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
Gustine High School	24736192431807	November 30, 2020	December 16, 2020

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.

Gustine High School is located in the Central Valley in Gustine, California. The school opened in 1913. Gustine High School houses 9th-12th grade students, and the current enrollment is 583. Approximately 82.12% of the student population is Hispanic and 13.72% percent is White (Non-Hispanic), with 4.16% classified as Black/African American Hawaiian/Pacific Islander, Asian, or multiple races. 22%% of our students are identified as English Learners. Our current data shows that 63% are low-socioeconomic status but we are still finalizing this percentage and all students eligible to receive free meals.

There is one principal, one assistant principal, and two counselors, in addition to a school psychologist who rotates between Gustine High School and Gustine Elementary School. There are 32 certificated teachers, one teacher working as an intern, as well as 1 instructional coach who rotates between Gustine High School and Gustine Middle School.

The philosophy of Gustine Unified School District can be succinctly summed up in our district Motto: "Preparing Students for the Future...Today." It is our responsibility to provide a rich, challenging, and supportive atmosphere in which all students are motivated to learn with instruction appropriate to their needs. Our mission is best illustrated by what we desire all students to know, understand, and do upon graduation. As a result, the mission, vision, and schoolwide learning outcomes have been updated at Gustine High School to better reflect these beliefs.

The expected district-wide learning results are:

* Upon graduation, every student will possess the ability to collaborate in teams.
* Upon graduation, every student will possess the ability to effectively communicate both verbally and in writing to a variety of audiences.
* Upon graduation, every student will possess the ability to think critically and solve problems.
* Upon graduation, every student will possess the ability to take initiative, create, have a strong work ethic, and self-manage.
* Upon graduation, every student will possess the ability to use technological and other resources to access and analyze information.

Gustine High School's updated Vision reads:
At Gustine High School, we build strong, positive, and mutually respectful relationships in an inclusive, supportive, and rigorous environment. We are responsive to all students and their needs as they become college and career ready, as well as productive members of their community. We are committed to supporting and guiding each learner so they can excel to their fullest potential.

Gustine High School's updated Mission reads:
At Gustine High School, we foster the whole student to achieve to their fullest potential by setting high expectations, providing rigorous and relevant instruction, and building strong relationships in order to prepare all students to become productive members of society.

Gustine High School's updated Schoolwide Learning Outcomes read:
To become productive members of a community who are college and career ready and able to excel to their fullest potential, the student will:
* Be Responsible Citizens
* Work Collaboratively and Competently
* Be Critical and Creative Thinkers
* Be Effective Communicators
* Develop Personal and Professional Goals

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Comprehensive Needs Assessment Components

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

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

Gustine High School recognizes that self-evaluation is important and works hard at accomplishing our annual goals. The district and site goals are focused on good first instruction, school safety, and home-to-school communications. Throughout each year, various surveys are completed by three groups: staff, parents, and students. The survey results are analyzed by the school leadership team and evaluated by staff to make informed schoolwide decisions.

Parent input is a very important part of our decision-making process, and communication from the school and staff to the home was an improvement item that we have been addressing. In addition to the fundamental input we receive from parents, we also discuss results with our School Site Council and English Language Advisory Committees. Our parent surveys are carefully designed to get elicit high-quality feedback on how we are doing as a school. Safety, diversity, technology needs, classroom instruction, and overall satisfaction are some of the main areas of focus in our parent surveys. Parents reported strong agreement that Gustine High School is a safe and friendly place to attend with a high value for education. At the same time, parents do believe that the school needs to have in-school or after-school tutorials for underperforming students and for students who have struggled in previous years.

In a survey of 265 students conducted during October and November 2020, 71.7% of students reported that GHS teachers are available and willing to help students be successful in classes, and 84.5% agree or strongly agree that teachers are willing to help students who have questions. In addition, 71.8% of students agree or strongly agree that all students have the opportunity to be successful at Gustine High School. Students were asked what would help them to be successful, with the option to select for a list and/or write in additional suggestions:
* 54.2% stated they would benefit from tutoring in specific subject areas
* 52.6% stated they would benefit from college-related workshops
* 49% stated they would benefit from specialty sessions that teach life skills.

The findings from these surveys indicate a continued need to better meet students' academic needs, even while underscoring the belief that the school is safe and supportive for its learners.

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

Formal and informal classroom observations are conducted periodically by the site principal and assistant principal, in addition to instruction rounds that are lead by the site's leadership team.

Each administrator has designated departments that they oversee and for which they conduct regular classroom observations of those departments' teachers. GHS administrators observe elements of teaching essential standards and student engagement, as well as guiding and supporting students, especially during distance and hybrid learning.

In our instructional rounds, the primary focus was on active versus passive learning. Active learning is defined as a process in which students are engaged with others in activities that allow for engagement, including communication, reflection, creation, and analysis with course skills. Such activities may include text analysis, collaborative writing, various forms of discussion, and problem-solving. Although active learning transfers, in part, the responsibility of learning to the student, the course must also be designed to make student activities meaningful and goal-oriented. On the other hand, passive learning is the process where students engage with content individually or passively and are expected to record and absorb knowledge. Such activities may include note-taking, independent reading, and listening to the teacher. In addition, teachers' use of checking for understanding and the use of WICOR strategies (Writing, Inquiry, Collaboration, Organization, and Reading) were observed and charted. The data from these instructional rounds were then charted, presented, and discussed in faculty meetings. As a result of these classroom observations, two priorities were established. The first is that teachers will post a written objective in the classroom and the relevance of the objective in a manner that is viewable by students; we have named these our "what" and "why" of the day's lesson. Second, lessons should be structured to encourage high levels of active engagement by students during every class period.

Certificated
Evaluation Timeline and Procedures

New Teachers/Non Tenured Teachers
Evaluated every year
Formal Observations (2)
Formal Evaluation write-up completed and turned into HR by February 1st.

Tenured Teachers
Evaluated every other year
Formal Observations (2)
Formal Evaluation write-up completed and turned into HR by May 1st (must be at least 30 days before the last day of school)

Tenured Teachers in the district for 10 + years
If satisfactory evaluations during the 10 years, teacher will be evaluated every 5 years
If unsatisfactory evaluation, then the teacher will be evaluated every year until a satisfactory evaluation is obtained.

Tenured Teachers in the District for less than 10 years
If satisfactory evaluations during the years, teacher will be evaluated every other year
If unsatisfactory evaluation, then the teacher will be evaluated every year until a satisfactory evaluation is obtained

PAR
If a teacher has received an unsatisfactory evaluation, the teacher may be recommended to the PAR committee.

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)

School-wide results of state and district assessments in math and English language arts are reviewed in late August of each year to identify the school's academic needs and focus for the coming year; however, state testing did not occur in 2019-2020. For this year, in keeping with the GUSD's history and culture of data analysis and data-driven decision making, a variety of data -- such as AP scores, progress report and quarter grades, unit formative and summative assessments, diagnostic results for ELA and math, attendance, and engagement data -- were regularly and carefully analyzed by stakeholders (i.e., district leaders, site administrators, teachers, and parents) to determine what worked well and to identify opportunities for improvement. For example, the school implemented morning and afternoon interaction/office hours during distance learning to provide students with one-on-one or small-group support, and then transitioned to an intervention period built into the school day when the school shifted to a hybrid model. These opportunities were offered in response to needs identified when reviewing site data. As a part of this use of data, teachers enter weekly codes into Aeries to monitor student engagement; this was used to assign morning and afternoon interaction sessions for those students who were engaged in less than 60% of their work in any class per week. Quarter grades were a factor when recommending students for in-person learning as a part of our hybrid model; other factors included whether a student is a member of a special student population, such as our students with disabilities, our English language learners, and those students with limited access to technology at home.

This culture that relies on both state and local assessments is also reflected in the recent adoption of research-based, vetted curriculum in ELA and math, and the piloting of curriculum in Social Science and Science as a means by which to improve student achievement. The adopted curriculum in English (myPerspectives) and mathematics (MVP), and the piloted curriculum in social science (McGraw-Hill's IMPACT and TCI's Geography Alive!) and science (McGraw-Hill) were selected based on several factors: structured scaffolds for English language learners, differentiation strategies for students with disabilities, and pedagogy based on best practices. This curriculum adoption process is in itself a significant modification to the site's instruction with the goal of improving student achievement.

The professional learning communities and department-based collaborative teams also serve to identify areas where instruction should be modified. Teachers use common formative assessments, as well as benchmark assessment results in ELA and Math to monitor and modify instruction. Gustine High School also uses a standard data protocol to inform, monitor, and modify instruction as a result of identified student needs based on unit goals and essential standards. As of the 2020-2021 school year, department collaboration teams meet three times a week, in addition to a collaboration/staff period on Mondays. During departmental collaboration periods, standards-aligned learning targets are set, instructional practices are discussed and researched, and reteaching and Tier II interventions are planned based on informal and formal formative assessments. Each department keeps meeting notes to track progress, concerns, needs, strategies being implemented, and their outcomes.

During designated Monday meetings, all staff members discuss school-wide needs, as well as the use of AVID and ELD strategies and the principles of UDL to support all learners, including our students with disabilities and English language learners. We also review various forms of data to inform instructional practices and reteaching, in addition to informing staff of any important district-level information.

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

Teachers utilize their curriculum-based assessments and mastery assessments on a weekly/monthly basis to plan and modify instruction focused on the Essential Standards for their grade and subject. Instructional materials are aligned to standards and based on research-based instructional strategies that have proven effective in the classroom, and these are made available to all students.

For instance, the Mathematics department utilizes multiple measures to monitor student progress, including but not limited to daily practice/interaction, various formal and informal CFUs, quizzes, and assessments. Student progress is monitored daily and discussed with students, both as a group and on an individual basis. Math tracks data in Aeries and through MSTP reports to identify student strengths and weaknesses and to plan interventions to improve achievement.

The English Language Arts department uses reports from Illuminate and Savvas based on the curriculum-based diagnostics, selection exams, and unit assessments and performance tasks in addition to informal CFUs, exit tickets, and formative assessments. In addition, to shift the focus from testing and grades to growth and progress, the ELA department adopted the following test policy:
* Prior to any major assessment, a review of skills to be assessed will take place, ensuring every student has the opportunity to do well the first time through an assessment.
* The English Department will offer test remediation opportunities after a major assessment during intervention time that are aligned to specific skills students fail to demonstrate proficiency in on the assessment. Demonstrating proficiency on remediation activities will result in the recovery of points on the original assessment corresponding to the number of questions that covered the remediation skill addressed in the remediation activity.
* The English Department will utilize an open-book and open-note policy for the duration of Distance and/or Hybrid Learning.

Depending on student outcome, the World Languages department reteaches and reassesses students in any content/material they have a question with. For example, the department compared 2019 quarter grades to 2020 quarter grades and discussed how the number of F's are significantly increasing due to the lack of students completing assignments; as a result, the department decided to allow students to make up any missing assignments for the second quarter until December 16 to motivate those students to complete work in order to do well on the final to pass the class. In addition, the World Language department makes real-time adjustments depending on student outcomes. The instructors examine their assessments and determine areas of need for our students. Then, they go back and reteach and reassess.

These examples exemplify the ways data is used at Gustine High School to monitor progress and modify instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of the Gustine High School faculty are highly qualified as defined by ESEA with the exception of one teacher who is working with a provisional internship.

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

Teachers participate in professional development (PD) at the site- and district-levels. Faculty attended 3 days of training hosted by colleagues and district personnel to develop instructional strategy use and technology knowledge focused on effective online teaching and learning. Sessions included the use of Screencastify, GoGuardian, Zoom, GoogleClassroom, GoToConnect, FlipGrid, EdPuzzle, Kahoot, Padlet, and Bitmoji; additional sessions were held for our teachers who specialize in working with students with disabilities and English language learners.

In addition, most teachers have been fully trained to utilize the adopted curricula and instructional materials to maximize efficacy. Specifically, the Math department is attending 10 training sessions during the 2020-2021 school year through the Merced County Office of Education to improve the implementation of the adopted curriculum. English Language Arts teachers have attended one initial training with a consultant from myPerspectives and will attend two more sessions during the current school year. In addition, the WASC coordinators and site administrators attended a 2-day training-of-trainers session through Illuminate to help guide PLCs in data-informed decision-making.

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

Staff development has focused on supporting our subgroups who have historically underperformed on local and state assessments, as well as in the classroom; these include our English language learners, our special education students, and our most populated subgroup, our socio-economically disadvantaged students. All staff was trained in the use of the push-in model for working with students with disabilities. In addition, teachers in the Social Science department attended UDL training in the 2019-2020 school year. The Special Education, World Languages, and AVID teachers provide faculty with specific instructional strategies to help meet the needs of our identified subgroups. These include WICOR and language-learning strategies, as well as ways to scaffold and differentiate instruction to provide multiple means of access, representation, and expression for all learners.

Staff development in core areas has focused on the faithful implementation of the adopted and piloted curricula, which are aligned with the content standards.

These areas were also identified by the WASC visiting team in 2019 as criticals needs -- that intentional and targeted professional development was needed to ensure that teachers were equipped to provide students with a rigorous and relevant, standards-aligned education that meets the needs of all learners, including a relentless focus on our subgroups, as well instructional strategy-use that is research-based.

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

One full-time instructional coach assists our teachers with instructional strategy-use; data-informed decision-making; and planning, instruction, and assessment. Gustine High also utilizes experts within its teaching ranks to provide ongoing instructional assistance and support in the areas of special education, ELD, and AVID strategies.

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

Most teachers at Gustine High have a 60-minute collaboration period built into the school day twice a week during the A/B block schedule or hybrid schedule, as well as a 30-minute collaboration period on Mondays. Teachers spend time in both departments and PLCs to provide ongoing support to each other in the areas of curriculum, instruction, and assessment. During this time, teams work to use the data cycle to make informed decisions about planning, instruction, assessment, and reteaching. Each department/PLC keeps team notes to monitor progress and each teacher uses the school's adopted data protocol to formalize the process used.

Teaching and Learning

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

Gustine High School is committed to providing professional learning communities (PLCs) with the time and support to plan pacing calendars, units, and lessons that align with and adhere to content and performance standards. To this end, core content areas have adopted or are piloting curricula that are aligned with the state content standards. For 2020-2021, pacing, planning, and instruction are focused on alignment with not only the adopted curriculum, but with identified priority standards that best reflect leverage, endurance, readiness, and weight on the state exams for 11th grade.

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

N/A

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

N/A

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

Gustine High is committed to making instructional materials available for all students that are aligned to content standards and proven effective in the classroom. Teachers participate in the vetting of curricula to maximize student learning for all students, including our identified subgroups. For instance, the adopted ELA curriculum, myPerspectives, has standards-aligned learning opportunities that are scaffolded for each of the ELL stages, as well as for students with disabilities. In the planning sections of the teacher edition, various accommodations, modifications, and opportunities for differentiation are provided to help instructors best meet the needs of all student groups. Moreover, the curriculum had opportunities for extension and challenge for students who have already mastered the grade-level standard. Our Math department adopted MVP math this school year and our Social Science and Science Departments are piloting curricula in which all materials are readily available in a digital format.

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

Gustine High School uses state-adopted and standards-aligned instructional materials in all core curricular subjects at every grade level. However, there is a need to vet and adopt instructional materials for targeted intervention and English Language Development.

Opportunity and Equal Educational Access

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

Extra support and intervention programs are provided to students so as to assist underperforming students and those who are struggling with grade-level standards. The primary focus of these intervention programs is to support students with their ELA and math skills. We use diagnostic assessments to establish the individual needs of each student so as to provide targeted remediation based on materials in the adopted curricula. In addition, teachers use a Unit Plan and Data Protocol, which identifies desired outcomes and plans for any changes/modifications within the lesson and unit to address learning gaps prior to the end of a unit of study. Students to be found performing below grade-level standards are targeted for extra support within the class period and during after-school tutorials, as needed. At this time, we are also in the process of restructuring our after-school intervention programs to address the needs of our students during hybrid and distance learning; however, after-school intervention and tutorial is currently offered from 12:20-1:20 PM Tuesday through Friday of each week, and students are assigned by teachers, administrators, parents, or self-selected.

Evidence-based educational practices to raise student achievement

Gustine High School has incorporated a number of evidence-based practices to raise student achievement during the 2020-2021 school year.

Classroom Discussion, as with many other high effect size instructional strategies, is, at its heart, social. In "Learning First, Technology Second," Liz Kolb points out that student interaction when using technology tools promotes greater content knowledge, improved communication, and higher level questioning (17). Keeping this in mind, as teachers are planning for online learning, they MUST look for opportunities to have students work together either in real time or asynchronously.

Zoom for Direct Synchronous Instruction (Direct Instruction .60)
* Ability to use breakout rooms
* Ability for teacher to mute/unmute participants
* Ability for participants to raise hands or otherwise signal they have questions
* Ability to record session

FlipGrid (Classroom Discussion .82, Self-Assessment 1.44)
FlipGrid is an easy to use tool for video and audio recording. Students can use this to photograph work and talk about it. They can provide oral responses or practice English or Spanish. They can respond to each other in a virtual threaded discussion (audio or video). Captions are auto-generated for improved accessibility. Written instructions for the Topic can be accessed via Immersive Reader. This is also a strong tool to practice listening and speaking skills during asynchronous learning.

Padlet (Classroom Discussion .82, Collaboration .55, Concept Mapping .64)
Padlet can be used as a discussion board (or a map or a timeline). Learning is social, so having an simple avenue for discussions is important.

Nearpod (Direct Instruction .60)
Nearpod provides detailed analytics and additional data points for monitoring student progress.

EdPuzzle (Interactive Video .60)
EdPuzzle allows teachers to create interactive videos for use in the virtual classroom. Simple multiple choice questions and constructed response questions are placed within the video. Analytics address comprehension of content and offer opportunities for differentiation.

Although the technology-based tools help to provide seamless integration during distance learning, each tool corresponds with evidence-based strategies that increase student achievement, as reflected in the noted effect sizes above

Parental Engagement

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

Gustine High hosts a virtual Coffee with the Principal once every month to discuss school achievement, safety, and the needs of parents and students; these are also topics addressed in the School Site Council and English Language Advisory Council meetings. Families are informed by site administrators or individual teachers of various supports are available at school. In addition, we utilize resources from our local police department and partner with the City of Gustine to have a full-time School Resource Officer to conduct welfare checks on students who have attendance concerns; during such checks, administrators and the SRO work with families to resolve the concern. We also partner with local colleges and Merced County Strengthening Families, which have specific resources available for our students and families.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council and District English Language Advisory Council are comprised of site administrators, faculty and staff members, and parents. The purpose of these two committees is to work collaboratively to analyze and evaluate our educational programs. We also utilize parent/teacher meetings, Coffee with the Principal meetings, English Language Advisory Council meetings, and Title I parent involvement meetings to discuss the needs of our programs.

Funding

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

Gustine High School used categorical monies to directly serve under-performing students by paying teachers to conduct after-school tutorials and the hiring of an EL aide.

Fiscal support (EPC)

Financial support is provided through General, Categorical, LCAP and grant funding. These funds, while essential and supportive, are not adequate to provide a program that meets the needs of every student.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The staff and teacher leadership teams align our SPSA with the goals of the district and the critical areas of growth, critical learner needs, and schoolwide learner outcomes as identified by WASC. The plan is then discussed and revised during School Site Council and English Language Advisory Committee meetings to ensure all stakeholder voices are heard. Once complete, it is approved by the site leadership team, SSC and ELAC, and school board. The plan was voted on and passed through SSC in November 2020.

Resource Inequities

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

N/A

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	%	%	0.18%			1
African American	1.01%	1.06%	1.06%	6	6	6
Asian	1.34%	1.59%	0.88%	8	9	5
Filipino	1.01%	0.71%	0.53%	6	4	3
Hispanic/Latino	75.29%	78.58%	77.82%	448	444	442
Pacific Islander	0.17%	%	0.18%	1		1
White	20.00%	17.52%	17.61%	119	99	100
Multiple/No Response	0.17%	%	1.41%	1		2
			Total Enrollment	595	565	568

Student Enrollment
Enrollment By Grade Level

	Student Enrollment by Grade Level		
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	145	133	169
Grade 10	157	144	135
Grade 11	151	148	131
Grade 12	142	140	133
Total Enrollment	595	565	568

Conclusions based on this data:

1. Enrollment is staying steady.

2. Large population of Hispanic/Latino students.

3. Enrollment is increasing.

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	93	91	103	15.6%	16.1%	18.1%
Fluent English Proficient (FEP)	295	287	258	49.6%	50.8%	45.4%
Reclassified Fluent English Proficient (RFEP)	16	8	0	17.0%	8.6%	0.0%

Conclusions based on this data:

1. There is a large percentage of English Language Learners at Gustine High and that percentage has continued to grow.

2. Reclassification percentage has decreased over the years.

3. Our Fluent English Proficient (FEP) numbers have decreased.

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	141	142	132	140	142	131	139	142	131	99.3	100	99.2
All Grades	141	142	132	140	142	131	139	142	131	99.3	100	99.2

* 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	2598.	2559.	2585.	23.74	14.79	21.37	35.97	26.76	32.82	23.74	27.46	25.19	16.55	30.99	20.61
All Grades	N/A	N/A	N/A	23.74	14.79	21.37	35.97	26.76	32.82	23.74	27.46	25.19	16.55	30.99	20.61

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	26.62	26.06	24.43	52.52	38.03	45.04	20.86	35.92	30.53
All Grades	26.62	26.06	24.43	52.52	38.03	45.04	20.86	35.92	30.53

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	34.53	18.31	29.77	45.32	49.30	49.62	20.14	32.39	20.61
All Grades	34.53	18.31	29.77	45.32	49.30	49.62	20.14	32.39	20.61

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	19.42	14.08	16.79	66.19	64.08	67.94	14.39	21.83	15.27
All Grades	19.42	14.08	16.79	66.19	64.08	67.94	14.39	21.83	15.27

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	34.53	26.76	28.24	49.64	46.48	48.85	15.83	26.76	22.90
All Grades	34.53	26.76	28.24	49.64	46.48	48.85	15.83	26.76	22.90

Conclusions based on this data:

1. Gustine High School consistently ensures that all students take the state tests; however, there is no new data for due to COVID for 2019-2020.

2. We had a solid increase in ELA. Reading increased from 64% to 69%; Writing from 67% to 80%; Listening from 78% to 85%; and Research 73% to 77%.

3. Although student performance on the ELA portion of the CAASPP has improved, 46% of the students are performing below standard. This reflects a concerning trend that needs to be addressed in a targeted manner.

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	141	142	132	139	142	132	139	142	132	98.6	100	100
All Grades	141	142	132	139	142	132	139	142	132	98.6	100	100

* 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	2549.	2515.	2540.	8.63	2.11	4.55	16.55	9.86	15.91	30.94	28.17	28.03	43.88	59.86	51.52
All Grades	N/A	N/A	N/A	8.63	2.11	4.55	16.55	9.86	15.91	30.94	28.17	28.03	43.88	59.86	51.52

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	11.51	4.93	14.39	35.97	24.65	28.79	52.52	70.42	56.82
All Grades	11.51	4.93	14.39	35.97	24.65	28.79	52.52	70.42	56.82

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	10.79	2.82	9.09	45.32	39.44	44.70	43.88	57.75	46.21
All Grades	10.79	2.82	9.09	45.32	39.44	44.70	43.88	57.75	46.21

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	8.63	6.34	8.33	69.06	54.23	52.27	22.30	39.44	39.39
All Grades	8.63	6.34	8.33	69.06	54.23	52.27	22.30	39.44	39.39

Conclusions based on this data:

1. Gustine High students showed improvement in Math with 20% of students either exceeding or meeting standards, an improvement from the previous year's 12%. Note: the CAASPP was not administered to the 11th grade class in Spring 2020, so these are the most current results.

2. GHS improved in two strands and stayed the same in one compared to the previous year. Concepts and Procedures increased from 30% to 43% and Problem Solving improved from 43% to 53%. Reasoning stayed at 60%. Although no growth was made in Reasoning, it is still the students' area of greatest strength.

3. All students tested in math, and it is still our area most in need of improvement.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1522.2	1526.4	1514.3	1531.3	1529.6	1521.1	24	26
Grade 10	1539.1	1543.0	1523.0	1539.8	1554.6	1545.9	18	21
Grade 11	1540.6	1542.9	1531.6	1522.0	1549.1	1563.3	18	18
Grade 12	1545.5	1545.6	1535.3	1529.4	1555.1	1561.1	14	16
All Grades							74	81

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	*	7.69	*	46.15	*	26.92	*	19.23	24	26
10	*	19.05	*	28.57	*	38.10	*	14.29	18	21
11	*	27.78	*	11.11	*	38.89	*	22.22	18	18
12	*	6.25	*	50.00	*	31.25	*	12.50	14	16
All Grades	*	14.81	43.24	34.57	31.08	33.33	*	17.28	74	81

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	*	26.92	*	34.62	*	19.23	*	19.23	24	26
10	*	23.81	*	52.38	*	9.52	*	14.29	18	21
11	*	16.67	*	38.89	*	27.78	*	16.67	18	18
12	*	18.75	*	56.25		12.50	*	12.50	14	16
All Grades	33.78	22.22	43.24	44.44	*	17.28	*	16.05	74	81

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	*	0.00	*	11.54	*	42.31	54.17	46.15	24	26
10	*	0.00	*	28.57	*	33.33	*	38.10	18	21
11		16.67	*	11.11	*	44.44	*	27.78	18	18
12	*	0.00	*	37.50	*	25.00	*	37.50	14	16
All Grades	*	3.70	27.03	20.99	32.43	37.04	36.49	38.27	74	81

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	*	3.85	50.00	76.92	*	19.23	24	26
10	*	9.52	*	71.43	*	19.05	18	21
11	*	0.00	*	72.22	*	27.78	18	18
12	*	0.00	*	87.50	*	12.50	14	16
All Grades	33.78	3.70	52.70	76.54	*	19.75	74	81

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	45.83	61.54	*	19.23	*	19.23	24	26
10	66.67	80.95	*	4.76	*	14.29	18	21
11	*	72.22	*	11.11		16.67	18	18
12	*	62.50	*	25.00	*	12.50	14	16
All Grades	54.05	69.14	36.49	14.81	*	16.05	74	81

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		0.00	*	53.85	62.50	46.15	24	26
10	*	0.00	*	61.90	*	38.10	18	21
11		22.22	61.11	33.33	*	44.44	18	18
12		0.00	*	62.50	*	37.50	14	16
All Grades	*	4.94	44.59	53.09	52.70	41.98	74	81

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students							
	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	*	0.00	50.00	61.54	*	38.46	24	26
10	*	0.00	72.22	80.95	*	19.05	18	21
11	*	11.11	83.33	77.78	*	11.11	18	18
12	*	12.50	78.57	75.00		12.50	14	16
All Grades	20.27	4.94	68.92	72.84	*	22.22	74	81

Conclusions based on this data:

1. Although there is no current ELPAC data due to COVID-19, the trend has shown decreasing numbers of English Language Learners being redesignated.

2. The longer a student has been considered an English Language Learner in the district, the less likely they will be redesignated at the high school level.

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**
565	**84.4**	**16.1**	**0.2**
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	91	16.1
Foster Youth	1	0.2
Homeless	1	0.2
Socioeconomically Disadvantaged	477	84.4
Students with Disabilities	81	14.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	1.1
Asian	9	1.6
Filipino	4	0.7
Hispanic	444	78.6
Two or More Races	3	0.5
White	99	17.5

Conclusions based on this data:

1. Gustine High School is primarily comprised of students who are Hispanic and/or socioeconomically disadvantaged.

2. Our students with disabilities population increased slightly.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Although the graduation rate is high, the college and career readiness level decreased. This is largely the result of students not completing a CTE-Pathway, in addition to the previous year's decreased ELA results, which prevented students from qualifying as college-and-career ready.

2. ELA and math scores improved but there is significant room for improvement.

3. Overall suspension rate is orange at 8.1%. The subgroups are EL at 13.4% (red), Hispanic at 7.9% (orange), SWD at 7.2% (yellow), socio-economically disadvantaged at 8.6% (orange). The percentage represents suspended at least once.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	0	0

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		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	No Performance Color
9.1 points above standard	56.2 points below standard	0 Students
Increased Significantly ++31.8 points 121	Increased Significantly ++52.7 points 29	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
0 Students	4.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
	Increased Significantly ++23.2 points 96	10

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
3		2	2

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	No Performance Color
2.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	21 points above standard
Increased Significantly ++29 2 points	1		Increased Significantly ++16 1 points
87			26

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
72.8 points below standard	38.4 points below standard	21.7 points above standard
Increased Significantly ++70 8 points	Increased Significantly ++25 8 points	Increased Significantly ++29 5 points
15	14	44

Conclusions based on this data:

1. All students showed significant increase in points on the ELA test.

2. Reclassified EL's and EL students showed a significant increase in points towards standard, though they are still below standard level.

3. The Hispanic population showed significant increase in points towards standard.

School and Student Performance Data

Academic Performance
Mathematics

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

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

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	0	0

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

All Students	**English Learners**	**Foster Youth**
Yellow	No Performance Color	
80 points below standard	161.2 points below standard	
Increased Significantly ++33.2 points	Increased Significantly ++15.4 points	
122	29	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Yellow	No Performance Color
	99.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
	Increased ++13.5 points	10
	97	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
3		2	2

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color		No Performance Color
90.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy		62.8 points below standard
Increased Significantly ++27.2 points	1		Increased Significantly ++41 points
88			26

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
152.7 points below standard	170.4 points below standard	59 points below standard
Increased Significantly ++43.8 points	Declined Significantly -19.3 points	Increased Significantly ++55.9 points
15	14	45

### Conclusions based on this data:

1. All students increased significantly in points towards standard.

2. Reclassified English Language Learners showed a significant decrease.

3. English Only students had a significant increase in points toward standard.

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

English Learner Progress
No Performance Color
55.6 making progress towards English language proficiency
Number of EL Students: 72
Performance Level: High
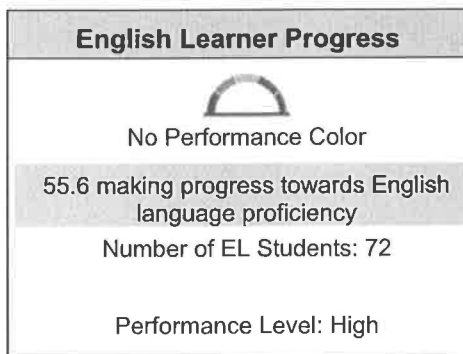
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
19.4		2.7	52.7

Conclusions based on this data:

1. 55% are making progress towards Language Proficiency; however, there was no new data due to COVID-19.

2. Performance level is classified as high on students making EL Progress; however, there was no new data due to COVID-19.

3. 52.7% of EL students have progressed one ELPI level; however, there was no new data due to COVID-19.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	No Performance Color	No Performance Color
36	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -15.9	0 Students	0 Students
139		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	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
51.9 **Prepared**	51.9 **Prepared**	36 **Prepared**
15.8 **Approaching Prepared**	15.8 **Approaching Prepared**	15.8 **Approaching Prepared**
32.3 **Not Prepared**	32.3 **Not Prepared**	48.2 **Not Prepared**

Conclusions based on this data:

1. The class of 2019 shows a decline to 36% of students being prepared as indicated by the CCI including a-g rate, CTE completion, and CAASPP.

2. To help address the decrease, we have implemented medical and business CTE pathways to the master schedule.

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.

2019 Fall Dashboard Chronic Absenteeism Equity Report
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No new data from 2019-2020 due to COVID-19.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	0	1

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

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
95.7	89.3	0 Students
Declined -3.6	Declined -10.7	
139	28	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	95.2	89.5
4	Declined -3.9	Declined -3.9
	124	19

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1		3	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
94.5	Less than 11 Students - Data Not Displayed for Privacy	0 Students	100
Declined -5.5			Increased +2.6
109	1		24

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**
99.3	95.7

Conclusions based on this data:

1. Overall graduation rate is high but did decline.

2. English Language Learners, Socio-economically Disadvantaged, and Students with Disabilities had declines in graduation rate.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	1	0	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	No Performance Color
8.1	13.4	Less than 11 Students - Data Not
Increased +0.8	Increased +1.3	2
605	97	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not	8.6	7.2
6	Increased +0.6	Declined -1.3
	501	83

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data		Less than 11 Students - Data	Less than 11 Students - Data
6		9	4

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color		Orange
7.9	Less than 11 Students - Data		9.6
Maintained 0	4		Increased +4
478			104

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

2019 Fall Dashboard Suspension Rate by Year		
2017	2018	2019
	7.3	8.1

Conclusions based on this data:

1. Overall suspension rate is at 8.1% with an increase of 0.8%.

2. The use of illegal substances and fighting went up slightly on campus, which led to more suspensions.

3. Data cut off in March 2020 due to COVID-19.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Provide students with high-quality classroom instruction and access in all courses of study.

LEA/LCAP Goal

Increase student achievement and success in all subjects so as to improve the percentage of students meeting or exceeding standard on the CAASPP and meeting college- and career-readiness indicators.

Goal 1

Increase student achievement and success in all core and elective courses, especially in Math and English, so students have the opportunity to meet or exceed standard on the CAASPP and be better prepared after high school.
Increase student achievement in ELA by 5% on students meeting or exceeding the standard.
Increase student achievement in Math by 5% on students meeting or exceeding the standard.

Identified Need

Data indicates a continued need for quality first instruction for all students in ELA and math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease "the distance from standard" for all students for the ELA CAASPP.	"All Students" in ELA scored 9.1 points above standard; 54% meets/exceeds standard.	Decrease "distance from standard" score; increase overall ELA to 59% of all students meet/exceed in 20-21.
Decrease "the distance from standard" for all students for the Mathematics CAASPP.	"All Student" in Math scored 80 points below standard; 20.5% meets/exceeds standard.	Decrease "distance from standard" score; increase overall Mathematics to 25.5% of all students meet/exceed in 20-21

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

New Diagnostic assessment for English (myPerspectives) and Math, (Math Diagnostic Testing Project - MDTP).

- Principal
- Test Coordinators
- Teachers

Implement student exposure to CAASPP assessments (IABs) and diagnostic assessments from 9th -11th grade.
- Principal
- Teachers

Implement testing incentive program which includes social media promotions and CAASPP incentive promotional month prior to the test.
- Principal
- Test Coordinators
- Teachers
- PBIS Committee

Science and Social Science to continue to integrate ELA and Math CAASPP essential standards within their instruction.
- Teachers
- Instructional aides
- ELD/SPED Teachers

Target students who need intensive Tier-II and Tier-III interventions and/or those who demonstrate specific skill deficiencies with practices that best meet their needs in and after school.
- Teachers
- Instructional Aides
- Counselors

Continue to update and maintain technology for IAB and CAASPP assessments.
- Principal
- Test Coordinator
- Staff

Continue to fund the Instructional Coach to mentor, connect with colleagues, and focus on best practices.
- Principal
- Instructional coach
- Teachers

Continue to support CTE pathway options with a focus on Agriculture, business, and medical options.

Continue to utilize Edmentum credit recovery to allow students to stay on track for graduation and meet a-g requirements.

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

Amount(s)	Source(s)
32,000.00	LCFF 4000-4999: Books And Supplies
15,000.00	Title III 2000-2999: Classified Personnel Salaries EL Intervention aide - district funded
14,500.00	Title I 4000-4999: Books And Supplies Technology -
11,500.00	Title I 5000-5999: Services And Other Operating Expenditures
32,400	Lottery: Instructional Materials 4000-4999: Books And Supplies
32,000	Title I 1000-1999: Certificated Personnel Salaries Instructional coach
14,000	Title I 2000-2999: Classified Personnel Salaries Bilingual Liaison
20,300	Title I 2000-2999: Classified Personnel Salaries Migrant and Bilingual aide

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

Technology and support for all students
- Administrators
- Site Improvement Team
- Teachers

Increase the effective use of technology that supports and enhances learning, including platforms such as Google Classroom, EdPuzzle, Kami, Padlet, Nearpod, Screencastify, etc.
- Administrators
- Teachers

Provide technology PD and support for teachers each semester.

- Administrators

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)
9,800	LCFF 4000-4999: Books And Supplies
1,000	Title I 4000-4999: Books And Supplies

Strategy/Activity 3

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.

Amount(s)   Source(s)

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.

Gustine is working to improve student achievement through the high-quality instructional practices. To accomplish this, ELA and math have implemented SBE-adopted, standards-aligned curricula and are actively using their data-monitoring functions to drive instruction, reteaching, and modification of instruction to ensure improved achievement, in addition to using the CAASPP IABs to monitor student progress in formative ways. These efforts are supported across all content areas and through the use of evidence-based technology to enhance learning (i.e., EdPuzzle, Padlet, Nearpod, Screencastify, FlipGrid, etc.). In addition, the instructional coach is working with departments and individual teachers to strengthen instructional practices. The incentivization of improvement and proficiency on the CAASPP has been correlated with increased test scores in the past, which indicates that this strategy could result in continued growth on test scores. However, these are strategies that are new to the 2020-2021 so it is not yet possible to measure the overall effectiveness of these actions.

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

Although the budget has decreased, there is no major difference.

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 adopted new curricula in ELA and Math and are piloting new curricula in Social Science and Science, so we are hoping this will increase rigor, relevance, and alignment of instruction to the standards for distance learning, as well as in-person instruction; at the same time, it is acknowledged that the new curricula may need may need supplemental supports to make the curricula effective for distance learning.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Safe and healthy learning environment.

LEA/LCAP Goal

The district will create and support a safe, healthy and welcoming learning environment to enhance social-emotional and academic learning for all students.

Goal 2

Ensure a safe and secure environment for all Gustine High School families, students, staff and visitors.

Identified Need

Through feedback from the school site council, Coffee with the Principal, the school safety plan, and parent surveys there is a recognized need to continuously update and upgrade school safety; this is all-the-more necessary now as we work to contain the spread of COVID-19.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase Facility Inspections Tool (FIT) report outcomes scores every year.	85% (good score per MCOE)	90% (good score according to MCOE)
Parent Involvement as measured by Parent Surveys.	4% response	14% response
Increased campus supervision on campus.	2 full-time campus supervisors	2-3 full-time campus supervisors
Update fire, alarm, and phone systems.	School-wide communication system	All communication systems on campus are in working condition
Mandatory safety trainings.	Yearly training for all staff	All staff trained in 2020-2021
Suspension Rate as indicated by the California Dashboard.	The suspension rate in 2019-2020 was 8.1%	Suspension Rate will decrease to 5.0% for 2020-2021
Attendance Rate	Attendance Rate 19-20: 94% not calculated in 19-20 but we want to increase attendance	Attendance Rate: Increase to 95% for 2020-2021.
Student and Parent Meetings with School Counselors	Counselor will meet with students and parents 1 time per year	Counselor will meet with students and /or parents 1 time per semester.

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

PBIS will be implemented school-wide: we will establish regular meetings for attendance and behavior, analyze needs and goals, and develop strategies and share with staff and parents.

- PBIS committee members

Conduct safety drills on campus
- Assistant Principal
- Staff

Virtual CADA Activities conference to increase positive school culture and climate.
- Principal
- Activities and Leadership/Link Crew Teacher

Proactive discipline model and policies.
- Principal
- Assistant Principal
- SRO
- Teachers
- Staff

Utilize Counselors and School Psychologist to support students.
- Principal
- Counselors
- School Psychologist
- Teachers

Increase follow-up for students with poor attendance by phone, emails, ParentSquare messenger, and SRO.
- Assistant Principal
- Attendance Clerk
- Counselors
- Bilingual liaison
- SRO

Follow SART/SARB process to increase positive student attendance.
- Principal
- Assistant Principal
- Attendance Clerk
- SRO

Implement Share 911, a school-wide safety alert system and daily wellness checks.

- Principal
- Assistant Principal
- Teachers
- Staff

Bimonthly Improvement Team meeting to review data on attendance and discipline and its effects on grades.
- Principal
- Improvement Team Members

School-wide rewards for positive attendance and behavior.
- Principal
- Assistant Principal
- Teachers
- Staff

CAASPP Incentive program for increasing the previous year's individual score.
- Principal
- Teachers

Monitoring student engagement and well-being during distance and hybrid learning.
- Principal
- Assistant Principal
- Counselors
- Teachers
- Attendance Clerk

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)
8,000.00	LCFF 5000-5999: Services And Other Operating Expenditures
8,000.00	Title I 4000-4999: Books And Supplies

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

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.

Gustine has improved on its overall communications with all stakeholders. We have maintained our suspension rate, but attendance continues to be an area for improvement.

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

There are no major differences.

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 are continuing with our goals to effectively communicate and support schoolwide safety and behaviors while on Distance Learning, as well as in-person learning.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent engagement

LEA/LCAP Goal

District will work together with parents, families, and the community to create partnerships to enhance student achievement.

Goal 3

We will increase parent, student, and stakeholder involvement by surveys, attendance, and sign-in sheets.

Identified Need

There is a need to increase parent input about the school environment.
Parents must be educated on how to support learning at home and at school.
Student engagement must be increased in all grade levels.
There is a need to support parent/student and staff relationships that engage students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent/Teacher communication and support	Parent conference one time per semester to review academic progress	Parent conference two times per year to review academic progress.
Attendance from sponsored events for all clubs.	90% of club members attend 90% of sponsored activities	100% of club members will attend 90100% of sponsored activities
Increase the number of school-wide student activities.	55 event days for the school year	60 event days for the school year
Work with district schools to provide bullying and mental health awareness nights	School/district partnership one time per school year	Increase school/district partnership for awareness night events to 2 times per year
Social media and ParentSquare event reminders	Highlight 90% of campus events on all social media platforms that are tied to GHS	Highlight 100% of campus events on all social media platforms that are tied to GHS
Attendance monitoring of parent education and information events via a sign-in sheet.	College/career and academic meetings 4 times a year	Increase from 4 to 5 times per year.

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

Activities

Survey parents, students, and staff to see what types of events should be held on campus.
- Principal
- Advisors
- Improvement Team Members

Strengthen PBIS incentive program to recognize students with PLC/PBIS quarterly meetings. We will implement a PBIS activity into our staff meetings once a month and have monthly PBIS committee meetings to discuss progress and next steps.
- Counselors
- Principal
- General Education Teachers (2)

Maintain GHS Facebook, Instagram, and website platforms for news and information
- Administrative Assistant
- Counselors
- ASB Advisor

Parent/Student Education

Counselors will hold Parent Education nights, Senior Night, College Information sessions, and FAFSA workshops, as well as events and communications for all students.

- Counselors

Home-to-School Communication for all supports and events that happen on campus through Parent Square, Facebook, and Instagram.
- Principal
- Assistant Principal
- Counselors
- Administrative Assistant
- Bilingual Liaison

Host school-sponsored academic/co-curricular and extracurricular events to enhance student and parent involvement, such as Coffee with the Principal, college nights and general parent meetings.
- Principal
- Assistant Principal
- Administrative Assistant
- Counselors

- Club Advisors

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)
5,000.00	Title I 4000-4999: Books And Supplies
3,000.00	LCFF 4000-4999: Books And Supplies
21,500.00	Agriculture Vocational Incentive 4000-4999: Books And Supplies
40,000.00	Other 4000-4999: Books And Supplies

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.

Parent involvement has increased over the past year, which has made a positive impact on the school. Our daily and monthly communications with our families as well as the events hosted, have proved effective this past school year.

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

There are no major differences at the time.

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 will continue to reach out and communicate with parents in a variety ways. Our developing knowledge of effective communication with parents during distance learning on several different platforms will only enhance our home to school connections.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development

LEA/LCAP Goal

Gustine Unified School district is committed to providing all English Language Learners with access to a broad course of study as measured by multiple metrics, including state and local measurements.

Goal 4

The percent of English Learner students making progress towards language proficiency will improve by 10% as measured by district and state testing along with improving the graduation rate for our English Language Learners by 5%.

Identified Need

There is a need to increase the percentage of students making gains towards language proficiency and graduating high school college-and career-ready.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation rate for English Learners	89%	94%
English Language Progression	55.6% of the students made progress towards proficiently.	65.6% of students will make progress towards proficiency

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Adjust site testing schedule for ELPAC to maximize students' success.

- Test Coordinator

Improve ELD classroom focus to prepare students so they understand the importance of ELPAC testing.
- ELD Coordinator
- Teachers

Continue to monitor progress and grading report periods to structure intervention and supports.

- Administrators
- Counselors
- Teachers

Utilize the Bilingual instruction aide for core class supports.
- Teachers
- Bilingual Aide

Utilize the bilingual community liaison for a home to school connections in regards to situations that arise throughout the school year.
- Principal
- Teachers
- Bilingual Liaison

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000.00	Title I 4000-4999: Books And Supplies

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.

This is a new goal based on this recognized area for growth.

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

There are no major changes at this time.

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.

Gustine High School will implement and monitor a comprehensive and consistent plan for our English Learner Program.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$269,000.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$107,300.00
Title III	$15,000.00

Subtotal of additional federal funds included for this school: $122,300.00

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

State or Local Programs	Allocation ($)
Agriculture Vocational Incentive	$21,500.00
LCFF	$52,800.00
Lottery: Instructional Materials	$32,400.00
Other	$40,000.00

Subtotal of state or local funds included for this school: $146,700.00

Total of federal, state, and/or local funds for this school: $269,000.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Agriculture Vocational Incentive	21,500.00
LCFF	52,800.00
Lottery: Instructional Materials	32,400.00
Other	40,000.00
Title I	107,300.00
Title III	15,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	32,000.00
2000-2999: Classified Personnel Salaries	49,300.00
4000-4999: Books And Supplies	168,200.00
5000-5999: Services And Other Operating Expenditures	19,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Agriculture Vocational Incentive	21,500.00
4000-4999: Books And Supplies	LCFF	44,800.00
5000-5999: Services And Other Operating Expenditures	LCFF	8,000.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	32,400.00

4000-4999: Books And Supplies	Other	40,000.00
1000-1999: Certificated Personnel Salaries	Title I	32,000.00
2000-2999: Classified Personnel Salaries	Title I	34,300.00
4000-4999: Books And Supplies	Title I	29,500.00
5000-5999: Services And Other Operating Expenditures	Title I	11,500.00
2000-2999: Classified Personnel Salaries	Title III	15,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	182,500.00
Goal 2	16,000.00
Goal 3	69,500.00
Goal 4	1,000.00

School Site Council Membership

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

1 School Principal

6 Classroom Teachers

3 Other School Staff

5 Parent or Community Members

5 Secondary Students

Name of Members	Role
Adam Cano	Principal
Brian Chubon	Other School Staff
Andrea Verdin	Other School Staff
Yaneli Ledezma	Classroom Teacher
Melody Noceti	Classroom Teacher
Alan Ward	Classroom Teacher
Melanie Gomes	Parent or Community Member
Sarah Thommen	Classroom Teacher
Patrica Zavala	Parent or Community Member
Maria and Gerzayr Alapizco	Parent or Community Member
Chandra Brace	Parent or Community Member
Barbara Azevedo - President	Classroom Teacher
Emily Fulgueras	Secondary Student
Yajaira Hernandez	Secondary Student
Yadira Hernandez	Secondary Student
Alondra Meza Camarillo	Secondary Student
Selena Lopez	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 November 30, 2020.

Attested:

Principal, Adam Cano on November 30, 2020
SSC Chairperson, Barbara Azevedo on November 30, 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.

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

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

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

Requirements for Development of the Plan
    I. The development of the SPSA shall include both of the following actions:

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan
    II. The SPSA shall include the following:

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

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

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

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

     b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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