p>16.7</p> <p>24</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>8.4</p> <p>Declined Significantly -9.2</p> <p>1228</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>14.9</p> <p>Declined Significantly -9.6</p> <p>249</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 9.1 Declined -10.9 22	 No Performance Color Less than 11 Students - Data 5	 No Performance Color 10 Declined -2 20	 Blue 0 Maintained 0 32
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 8.1 Declined Significantly -8.1 1428	 Green 2.2 Declined -1.1 90	 No Performance Color Less than 11 Students - Data 1	 Green 3.4 Declined Significantly -2.8 205

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	14.1	7.2

Conclusions based on this data:

1. Able to reduce suspension rates by an average of 8% for each subgroup measured, and 50% as a whole school. A decline in suspensions demonstrate that the use of PBIS and Circle Up Education are having a positive effect on campus.
2. Though each subgroup showed a decline in the number of students suspended, we remain above the state average for the number of suspensions within each subgroup. We have continued to use principles and practices associated with these programs but will continue to develop a deeper understanding and commitment to the use of the programs as a intervention to avoid suspension.

School and Student Performance Data

Fountas Pinnell/Benchmark Data

Fountas Pinnell -- 1st Trimester

	First Grade (Book E or Higher)	First Grade (Book H or Higher)
# of Students		

Fountas Pinnell - 3rd Trimester

	Kindergarten (Book C or Higher)	First Grade (Book H or Higher)
# of Students		
Percent		

ELA Benchmark (STAR Reading 2nd-8th, MAP 9th-10th)

	16-17 Spring	17-18 Spring	18-19 Spring
2nd			

Math Benchmark

	16-17 Winter/Spring	17-18 Winter/Spring	18-19 Winter/Spring
1st			

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide high quality instruction and 21st century learning opportunities to ensure College and Career Readiness.

Goal 1

WASC Goal #1

The Professional Learning Communities (PLCs) will be reestablished to focus on the following critical areas for follow-up for the accreditation process:

- -Develop frequent common benchmark assessments for each grade level and subject area to provide the data needed as information on the need for reteaching and remediation
- -Develop a means to systematically use data to drive the instruction and give an authentic picture of student mastery of the curriculum
- -Address the achievement variances between subgroups as identified by local and state assessment data

A schoolwide emphasis will also be placed upon college and career readiness for all students by focusing on 21st Century Skills of collaboration, communication, critical thinking and creativity

Identified Need

Discussions show an overall need for all teachers to participate in the PLC process throughout the year. Focus group participants identified that although the site provides time and tools for teachers to meet within PLC groups. However, there is the need to create a standard level of expectation for these groups with identified outcomes. Key findings show that:

- - GHS is continuing the process of implementing a systemic and consistent approach in the use of disaggregated student data
- - Classroom visits indicate a need for more collaboration within departments and develop common assessments
- - Examination of documents shows inconsistency in record keeping strategies for parent and teacher groups working with student data
- - More collaboration between departments is needed
- - More observation and feedback on methodology implementation
- - Increased use of technology by all students
- - Basic study skills support needed
- - Increase Depth of Knowledge (DOK) across the curriculum

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of students meeting or exceeding standards on the Math section of the CAASPP exam.	CAASPP data -- Math (24% met or exceeded standards)	3% increase of students meeting or exceeding standards

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of students meeting or exceeding standards on the ELA section of the CAASPP exam.	CAASPP data -- English (49% met or exceeded standards)	3% increase of students meeting or exceeding standards
Maintain/increase number of students meeting UC/CSU Readiness requirements. Student support structures will be implemented to increase these numbers in the future.	55% for students are CSU eligible and 11% are UC eligible	Increase CSU/UC readiness and eligibility by 5%
Increase the number of Chromebooks available to students in a 1:1 ratio	Every department (except PE) has at least one chromecart. The departments who administer CAASPP assessments and interims currently have three chromecarts (English & Math)	Replace all non-functioning/expired chromecarts.
100% of GHS teachers will be in a PLC where teams engage in collaborative work, monitoring student achievement, and revising curriculum to meet the needs of students.	English and Science departments continued to implement PLCs throughout the school year (approx. 25% of all GHS teachers).	Increase the number of teachers engaging in collaborative work by 50%, working towards a functional PLC model. Department chairs will be trained on the PLC model. All departments will meet regularly and have an administrative representative present.
Increase the number of Advanced Placement course offerings to students across curriculum areas.	88% Registered users; - 81%, completed Interest Profiler	95% of students will be completing inventories and explorations
Increase support services to assist students in meeting A-G eligibility	1-on-1 Student Conferences/ semester; 90% completion rate of 5-Year Academic Plans	Increase students up for credit recovery to meet A-G eligibility and increase Academic Plan completion by 5%.
Increase AP Passing Rate. Giving support to teachers in development of curricula and revising curricula due to exam content changes that are occurring at the College Board.	English Language 54/106 52% World History 12/25 48% US History 12/23 25% Government 14/23 42% Macroeconomics 4/35 14% Physics 13/50 24% Chemistry 5/19 26% Calculus 21/32 66% Statistics 6/26 23% Computer Science 2/4 50%	Increase the number of enrolled students taking the AP test. Increase the AP pass rate by 10% for each subject.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	French Language 4/6 67% Spanish Language 66/67 97% Spanish Literature 25/31 81%	

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

Strategy/Activity

LCAP goal 1.1.1

Plan professional development in alignment with

- LCAP goals
- 2018 - 19 data analysis
- Continued work in department specific PLCs

Professional development and on-going support provided to departments on the student information system, EADMS to access and analyze standards based student achievement data. Virtual conference available to staff members to improve use of data and instructional practices.

Support systems for department chairs as instructional leaders to:

- Facilitate development of dept. vision, mission
- Collect/use data to identify goals, reflect on instruction, promote professional learning
- Facilitate alignment of curriculum, instruction, assessment

Promote continuous and sustainable improvement.

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.

3,000

LCAP Goal 1

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

LCAP goal 1.1.2

Data monitoring of student academic progress

Implement data monitoring system / schedule for SBAC interim assessments, formative assessments, or summative mid course/ end of course assessments. Provide graded feedback of interim assessments.

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.

5,000.00

Site Discretionary

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

School goal

Professional Development/ Writing Initiative

Develop differentiated professional development plan to support department goals and school-wide focus on 21st Century Learning Skills:

- EADMS and Aeries to monitor progress and set goals, and provide turnaround support
- Literacy Strategies to access content/text
- Critical Thinking and Literacy Strategies to develop content based arguments in writing and group discussions
- Google classroom and technology resources to provide engaging, collaborative, real time learning opportunities.

CSTP focus on standard five: assessing student learning for certificated evaluations in order to develop a school-wide culture of looking at evidence of student learning and fostering a culture where looking at student achievement of all students to plan for each student is at the heart of PLC work. Develop a common language for discussing standard five with focal students at the center.

Design and implement site-based professional development series in identified 21st Century Learning Skills during early release days,

department-specific training meetings, and staff meeting days for overall training.

Design and implement plan to align department common assessments to SBAC-aligned formats. Train departments in the use of EADMS and other student information systems.

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.

5,000.00

LCAP Goal 1

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

LCAP goal 1.1.4

Continue use of observational tool to measure classroom practices.

Provide learning walk data for best practice learning walk peer professional development.

Implement monthly site review of department-specific engagement/academic vocabulary objectives via GHS Learning Walk

Participate in Learning Walks with district representatives

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.

3,000

Site Discretionary

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

LCAP goal 1.3.4

Implement year 3 of 3 year plan to roll our NGSS Bio-Chem-Physics pathway.

TOSA's and District lead team continue to refine story lines and pilot and find textbooks that are NGSS compliant. Have all Bio-Chem-Physics courses with textbooks that are NGSS compliant. Bring new teachers up to speed on district story lines and curricular maps during district PD.

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.

20,000	Restricted Lottery
10,000	SLIBG

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Migrant and EL

Strategy/Activity

LCAP goal 1.3.7
Introduce Migrant students at secondary level to STEM careers
Students in the a-g pathway in science are immersed in STEM principles within NGSS.
Students receive support in science classes, as well as ELD classes to support language development. Migrant students are monitored for their progress in their 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.

15,000	Restricted Lottery
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Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

LCAP goal 1.4.1
Implement phase two of a three year plan to strengthen and expand career pathways available to students at secondary schools
Students are counseled on 4 year plans and goal setting with students while at GHS. Students are exposed to Rock the Mock, Career Pathway development in CA Colleges software. Resume writing and personal statement construction occur in English classes on a yearly basis.

LCAP goal 1.4.2

www.CaliforniaColleges.edu will be utilized by every secondary school by counselors (MS) and Academic Counselors (HS) to support career and college readiness as will be documented by student usage reports within the system.

90% of students will be registered in California Colleges to facilitate CSU and UC applications. Students will do personal interests surveys and find pathways that would be conducive to their preferences.

LCAP goal 1.4.3

Continue opportunities to expose students to careers

Students are exposed to careers with the curriculum and explorations in CA Colleges. The implementation of Career Days, Rock the Mock, carer related field trips and other activities is an on-going process.

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.

3,000

LCAP Goal 1

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

AP students

Strategy/Activity

LCAP goal 1.4.4

Continue to support teacher professional development for the Advanced Placement program

AP coordinator to facilitate training opportunities for veteran AP teachers. Provide additional funds for AP and Honors courses to support AP/Honors-specific lab equipment and AP/Honors mathematics projects.

Provide supplemental materials to ensure access for all students wanting to take AP 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.

3,500

LCAP Goal 1

10,000	Restricted Lottery

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Socio-economic disadvantaged students

Strategy/Activity

LCAP goal 1.4.5
 Continued Cal-SOAP services for underrepresented students to focus on college readiness are still provided but the services have been changed for students. Tutoring will be the major support of Cal-Soap along with student/family workshops and presentations. Students will be able to access Cal-SOAP after school tutoring four days per week as well as Saturdays in the morning. Students access tutors in the Student Services.

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.

60,000	Site Discretionary
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Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

LCAP goal 1.5.5
 Students will have regular opportunities to use technology in their learning. Students will use technology to use adopted curriculum as measured through usage logs. GHS will increase technology availability for classrooms (Chromebook Labs) to access differentiated learning materials. We are going for a 1:1 ratio in classrooms. Software will be purchased to assist students in accessing academic content

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.

30,000	Site Discretionary
10,000	Restricted Lottery

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

School goal: Professional Development in Instructional Technology

Staff will be provide professional development in instructional technology and media- Google classroom and other interactive tools.

Teachers will be provide department-specific professional development on software geared toward increasing student achievement and literacy within their departments.

Teachers will present best practices series for instructional technology during staff meetings (monthly presentations)

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.

5,000	LCAP Goal 1
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Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Utilize EL Instructional specialists

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.

10,000	LCAP Goal 1
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Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Support CCSS and NGSS implementation
100% of science teachers will implement NGSS practices in their classrooms
Provide instructional materials, textbooks, curriculum and chromebooks/ LCD projectors

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.

10,000	IMF
10,000	SLIBG

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Evidence of 21st Century skills in classrooms

75% of classrooms will show evidence of the use of 21st Century skills as measured by the GHS observation tool

Access to technology

Increase the use of technology for teacher and student use. (Chromebooks, LCD projectors, light bulbs, technology supplies)

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.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Progress was made in the disbursement and development of technology on campus. 283 devices were provided to students in need as well as a variety of resources available for families to get support. The analysis of data, common assessments, and instructional modifications were ongoing through the Professional Learning Community throughout the year. Similar departments across the district met to discuss assessments, results, and modifications to instruction. The development of NGSS was an ongoing task this year. Science teachers and student services met to implement strategies and standards as well as evaluate materials. Students were supported by GHS Student Services through one-on-one meetings with their academic coordinator to discuss their 4 year plan, college readiness, college application process, FASFA information, evaluation of transcripts to insure graduation requirements were met, and other supports. Advanced Placement classes were offered and supported by staff and site resources. Cal-Soap was utilized to assist students in subgroups that have not performed well historically. English Learners and Students with Disabilities were offered tutoring and other services through Cal-Soap, though it was open to any student from Gilroy High School. Utilizing highly qualified staff on campus, our English Learner TOSA and English Learner Monitoring TOSA were used to identify, assess, and support English Learners in their access and mastery of concepts of pertinent curriculum standards. These staff members worked with students and their families to inform and support our students.

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

The tutoring by Cal-Soap was reduced due to the pandemic shut down in March 2020. This brought a change of dollars used due to less services provided. Strategy 12 had some success as dedicated Chrome Carts were furnished to our English Learner classrooms and our SPED classrooms. We will continue purchasing and providing access to technology to our students.

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

Cal-SOAP services were reduced causing a reduction in tutoring for students. Changes are indicated in Strategy/Activity 11.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide Equitable support for all Learners

Goal 2

WASC Goal #2:

In order to provide a rigorous and relevant curriculum to all students GHS will focus on:

- Developing a professional development plan to provide ongoing PD to new and seasoned teachers on CCSS, NGSS, differentiated instruction, PBIS, trauma informed practices, Restorative Justice, and/or other relevant topics.
- Additional training for paras and co-teachers to maximize the efficacy of push-in instruction
- More fidelity to integration of EL standards and incorporation of instructional strategies to provide additional support and increased achievement
- Vertical articulation between GHS and its feeders and postsecondary partners
- Connect the core content to real world application for all students

Through the PLC process disaggregated data will be provided, analyzed and used to develop support structures to allow systems for all students to reach their highest potential both academically and socio-emotionally.

Identified Need

Data indicates the need to address student progress towards the A-G requirements.

- Students not in specialized programs need to be an area of focus in order to provide them the same level of support as those in specialized programs.
- Support structures for subgroups (EL and SPED) need to be refined in order to increase the achievement of the A-G requirement in these subgroups.
- The Depth of Knowledge Wheel needs to be used consistently as part of the walk-through tool to determine the level of rigor provided to all students.
- New support structures need to be developed to help our at risk and low achieving students manage the rigor of A-G college prep classes.
- Both math and ELA curricula needs to be refined to add supports for students to master the grade level standards.
- Examine the socioemotional needs of our students and how we can support them, what impedes them from learning in school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
100% of the staff will be trained and increase intervention and support services for English Learners. This will be evidenced by Instructional	All certificated staff are offered professional development to support services for English Learners on early release days. EL minutes taken during	All teachers attend and participate.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Specialist EL Monitoring data whether online or on paper. EL students will be monitored for progress in their general education classes.	staff meeting to highlight teaching strategy for improving EL engagement. Teachers complete EL survey for EL students in danger of failing at each quarter.	
Alternatives will be developed to help students that are deficient in credits or have not successfully completed the requirements of the A-G track for graduation. This will be monitored by enrollment number in Credit Recovery courses and/or programs like Cyber High School, Envision Academy or enrollment in our continuation high school.	Two zero period credit recovery classes are offered. Cyber high offered as college prep credit recovery option	Improvement is made in the number of students who are enrolled in and complete the zero period credit recovery courses. 15 to 20 more students can be added in Envision Academy at the start of second semester.
Teachers will continue to learn and refine strategies that support ELD students. ELPAC administration for designated ELD students to occur with their ELD teachers. ELD data on CAASPP testing and CA Dashboard will be used to monitor EL success.	Strategies are shared at early release PD. TOSA's developed Google Classroom to support teachers during distance learning with appropriate EL strategies	teachers are using the strategies as measured by data collected in classroom observations
Teachers will be supported with resources, like NEWSELA, which are lexile dependent reading resources provided to students. Students will be able to access readings in content areas that appropriate to their ability and support the student in content knowledge. Access logs and increased use of resources will be used as evidence.	Thousands articles have been read by students on the NEWSELA platform Readworks.org utilized in ELD courses to provide students with academic articles.	10% increase of articles read.
Increase the number of ELL students passing ELPAC and increase proficiency on CAASPP	11-grade CAASPP scores = (ELA - 0%, Math - 0% meets or exceeds) 10-12-grade ELPAC scores = (38% Moderate and Well Developed)	Increase 11-grade ELL CAASPP and ELPAC scores by 3% Provide training and release time for our current ELD teachers to administer the ELPAC to their students.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of proficient students in all major sub-groups on standardized tests	ELA and Math Proficiency - Site - 49%, 24% ; White - 70%, 47%; SpEd - 6%,0% ; Hispanic - 47%, 20%; ELL- 0%,0%; Low Soc-Econ - 35%,14%; Not Eco Disadvantage - 59%, 30%	Increase all sub-groups by 3%
Increase EL and SPED student access to online supports and platforms.	All ELD and SPED classrooms were provided with Chromebooks to allow students access to online materials.	Students increase online support access.
Provide online access to students during Shelter in Place restrictions caused by the coronavirus	283 Chromebooks were distributed to students to provide computer access.	Students increase online access.

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)

EL, Socio-economic disadvantaged students

Strategy/Activity

LCAP goal 2.3.1

Conduct annual A-G audit to maximize course offerings and completion rates by reviewing transcript data and determining students on track for A-G completion

- Identify barriers for A-G completion and create a plan to reduce barriers.
- Create online college prep credit recovery program using Cyber High.

Provide 7th period Fine Arts course to provide students opportunity to maintain A-G eligibility

Provide 7th period ELA course to provide students opportunity to maintain A-G eligibility.

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.

30,000

Site Discretionary

25,000

LCAP Goal 2

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

LCAP goal 2.3.3

Create a plan of support during the school day to support study skills and successful completion of courses as evaluated by semester grades.

- Visit schools with effective credit recovery programs that are also A-G district.
- Investigate strategies to increase pass rate in core courses
- Expand options for students to successfully complete A-G requirements

Reduction of class size in specific core content classes serving ELs (English I Strategic)

EL-specific shadow tutoring services targeted to push into specific core content classes serving ELs

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.

20,000

Site Discretionary

15,000

LCAP Goal 2

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

LCAP goal 2.3.4

Review and modify curriculum based upon the data compiled from the Benchmark assessments for all 9th and 10th grade students

- MAP Reading for English I & II
- EADMS Online for Math I & II
- Use data to determine student support

Design and implement plan to align department common assessments to SBAC-aligned formats. Train departments in the use of EADMS and other student information systems.

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.

1,500

Site Discretionary

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

LCAP goal 2.3.5

Continue to administer PSAT to all 10th and 11th grade students as evidenced by the total number of 10th and 11th grade students taking the exam.

Contract with Cal-Soap to provide AP, SAT and ACT prep for entire school

LCAP goal 2.4.4

Academic Coordinators will review the PSAT data to find students not currently registered for an AP courses. Data will be collected to determine how many new AP students are recruited.

Tasks

Review and revise AP master plan for improvement, including parent and student education, materials audit, and test prep 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.

18,500.00

Site Discretionary

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

LCAP goal 2.3.6

Create a program guide to clarify the various program options within GUSD (i.e. Independent Study, Credit Recovery) which will include the transfer process between comprehensive and alternative programs

Provide targeted site-specific professional development for tier one monitoring of at risk students and the development of short cycle turn-around recovery plans.

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.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Migrant and EL

Strategy/Activity

LCAP goal 2.3.9

Increase the percentage of migrant students who graduate from high school as measured by the graduation data

School link services provide support to at risk student populations

Monitor students during the year to ensure they are meeting A-G requirements, have an updated 4 year plan, participate in higher education and career readiness school activities. AC's track Mobile Migrant students and verify credit needs with alternate high schools to ensure graduation readiness

Proposed Expenditures for this Strategy/Activity

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

10,000

Site Discretionary

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

LCAP goal 2.4.3

Continue to implement actions to provide a comprehensive course of study for all students.

- Review transcripts
- Ensure enough materials/college textbooks for all students
- Maintain Bio, Chem, and Physics as standard for all students
- Continue to develop and implement grade specific NGSS labs for all teachers/students

Proposed Expenditures for this Strategy/Activity

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

20,000

IMF

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

LCAP goal 2.5.1

Utilize Professional Learning Communities (PLC) structure for team/cohort meetings 1-2 times per month at each site

LCAP goal 2.5.3

Continue to examine and evaluate structures for data review and analysis

Data driven discussion using evidence of student work to guide instructional next steps and student self monitoring/ goal setting.

CSTP focus on standard five: assessing student learning for certificated evaluations in order to develop a school-wide culture of looking at evidence of student learning and fostering a culture where looking at student achievement of all students to plan for each student is at the heart of PLC work.

Develop a common language for discussing standard five with focal students at the center

Professional Development will target

- Specific instructional strategies to support CCSS- 21st Century Learning Skills: accessing content/text critical thinking- argumentative writing/ group discussion.

TOSAs trained on PLC development, processes and protocols.

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.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

LCAP goal 2.5.4

Common Assessments

- All grade levels/dept will administer and analyze a minimum of two common formative assessments
- Grades 9-10 will administer 2-3 Benchmark Assessments in ELA & Math (MAP Reading, EADMS Online)
- Grade 11 will administer 3-4 CAASPP IAB Interim Assessments per grade level

Develop differentiated professional development plan to support department goals and school-wide focus on 21st Century Learning Skills:

- EADMS and Aeries to monitor progress and set goals, and provide turnaround support
- Literacy Strategies to access content/text
- Critical Thinking and Literacy Strategies to develop content based arguments in writing and group discussions
- Google classroom and technology resources to provide engaging, collaborative, real time learning opportunities

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.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

LCAP goal 2.6.1

Provide PD and follow-up coaching to support teachers to effectively implement ELD standards in tandem with content standards by utilizing Academic Coaches and EL Specialists to deliver PD on four early release days, and provide support during the school day as evident by presentations, feedback forms, data from the observation tools, and activity logs.

Professional development materials to support standards based, scaffolded literacy lessons aligned to ELD standards.

Professional development for based assessment practices designed to assess ELs understanding of core content.

Improve staff training on differentiated learning for academically-challenged students as a part of turn-around teaching plans

Professional development materials for academic vocabulary instruction in core content areas to promote increase 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.

1,500.00

LCAP Goal 2

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

LCAP goal 2.6.3

Site leadership team will conduct analysis of English Learner achievement data retrieved from EADMS and Aeries. Secondary sites will conduct this after progress reports and semester grade reports are disseminated. This will be evident by documentation in an Excel spreadsheet which will include observable trends, actions to be taken, a timeline and person responsible given for each action

EL Monitoring and wrap around support- scheduled monitoring cycles: analysis of student data and support plans (specific and documented quarterly) with a case management approach

Monitor and process re-classification, administer state assessments, and provide support to departments for site based assessments.

LCAP goal 2.6.4

EL Instructional Specialists, principals and staff routinely analyze EL student data and determine how to intervene with academic support. Teacher will create growth plan with struggling students. This will be evident by documentation in the intervention screen in Aeries and an Excel spreadsheet which will include observable trends, actions to be taken, a timeline and person responsible given for each action.

EL Monitoring and wrap around support- scheduled monitoring cycles: analysis of student data and support plans (specific and documented quarterly) with a case management approach.

Improve support for EL Specialists via monthly meetings and coaching sessions, joint classroom observations and the analysis of data. This will be evident by activity logs and observation tool usage.

Improve upon and implement the EL Monitoring protocol by analyzing English Learner achievement data retrieved from EADMS and Aeries. Google forms will be sent to teachers of struggling students. Results will be analyzed and support will be given to teacher by site coaches and EL specialists. Teacher will create growth plan with student. Secondary sites will conduct this after progress reports and semester grade reports are disseminated. This will be evident by documentation in the intervention screen in Aeries and an Excel spreadsheet which will include observable trends, actions to be taken, a timeline and person responsible given for each action.

Site EL Specialists will continue analyzing professional development feedback forms after each EL Early Release Day in order to determine needed EL professional development in the future. This will be evident by feedback forms and EL Specialist activity logs.

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.

28,000

LCAP Goal 2

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

LCAP goal 2.6.5

Secondary sites will continue to provide coherent, high quality ELD/ALD courses. The ELD teachers will convene for 3 days in the summer, and bimonthly to collaborate and refine program. This will be evident by sign in sheets, agendas, and updated curriculum maps.

Re-align master schedule and review appropriate placement of all ELD/LTEL students as well as redesign the progress monitoring process to ensure all ELL's are progressing.

Purchase/Contract with Newsela to provide Lexiled/differentiated content- specific texts and data analytic support. Teachers also utilize Readworks.org for academic readings

LCAP goal 2.6.7

Each site will implement Integrated ELD successfully in the 2019-20 school year. Additionally, observation tools will be updated to mirror the strategies included in the plan.

Learning Walk-through tool is created and will be used on a weekly basis by Administrator, APS visit, District level walk-through's, and teachers as measured by data collection on Google Form.

Provide learning walk data for best practice / learning walk peer professional development.

Implement monthly site review of department-specific engagement/academic vocabulary objectives via GHS Learning Walk

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.

6,300

LCAP Goal 2

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Increase A-G completion rate and college ready students

Class talks

College and application workshops

College night/ college fair

FAFSA presentations

Credit recovery

Cyber High offered on-site as a college prep credit recovery option for students

Bridge to Gavilan College program assisted students with applications, preregistration and orientation to our local community college.

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.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

We have been able to improve support for all learners in the form of increased access to academic strategies for English Learners, greater access to technology, and strengthened relationships with post-secondary partners. We administered PSAT to all 10th and 11th graders and used data to sign up students for AP courses, Envision Academy was created for at-risk 9th and 10th graders, and students were monitored for A-G eligibility. Cyber High was adopted to provide college prep credit recovery options. Teacher initiated EL Task Force, which included ACs, EL TOSA, EL Monitor and ELD/ALD teachers. Developed to improve the communication between stakeholders and more closely monitor the progress and placement of our EL students.

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

We were unable to offer a 7th period Fine Arts or ELA course. We were unable to reduce class sizes for EL support. We were unable to add an academic counselor FTE for migrant/at-risk students. We were unable to administer the CAASP assessment.

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

Based on our analysis, we still have a significant need for supports for our English Learners. We will continue to provide technology support to all students and provide teachers support and strategies to scaffold their curriculum to all students. These can be found in the measurable outcomes.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

School Culture & Engagement

Goal 3

WASC Goal #3
 Continue to strive to involve greater numbers of EL students in extracurricular programs
 Continue to build rapport and connection between staff and students
 Continue to welcome new staff members and acclimate them to the cultures and traditions of GHS
 School will decrease the truancy and chronic absentee rate by promoting attendance
 School will decrease the Suspension rate or office referrals by changing the school culture using the PBIS process

Identified Need

GHS reports several programs in place to create an inclusive environment for its students, parents and community members. These include PBIS, which focuses on rewarding students for demonstrating behavior expectations; A school-wide increase in exposure to the Character Counts program. Introduction of a new web based anti-bullying website (STOP IT) app. in which students and parents can report acts of bullying 24 hours a day. Link Crew helps incoming freshmen adjust to life in high school; and a crisis counselor who is available four days a week for students needing assistance with socioemotional issues. More emphasis needs to be placed on helping all students (especially English Learners and Special Needs students) become connected with school through extra-curricular activities and support services.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Build attendance and participation in parent groups, (like ELAC, Parent Club, Booster Clubs, etc.) to build a culture of community within the school. The number of participants in meetings will be the evidence to support increased parental participation.	Monthly parent club and ELAC meetings are held with the Principal, Academic Counselors, and Asst Principals in attendance.	attendance will increase in these meetings as evidenced by sign in sheets and review of agenda items
Increased participation of students and parents will be	fall and spring surveys are sent out to parents via email	<ul style="list-style-type: none"> continue the fall and spring surveys to

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
the evidence in the communication transition. Increased and timely communication from administration and others will be used to increase the sense of community in the school. On-going parent surveys will be used to analyze and measure parental involvement and the sense of community.		<p>learn of more ways to increase parent involvement. Email surveys and place them on the GHS website.</p> <ul style="list-style-type: none"> • Parents and students are connected to LCAP survey on district website and site emails.
There will be increase in activities to promote citizenship with in school. Reduction of suspensions, bullying and other forms of harassment will be used as evidence for improving the culture and climate on campus.	high suspension rate - red on CA dashboard. Alternative to suspension strategies were implemented in the 2019-20 school year before the COVID-19 suspension was enacted. New strategies were developed including 1-1 counseling by staff, check in-check out, and restorative justice practices.	<ul style="list-style-type: none"> • lower the suspension rate as evidenced by the dashboard data and reduction in incidents in Aeries. • pilot program to restructure consequences for mid-level offenses • implement alternatives to Saturday school

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

LCAP goal 3.1.2

The MTSS model integrating the following research-based school climate improvement plans (Positive Behavior Intervention Systems (PBIS), Olweus, Character Counts, Restorative Justice, Trauma Informed Care, Restore: My Time and Our Time) will be shared with all relevant staff.

- Ensure multi-service team (MST) meetings with all sites to address the needs of at-risk students
- The MTSS model will be enhanced through participation in the SUMS Grant through SCCOE.
- Develop evaluation process for resources used within the MTSS.

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.

10,000

Site Discretionary

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

LCAP goal 3.1.5

All eligible PBIS schools will complete a formal Tiered Fidelity Inventory (TFI) with a score of 70% or higher.

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.

2,000

Site Discretionary

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

LCAP goal 3.1.6

Continue to focus on chronic absenteeism utilizing support from all community partners and resources to address barriers to student attendance and measure effectiveness by chronic absenteeism rates.

Revise and re-inforce matrix on consequences for tardies to include classroom practices in the onset of class (ie: warm ups, participation)

Administrative monitoring of N's given for tardies and unexcused absences (consistent enforcement of policy)

Administrative monitoring of SARB participation

Chronic absenteeism will be monitored on a monthly basis.

Implement “greatest offenders” intervention plan and positive phone calls to those who have turned around poor attendance.

LCAP goal 3.2.3

Continue to implement a district-wide attendance campaign with the intention of educating the community about truancy and chronic absenteeism.

Provide information through the district website and school websites to support families with resources to eliminate barriers to attendance.

Keep parents informed of their child’s attendance as evidenced by the use of auto-call messages, personal phone calls and letters.

Provide on-going training to attendance staff regarding resources available and how to communicate effectively with parents as evidenced by agendas and sign-in sheets.

School Linked Services Coordinators will support parents of chronically absent students with resources as evidenced by quarterly data of parent contacts and ability to connect the parent to resources.

Provide Individual parent phone calls to students with excessive tardies and unexcused absences to begin early progressive truancy enforcement

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.

1,000

LCAP Goal 3

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

LCAP goal 3.3.1

Parent engagement opportunities offered including ELAC, DELAC, School Site Council, ASB. Parent Clubs, School Linked Services, Neighborhood Safety Unit, the LCAP process

Align meetings so administrator attends all events (Parent Club, ELAC, Athletic Boosters – ABC)

Provide college information workshops for both ELAC and Parent Club

LCAP goal 3.3.2

Provide programs, events, and workshops and strengthen them through increased coordination of services and dissemination of information through School Linked Services, AERIES messaging, and district office communication.

Develop system to identify parent engagement opportunities.

Establish measurable outcomes for parent engagement programs, events, and workshops.

Measure parent participation in programs, events, and workshops as evidenced by sign-in sheets.

Develop methods for soliciting parent feedback.

Provide a formal survey for parents to give feedback to administration (February). The data from the survey will be analyzed and reviewed with staff

Use of AERIES to provide frequent academic performance assessment to parents

LCAP goal 3.3.3

Continue to provide parent leadership opportunities , English Learner Advisory Committee (ELAC)/ District English Learner Advisory Committee (DELAC), and Migrant Education Parent Advisory Committee (Migrant PAC) as evidenced by sign-in sheets meeting minutes.

Set up monthly meetings with ELAC president to align resources and priorities for meetings

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.

2,000

LCAP Goal 3

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

School goal: Create and promote student participation in school activities and school culture

Continue School Culture/Integration by developing club vision and mission that supports positive school climate and student character with focus on creating specific student-generated plan to increase student activities on campus and address cultural issues that prevent student participation in the academic culture.

Create Student Athlete- Victory with Honor

Continue general student representative council to increase leadership opportunities for student body

Continue student events to celebrate academic success (e.g. Honor Roll Brunch, Student of the Month Recognition, Marty Awards, etc.)

Continue additional section of Student Leadership (beginning leadership course)

Administer Student 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.

2000

LCAP Goal 3

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

School goal: Improve student climate by realigning and redesigning student discipline approaches

Continue and improve progressive discipline matrix.

Continue and monitor live suspension data reporting system.

Continue and monitor use of progressive student discipline methods per professional development modules given during staff meeting.

School goal: Create 9-12 Digital Citizenship lesson scope and sequence

Participate in District digital citizenship lessons in all grades

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.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Many new resources such as community based organizations have expanded our outreach to at-risk students.

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

The most notable difference is the number of resources we have through our SLS program. We also have an increase in activities involving parents and students.

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

We have had on-going monitoring of newly implemented programs. Increased awareness of truancy and have increased articulation with SCCOE and district attorney's office. We have re-established SART meetings with a truancy liaison, SLS coordinator and administration.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

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

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.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

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

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.

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 Allocated to the School (including Title I)	\$428,315.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$405,300.00

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 (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
IMF	\$30,000.00
LCAP Goal 1	\$29,500.00
LCAP Goal 2	\$75,800.00
LCAP Goal 3	\$5,000.00
Restricted Lottery	\$55,000.00
Site Discretionary	\$190,000.00
SLIBG	\$20,000.00

Subtotal of state or local funds included for this school: \$405,300.00

Total of federal, state, and/or local funds for this school: \$405,300.00

Budgeted Funds and Expenditures in this Plan

Budget Summary (GUSD)

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 Allocated to the School (including Title I)	\$428,315.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$405,300.00

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	Budgeted (\$)
------------------	---------------

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

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

State or Local Programs	Budgeted (\$)
IMF	\$30,000.00
LCAP Goal 1	\$29,500.00
LCAP Goal 2	\$75,800.00
LCAP Goal 3	\$5,000.00
Restricted Lottery	\$55,000.00
Site Discretionary	\$190,000.00
SLIBG	\$20,000.00

Subtotal of state or local funds included for this school: \$405,300.00

Total of federal, state, and/or local funds for this school: \$405,300.00

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

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

Funding Source

Allocated

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

Name of Members	Role
Bruce Corbett	Principal
Janet Lee	Classroom Teacher
Delores Pickford	Parent or Community Member
Dianne Wolfe Torres	Parent or Community Member
Chris Leong	Other School Staff
Jennifer Spinetti	Classroom Teacher
Shereen Dosanjh	Secondary Student
Karen Hockmeyer	Classroom Teacher
Jan Alonso	Other School Staff
MaryAnn Clements	Other School Staff
Fortune Gonzalez	Parent or Community Member
Stacy Romero	Parent or Community Member
Mia DeLorenzo	Other School Staff
Marcus Horta	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

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

Attested:

Principal, Greg Kapaku on 11/10/2020

SSC Chairperson, Coyolxauhqui Anhder on 11/10/2020

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **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/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