

School Year: [2022-2023]

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	School Site Council (SSC) Approval Date	Local Board Approval Date
Saratoga High School	4337762	April 28, 2022	6/14/22

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

The purpose of this plan is to provide a well-rounded academic and social-emotional program for students through coordination of federal funds and in alignment with the Los Gatos-Saratoga Union School District Local Control Accountability Plan (LCAP) and the Saratoga High School Western Association of Schools and Colleges (WASC) Self-Study Areas of Focus.

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.

Saratoga High School's School Plan for Student Achievement (SPSA) will effectively meet the Every Student Succeeds Act (ESSA) requirements to support academic achievement so that all of our students, including our students with special needs (SWD, 504, ELL, SED, foster, transfer, under-represented groups, etc.), demonstrate proficiency on the California Content Standards. Our SPSA goals influence our educational program and are directly aligned with the goals of the LGSUHSD LCAP and the SHS WASC Self-Study Areas of Focus. Goals support student success with regards to academic stress, attention to increasing rates of proficiency in Math and English Language Arts, and adopting with authenticity the principles of Professional Learning Communities (PLCs).

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

- **September 30, 2021:** 2021-22 SPSA review, discussion with School Site Council
- **October 18, 2021:** 2021-22 SPSA Mid-semester review with Leadership

- **October 25, 2021:** Mid-semester review of Goals, Objectives and Actions with Principal's Student Advisory Panel
- **October 28, 2021:** Mid-semester review of Goals, Objectives, and Actions with School Site Council
- **December 9, 2021:** End of semester review of Goals, Objectives, and Actions with School Site Council
- **December 14, 2021:** End of semester review of Goals, Objectives, and Actions with Principal's Student Advisory Panel
- **January 27, 2022:** Part 1: Discussion/reflection in advance of the 2022-23 SPSA revision with School Site Council
- **February 17, 2022:** Part 2: Discussion/proposed revision(s) for the 22-23 SPSA with School Site Council
- **February 28, 2022:** Review of SSC 22-23 SPSA Goals draft with Leadership
- **March 1, 2022:** SPSA workshop for School Site Council members to review actions/strategies for Goal 1
- **March 14, 2022:** Review of 2021-22 SPSA Goals and Actions; review of proposed 2022-23 SPSA Goals; activity to collect recommendations for actions/strategies during PD Day
- **March 14, 2022:** SPSA workshop for School Site Council members to review actions/strategies for Goals 2 and 3
- **March 15, 2022:** review of proposed 2022-23 SPSA Goals; activity to collect recommendations for actions/strategies with Principal's Student Advisory Panel
- **April 14, 2022:** Sharing of first draft of 22-23 SPSA with School Site Council
- **April 28, 2022:** First read of 22-23 SPSA with School Site Council; revision and/or possible approval and submission to LGSUHSD Board for approval
- **May 26, 2022:** Final read (if needed) with School Site Council; approval; submit to LGSUHSD Board for approval

Resource Inequities

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

Resource inequities for Saratoga High School are reflected in data analysis and include goals for addressing student stress with regards to assessments, overall course outcomes, and post high school preparation and an increase in proficiency levels for students with special needs (SWD, 504, ELL, SED, foster, transfer, under-represented groups, etc.) with regards to Math and English Language Arts. These are also identified in our 2020-21 WASC Self Study Areas of Focus.

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

By June 2023, 90% of students will report an improvement on how they manage academic stress related to one or more of the following:

- Assessments,
- Overall course outcomes, and
- Post-high school preparation (ie. college applications, career exploration, etc.)

Identified Need

Based on the number of students who visit the SHS Wellness Center and survey results from the California Healthy Kids Survey and site based "Wellness Surveys," student stress at Saratoga High School continues to be a serious concern. Student stress related to academics tends to fall into one of three areas: assessments, overall course outcomes, and post-high school preparation.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

California Healthy Kids Survey data collected Fall 2021

<ul style="list-style-type: none"> During the past 12 months, did you ever feel so sad and hopeless almost every day for two weeks or more that you stopped doing some usual activities? 	<p>% and # of students who responded "Yes"</p> <table border="1"> <thead> <tr> <th></th> <th>9</th> <th>10</th> <th>11</th> <th>12</th> </tr> </thead> <tbody> <tr> <td>%</td> <td>17%</td> <td>26%</td> <td>32%</td> <td>29%</td> </tr> <tr> <td>#</td> <td>28</td> <td>40</td> <td>48</td> <td>42</td> </tr> </tbody> </table>		9	10	11	12	%	17%	26%	32%	29%	#	28	40	48	42	<p>% and # of students who responded "Yes" (decrease by 80%)</p> <table border="1"> <thead> <tr> <th></th> <th>9</th> <th>10</th> <th>11</th> <th>12</th> </tr> </thead> <tbody> <tr> <td>%</td> <td>3%</td> <td>5%</td> <td>6%</td> <td>6%</td> </tr> <tr> <td>#</td> <td>6</td> <td>8</td> <td>10</td> <td>8</td> </tr> </tbody> </table>		9	10	11	12	%	3%	5%	6%	6%	#	6	8	10	8
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2021 Fall Wellness Center check-in data	262 students visited the Wellness Center (through 11/23/21) <ul style="list-style-type: none"> Reasons for visiting the Wellness Center <ul style="list-style-type: none"> Symptoms of Anxiety: 39% Academic Stress: 28% Symptoms of Depression: 7% Peer Relations: 6% Grief and Loss: 0.3% Family Issues: 0.1% Declined to state: 20% 	Ultimately, we want the number of students who need the Wellness Center to decrease, but we recognize the numbers of students who use the Wellness Center may increase as students have less of a stigma about mental health and a greater desire to learn how to manage their reasons for visiting the Wellness Center. Therefore, the goal is to ensure students know of the resource, address their needs, and are better for it.																														

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- Students will know the existence and location of the Wellness Center and the on campus (and off-campus) mental health support services provided by SHS and LGSUHSD.
- Students will be encouraged to demonstrate and practice mindfulness techniques once every grading period while also having opportunities to check-in with regards to their stress related to academics and the coping strategies they are developing.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Add Amount(s) here]

[Add source(s) here]

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1. Continue to develop peer tutoring support via the Falcon Family Peer Tutors program.
2. Create opportunities for students to learn and practice study habits and routines, as taught by SHS teachers and Falcon Family Peer Tutors.
3. Teach students how to develop study plans: goals, strategies, and schedule.
4. Teach students how to take notes and how to regularly review their notes.

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 identifies the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Add Amount(s) here]

[Add source(s) here]

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Develop and nurture executive functioning practices and growth mindset tendencies

1. As a regular practice, students will identify their goal(s), strategies, and schedule in advance of preparing for unit exams.
2. After unit exams, students will reflect on what they did, how faithful they were to their plan, what worked, and what they need to improve for future success. Students will evaluate WHY they answered questions wrong, troubleshoot ways to improve their test taking skills, and work directly with their teacher(s) to continuously improve and meet their goal(s).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Add Amount(s) here]

[Add source(s) here]

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1. Before the end of the 2nd grading period of the 2022 Fall semester, departments will analyze their summative assessment practices and ways in which academic student stress can be reduced by subject, by department, cross-collaboratively, and/or campus-wide.
2. Before the end of the 2022 Fall Semester, subjects in each department will identify at least two assessment methods intended to reduce academic stress that will be tested during the 2023 Spring semester.
3. Before the end of the 5th grading period during the 2023 Spring semester, departments by subject will experiment with at least two assessment methods intended to reduce academic stress and analyze the results by surveying the students and analyzing the integrity of the assessment and the levels of proficiency.
4. Before the end of the 5th grading period during the 2023 Spring semester, the school site will experiment with any identified cross-collaborative and/or campus-wide attempt to reduce student stress related to summative 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.

Amount(s)

Source(s)

[Add Amount(s) here]

[Add source(s) here]

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All Students will maintain a reflection via Canvas assignment that will be reviewed by Case Manager, Guidance Counselor, Teacher, and/or Administrator

1. Before the end of the 1st grading period of the 2022 Fall semester, all students will identify their overall course outcome goals and strategies with which to achieve identified goals.
2. At the end of each six week grading period, all students will reflect on their Fall semester overall course outcome goals, their strategies to achieve the identified goals, and the challenges that either denied their achievement of the goal or were overcome to achieve their goal.
3. As a part of their reflection, students will reflect on what they learned in the previous unit(s), their personal growth, prior knowledge, and their upcoming questions/queries.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Add Amount(s) here]

[Add source(s) here]

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Analyze overall course outcomes and course enrollment stability.

1. Students who change courses will document their reason(s) for change(s) to their schedule.
2. Staff will analyze the reason(s) for change(s) to students schedules and develop further strategies to minimize impacts to the overall master schedule and create a higher likelihood of schedule stability.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Add Amount(s) here]

[Add source(s) here]

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Course selection season

1. In advance of students selecting their courses for the following year, the Guidance department in collaboration with other academic departments, will host sessions for current students of particular classes to speak to prospective students so that they can share their experiences and advice. Sessions can be during tutorial, lunch, after school, or in the evenings.
2. Alumni students will be invited to participate as panelists to share their experiences as SHS students and their experiences post-high school.
3. The Guidance department in collaboration with other academic departments will host an elective fair for prospective students so that students can learn more about the course, the expectations, and how students succeed.
4. All students will be expected to complete the Falcon Wheel activity, which will be reviewed at least once per semester for accuracy and to recognize what sacrifices were made.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Add Amount(s) here]

[Add source(s) here]

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

College applications

1. Communicate with students and families the opportunities (and related stress) regarding post-high school preparation (ie. college applications, career exploration, etc.)
2. Convene (live and videotaped) forums featuring recent SHS graduates highlighting a variety of collegiate perspectives and pathways.
3. Administration in collaboration with the Guidance Department will host interactive sessions (such as World Cafe) for students to discuss what is on their mind regarding college applications.
4. Offer a variety of opportunities to engage with active industry professionals speaking about essential career skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Add Amount(s) here]

[Add source(s) here]

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Career Exploration

1. Offer a variety of opportunities to engage with active industry professionals speaking about essential career skills.
2. Encourage school clubs to organize more career exploration activities in meetings/events
3. At least once per semester, host “Career-Day” similar events so that students can hear from various professionals about their high school experiences, college education, and what they would do differently if they were in high school again.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Add Amount(s) here]

[Add source(s) here]

Goal 2

Based on the 2023 CAASPP Math and ELA exams, ensure at least 80% of our students with special needs (SWD, 504, ELL, SED, foster, transfer, under-represented groups, etc.) meet or exceed proficiency.

Identified Need

Overall, SHS students are very successful academically, generally outperforming District, County, and State averages with regards to standardized testing. That said, specific small groups of SHS students (students with disabilities (SWD), 504, English Language Learners (ELL), socio-economically disadvantaged (SED), foster, transfer (students who enroll at SHS from a feeder school other than Redwood Middle School), and other underrepresented groups of students tend to have a lower percentage of students who “meet or exceed proficiency” based on the California Assessment of Student Performance and Progress (CAASPP).

Annual Measurable Outcomes

Metric/ Indicator	Baseline/Actual Outcome							Expected Outcome	
CAASPP ELA Results									
<ul style="list-style-type: none"> Students w/ Reported Disabilities 			Standard					<ul style="list-style-type: none"> 80% of our students will meet or exceed proficiency 	
		# Enrolled	# Tested	Exceeded	Met	Nearly Met	Not Met		Met/ Exceeded
	2020-21	23	9						0.00%
	2018-19	40	32	18.75%	40.63%	28.13%	12.50%		59.38%
	2017-18	26	21	14.29%	47.62%	23.81%	14.29%		61.91%
	2016-17	34	27	22.22%	22.22%	25.93%	29.63%		44.44%
	2015-16	44	32	22%	19%	31%	28%		41.00%
	2014-15		19	26%	42%	21%	11%		68.00%
<ul style="list-style-type: none"> Ever EL 			Standard					<ul style="list-style-type: none"> 80% of our students will meet or exceed proficiency 	
		# Enrolled	# Tested	Exceeded	Met	Nearly Met	Not Met		Met/ Exceeded
	2020-21	81	33	57.58%	36.36%	6.06%	0.00%		93.94%
	2018-19	77	76	61.84%	27.63%	7.89%	2.63%		89.47%
	2017-18	55	53	58.49%	20.75%	9.43%	11.32%		79.24%
2016-17	54	52	59.62%	17.31%	13.46%	9.62%	76.93%		
<ul style="list-style-type: none"> Hispanic/ Latino 			Standard					<ul style="list-style-type: none"> 80% of our students will meet or exceed proficiency 	
		# Enrolled	# Tested	Exceeded	Met	Nearly Met	Not Met		Met/ Exceeded
	2020-21	13							0.00%

**Metric/
Indicator**

Baseline/Actual Outcome

Expected Outcome

2018-19	14	14	50.00%	21.43%	28.57%	0.00%	71.43%
2017-18	14	13	53.85%	23.08%	15.38%	7.69%	76.93%
2016-17	19	15	60.00%	20.00%	13.33%	6.67%	80.00%
2015-16	16	12	42%	17%	17%	25%	59.00%
2014-15		13	33%	25%	8%	33%	58.00%

• White

			Standard				
	# Enrolled	# Tested	Exceeded	Met	Nearly Met	Not Met	Met/ Exceeded
2020-21	69	30	56.67%	33.33%	6.67%	3.33%	90.00%
2018-19	88	71	63.38%	25.35%	8.45%	2.82%	88.73%
2017-18	80	68	54.41%	30.88%	7.35%	7.35%	85.29%
2016-17	75	62	48.39%	25.81%	16.13%	9.68%	74.20%
2015-16	81	67	48%	28%	13%	10%	76.00%
2014-15		74	70%	27%	3%	0%	97.00%

• 80% of our students will meet or exceed proficiency

CAASPP Math Results

• Students w/
Reported Disabilities

			Standard				
	# Enrolled	# Tested	Exceeded	Met	Nearly Met	Not Met	Met/ Exceeded
2020-21	23	9					0.00%
2018-19	40	30	13.33%	26.67%	20.00%	40.00%	40.00%
2017-18	26	21	14.29%	28.57%	19.05%	38.10%	42.86%
2016-17	34	27	11.11%	22.22%	18.52%	48.15%	33.33%
2015-16	44	32	16%	28%	19%	38%	44.00%
2014-15		19	16%	37%	16%	32%	53.00%

• 80% of our students will meet or exceed proficiency

• Ever EL

			Standard				
	# Enrolled	# Tested	Exceeded	Met	Nearly Met	Not Met	Met/ Exceeded
2020-21	81	33	66.67%	24.24%	6.06%	3.03%	90.91%
2018-19	77	75	69.33%	21.33%	2.67%	6.67%	90.66%
2017-18	55	53	71.70%	7.55%	13.21%	7.55%	79.25%
2016-17	54	52	72.22%	20.00%	6.67%	1.11%	92.22%

• 80% of our students will meet or exceed proficiency

• Hispanic/
Latino

			Standard				
	# Enrolled	# Tested	Exceeded	Met	Nearly Met	Not Met	Met/ Exceeded
2020-21	13						0.00%
2018-19	14	14	42.86%	14.29%	21.43%	21.43%	57.15%

• 80% of our students will meet or exceed proficiency

Metric/ Indicator	Baseline/Actual Outcome								Expected Outcome																																																																																				
	2017-18	14	12	50.00%	8.33%	25.00%	16.67%	58.33%																																																																																					
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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)

Students with special needs (SWD, 504, ELL, SED, foster, transfer, under-represented groups, etc.)

Strategy/Activity

Provide all necessary support for our students with special needs (SWD, 504, ELL, SED, foster, transfer, under-represented groups, etc.)

- Executive functioning training
- Access to IAS and SOAR classes
- Peer Tutoring and District sponsored tutoring

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Add Amount(s) here]

[Add source(s) here]

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with special needs (SWD, 504, ELL, SED, foster, transfer, under-represented groups, etc.)

Strategy/Activity

Increase participation in mainstream, honors, and AP course offerings by providing all necessary support for our students with special needs (SWD, 504, ELL, SED, foster, transfer, under-represented groups, etc.)

- Executive functioning training
- Access to IAS and SOAR classes
- Peer Tutoring and District sponsored tutoring

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Add Amount(s) here]

[Add source(s) here]

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students with special needs (SWD, 504, ELL, SED, foster, transfer, under-represented groups, etc.)

Strategy/Activity

Offer twice a week, two-hour after school math and writing labs taught by 1-2 qualified teachers, to support students who need additional instruction, explanation, and practice.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$31,539.26= \$47 per hour x 2 hours/ session x 7 sessions/ month x 10 months (August-May) x 2 teachers/ session +additional expenses (20%)

[Add source(s) here]

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students with special needs (SWD, 504, ELL, SED, foster, transfer, under-represented groups, etc.)

Strategy/Activity

Offer every other week, two-hour weekend math and writing labs taught by 1-2 qualified teachers, to support students who need additional instruction, explanation, and practice.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$10,353.31= \$120 per 2 hour session x 18 sessions/ year x 2 teachers/ session +additional expenses (20%)

[Add source(s) here]

Goal 3

By June 2023, the start to adopting and integrating Professional Learning Communities (PLCs) principles and practices will yield professional development focused on the Vision and Goals of the PLC process, a Site Implementation Plan, and the identification of course-specific Essential Learning Outcomes.

Identified Need

Since the summer of 2019, SHS and LGSUHSD have considered the authentic adoption of the Professional Learning Communities (PLC) principles. With the onset of COVID in March 2020, the momentum and desire for PLC adoption waned. As a “high achieving” school, we believe it is important to further develop our intentional practices of:

- clearly defining our learning objectives
- analyzing our assessment practices and associated results
- developing responses to our results to either enhance the learning experience for students who met or exceeded standards or support the learning experience for students who have not yet met or exceeded standard in our courses

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Definition of the SHS Vision for PLCs	At this time, there is no defined SHS Vision for PLCs	SHS Vision for PLCs is published on the school’s website and understood by all stakeholders
Definition of the SHS Goals for PLCs	At this time, there are no identified SHS Goals for PLCs	SHS Goals for PLCs are published on the school’s website and understood by all stakeholders
SHS Site Implementation plan	At this time, there is no Site or District Implementation plan	The SHS Site Implementation plan will be published on the school’s website and understood by all stakeholders
Identification of course-specific Essential Learning Outcomes (ELOs)	Many of the departments have course-specific ELOs, but they are not yet easily accessible by all stakeholders	All departments will identify 16-20 Essential Learning Outcomes, which will be published on the school’s website.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher leaders and administrators will participate in Instructional Leadership professional development focused on the definition, Vision, and Goals of the PLC process so that all students and teachers clearly understand the value of an authentic PLC culture.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Add Amount(s) here]

[Add source(s) here]

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- 1) Teacher leaders and Administration will develop a Site Implementation plan that commits time for departments to collaborate, discuss and define Essential Learning Outcomes, assessment practices, and responses to assessment results.
- 2) Departments (English, Math, Science, Social Science, World Languages, etc.) will submit two alternate collaboration days so as to have time to focus on PLC adoption.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

COST OF SUBS

[Add source(s) here]

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All SHS departments will identify and agree upon 16-20 course specific essential learning outcomes.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Add Amount(s) here]

[Add source(s) here]

Annual Review

SPSA Year Reviewed: XXXX–XX

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.

[Add text here]

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

[Add text here]

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.

[Add text here]

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ [Enter amount here]
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ [Enter amount here]

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 (\$)
[List federal program here]	\$(Enter amount here)
[List federal program here]	\$(Enter amount here)
[List federal program here]	\$(Enter amount here)
[List federal program here]	\$(Enter amount here)
[List federal program here]	\$(Enter amount here)

Subtotal of additional federal funds included for this school: \$ [Enter federal funds subtotal here]

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 (\$)
[List state or local program here]	\$(Enter amount here)
[List state or local program here]	\$(Enter amount here)
[List state or local program here]	\$(Enter amount here)
[List state or local program here]	\$(Enter amount here)
[List state or local program here]	\$(Enter amount here)

Subtotal of state or local funds included for this school: \$ [Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: \$[Enter total funds here]

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: Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the

TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the

Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:

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

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
 - F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 1. Ensure that those students' difficulties are identified on a timely basis; and
 2. Provide sufficient information on which to base effective assistance to those students.
 - G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
 - H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
 - I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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